



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, October 4, 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


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- 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. Fall 2022 Enrollment Update 4 - 18
[Fall 2022 Enrollment Update](#) 
Presenters: Marissa Pierce, Beatriz Joseph
- 4.2. New Comprehensive Evaluation of Full-Time Faculty 19 - 32
[New Comprehensive Evaluation of Full-Time Faculty](#) 
Presenters: Terry Di Paolo, Shawnda Floyd
- 4.3. E-learning and Technology Systems 33 - 43
[E-Learning and Technology Systems](#) 
Presenters: Terry Di Paolo, James Parker

5. Items for Review

- 5.1. Committee Notes
a. Education Workforce Committee Notes for August 2, 2022 44 - 52
[Education Workforce Committee Notes for August 2, 2022](#) 

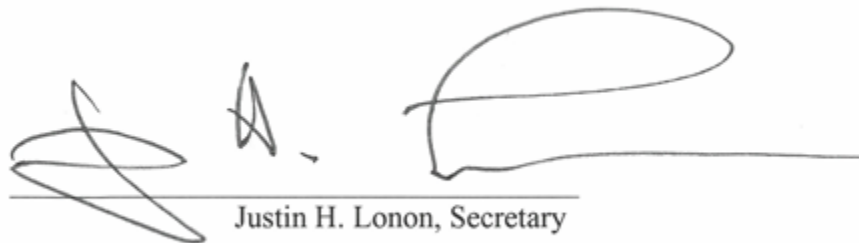
6. Executive Session (if required)

- 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 AuditsSections 551.076 and 551.089

7. Adjournment

*CERTIFICATION OF NOTICE POSTED FOR THE OCTOBER 4, 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 30th day of September 2022 in compliance with the applicable provisions of the Texas Open Meetings Act.



Justin H. Lonon, Secretary



Fall 2022 ENROLLMENT UPDATE

October 4, 2022

Dr. Marisa Pierce
Associate Vice-Chancellor
Enrollment Management
Education & Workforce Committee

National Enrollment Landscape



National Decline Overall at 5%
Community Colleges decline at 7.8%



Student Type

Traditional College-Aged
down 3.2% (18 – 24 years)

Adult Learners fell 10.8% (24 and over)



Average Age is 24.

- Community Colleges



Transfer Patterns into community college significantly dipped with no recovery.



Female & Male

Large declines remain clear

vs. 9.2% fewer women
5.6% fewer men



By Program Level

Associate Degree Seeking down -9.0%
Other Credentials down -3.7%



120,972

**Students enrolled
2021-2022**

=

101,151 + 23,927

Credit

Non -credit



78,388

Gen Z

10-25 years



31,954

Millennials

26-41 years



9,472

Gen X

42-57 years



1,656

Baby Boomers

58-76 years



704

Mature

77+ years

Education for ALL

2021-2022 Enrollment



68,726

**Fall 2021 Dallas College
Students (unduplicated)**

VS.



***65,539**

**Fall 2022 Dallas College
Students (unduplicated)**

21,030 DC/ECHS

All detected instances of student while participating in Dual Credit, Early College High School or Richland Collegiate in corresponding term

7,853 FTIC

First detected instance of higher education in corresponding term

36,758 Returning

Returning after having previously attended Dallas College in a previous term

2,750 Transfer -in

First detected instance of Dallas College, but with previous higher education experience in corresponding term

21,847 DC/ECHS (3.9%)

7,612 FTIC (-3%)

32,766 Returning (-10.8%)

3,052 Transfer -in (11%)



Fall Enrollment

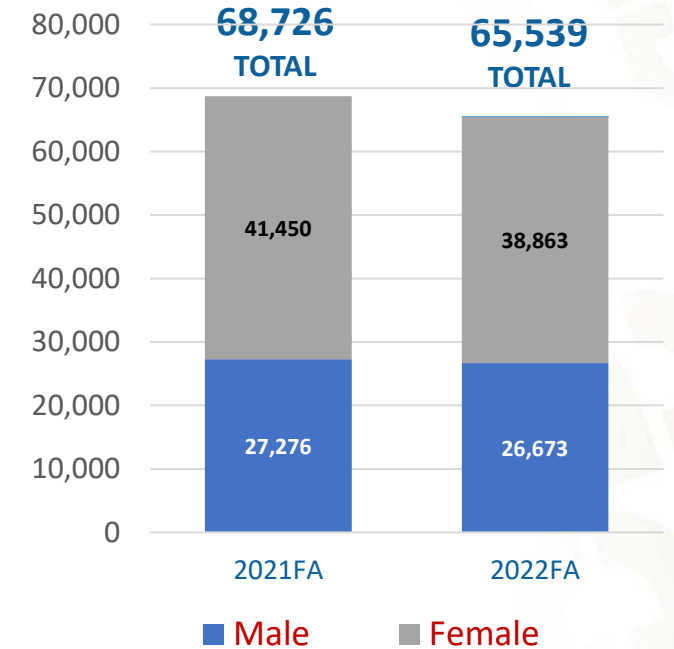
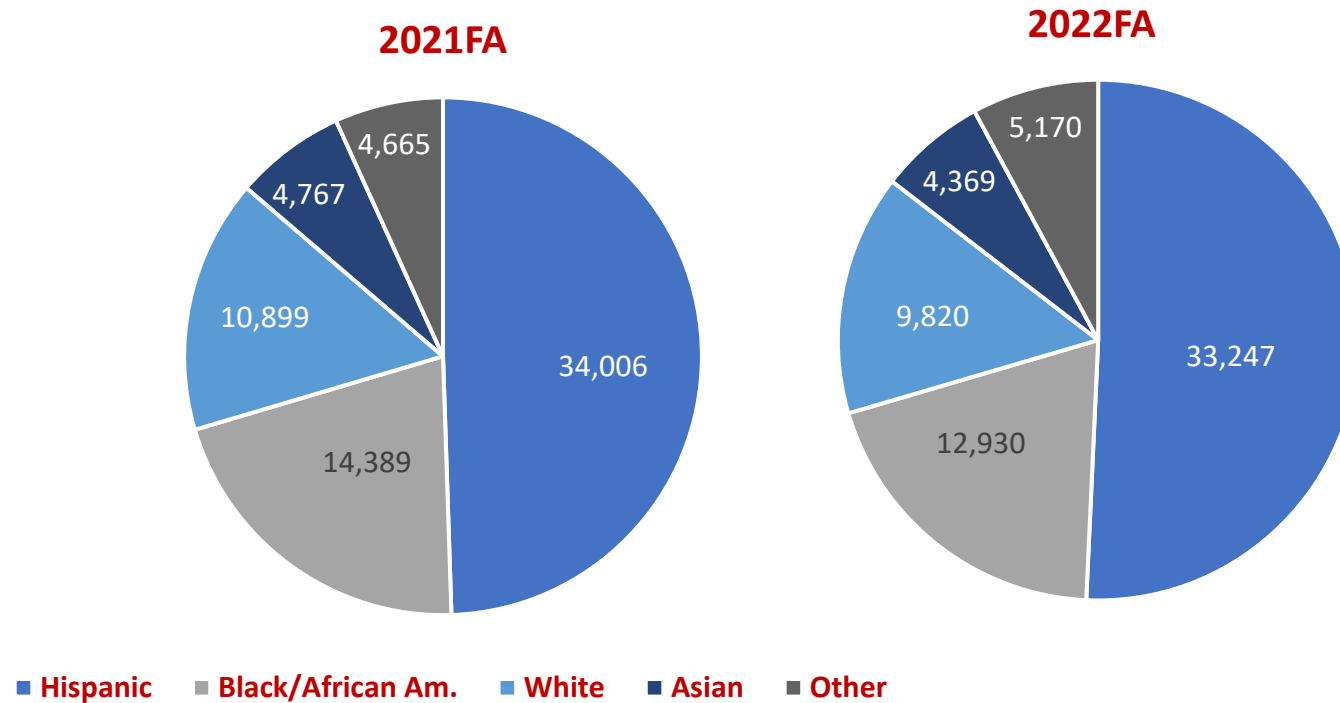
-4.6% ****Total percentage
difference**

*As of September 15 (Census Date), all parts of term. **Enrollment in progress.*

Source: Dallas College Strategic Research & Analytics

23

The average age for students in the overall population in the past 5 years (credit & non -credit)

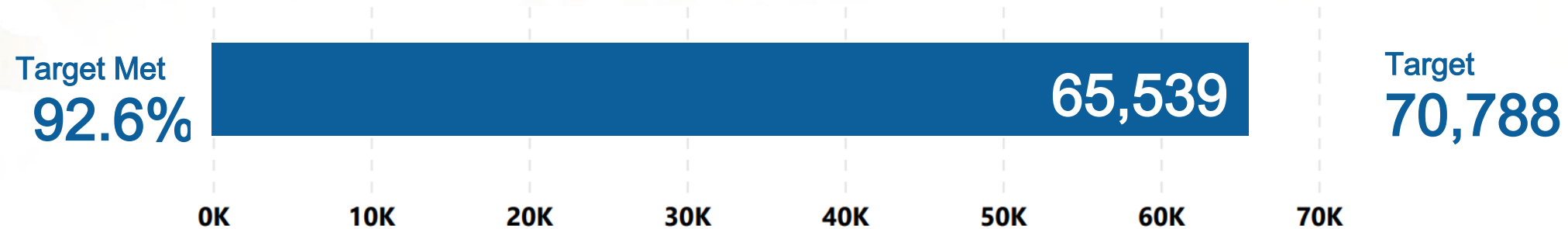


Demographics – All Populations

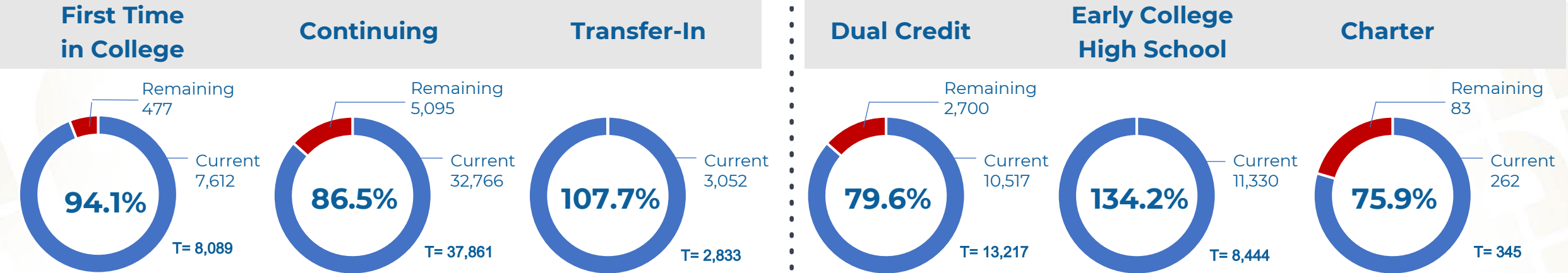
Race and Gender

Source: Dallas College Strategic Research & Analytics

Total Unduplicated Headcount Progression to Semester Target



Semester Target Met by Student Group



Key Enrollment Data

Enrollment Targets and Progression



Group 1 - Non-returners

-enrolled Spring 2022 did not return Fall 22

- **Financial** – need to work/maxed aid
- **Academic** – probation, suspension, other difficulty
- **Other**
 - Transferred to other institution.
 - Family responsibilities
 - Work schedule conflicts



Group 2 - Dropped Courses

- enrolled at term and dropped before the 12th day(Census)

- **Financial**
- **Academic**
- **Other**
 - Course Modality
 - Challenging Course Requirements (varies)
 - Work Schedule

Survey Results

What our students are sharing and experiencing

Division of Student Success Survey – administered via text (September 2022)



Persistence

Fall to Fall

By Gender



Males

52.2% Fall 21-Fall 22

46.2% Fall 20-Fall 21



Females

71.8% Fall 21-Fall 22

69% Fall 20-Fall 21

By Race

African Americans

47% Fall 21-Fall 22

41.8% Fall 20-Fall 21

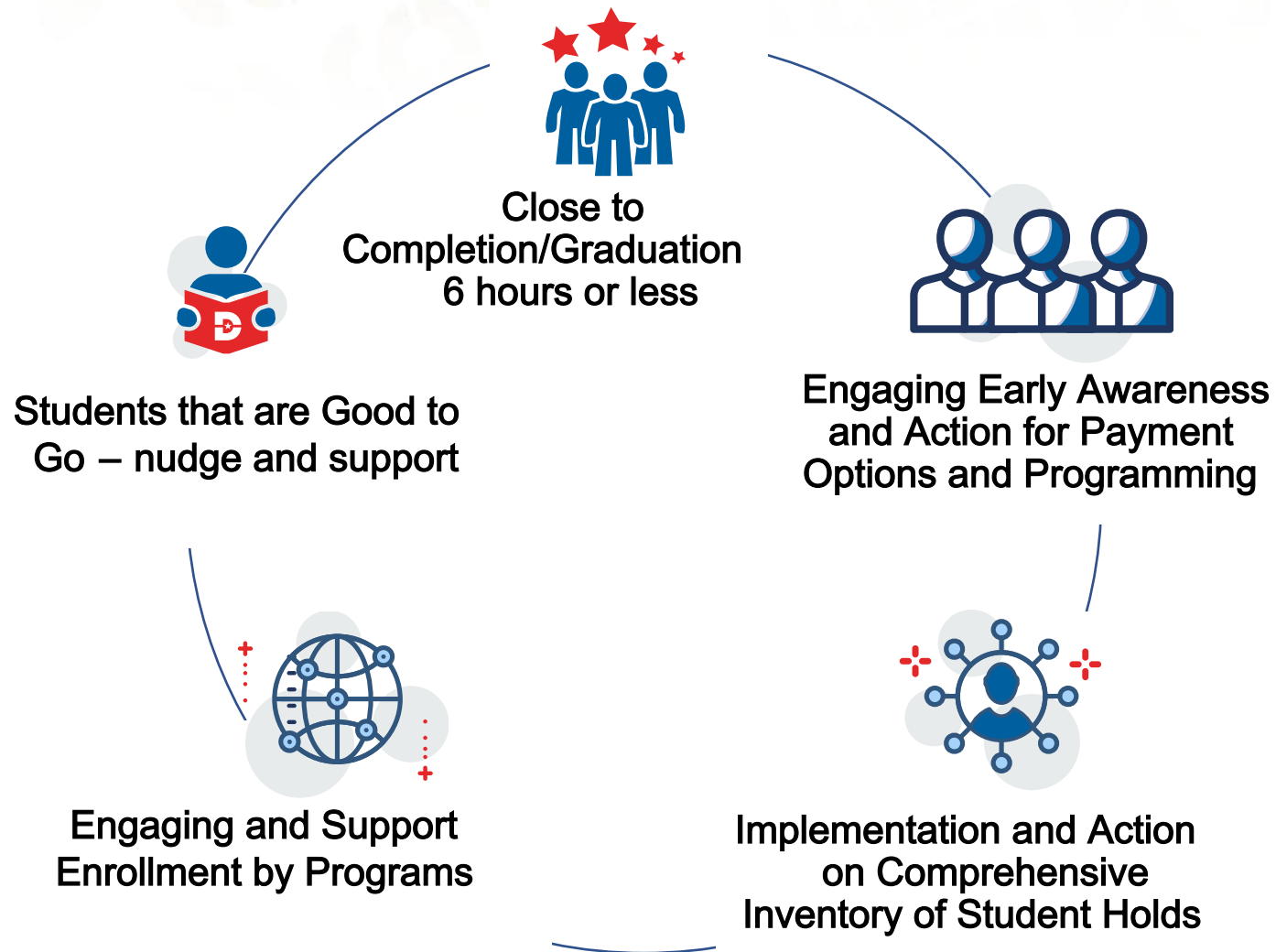
Hispanics

57.3% Fall 21-Fall 22

50.1% Fall 20-Fall 21

Promising Trends - Persistence

Meeting Our Students' Needs Impactful Programming



Specialized Campaigns



Close to Graduation

(Applied needed REQs)

926 – students served

Intervention:

- Ensure Right Courses
- Success Coach
- Repayment Grant to Support College Funding

Outcome: 40% students registered

N=364



Close to Completion

(6 hours or less)

2016 – students served

Intervention:

- Pathways Specialists worked to address reverse transfer (if applicable)

Outcome: 41% students registered

N=822



Cohort Enrollment Health Sciences CTE

12 - Programs

Intervention: Process developed between success coaching and academics to support course registration

Outcome: **N=1108** Students enrolled



Comprehensive Review Student Holds (Remove barriers)

All Students

Intervention: identify student holds and determine whether they are valid.

Outcome: **N=3,663** Student holds removed



Financial Aid and Payment Plan Programming

All Students

Intervention(s):

- Weekly FAFSA/TAFA Campus –Based Workshops
- Monthly Prison Outreach
- Increased In Class Financial Literacy Presentations
- Protection of Balances Due
- Promotion of Payment Plans

Outcome: (Various)

All Populations

Continuous Best Practices

Enrollment Strategies



Face to Face & Virtual Services (on-going) – Evening Teams



Specialized/Personalized Calling Campaigns



All Conversion Efforts (Enrollment Funnel)

Marketing and Communications



Early & Programmed Texts and Calls
Registered Not Paid/Drop Not Paid



Social Media – Facebook, Twitter, Instagram, TikTok



Target Populations/Market Segmentation

Meeting Our Students' Needs

Strategic Enrollment Management

Workforce Development Programming



August 2022

Programs and courses to be offered



September 2022

Engage Financial sector/upskilling workforce

Continue collaboration Academics/ Workforce



October 2022

Afternoon and evening courses offered at different locations

Rapid Response TEAM

Non - credit Programming (Adults)



Earlier Registration –
Opening November 1st



Contact Center



Registration Events

- Super Saturdays
- New Student Orientation
- Evening Schedule

What's New and Upcoming



Thank you





New comprehensive evaluation of full-time faculty

**Presentation to the Board of Trustees
October 2022**

Two-part presentation

Annual process



Performance Evaluation

Annual assessment of competencies carried out for all full-time employees



Triggered by expiration of contract

Contract Recommendation

An activity that determines the renewal of a full-time faculty member's contract at the end of their contract period



Partnering with faculty on design

Annual process



Triggered by
expiration of contract

Performance Evaluation

Constitution of the **Faculty
(Performance) Evaluation Workgroup**.

18 faculty members across the schools
– including 3 that co-led the group.

Contract Recommendation

Consultations with the **Faculty
Council** during the summer on the
new contract process and also on
the recommendation guidelines.



Part 1: Performance Evaluation

Annual process



Performance Evaluation

Annual assessment of competency
carried out for all employees



Triggered by
expiration of contract

Contract Recommendation

An activity that determines the
renewal of a faculty member's
contract at the end of their
contract period





Comparing old and new approaches

	Old Faculty Evaluation System (in use since 2002)	New Holistic Faculty Evaluation System
Evaluation cycle	Annually or every other year.	Every full-time faculty evaluated annually.
Evaluation focus	Attainment of future plans/goals focused on development of new skills, enhancement of existing talents, or emphasis in areas of ongoing responsibility. Different approach to staff and administrators.	Focused on competency in meeting the requirements of the faculty job description (developed with faculty in 2019). Approach aligned with staff and administrator evaluations
Features and components	Classroom evaluation, student feedback, ad-hoc meetings, review meeting	Refreshed classroom evaluation for face-to-face and online, student feedback through End of Course Surveys, 3 required meetings a year with prescribed structure and documentation required
Relationship to contract offer	Limited – historically, full-time faculty had 3 year contract renewed every year.	Integral and multi-year contracts must term out before another contract is awarded



Components of Faculty Evaluation

**Assessment of
competencies**

**Teaching
evaluation**

**Periodic check-ins
with supervisor**

**Student feedback
(End of Course
Survey)**

**Contributions to
the College**

**Professional
development of
growth**



Faculty Competencies

- The **Faculty Evaluation Workgroup** (18 faculty, 5 administrators)
- Used the faculty job description to identify **22 competencies** for faculty across **5 categories**



Student Engagement

Eg Communicate with and provide feedback to students in a timely fashion.

3 competencies

Teaching and Learning

Eg Evaluate and assess student learning on a regular basis in all classes taught.

5 competencies

Administrative & Operational Responsibilities

Eg Submit final grades by the established deadlines.

6 competencies

Institutional Service

Eg Participate in required program reviews and the achievement of departmental goals.

4 competencies

Professional Development

Eg Maintain knowledge and competence in the appropriate academic discipline or workforce field.

4 competencies

Total = 22 competencies

The Performance Evaluation System



Competency Identifier

Competency Category

Competency Statement

Competency Rating Scale

Competency

Student Engagement 1 of 3

Category

Student Engagement

Description

Communicate with and provide feedback to students in a timely fashion.

Employee Evaluation

Proficiency Rating *

Consistently Meets Expectations

select one

Does Not Meet Expectations

Partially Meets Expectations

Consistently Meets Expectations

Consistently Exceeds Expectations

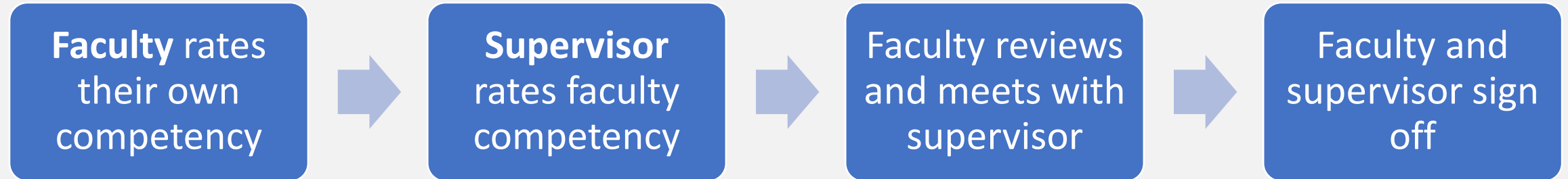


- 1 = Does not meet expectations
- 2 = Partially meets expectations
- 3 = Consistently meets expectations
- 4 = Consistently exceeds expectations

What a
competency
looks like in the
system

There are 5 competency categories. When faculty have rated each of the competencies in that category they can add supporting comments in text box (essentially, justifying their scores).

How it works



The outcome

- Having rated all competencies, an **average rating** is calculated for both the employee and supervisor (rating between 1- 4)



Rick is full-time faculty. His average rating of his own competency

3.75

Consistently exceeds expectations



Rani is Rick's Chair. Rani's average rating of Rick is

3.00

Consistently meets expectations

As with all employees, the supervisor's average rating is recorded as part of the employee's record.

What are faculty saying about the process?

Issues with:

- Transparency
- Weighting of different aspects
- The specification of institutional service and professional development
- The inclusion of End of Course Surveys
- Equity and job security

“I appreciate the holistic nature of the entire evaluation process. The process provides us as faculty with the opportunity to highlight the entire body of our work... I feel this new system really positions my Chair as someone who is there to help me be successful.”



What are supervisors saying about the process?

“The general feeling [for faculty] has been one of nervousness and caution going in, and a more calm, satisfied feeling going out. I have spent a lot of time with reassurances that we are not out to get them, and that all we are doing is talking about what is going well and what we can do to help them with challenges. So far [the faculty] have been smiling and encouraged going out of the meeting.”

“The new faculty evaluation and the tools that have been provided to us to accompany the evaluation process really go a long way in helping to continue build strong collaboration, community, and trust between department chairs and faculty. I see the most important aspect of my job as supporting our faculty so that they are successful – and this process directly supports this work”



Part 2: Contract Recommendation

Annual process



Performance Evaluation

Annual assessment of competency
carried out for all employees



Triggered by
expiration of contract

Contract Recommendation

An activity that determines the
renewal of a full-time faculty
member's contract at the end of
their contract period



Contract Recommendation Process



Thank you



Performance Evaluation



Contract Recommendation





E-learning and Technology Systems

**Presentation to the Board of Trustees
October 4, 2022**

**Terry Di Paolo VP E-learning
James Parker Chief Information Officer**

**Life outside the
classroom has
the largest
influence on
expectations
and success**





E-learning Insights

Typical Fall and Spring enrollments among our students:

Face-to-face



Hybrid



Online



Scheduled Online



40%

Only take
face-to-face

30%

Study
combination of
face-to-face and
online

30%

Only take
online

E-learning Terminology

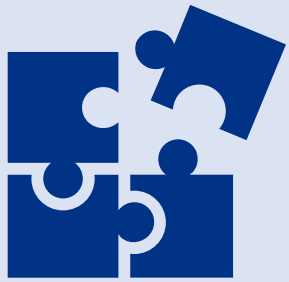
Learning Management System (LMS)

- Technology used to plan, deliver, facilitate and assess learning online.
- Not just used for online classes – enterprise-wide system

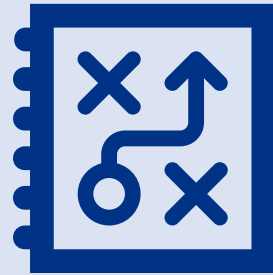
eCampus

- What we call the Learning Management System at Dallas College.
- For approximately two decades we have partnered with Blackboard using their product Learn as our eCampus system.
- We signed a 3-year contract with Blackboard in 2020 - set to expire in 2023.

How do students use eCampus



**SYLLABUS AND
GRADES**



**ACCESS COURSES
AND COMPLETE
ASSIGNMENTS**



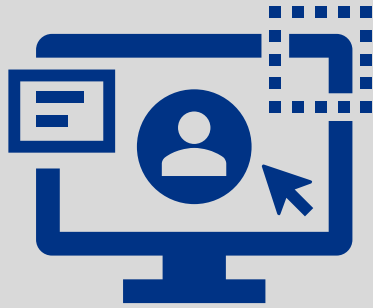
**CONNECT WITH
OTHER STUDENTS
AND INSTRUCTOR**



**CONNECT WITH
COLLEGE SERVICES
AND RESOURCES**



Challenges with current eCampus



DESIGN AND
FUNCTIONALITY



LEARNING
CURVE



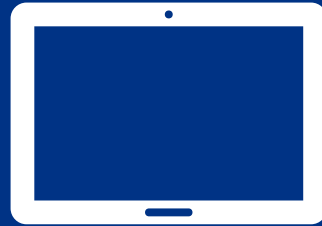
INSIGHTS AND
ANALYTICS



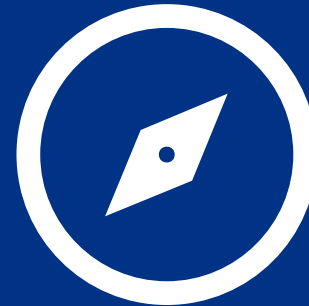
What we need in a new LMS



**ACCESSIBLE AND
EASY TO USE**



**MODERN DESIGN
ACROSS DEVICES**



**FOCUSED ON
SUCCESS**



**COMPREHENSIVE
SOLUTION**





E-learning Priorities

Commencing Fall 2022

All instructors teaching online must adopt our new Online Teaching Framework

All courses in eCampus must adopt a standard navigation menu

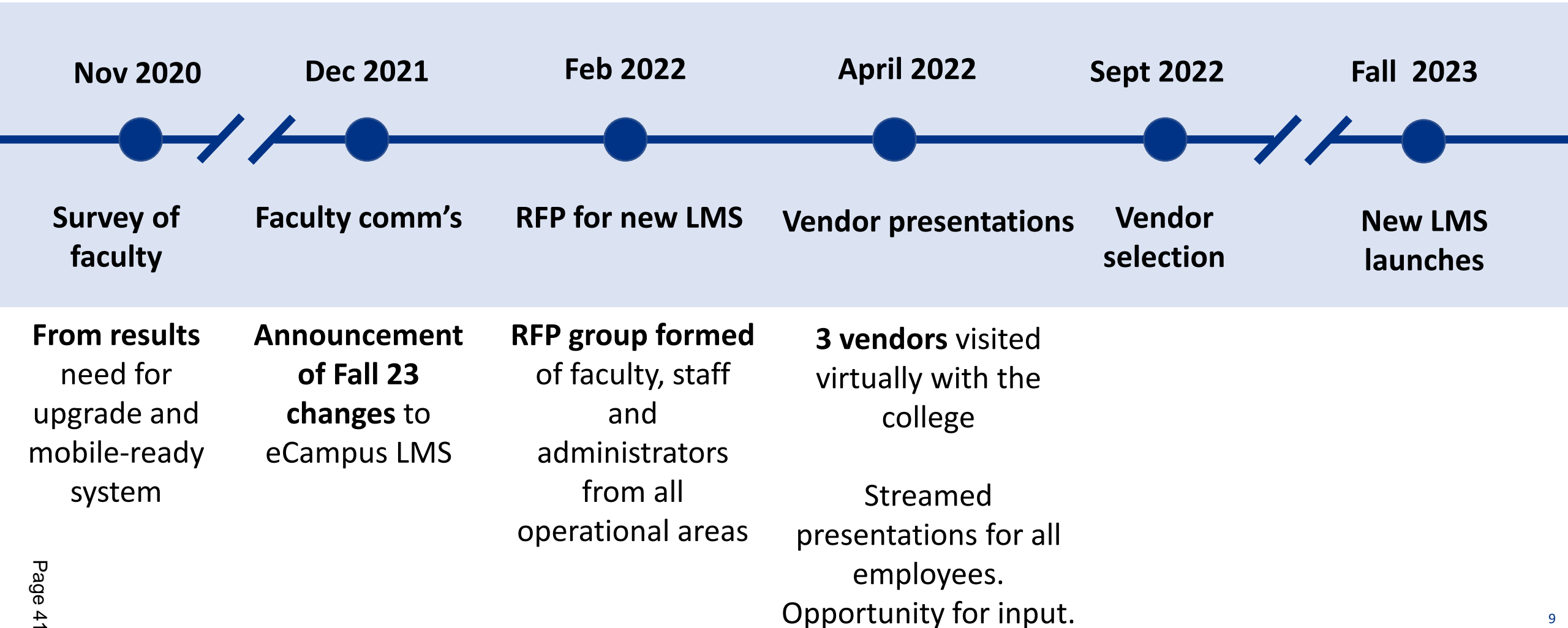
Commencing Fall 2023

Implement new eCampus system through request for purchase (RFP) process

Faculty required to successfully complete training to teach online



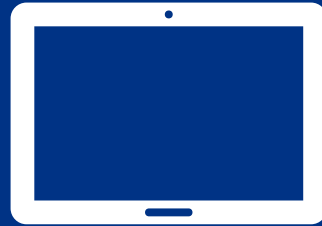
Timeline



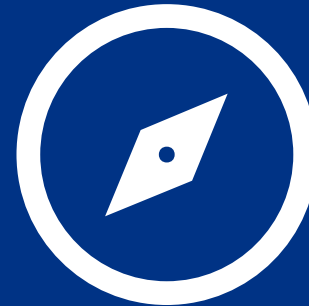
New LMS



**ACCESSIBLE AND
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**MODERN DESIGN
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**FOCUSED ON
SUCCESS**



**COMPREHENSIVE
SOLUTION**





**Life outside the
classroom has
the largest
influence on
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and success**



ITEMS FOR REVIEW NO. NO. 5.1.a.

Education Workforce Committee Notes for August 2, 2022

The Education Workforce Committee Meeting of the Board of Trustees of Dallas College was held Tuesday, August 2, 2022, beginning at 10:33 a.m. at the administrative office in room 036, and was broadcasted via the streaming link <https://dccc.new.swagit.com/events/13899>. This meeting was convened by Committee Chair Phil Ritter.

Board Members and Officers Present

Mr. Cliff Boyd

* Mrs. Monica Lira Bravo

Ms. Charletta Rogers Compton

* Ms. Diana Flores

Dr. Catalina E. Garcia

Dr. Justin H. Lonon (secretary and chancellor)

Mr. Paul Mayer

* Mr. Philip J. Ritter (committee chair)

* *Denotes a committee member*

Members absent

None.

1. **Roll Call - Announcement of a Quorum** was confirmed by Chair Monica Lira Bravo.
2. **Certification of Notice Posted for the Meeting** was confirmed by Chancellor Justin Lonon.
3. **Citizens Desiring to Address the Board**
None.
4. **Committee Presentation**
 1. 2022 Summer Enrollment Update
Presenters: Beatriz Joseph, Marisa Pierce
Committee Chair Ritter opened the meeting and turned the floor over to Dr. Beatriz Joseph and Dr. Marisa Pierce.

Pierce began with a breakdown of the terms for ten weeks, first eight weeks, second eight weeks, and May term. She noted there was a 1.2 percentage point enrollment increase over the 2021 enrollment, which was used as a baseline since pre-pandemic numbers were hard to return to. Pierce explained that summer enrollment had done well and explained the asterisks on the chart were for 2019 and 2020, where the first ten-week courses were included in the first eight weeks for credit courses only. She pointed this out because the numbers would not add up because students might be in multiple courses for one semester.

Trustee Boyd asked how Dallas College could see students that did not drop and stayed enrolled.

Pierce answered there was work being done to watch the courses dropped and a team that followed up with those students.

Chancellor Lonon talked about the new enrollment comprehensive plan and retention plan, which were both new initiatives. He mentioned that the new enrollment was coming in and the teams were working both plans.

Trustee Flores wanted to include Dallas Promise students and see the disparity between those students who enrolled and finished.

Chancellor Lonon talked about finding out where those students went and if they enrolled elsewhere.

Trustee Boyd stated that trustees needed to know where or how students were supposed to contact Dallas College when they did not know who to call.

Boyd wanted to know who the “fixer” was when there is an issue, and Joseph explained it depended on the issue or concern brought forth by the student

Committee Chair Ritter instructed the trustees to reach out to Perla Molina for help when a constituent or student reached out to them. She would reach out to the appropriate staff to address their concerns.

Trustee Compton wanted to know how Dallas College compared with other institutions in enrollment.

Chancellor Lonon responded that Tarrant County had declining enrollment in the double digits and statewide community colleges were down about eleven percent, where as Dallas College fared better than those.

Pierce talked about courses dropped and how Dallas College was addressing these drops by building awareness of factors influencing enrollment goal setting. She mentioned this was the first time Dallas College was looking at data driven decisions and looking at realistic and attainable goals, institutional capacity, market share, and consideration of other external factors. Pierce shared that historical data showed single digit number increases and decreases, and Dallas College did not want to overextend, but aspired to do better using 3 percent as the marker. She explained that by anticipating courses and spaces needed, Dallas College could be in a great position to do better in this competitive market. Pierce talked about external factors of the community struggling right now and Dallas College navigating and working to overcome these factors.

Trustee Flores asked about external factors versus practitioners.

Joseph gave an update from meetings with teams and success coaches focusing on adult students, and the report showed approximately three hundred students re-enrolled based on a campaign targeting adult students.

Trustee Flores stated that success coaches should have information that would be helpful to know regarding these external factors impacting the community. She asked if Dallas College had a chat box or a step-by-step enrollment video and mentioned that Dallas Promise students gave feedback on a survey about the enrollment process.

Pierce answered there was a chat bot based on the student's question posed and no video posted, but there was a virtual session that students could log into and follow.

Trustee Flores asked about the students that do not log in.

Joseph stated they were trying to navigate the students to these live sessions in day or night, which helped the student through chat, email or face-to-face.

Trustee Flores asked if there was a plan to have a video.

Pierce talked about collaborating with Dallas College Marketing to do a video and committed to work with Marketing to get the video done. She would work with students to get this completed and report back to the Board at a future meeting.

Trustee Flores talked about the problem with acronyms and success coach

emphasis and asked if the difference between the credit and career pathway specialists was being addressed.

Joseph responded there were different populations and teams to help.

Trustee Boyd talked about the four factors that were more than just enrollment managing, which was the crux of the whole future of the college. He mentioned there needed to be a strategic plan to blow up and change current education practices over the next five years to attract more enrollment.

Committee Chair Ritter talked about redefining the strategic priorities and focus on processes that Dallas College could be accountable for.

Chancellor Lonon added that there was a comprehensive enrollment management plan, which included the operational areas of a functional team. He stated a review of what had been done so far and mentioned the change to current structure to align with programs with schools working together. Chancellor Lonon discussed how there was no more competing to get students into a program and that the new team was currently in development but would get Dallas College where it needed to be.

Pierce advised there was a progression bar that was updated daily showing Dallas College progress. She shared that as of July 19, Dallas College was at 40,419 students toward the target of 70,792 students. Pierce updated that as of that day, Dallas College was at 69.6% of the enrollment target but had until the end of August to meet the ten-week and first eight-week terms to start, and then to the middle of October for the fall to be counted for the enrollment target for the second eight-week term to start.

Trustee Flores corrected the ten-week to sixteen-week for fall.

Joseph explained that summer is a ten-week, and it should be sixteen-week for fall.

Pierce stated that enrollment was at 49,000 students this morning and the fall trends showed Dallas College was doing better for fall 2022 than pre-pandemic in 2019. She explained the green line on the graph was at 34,000 students in 2019 and the graph was one hundred twenty days out from the start of the semester and that the red line shows the current trend for 2022.

Chancellor Lonon shared that this slide was a hope slide that students were coming back, and that Dallas College strategies were leading them back.

Joseph agreed this was a hopeful slide for Dallas College.

Pierce showed the progression line still increasing and would update Chancellor Lonon and the Board throughout the fall semester.

Pierce talked about the most important efforts happening right now and the four specialized campaigns: new student orientation, radio remotes, Saturdays for Success, and evening teams serving until midnight. She mentioned the “Early Awareness” campaign of dropping for non-payment was close to completion and the team was reaching out to students about options if they had a financial challenge, offering help if they needed assistance. Pierce talked about the “Good to Go” student campaign where teams were helping students get back in who had dropped out but were eligible to re-enroll. Pierce described the work of the “Close to Completion” campaign and how teams looked at students who had six hours or less to graduate and contacted about one thousand students, resulting in three hundred fifty-three who re-enrolled in summer or fall to help them attain a credential. She also described the work to find holds and remove small barriers for students and help them navigate and progress to registration.

Trustee Compton asked who could go into the system and pull the data for Pierce or the Trustees. Pierce talked about the analytics team that pulls these reports.

Pierce mentioned the new student orientation for evening students, the radio remotes that go out with updates for registration, and Saturdays for Success. She wrapped up the presentation by extending kudos to the evening teams who have been working since November 2020 and serves students through midnight. Pierce reported they have dedicated three thousand hours from May 2 to August and have served in 1,500 scheduled appointments and 4,600 drop-in students.

Trustee Flores stated that she and Chair Bravo received complements on the Dallas College ads.

Trustee Boyd mentioned he runs into too many people who do not know what Dallas College does or delivers and suggested putting ads on billboards that ran at football games and sporting events so students and parents would see them.

Committee Chair Ritter thanked Pierce and Joseph for the updates and report. He encouraged them to keep building this process and integrate it into one process and stated no one was pulling for Dallas College more than the

Board.

2. Advancement & Development: What Does It Really Mean?

Presenter: Iris Freemon

Committee Chair Ritter turned the meeting over to Iris Freemon and explained this was a preview of coming attractions and not a comprehensive presentation.

Chancellor Lonon talked about this important conversation and how it would be a foundation of different components being worked on.

Dr. Iris Freemon thanked everyone for allowing her to share on advancement and development. Freemon talked about this high level of definitions and context with future plans for more information coming later to the Board.

Freemon shared where traditional thoughts were on advancement and development and the new model and components and road maps.

Freemon started the conversation about advancement changing and development having moved from just seeking support for the college to a model of focusing on leveraging the network to support the students, even the business community as well.

Committee Chair Ritter asked if traditional advancement included grants and external funding like the Department of Labor.

Freemon responded that was a narrower way and now there was a more comprehensive way. She confirmed there were public resources and the Department of Labor. Freemon mentioned there were other opportunities that might not be monetary including partnerships, community engagement and more.

Freemon showed a former structure slide and mentioned there were some advancements here and there and small successes all over the place, but was not scaled, strategic or intentional in the massive network. She described how it was being centralized and brought together as a scalable work to hit the mark for students and community.

Committee Chair Ritter asked for an example of accepting money that had a marginal impact for our students.

Freemon talked about a grant that was to purchase equipment with no data to support the work, and Dallas College was not able to use that equipment at a maximum because operations were not cohesive previously.

Freemon talked about having consistency and definitions, defining advancement and development now. She talked about grants and how they were used now. Freemon talked about development being collaboration internally and externally. She defined development work that involved the collaborative creation, refinement, or improvement of solutions to scale-up work that carried out the Dallas College mission. Freemon described advancement work leveraging resources and opportunities to advance the mission of the college.

Freemon talked about philanthropic work and networks of relationships as well as dollars. She mentioned looking for resources in the network narrowing gaps and meeting needs of employment, students and community at large.

Freemon talked about the new model and how Dallas College would do advancement and development moving forward:

1. Sponsored programs with a partnership that sponsors programs utilizing resources with a pre-award portion of sponsored program and post-award dollars and how to stay in regulation.
2. Sponsored programs and sponsorships where Dallas College was good stewards of money by garnering sponsors and partners to support efforts as well.
3. Community engagement in an innovative way to build and leverage partnerships and help the community.
4. Advancement strategy with a comprehensive strategy in a strategic way to scale it and enhance resources.

Committee Chair Ritter talked about the management of the partnerships for the college. He mentioned the Board would look at future presentations managing holistically but not stifling innovation in the organization for presidents, deans, faculty, everybody, which would be critical in success as a college.

Freemon agreed.

Trustee Flores asked Chancellor Lonon if there was new program funding to

test new programs.

Chancellor Lonon stated there was a lot that could be talked about in this question and that Dr. Greg Morris was over this process. He mentioned there were new programs and a process to see what was needed and what was cutting edge or emerging that needs to be leaned on, leaving budgetary room for these new programs and ideas.

Trustee Boyd talked about an innovation center, because how critical innovation was and how it must be at the center of Dallas College work. He shared appreciation in the way this information was shared and would like to see what the mission was and what it means.

Committee Chair Ritter stated that when these future presentations come forward, he wanted to monetize and show the resources and dollars that can be used to support faculty and innovation. He shared that the Board wanted to see how to triple and increase grant funding and alumni funding and see accountability.

Trustee Boyd stated the need to increase revenue by bringing forward innovation and finding partners to bring the money together in order to commercialize and take a share of that money and that will monetize going forward.

Freemon shared some numbers and the transformative work and impact already happening. She shared that \$349 million in grant projects were received in fall 2021 with 80 new unduplicated non-profit and faith-based community organizations, which builds trust and relationships while leveraging resources as well. Seven different campus events and coalition meetings to network and Aunt Bertha helped their populations as well.

Freemon talked about more than 350 large and small employer partners were engaged last year. She reported that more than 1,100 new alumni members were recruited, and Dallas College planned to access alumni networks and invite them in to be mentors and utilize their resources as well.

Freemon mentioned the National Science Foundation Grant, two new T.R.U.E. Grants and the Dallas College Apprenticeship building America Grant, which had been in the news. She stated these were a broad, comprehensive lift for Dallas College communities and students.

Freemon shared that successes from 2020-2022 were making ripples, which

need to make waves going forward.

Trustee Flores talked about the southern sector of Dallas County that needed help including Northwest Dallas and West Dallas, which were economically depressed and economically disadvantaged. She asked for examples in future presentations.

Freemon talked about how much was left to unpack on advancement and development

Freemon shared there had been some great progress and much more to figure out. She reported there would be three more times to come to the Board and would report on return on investment to understand more of that.

Freemon ended by asking the Board to keep the definitions in mind in future presentations and how the Board externally engaged and how Dallas College externally engages.

Committee Chair Ritter thanked Freemon for the presentation and stated the road map was exactly what the Board would be doing and expected a lot of feedback. He shared appreciation for all the people who worked in this area.

Trustee Boyd challenged an about face or 180 degrees change and would like to see different terms used other than advancement and development.

Chancellor Lonon thanked everyone.

5. **Items for Review**

1. Committee Notes

- a. Education Workforce Committee Notes for June 7, 2022.
No comments or edits were made.

6. **Executive Session** was from 11:48 a.m. to 1:02 p.m.

7. **Adjournment**

Meeting adjourned at 1:03 p.m.

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