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

Tuesday, November 1, 2022 | 9:00 AM

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

Committee Members: Paul Mayer (Committee Chair), Catalina E. Garcia (Member), Phil Ritter (Member)


2. Certification of Notice Posted for the Meeting

3. Citizens Desiring to Address the Board

4. Committee Presentations

- 4.1. E-Learning & Technology Update
Presenters: Shawnda Floyd, Pam Lockett, Jim Parker, Shani Suber
- 4.2. Sponsored Program Strategy for Student Success Part I
Presenters: Robin Donovan, Iris Freeman, Stephanie Hill, Dina Sosa-Hegarty
- 4.3. Dallas College Promise
Presenters: Brian English, Katrina James (DC Promise/The Commit), Josh Skolnick
- 4.4. Accreditation: Opportunities & Options
Presenter: Danielle Valle

5. Items for Review

- 5.1. Committee Notes 4 - 14
 - a. Education Workforce Committee Notes for October 4, 2022
[education workforce committee meeting notes for October 4, 2022](#)


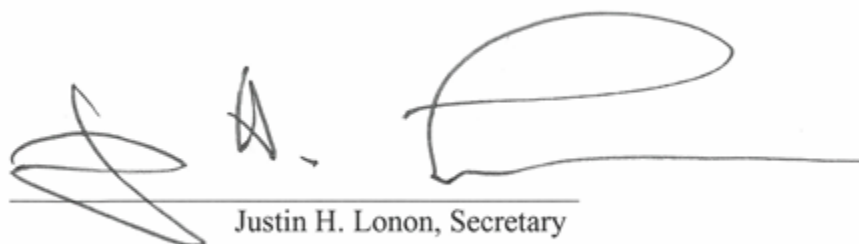
6. Executive Session (if required)

- 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 Audits Sections 551.076 and 551.089

7. Adjournment

*CERTIFICATION OF NOTICE POSTED FOR THE NOVEMBER 1, 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 28th day of October 2022 in compliance with the applicable provisions of the Texas Open Meetings Act.



Justin H. Lonon, Secretary

ITEMS FOR REVIEW NO. 5.1.a.

Education Workforce Committee Notes for October 4, 2022

The Education Workforce Committee Meeting of the Board of Trustees of Dallas College was held Tuesday, October 4, 2022, beginning at 2:17 p.m. at the Administrative Office in Room 036 and was broadcasted via the streaming link <https://dccc.new.swagit.com/events/14425>. 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 Committee Chair Mayer.

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. Fall 2022 Enrollment Update

Presenters: Dr. Marisa Pierce, Dr. Beatriz Joseph

Dr. Pierce thanked everyone for the opportunity to give the Fall Enrollment Update for 2022.

Dr. Pierce presented the national numbers for colleges with declines across the board. She shared that community colleges were at a decline of 7.8%. She reported that Dallas College has 120,000 students for the 2021-22 academic year. Dr. Pierce noted that there are about 2,000-4,000 students who are duplicated and cross-referenced in both credit and non-credit areas. Dr. Pierce stated that the focus group for Dallas College right now is the large number of Gen-Z students with the stronger numbers.

Dr. Pierce stated that Fall 2022 enrollment is 4.6% total percentage difference between 2021 and 2022. She did mention that Dallas College is still enrolling for the second eight weeks through Oct. 17, so the numbers could grow.

Dr. Pierce mentioned that the transfer numbers are high and are likely to be high for several reasons, reminding the Board that Trustee Flores had mentioned transfer numbers being high due to cost effectiveness and convenience of location.

Dr. Joseph talked about a new software called Transferology that allows students to tell Dallas College which courses they are bringing in from other institutions to give a better idea of what will transfer. She talked about how helpful this will be to help our students prior to receiving an office transcript evaluation.

Dr. Pierce reported that the average age of students has dropped from age 25 to 23 and that we are seeing a decline in the number of female students, which is something not seen before. She explained that the section called Other is representative of Native Americans, of which most are Pacific Islanders.

Dr. Pierce reminded the Board about Dallas College's 3% enrollment goal, which was set to be a realistic and attainable goal based on best practices. She pointed out that Early College High School and Charter Schools have high numbers due to the potential of credentialing, and focus is on continuing students and retention.

Dr. Pierce shared the census data, which has moved to 94.1%, showing a 2% increase in the last two weeks with enrollment moving forward.

Dr. Pierce talked about a survey that was texted out to non-returning students and dropped-course students reflecting the core reason of financial and academic constraints. She mentioned that others did not return due to transferring to another institution, family responsibilities, and work schedule conflicts. Dr. Pierce stated that some of the dropped courses gave other reasons of course modality, challenging course requirements, and work schedule conflicts.

Dr. Pierce reported on the promising trends seeing an increase in persistence for males and females and by race for African Americans and Hispanics. She mentioned Austin, Tarrant, Alamo, and Lone Star colleges with their persistence rates from 44% to 59% with Dallas College reporting similar numbers, with last year showing declines between 6-10%. Dr. Pierce will give more updated numbers in future presentations.

Dr. Pierce presented five specialized campaigns that Dallas College focused on this year: close to graduation, close to completion, cohort enrollment, comprehensive review/student holds, and financial aid and payment plan programming. She gave kudos to the teams for their great outcomes of 364,000 students registered, 822,000 students registered, 1,108 students enrolled, 3,663 student holds removed with various outcomes on financial aid and payment planning.

Dr. Pierce described the work of Financial Aid protecting them from being dropped and helping them with available funding. She mentioned how Financial Aid analyzed those students with 50 or more toward a degree and applied Texas Public Education Grant funding to help 3,500 students complete a degree. Pierce mentioned 700 students who had maxed out their financial aid, and 464 students were approved to proceed and complete their degree through the new appeals process.

Dr. Pierce shared the best practices that are key and successful like face-to-face virtual services, specialized campaigns, enrollment funnel conversion efforts, and Marketing and Communications work through texts and calls, social media, and target populations of market segmentation (demographics, geographical, and psychographics), especially targeting Gen-Z students.

Dr. Pierce closed with the report on workforce development programming and non-credit courses. She shared a timeline to overview the rapid response team focusing on providing classes in late afternoon and evenings for adult learners. Dr. Pierce mentioned they are working with Success Coaches and Academics. She gave the example of Hospitality and

Workforce Development.

Trustee Flores asked if Dallas College looked at persistence rate of the students in workforce to successfully transition them to completion.

Dr. Pierce answered we have not looked at persistence rates for this group of students but will be doing that in the future and reporting to the Board.

Trustee Flores mentioned the problem of having staff who know how to work with these populations, especially Hispanic students, and those with additional roadblocks than traditional students.

Chancellor Lonon responded that Dallas College is working toward what is needed to serve those we need to serve and mentioned the rapid response slide looking at enrollment gaps in working adult population by meeting students where they are and where their needs are by offering late afternoon, evening, and complete weekend courses.

Regarding positions being credited that mirrored the Success Coaches for the non-credit side, we have openings right now for these positions and offers are being made, but they are turning them down due to the salaries being offered asking for \$10,000-15,000 more than we can offer them. They shared that we have employees in these roles who are in training programs and being tracked as they complete these trainings and following up with them.

Trustee Boyd mentioned the last two charts for Workforce Development and how students do not know what we can offer them and how important it is to market clearly the new opportunities for students who need guidance.

Dr. Joseph talked about the work already being done on this, and someone shared how they are creating open sessions in the community to talk about these opportunities through community partners, using them to get the message out to enroll into a career, not just into college, and then connect them with employment. She talked about the Earn and Learn program.

Trustee Boyd responded with the need to have employees embedded at high schools as a marketing tool at the campuses to recruit students like missionaries in these pools of students.

Response with seven positions looking for these individuals and WIOA funding to use them as mentors and assist with this.

Trustee Garcia mentioned wanting to meet and go through this data again to understand the drop rates and dropped courses researching how to keep students in courses.

Chancellor Lonon responded they could get data to focus and improve. He mentioned the Community College Funding as an outcome formula will be important to help students be successful. He talked about marketing and new students to bring in but wanted to ensure Dallas College is doing everything to support and wrap around the students currently attending.

Chair Bravo asked about the Second Chance Pell and if there was an increase in enrollment.

Dr. Joseph stated there was an increase and they would get the numbers.

Trustee Compton asked to see slide on persistence Fall to Fall and mentioned the large gap in African American and Hispanics and would like to see the percentages for all ethnic groups as well as knowing what is happening with these groups causing these large gaps.

Chancellor Lonon responded that this could be looked at and reported on.

Dr. Pierce answered that this question would require more review of the data for a response.

Dr. Dr. Floyd mentioned the Achieving the Dream work for diversity, equity, inclusion, and justice initiative. She stated that our numbers are reflective of the national number, and work is being done to drill down and find out the unique and individualized needs that Dallas students have, to become successful and complete.

Trustee Compton talked about the trend of African American parents pulling their students out of DISD and putting them in Charter Schools due to the focus of DISD being completely Hispanic-focused. She stated that what we do for one group should be done for every group.

Trustee Flores talked about tailoring focus for each group for what their needs are versus a one size fits all.

Dr. Dr. Floyd responded that there are individualized supports but focusing on what is different in this trend and what is causing this result nationally and looking at locally as well.

2. New Comprehensive Evaluation of Full-Time Faculty
Presenters: Dr. Terry Di Paolo, Dr. Shawnda Dr. Floyd

Chancellor Lonon talked about the work that Dr. Dr. Floyd and faculty representatives have done to create a new faculty evaluation and the work on new evaluations for all employee groups and their competencies.

Dr. Floyd thanked the Trustees for the invitation to report on this work on comprehensive evaluation of faculty.

Dr. Floyd showed the two parts to this presentation on the annual process and contract recommendation. She shared that faculty will be evaluated annually versus the formal and informal and aligns faculty with all employees that are annually accessed. Dr. Floyd mentioned that the contract recommendation will happen at the end of the contract versus every year.

Dr. Floyd talked about the faculty work meeting to review their job descriptions and these competencies are the 22 given for review. She talked about the zero through three-year contract recommendation that was built by the administrator group, which worked over Spring and into Fall which was collaborative and had feedback on the work done.

Dr. Floyd described the performance evaluation and the engagement of faculty evaluation of competencies and how the new evaluation process compares to the old approach. She mentioned the differences of informal versus formal year with now all employee groups are now aligned for evaluation every year. Dr. Floyd also mentioned the focus on the competencies of their job versus what they are working on which aligns with all employee group evaluations. She explained this process does include student feedback and the three meetings with the chair and faculty with robust conversations.

Dr. Floyd stated that the contract will wind down and then it will be determined through the evaluation process if a new contract will be offered.

Trustee Flores verified that the student survey will still be required and if the student survey was ever part of the previous evaluation process.

Dr. Floyd responded that this student survey is still a requirement and part

of this new process. She stated that in the old process it was not as consistent as it will be in the new process.

Dr. Floyd stated that the feedback from faculty wanted a more robust experience with their chair or supervisor and this process will have that.

Dr. Floyd described the components of the faculty evaluation including the assessment of competencies, teaching evaluation, periodic check-ins with supervisor (three required), student feedback (end of course survey), contributions to the College, and professional development and growth.

Trustee Flores verified that contributions to the College is part of the contract already.

Dr. Floyd responded that it was.

Dr. Di Paolo stated that it is part of the job description which has three categories: teaching and learning, institutional service, and professional development. He answered that contributions to the College would fall under the institutional service category.

Trustee Garcia asked what the contributions are.

Dr. Floyd mentioned jumping to the job description, which will give more information, but there is no exhaustive list of contributions because faculty are engaged and can be involved in a number of activities. She stated they do not want a list where people will not be innovative and just stick to the checklist.

Dr. Di Paolo explained that he was the assigned administrator to this committee, which is why he is part of the presentation today. He described the work of the faculty and administrators and how they identified 30 competencies across five categories: student engagement, teaching and learning, administrative and operational responsibilities, institutional service, and professional development. Dr. Di Paolo stated that the categories go back to sections of the job description and broke down how they do that giving examples of each category.

Dr. Di Paolo shared a slide that showed what a competency will look like in the performance evaluation system including: competency identifier, competency category, competency statement, and competency rating scale with a choice of 1-4 from does not meet expectations to consistently exceed expectations.

Dr. Di Paolo described that faculty would do this process for all 22 competencies, then if will go to their supervisor who will complete the process as well.

Dr. Floyd responded that this process is what all employee groups currently follow, which this new faculty evaluation process will align with all the other employee group evaluation processes.

Dr. Di Paolo shared a slide that shows how this process will work: faculty rates their own competency, supervisor rates faculty competency, faculty review and meets with supervisor, and faculty and supervisor sign off. He stated that the supervisor's average rating is recorded as part of the employee's record.

Dr. Floyd talked about what the faculty are saying about this process. She shared that some of the issues faculty have had with this process are the transparency of the committee that worked on this process and the challenges of that work. Dr. Floyd explained that she did not post on SharePoint while the faculty were out and now that work will be posted for faculty to see.

Dr. Floyd shared another concern faculty had with the weighting of different aspects of the evaluation, and she clarified that all of the faculty job is important in its entirety and this process is based on the faculty job description.

Dr. Floyd described the ongoing conversations on the specification of institutional service and professional development aspect of this evaluation process and funding for professional development. She explained that there are funds for professional development, but the requests must be approved in an organized and best use of funds format.

Trustee Flores verified that the supervisors evaluating faculty are being evaluated on if they are evaluating faculty consistently and if that is part of the supervisor's evaluation process.

Dr. Floyd responded in the affirmative, explaining that the evaluation process used now has a component on communication and relationships which would cover this.

Response was given about the review of all job descriptions that is looking at this.

Chancellor Lonon noted this was a good question, holding supervisors accountable where that has not always been done in the past and how these new evaluations will ensure that.

Trustee Flores stated her opinion regarding the previous rolling three-year contracts for faculty leading to the vote of no confidence to push back when held accountable and do not want to see that in the new process. She is still concerned about supervisors falling back into the previous pattern.

Chancellor Lonon responded that he heard and that we will be looking at these things in a comprehensive way versus the box-check process before.

Trustee Compton asked about the “exceeds expectations” and meeting between faculty and supervisor to compare which are subjective and want to know what goes on the final document.

Dr. Floyd shared the slide showing the outcome and then described how commentary will be included as to why the supervisor stands by their rating and gave an example of her responses.

Dr. Floyd talked about the grievance process and how that has not been worked out yet with the policy side and alignment with this new evaluation process. She stated that will be brought forward at a later time.

Trustee Compton wanted to know when a supervisor gives justification of their rating, whether they are using a consistent list.

Dr. Floyd explained that different employees do different things, so there are different functions and responsibilities.

Trustee Compton stated that is the problem with subjective statements that cause conflict and wanted to know how it is recorded.

Dr. Floyd responded this was one component towards the faculty members contract recommendation. She stated it is not the only factor and feedback can be noted.

Discussion ensued on the process and Trustee Compton wanted more details on how the faculty member is finally evaluated and if that is when the grievance process begins.

Dr. Floyd responded perhaps.

Dr. Di Paolo described that this is where the faculty can share with the institution their accomplishments and achievements.

Dr. Floyd jumped to slide on the contract recommendation process and how this was to align faculty evaluation with all employee groups evaluations. She shared the contract recommendation process: initial recommendation to school by chair, school leadership review, either one-year contract recommendations to HR or two-year and three-year contracts approved by Provost, and then HR issue contract for next year. She explained the school leadership review committee is there to be checks and balances for the recommendation and the policies are not completed yet.

Chair Ritter stated he would gavel at 4 p.m. and thanked everyone for the work and research on this process.

Chancellor Lonon stated there would be policy recommendations brought forward for consideration.

Chair Ritter talked about the charge of the Board to evaluate and have performance-based consistency and recognition work and how that is coming forward from recommendations from the Texas Commission of Community College Finance moving the entire state funding to performance-based data and measured results. He explained that was the direction from the Board for several years now, and he is grateful for the work on this process.

Dr. Floyd responded that evaluations were done, but informal and formal for faculty and the differences between those years. She described how this new process is setting formality to a process with more engagement.

Chair Ritter talked about the conversations between supervisors and faculty that are necessary.

Chancellor Lonon talked about the importance of recognizing and valuing high performers and the impact on student engagement and competency.

The third presentation was asked to wait and report next month.

5. Items for Review

5.1. Committee Notes

- a. Education Workforce Committee Notes for August 2, 2022
No comments or edits were made.

6. Executive Session

None.

7. Adjournment at 3:42 p.m.