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

Tuesday, December 6, 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

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. Student Well-Being & Social Support

Presenters: Carlos Cruz, Beatriz Joseph

4.2. English Language Learning at Dallas College

Presenters: Diana Urrutia, Gloria Smith

5. Items for Review

5.1. Committee Notes

a. Education Workforce Committee Notes for November 1, 2022

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[Education Workforce Committee Notes for November 1, 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

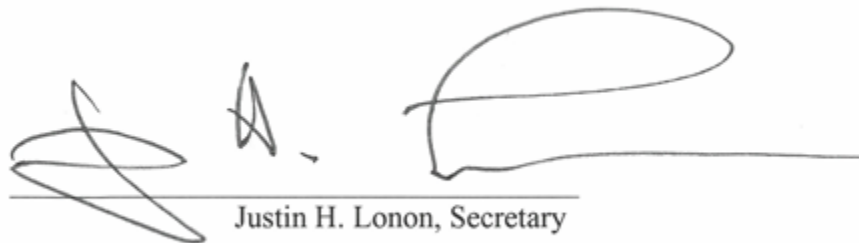
6.3. Deliberate Regarding Real Property Since Open Deliberation would have a Detrimental Effect Upon Negotiations with a Third Person - Section 551.072

6.4. Deliberate Regarding Security Devices or Security Audits Sections 551.076 and 551.089

7. Adjournment

*CERTIFICATION OF NOTICE POSTED FOR THE DECEMBER 6, 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 2nd day of December 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 November 1, 2022

The Education Workforce Committee Meeting of the Board of Trustees of Dallas College was held Tuesday, November 1, 2022, beginning at 9:04 a.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 Paul Mayer.

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 (committee chair)

* Mr. Philip J. Ritter

* *Denotes a committee member*

Members absent

None.

1. Roll Call - Announcement of a Quorum confirmed by Chair Paul Mayer.

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

3. Citizens Desiring to Address the Board

None.

4. Committee Presentation

1. E-Learning & Technology Update

Presenters: Dr. Shawnda Floyd, Dr. Pam Luckett, Jim Parker, Shani Suber

Dr. Floyd thanked the Chancellor and Board for the opportunity to present technology integration and introduced Dean Suber, Dr. Luckett, and Mr. Parker.

Dean Suber described a student scenario utilizing wi-fi and technology and explained that Dallas College must meet the technology needs of students. She mentioned that only 40% of our students take face to face classes with 30% taking online only courses, and 30% taking a combination.

Trustee Flores asked about the dual credit students and percentage of use of digital devices.

Dean Suber responded that previous split would be 70-30 but now is at a 60-40 split.

Dean Suber talked about student expectations of studying online, online group discussions, online assignments, and engagement between student and instructors. She also mentioned students connecting with their student success coaches and other college sources including counseling, health services, libraries, and tutoring services.

Dean Suber explained LMS-Learning Management Systems and eCampus through Blackboard. The Dallas College contract with our Blackboard provider will end in August 2023.

Dean Suber explained the need to update our older technology to mirror platforms that students are using and the need for better analytics to provide insight and accessibility features that are more modern in design and work across more devices, computers, and mobile devices delivering data, analytics, and notifications to users.

Dean Suber mapped out the two-year roadmap of enhancements for teaching and online learning explaining that this new framework for quality online teaching, standard navigation for online courses, training for faculty, and credentialing faculty.

Trustee Flores asked if all faculty would be trained on the new platform or just the online faculty.

Dean Suber responded that training for all full-time faculty and adjuncts are available, and it was designed by the Center for Excellence in Teaching and Learning (CETL). She stated she could get the numbers of faculty that have completed the training for the Board, but the current estimate is about half of

the required faculty have completed the training.

Board member asked if it was part of the faculty contract to require the certification in online sufficiency.

Rob Wendland stated that the current faculty contracts do not require certification in online sufficiency, but this could be built in the future contracts.

Discussion by the Board regarding the different modalities of teaching and expectation of faculty to be prepared to teach in all modalities. The resistance of some faculty to teach online was noted. Explanation of faculty able to choose their preference of modality on their schedule request and the ability to shift efficiently with student preference for most courses now exists.

Dean Suber described that faculty control their online classroom in terms of the course content and development and that faculty fellows work in CETL and work with faculty in their schools to develop courses at different course strategies and impact student engagement and have not been excluded from this process.

Dean Suber announced that the Fall 2023 changes have been announced to Dallas College and the new Dallas College campus will be Bright Space by D2L because of its accessibility and ease to use. She described the process and RFP group included faculty, staff, and administrators with three finalists giving virtual presentations which were streamed for employee input and feedback.

Dean Suber explained that the implementation will be rolled out of the Office of E Learning with the academic rollout, CETL will support faculty, and it will be led in conjunction with Technology and Digital Engagement leading the project management of the system, implementation, and integration.

Mr. Parker described the institutional roll out for the platform and mentioned the confidence of success with stakeholder engagement of faculty, staff, and students.

Question asked regarding Bright Space and how it relates to other enterprise systems and if it is like a third-party app for e-learning in terms of data sharing.

Mr. Parker talked about the configuration to make this work with Dallas College's enterprise system in the implementation with students and faculty

leveraging the tool to allow data to be transferred from one platform to the other.

Question asked regarding the length of licensing agreement with Bright Space.

Response was five-year implementation.

Mr. Parker described the difference between Blackboard and Bright Space being Blackboard was built as on-premises support provided through a license where Bright Space is a SAAS Based platform constantly remaining current with updates.

Mr. Parker explained that the Office of Digital Engagement helps meet the student needs. A communication plan for the integration of this new system which will include videos regarding access, submitting assignments, and much more will be focused on in Spring 2023.

A focus group of students will pilot ensure Dallas College is aware of student needs and will make modifications as needed. Dr. Joseph's team will be trained to make sure they are fully acclimated to the new system since they work with the students directly.

Trustee Flores confirmed Dr. Joseph's team would be fully acclimated to the new system to ensure no disruption in serving students remotely.

Mr. Parker confirmed this was correct and the system would be tested to be student friendly.

Trustee Flores asked how students are selected and if they are financially compensated for this task.

Mr. Parker explained the students are not paid. He stated that marketing has a list of students that volunteered and have been vetted, to test the solutions we bring forward. Dr. Luckett described the communication that is forwarded to the students regarding quality assurance measures and to make sure there is representation from all the campuses.

Discussion was held with Trustees and Mr. Parker about recruitment of students through marketing and student groups across campuses.

Mr. Parker described how this shift to online learning during the pandemic helped Dallas College learn the need to be available through videos or

additional help with the success coaches with constant testing and resolution. Dr. Brad Williams noted the resilience that our students showed through the process.

Dr. Joseph spoke about the importance of leadership putting students first and being available to help students.

Trustee Flores asked if this would help with actual registration process or is that in a future piece.

Dr. Joseph and Mr. Parker responded that all these pieces including the new registration system will be in place by 2025 or earlier and evaluations will be ongoing to see what all needs to be in place.

2. Sponsored Program Strategy for Student Success Part 1
Presenters: Robin Donovan, Iris Freemon, Stephanie Hill, Dina Sosa-Hegarty

Dr. Freemon had the team introduce themselves and then began the presentation.

Dr. Freemon shared a slide from the previous presentation stating the purpose today's discussion. She overviewed sponsored programs, advancement and development, pre-award strategy, partnership model and interconnection, and context of work and opportunities in advancement and development and its structure in Dallas College.

Dr. Freemon discussed the components of advancement and development and community engagement. She reminded the Board of the charge given by the Chancellor to align everything with the broader strategic plan of Dallas College and intentionally design to be strategic to move efforts forward.

Dr. Freemon explained the focus of advancement and development work to ensure funding through grants, either private or public, and partnerships and relationships, and innovation centers helping to provide equipment that is needed for our students to be well trained and ready for the workforce.

Dr. Freemon reported that advancement and development is currently stewarding over \$300 million in private and public grants. She stated that future presentations should give a more in-depth look at real return of investment of the value of sponsored programs.

Dr. Freemon explained that our partnerships have equipment and that bring a resource that can be leveraged and works as a sponsored program. She shared

how monumental of an accomplishment this is for a community college and how it positions us to make some massive changes to the community. Freemon explained these \$300 million and growing helps to remove barriers to student success and solve workforce challenges in the Dallas County community. She explained these monies are outside the Dallas College budget with access to resources, direct dollars for funding programming, creating new programs, and innovations.

Trustee asked if this \$300 million awarded was in a year or if in multi-year grants.

Dr. Freemon answered there is a mix of multi-year, single-year, and shorter term.

Dr. Freemon shared the slide showing the two sections of structure for pre-award and post-award including sponsorships.

Trustee asked how many people are working and what does it look like from a structured view.

Dr. Freemon answered this is adjusting as needed. She mentioned the strategic resources and partnerships moving forward and programming. Freemon described the post-award maintains high level stewardship to protect reputation of Dallas College meeting the outcomes and agreed upon work.

Dr. Freemon gave the example of Hilti and Ford Motor Company delivering new Ford cars like the electric car delivered to Brookhaven Campus for students to learn how to work on them.

Trustee Garcia asked about the guidelines and who set those up to run this program.

Dr. Freemon responded that the guidelines are being aligned with the policy established by the board along with the internal procedures and government guidelines.

Trustee confirmed that all Dallas College guides established best release dollars to the highest quality and keep Dallas College in compliance.

Dr. Freemon confirmed and stated sponsor programs is inclusive of direct dollars, resources, opportunities, and partnerships creating gateway for innovation and creativity with forecasting.

Discussion ensued about the EDA Grant Biotech example and how forecasting jobs is not quite available yet, but data shows the need to be there and prepare Dallas community for these opportunities. Utilizing dollars from sponsors and institutionalizing after those dollars are gone to have a strategic approach to finding barriers, groundbreaking opportunities for students, and expand access to populations that have not been reached with access to safe experiential learning and job experience.

Trustee Boyd mentioned the need to be proactive verses reactive and would like to see Dallas College students in working mentorships, working in the exchange developing minds to become reality giving Dallas College student body access to the future and market ahead of the curve.

Dr. Freemon shared that Dallas College did some great work in the past and built this new model on that foundation of resource and development. She mentioned that this new way of sponsor programs gets Dallas College ahead of the curve for the future for these opportunities.

Dr. Freemon described the way Dallas College is now leading the community and the region across the state and nation as well.

Trustee Ritter asked what kind of initiatives are seen for the future over the next three to five years.

Dr. Freemon explained that discovery phase is beginning with conversations on this both internally and externally with allies who are doing research in the expert fields. Connecting faculty with these experts to prepare for the future working with Department of Labor and Labor Market Intelligence.

Trustee Boyd gave example of blockchain where an immediate need to fill jobs is right now.

Board discussed the willingness to step in and meet needs much more quickly as needs arise and deliver utilizing these over 100 business partners to meet the employer needs. Mentioned that Dallas College is one of the first colleges in the country to establish a Labor Market Intelligence Center to figure out what we do not know and how to provide the foundation to fill gaps in industry and connect with industry partners to guide and direct us.

Ms. Donovan described how the pre-award team works with Dallas College stakeholders to develop grant proposals from the point of general idea through the point of successful grant award with three different strategies.

She mentioned the first is a response replying to an open grant opportunity that has a short timeline within 30 to 90 days.

Ms. Donovan stated that the team looks for synergy with existing activities and utilize a collaborative approach bringing in other Dallas College stakeholders that are experts in those areas. She mentioned the next step is to look at external partners and bring everyone together using data to make quick decisions. She mentioned an example of Department of Labor apprenticeship with the Apprenticeship Building America Grant that was awarded this past summer.

Ms. Donovan described how the alignment can be closely related with existing efforts and career connected learning with partnerships already in place making a natural next step into new programs mobilizing quickly to get a successful grant award.

Ms. Donovan mentioned the sustained Perkins Basic Grant and the TRIO grant that is on annual five-year cycle and how Dallas College does advanced planning to reduce last minute work, but engaging all stakeholders in advance for continuous improvement, applying lessons learned and look at issues to address and best practices for every proposal to be an improvement of the last proposal.

Trustee Flores asked what this means in terms of what the cause of grant funding could align with a school.

Ms. Donovan answered this team works with the Vice Provosts and Associate Vice Chancellors in all areas to engage in annual planning and learn about needs working on emerging needs and strategies to maximize initiatives reducing isolated projects not connected.

Trustee Ritter asked how data is tracked within each academic department and if there is an interdisciplinary team in place to respond to deadlines.

Dr. Freemon replied that a dashboard with information tracks dollars as related to each of the schools with different department, who the funders are, how they are doing, how well they progress timelines, and where the dollars are.

Ms. Donovan talked about this dashboard data helping to identify which schools need help moving their agendas forward and then pre-award works with these schools to connect with these grant opportunities.

Board mentioned the ongoing discussion about creating performance management structures and rewards for performance and would like to know if the intermediate layer for management and faculty leadership should include variables like grant acquisition and bringing in dollars to sustain programs.

Ms. Donovan responded that this is being evaluated to align the framework factors to include impact in alignment with strategic priorities.

Ms. Donovan described the current work to revise framework to impact student community and institutional need with capacity to develop and implement successful grant projects, resources required to implement and sustain beyond the grant funding and overarching decision-making framework at the one college institutional level.

Trustee Ritter asked what the organization looks like now, how they plan and related together, and how many people are on the team.

Answered the pre-award six-person team is working with stakeholders and co-developing proposals not utilizing a grant writer or corner office by themselves, embedded, and working with all the teams in the College. Description of team maximizing knowledge of team and experts in subject matter to serve all programs with areas of responsibility divided to work on projects and allowing for flexibility.

Ms. Donovan reported that in last year over \$38 million in new grants which was a 57% increase over the last five years averages which will impact over 8,000 students and indirectly impact an additional 50,000 students through service improvements. She stated that these grants represent 119 unique partnership engagements with partners showcasing Dallas College as an anchor institution and collaborator.

Ms. Donovan shared that these resources are being shared with others as in the Biotechnology grant with five sub recipients and over 20 organizations supporting that proposal with a wide outreach placing Dallas College as an anchor for the region.

Trustee Boyd request that this team return in the future with specific accomplishment that resulted from these grants.

Trustee Boyd also commended the team for this 57% increase and asked how much of it has to do with more money available from the government due to the Pandemic.

Ms. Donovan answered that there was a slight increase related to the Pandemic, but grants will be increasingly competitive. The example was given of E-Bay funding 6% of proposals received showing money is out there but is open to a wide selection of organizations, community colleges, universities, cities, counties, and nonprofit organizations.

Ms. Donovan reported that the team is enjoying an over 50% win rate on proposals with national averages reporting around 30% speaking to Dallas College's new structure and engagement of partners to build these successes.

Discussion ensued about Covid relief monies and how these competitive frameworks for application matter with competitive brand awards being a valuable metric of educational institutions making sure partners judge competing for monies.

Ms. Donovan described the role of the College leveraging ability to convene and imagine collaborative proposals and invest dollars to benefit a larger set of community stakeholders. She mentioned the partnership model to develop a network of internal and external stakeholders embedded into the team's using strategies through compression planning sessions.

Ms. Donovan reported that the team worked with Student Success Division in eight sessions over the fall with more coming soon to convene internal and external collaborators to keep expertise and interest in the programs and facilitate conversations about design solutions.

Donovan stated the expertise in the College and community work together to build on strengths and take most competitive proposals working together.

Dr. Freeman acknowledged the pre-award, TRIO and other contributors to the aforementioned initiatives.

Dr. Hill shared the history of the TRIO Grant and programs which began as a war on poverty under President Lyndon Johnson in 1964. She explained it was created as a direct result of the Economic Opportunity Act meant to eliminate poverty by expanding opportunities to all people through programs federally funded. The grant targets students with low-income backgrounds, disabilities, and those who are first generation in post-secondary education.

Dr. Hill described the formation and funding of TRIO consisting of eight programs and funded by the United States Department of Education. She mentioned that Dallas College administers seven grant projects across three

trial programs through Upper Bound and Talent Search providing support services to middle school and high school students and student support services focused on providing support to Dallas College students.

Dr. Hill reported that the talent search motivates middle school and high school students from disadvantaged backgrounds to graduate high school, transition to college, and complete their college degree. Services provided include career exploration, mentoring, tutoring, test preparation, and financial and economic literacy with education assistance with financial aid, scholarships, and college applications.

Dr. Hill explained that Upper Bound program focuses on increasing the rate at which low-income first-generation students complete secondary education and enroll in and graduate from college by giving students support. Services include tutoring, career exploration, testing, mentoring, financial and economic literacy while still in high school and have completed eighth grade and beyond the age of nineteen.

Dr. Hill mentioned that the student support services programing provides support to increase retention and graduation rates of currently enrolled college students by providing support for academic development, assisting students with basic college requirements, and motivating students towards the successful completion of degree and or transfer to university and completion of a four year degree with services including tutoring, career exploration, advice and assistance with post-secondary course selection, financial and economic literacy education, information on full range of financial aid and programs and resources with applying for financial aid and scholarships, assistance with applying and transferring, and educational cultural exploration opportunities.

Dr. Hill reported that the portfolio of TRIO programs at Dallas college totals more than \$10 million over a five-year grant lifecycle. She shared results of the objectives met with 76% of talent search students enrolled in post-secondary education in comparison to 49% of non-talent search participants with 83% of Upper Bound students enrolled in post-secondary education in comparison to 40% of non-Upper Bound participants with an achieved average of 47% graduation rates in comparison to 19% graduation of non SCS participation.

Trustee asked about the Community College Finance Commission and the broad set of recommendations that lack specificity in terms of how to find student services industry and objectives and if there is an opportunity to leverage this TRIO framework to suggest to legislature next session to use

this for performance-based funding.

Discussion ensued about the process of TRIO and interaction with the high schools and middle schools with visits to the high schools, field trips, college tours, workshops, and other work throughout the students' middle school and high school years to lay groundwork for college and university work.

Dr. Hill transitioned to transfer work and how Dallas College works with the student who completes with Dallas College and then transfers to university with support.

An example of foster care student was shared with the Board and the steps to help student stay engaged to completion and then transferring to Oklahoma University with Dallas College working as a transfer station moving the students to their next step.

Dr. Hill described the academic and emotional support that Dallas College has with excellent programs for food insecurity, access to learning resources, equipment, tutoring, mentoring, alliance of student success coaches all aligned with the strategic goals.

Trustee Ritter asked if there was support for male students as well.

Dr. Hill and Dr. Freeman responded with details about the male initiative program and male achievement program with interconnected compression planning and innovation. Example given of Jeff the director for grant programs for student success who has helped so many students and become a role model for them.

Trustee Ritter mentioned male students should be a top priority to make sure we are equal and fair even though this is one of the hardest groups to reach.

Answered that students are prioritized based on the most need getting into college and jumping through hoops.

Discussion about grant money working with artificial intelligence companies to build a game programming what is being done in a larger scale.

Trustee asked about how the schools are put into this TRIO service and how they are selected.

Dr. Hill answered that they are aligned with the high schools that the campuses work with in that community with very specific eligibility criteria

and factors outside Dallas College control regarding graduation rates, poverty rates, counselor ratio, and guidelines must be met.

Discussion regarding the New Dallas Acting Superintendent and the listening tour that was done beginning with third graders and their parents, how a video game or app could reach targeted groups and offer other programs. Review of previous campaigns with coloring books, digital CDs at elementary schools.

Trustee Ritter raised the question of if the Board has made an investment to scale TRIO with such positive results being brought forward impacting more students across the entire institution through student support services and what the ratio would be and if that is scalable integrating across practices not just with the highest need students but in the classroom.

Dr. Freemon that is the conversation that will be in the future with the Board to help inform decisions on this massive work for students that so desperately deserve help.

Trustee Compton asked if there was a plan to fund these services, so programs do not stop if funds go away.

Dr. Hill responded that is the intent of these series of conversations to help with these powerful, proven strategies that work, and the funding needed to continue them.

3. Dallas College Promise

Presenters: Brian English, Katrina James (DC Promise/The Commit Partnership), Josh Skolnick

Ms. James reminded the Board that Commit is eleven years old and is the backbone organization that supports partnerships through the region and statewide as well. She explained that Dallas County Promise is one of three coalitions that focus on post-secondary access and completion driving towards the goal for 2040 to double living wage attainment in Dallas County.

Ms. James compared Dallas County with other counties in the region with Dallas County falling toward the lower end of the spectrum. She explained that Eric Vann, Chancellor Emeritus May, President Bob Long from UNT Dallas, and CEO Todd Williams had a conversation about helping to ensure students are accessing affordable pathways to a credential. Ms. James talked about the studies of other programs in the country like the Tennessee

Promise, work in Atlanta, and Dallas County Promise which launched in 2017 with our first cohort of 31 campuses. We are up to 69 campuses serving more than 25,000 seniors across campuses in Dallas County among 11 of the 14 districts in Dallas County.

Ms. James mentioned the work with other districts to talk about counselor to student ratio and how to strategically invest funds to increase student readiness with Dallas College leading to quadruple funding and investment into these efforts with high quality advising, low advisor student ratios, and access to dual credit and other services that lead to student success.

Ms. James spoke about the enrollment work in Promise is found with the pledge form or path form which offers students support through higher ed partners. She mentioned the two founding partners, UNTAPPD and Dallas College which have been joined by six additional four year partners where students can enroll first time in college or transfer students if they completed P-Tech in Early College High School.

Ms. James described the student support of the advisors throughout their journey with texting and email support during office hours and other district partners that share their best practices with Dallas College. The example was shared regarding the first year of the financial aid graduation requirement and resulted in an 81% of financial aid submission rate which was 20% higher than the year before.

Ms. James explained that through the investment with the new Promise CCM tool, advisors can see in real time if a student has submitted the form and their college applications, financial aid forms, data mismatches, SAT scores, ACT scores, and college readiness. This is helping advisors support students with critical need to submit information and be admitted to college.

Ms. James shared the work with Dallas Prize Coalition to talk about internships, apprenticeships, accessing I.T. and Healthcare Careers provide a comprehensive portfolio of supports and offerings to students.

Ms. James talked about the scholarship piece that is offered to eligible students and it comes from the institutions themselves funding remainder of tuition after Pell and state grant dollars are applied.

Ms. James thanked the Foundation for their help in approving the first phase of expansion to expand from 57 to 59 campuses between cohort five and six.

Trustee Flores asked about the FAFSA requirement for the Promise pledge

and asked if the students with undocumented statuses, what help is given due to issues with filing income tax returns or being undocumented.

Ms. James Responded with there is a partnership with an organization Imm Schools which was founded by a woman who as an undocumented and provides schools training to understand the needs and nuances helping undocumented students and families. Offering help before they apply to apply with success.

Mr. English shared some data and support programs that are in place for Dallas Promise students with earlier deadlines to submit paperwork and how Dallas College supports these students throughout their cohort.

Mr. English shared slides looking at the demographics for cohorts one through four beginning back in 2018 with majority female and bulk of students identifying as Hispanic with 48 of those students reporting a household income of \$50,000 or less.

Trustee asked why Black and African American students do not apply as Promise Students.

Mr. English answered that number is just where it is but work to enroll more Black and African American students is ongoing.

Trustee Flores asked Dr. Lonon about progress with Dallas Promise in terms of Charter Schools which is believed to be why the African American numbers are so low.

Dr. Lonon responded that current requirements are in place, but conversations with partners with financial eligibility to expand quicker to other areas and Charter Schools are part of the conversation.

Discussion about the Foundation funding and investment using private and grant dollars to help determine how to fund these Charter Schools as well with the broader vision to be in every high school in Dallas County eventually considering some of the financial eligibility caps that align us with them to make it more equitable and open to more students in the program.

Mr. English talked about the four cohorts with the top 10 feeder high schools with South Grand Prairie ranking first, followed by Skyline High School, MacArthur High School, and Duncanville High School that feed the bulk of the students to Dallas College for these four cohorts. He shared the transfer and graduation data showing Dallas College students who transfer externally

to a four-year institution.

Mr. English showed the data of Dallas College graduates that received associate degree and those students still enrolled in the program and those enrolling in two- or four-year institutions.

Mr. English discussed the support programs that have been put into place to bring resources together and teams together with a focus on Promise.

Mr. English explained the percentages of the cohorts and stated that 21,422 students who pledged with 4,046 students fully eligible for Promise meaning they submitted the pledge form, application, financial aid application, and listed Dallas College as recipient of their financial aid application. He reported that of those eligible 3,024 students were enrolled.

Compton pointed out the numbers from cohorts one and four where the gender breakdown stayed in alignment, but the African American students went down from 16% to 10%.

Mr. English agreed and pointed out the expansion that the team is working on to impact those percentages and gave examples of the demographics in the communities.

There was discussion about the breakdown of demographics in public high schools which are not the only high schools in Dallas County not a complete picture and the need for representation of all the different schools within the County. Trustee Compton mentioned that not all high schools are Promise High Schools and that is the piece missing. She stated the need for data from the Charter Schools and that all ethnicities need to have availability across Dallas County. Dr. Joseph acknowledged that not all ISDs have Promise schools. Dr. Flores requests that Dr. Joseph's team provide data on students that are in the Promise program from Charter schools.

Example given about a Promise student and the use of Salesforce to engage the student and process them through the submission of the Promise platform, application, communication, and acceptance to Dallas College through the work of the college coaches.

Mr. English talked about the success coaches being the foundational piece as key liaison with the students and every component as case manager and then removing barriers for students connecting them to four year partners at the end of their journey with Dallas College.

Discussion about the top five cohorts and the high schools that are in the top five impacting the demographic numbers to get information on what institutions Dallas ISD students are going to or if they are finishing associate degrees and then going somewhere else. Ms. James states that they can pull the destination institutions for Dallas ISD and send that information to the board.

Trustee Ritter questioned with there being 69 schools in the Promise program, how large is the team working on this.

Mr. English stated that there are 43 college coaches divided by zones north, central, and south assigned to high schools. There are also 240 Success Coaches that work with students.

Mr. English described the work to engage with perspective students for the Promise program by utilizing preview days, visiting partners, showing them the process and steps to enroll, the Promise Summer Grace Program, and capturing them to enroll. He described a Partner Promise campus visit to UT Arlington and talked about the student engagement with these events.

Mr. English talked about the work with the Career and Transfer Skills teams and Case Managers to provide a continuous level of holistic advising and navigation to ensure equity and serving every student by expanding to all of Dallas County by the fall of 2024. He explained the need to keep an income cap to solve for scholarship dollars going to higher income students rather than students who need more help.

Mr. Skolnick responded that these family income requirements by other partners range from \$50,000 to \$80,000 and that Dallas College is the only Dallas County Promise partner that does not have a family income requirement. He explained the work looking at other schools to see what they have done and the need to align with them.

Mr. Skolnick reminded the Board about the Rising Star Scholarship program that was over \$25 million raised by the Foundation to target helping lower income, economically disadvantaged students.

Trustee Garcia asked about scholastic standards and how students are producing on their own and how are scholarships awarded.

Mr. English responded there are some scholarships at the Foundation geared toward those students who are super high potential students, but Dallas County Promise is meant to be something available to all students who meet

the criteria shared previously and help them thrive in Dallas College receiving the support they need to achieve their fullest potential.

Discussion about the eligibility requirements for the student to keep the Promise Scholarship to fund their education at the college level including training programs.

Trustee Garcia asked about GPA requirements if it was just A and B students only.

Mr. English Answered this is targeting C students with low propensity of college expectations to encourage them to go to college.

4. Accreditation: Opportunities & Options Presenter: Danielle Valle

Dr. Valle shared that in a previous SACSCOC presentation a change that the Department of Education made a couple of years ago designates that the accrediting bodies were restricted to the states assigned to them. She mentioned that recently the Department of Education, in recognition of the expansion with online learning has discovered examples of accreditation by regional accreditor had breached campuses in another state or another areas region.

Dr. Valle explained that the Department of Education recognized that institutions with branch campuses in states outside their region and regions are no longer critical to contain. She stated that now they just recognize accrediting bodies giving Dallas College access to title for Federal Funding grants and Federal Financial Aid must be accredited by a recognized body.

Dr. Valle mentioned that historically Dallas College did not have a choice in accreditation agency because we were in Texas, but now Dallas College has choices.

Dr. Valle described that in due diligence the office looked at different accreditation agencies to identify the best fit for Dallas College to understand their requirements and standards around financial stability of governing bodies, shared governance, academic freedom, and the expectation that faculty have responsibility for academic decisions and instruction. She mentioned that all of them have tenure cycles with mid-cycle review for accreditation and reaffirmation and have the same level of rigor and

expectations.

Dr. Valle shared that the main difference is the process, timelines, and how they do business with the different institutions. She mentioned that Dallas College is a standout outlier in terms of the amount of substantive change being done to develop new programs, expand regularly to different sites, and all the processes to require those approvals of expansion.

Dr. Valle explained this is the primary reason to be looking at different agencies to consider a better fit for Dallas College. She listed out the different accrediting bodies and their primary agencies and regions: Northwest Commission on Colleges and Universities, Middle States, New England, Connecticut Western Association splits into the Western Association of Colleges and Schools, Senior College, and University Commission, and then a specific Commission for Community and Junior Colleges, Higher Learning Commission.

Dr. Valle reported that The Higher Learning Commission is the accrediting body that could be the better fit for Dallas College for a couple of reasons. She explained they have a clearly defined process for making a transition and that this is a relatively new opportunity. The Higher Learning Commission has a process for institutions making a change and is more flexible in terms of how they process all kinds of changes, reports, and timelines.

Dr. Valle described the current timeline for a new program with Dallas College takes twelve to eighteen months with SACSCOC and with The Higher Learning Commission the timelines are half of that start to finish.

Dr. Valle discussed the kind of organizational culture and attitude with a focus and emphasis on service to institutions' needs, and consider their priority responsiveness and support to institutions, not just compliance.

Dr. Valle explained compliance is a given but how they do business is trying to respond to needs at their pace of change, so accreditation process is not holding the institution back from serving their community.

Dr. Valle reiterated there is not a requirement to change our accreditation agency, but this is a new opportunity to consider what was not available historically. She reminded the Board of the long history of success with SACSCOC and continuing that relationship and maintaining those standards of accreditation with no issues.

Dr. Valle mentioned the consideration to look at the new opportunity with a

long-term benefit potentially for Dallas College to discuss through this consolidation and new funding structure to find the best alignment to be as agile as possible.

Dr. Valle described the faculty and staff being innovative and pushing the envelope might be the determination of an accrediting partner best suited to all of these changes and needs. She mentioned the panel of CEOs and Leaders at the National Convention last week and the informative information shared regarding innovation and change. Dr. Valle talked to the challenges of doing things in a different way.

Dr. Garcia raised the question that if there are any pending investigations or complaints for us with SACSCOC.

Dr. Valle responded that there are not and that is it a requirement of the Department of Education before an accrediting body change would be considered.

Trustees discussed institutions on probations, pending issues, and the consideration for a change and if they have the same standards in terms of involvement of the faculty and shared governance.

Dr. Valle responded yes.

Trustee Ritter confirmed that based on Dr. Valle's research there was one body that seems more aligned with Dallas College's direction.

Dr. Valle confirmed yes but clarified that it is not one accreditation agency is good and this one is bad, it is HLC stands out as a potential fit for Dallas College and warrants some addition consideration and review.

Dr. Valle gave example of current seven prospectuses that Dallas College is working on which are due in early December. She explained that if Educational Partnership finds new high schools with interest in the spring, they will have to wait for expansion in Fall of 2024 where with HLC that process comes with the same expectations of accountability and same information, but the change is processed faster.

Trustee Ritter asked if an institution could hold accreditation with more than one accreditor and if that is something to be considered. They also asked if this was something to bring up with SACSCOC to see if they are willing to consider adjusting their timeline.

Dr. Valle responded that there was no advantage to having more than one accreditor at the same time because you have to have one designated at the Department of Ed as the gatekeeper to the Federal Financial Aid.

Trustee Ritter asked if the process would be securing the accreditation with the other agency and then voluntarily relinquishing the current accreditation or just maintain one at a time.

Discussion held about the maintaining all the paperwork for both with no advantage since identification with one is required.

Dr. Valle shared her assessment that it is not likely for SACSCOC to change their processes in place for just an outlier like Dallas College. She explained she has already discussed with their Director of Substantive Change, and they are comfortable with their current process and timeline.

Dr. Valle explained that Dallas College is dynamic and not like other institutions. She stated that challenges for Dallas College with these processes and potential advantages with making a change to HLC are not that significant for the other institutions.

Dr. Lonon asked how much does accreditation cost.

Dr. Valle responded that the dues are near \$17,000 a year with feeds for substantive changes with submissions costing \$500 each and then the added cost of visits, traveling expenses, etc.

Trustee Bravo asked if we are geographically near NLC.

Dr. Valle answered they are in New Mexico with annual meetings in Chicago.

Trustee Bravo asked if visits with HLC were more virtual or in person.

Dr. Valle responded about the same terms because the requirements are coming from the Department of Education, not the agencies.

Discussion about cost wise being negligible.

Trustee Garcia asked if the accreditation is the same tier or type of accreditation.

Dr. Valle responded that Dallas College students would graduate with

associate degree and transfer because the accreditation are recognized the same.

Discussion regarding the difference between naming a specific accreditation credit accepted or regional accreditor and if they accept transfer credits or not.

Chair asked for a consensus to instruct Dr. Valle to come back with an appropriate time with a recommendation for this change.

It was agreed to bring this forward for a yay or nay consensus in the future.

5. Items for Review

5.1. Committee Notes

- a. Education Workforce Committee Notes for October 4, 2022
No comments or edits noted.

6. Executive Session

None.

7. Adjournment

Meeting adjourned at 12:10 p.m.