



Dallas County Community College District

***DCCCD PROGRESS REPORT
FOR Goal II, 2006-2007***

IN ACCORDANCE WITH

**THE BOARD OF TRUSTEES
SYSTEM-WIDE STRATEGIC PLAN, 2005-2008**

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Measures:

1. Gender/ethnicity profile of new hires in all employee categories
2. Age/length of service profile for all employee categories
3. Staffing and turnover in all employee categories
4. Gender/ethnicity profile of visiting scholars

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Measures:

1. Participation in development activities sponsored by the District Office of Staff and Organizational Development
2. Participation in activities sponsored by a DCCCD college, location or group (excluding District Office of Human and Organizational Development)
3. Participation in external professional development opportunities



Dallas County Community College District
Office of Institutional Research & Planning
EXECUTIVE SUMMARY
Goal II – Employee Success
Board of Trustees' Strategic Plan 2005-2008

Goal II – Employee Success

We remain committed to hiring, retaining, and developing successful employees as a key to the positive impact we have on our students and communities.

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**Objective A – Recruitment, Hiring, and Retention**

Recruit, hire, and retain quality employees that reflect the diversity of students and communities we serve.

Measures and Results:

1. Gender/ethnicity profile of new hires in all employee categories - **The number of new hires increased over the 2005 data in the categories of African-American, Hispanic and American Indian.**
2. Age/length of service profile for all employee categories – **The average age of employees has increased in all categories except faculty, where it is slightly lower than in 2005.**
3. Staffing and turnover in all employee categories – **The number of full-time employees has increased by about 5% over the last 5 years.**
4. Gender/ethnicity profile of visiting scholars – **Visiting scholars for 2006-07 include 38.1% African-American and 27% Hispanic. This compares to adjunct faculty data of 14.4% African-American and 4.8% Hispanic. Full-time faculty for the same period included 13.8% African-American and 12.8% Hispanic.**

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Objective B – Development

Develop, offer, and evaluate professional and organizational development programs that enhance the effectiveness of individuals and the organization to continuously improve our services internally and externally.

Measures and Results:

1. Participation in development activities sponsored by the District Office of Human and Organizational Development – **DHOD has implemented a Strategic Plan for District-wide professional development which has resulted in significant**

enrollment in several pilot training events. Enrollment should grow as DHOD is able to expand training opportunities District-wide.

2. Participation in activities sponsored by a DCCCD college, location or group (excluding DHOD) – Participation in location activities is sporadically tracked. The new DHOD Strategic Plan includes a Learning Management System which will allow participation location activities to be tracked.

3. Participation in external professional development opportunities – Although each location provides funds for employees to attend external professional development activities, available records were focused on accounting and reimbursement requirements. The new DHOD Learning Management System will allow participation in external activities to be tracked for development review purposes.

Appendices for Goal II

Appendix A: Detail of Key Measures

Appendix B: Glossary of Terms

Appendix A: Key Measures – Goal II, Objective A

Detail of Key Measures associated with **Goal II, Objective A – Recruitment, Hiring, and Retention**

GOAL II – EMPLOYEE SUCCESS

We remain committed to hiring, retaining, and developing successful employees as a key to the positive impact we have on our students and communities.

OBJECTIVE A: Recruitment, Hiring, and Retention

Recruit, hire, and retain quality employees that reflect the diversity of students and communities we serve.

Key Measures

- New hires (gender and ethnicity information) – Faculty, PSS, Administrators
- Staffing and turnover – Faculty, PSS, Administrators
- Adjunct faculty (gender and ethnicity information)
- Visiting Scholars (gender and ethnicity information)
- Years of service – Faculty, PSS, Administrators (avg. age, avg. yrs of service)
- Years of service – part-time employees and adjunct faculty (avg. age, avg. yrs of service)
- Full-time faculty hired system-wide

NEW HIRES ETHNICITY INFORMATION

September 2006 through August 2007
Regular Administrators & Faculty

<u>August 2007</u>	<u>Anglo-Am</u>	<u>African-Am</u>	<u>Hispanic</u>	<u>Asian</u>	<u>Am Indian</u>	<u>Other</u>	<u>Total</u>
ADMINISTRATORS	0	1	1	0	0	0	2
FACULTY	2	0	1	0	0	0	3
TOTAL TO DATE	37	19	14	10	0	0	80

Visiting Administrators & Faculty

<u>August 2007</u>	<u>Anglo-Am</u>	<u>African-Am</u>	<u>Hispanic</u>	<u>Asian</u>	<u>Am Indian</u>	<u>Other</u>	<u>Total</u>
ADMINISTRATORS	0	1	1	0	0	0	2
FACULTY	1	4	0	1	0	0	6
TOTAL TO DATE	9	13	5	1	3	0	31

Non Grant Temporary and Alternative Administrators & Faculty

<u>August 2007</u>	<u>Anglo-Am</u>	<u>African-Am</u>	<u>Hispanic</u>	<u>Asian</u>	<u>Am Indian</u>	<u>Other</u>	<u>Total</u>
ADMINISTRATORS	1	1	0	0	0	0	2
FACULTY	6	0	1	0	0	0	7
TOTAL TO DATE	18	3	2	1	0	0	24

Grant Funded Administrators & Faculty

<u>August 2007</u>	<u>Anglo-Am</u>	<u>African-Am</u>	<u>Hispanic</u>	<u>Asian</u>	<u>Am Indian</u>	<u>Other</u>	<u>Total</u>
ADMINISTRATORS	0	0	0	0	0	0	0
FACULTY	1	0	0	1	0	0	2
TOTAL TO DATE	7	1	3	1	0	0	12

Professional Support Staff

<u>August 2007</u>	<u>Anglo-Am</u>	<u>African-Am</u>	<u>Hispanic</u>	<u>Asian</u>	<u>Am Indian</u>	<u>Other</u>	<u>Total</u>
	4	4	3	2	0	0	13
TOTAL TO DATE	56	54	28	7	3	1	149
GRAND TOTAL	127	90	52	20	6	1	296

Source: District Human Resources

MONTHLY AFFIRMATIVE ACTION & TURNOVER REPORT

CUMULATIVE DATA: DISTRICT-WIDE & YEAR-TO-DATE

For the month ending September 2007

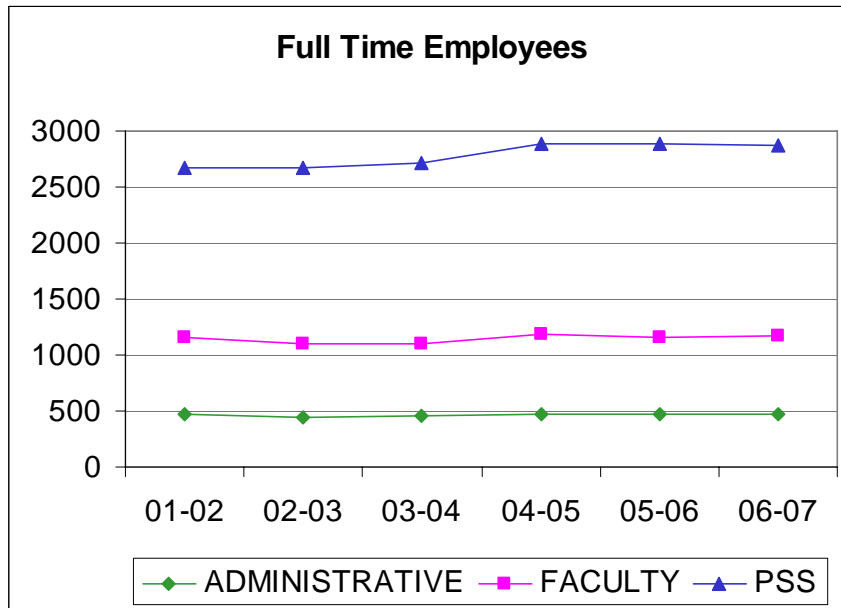
Five Year Distribution: Full-time Employees Only

	2003-04		2004-05		2005-06		2006-07		
	#	%	#	%	#	%	#	%	#
<u>ADMINISTRATIVE</u>									
Anglo-American	298	65.35%	304	64.54%	287	61.19%	281	60.69%	282
African-American	94	20.61%	101	21.44%	110	23.45%	109	23.54%	110
Hispanic	47	10.31%	50	10.62%	51	10.87%	52	11.23%	51
Asian/PI	9	1.97%	10	2.12%	12	2.56%	12	2.59%	12
American Indian	5	1.10%	4	0.85%	7	1.49%	7	1.51%	7
Non Res. Alien	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Other/Unknown	3	0.66%	2	0.42%	2	0.43%	2	0.43%	2
Total	456	100.00%	471	100.00%	469	100.00%	463	100.00%	464
<u>FACULTY</u>									
Anglo-American	478	73.77%	490	68.63%	468	67.44%	464	67.25%	467
African-American	72	11.11%	90	12.61%	95	13.69%	95	13.77%	97
Hispanic	66	10.19%	88	12.32%	89	12.82%	88	12.75%	89
Asian/PI	27	4.17%	36	5.04%	34	4.90%	35	5.07%	36
American Indian	5	0.77%	10	1.40%	8	1.15%	8	1.16%	8
Non Res. Alien	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Other/Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Total	648	100.00%	714	100.00%	694	100.00%	690	100.00%	697
<u>PSS</u>									
Anglo-American	882	54.92%	915	54.01%	883	51.46%	847	50.93%	846
African American	414	25.78%	439	25.91%	460	26.81%	445	26.76%	445
Hispanic	221	13.76%	246	14.52%	272	15.85%	277	16.66%	274
Asian/PI	55	3.42%	69	4.07%	76	4.43%	70	4.21%	70
American Indian	13	0.81%	14	0.83%	12	0.70%	12	0.72%	12
Non Res. Alien	4	0.25%	4	0.24%	5	0.29%	5	0.30%	5
Other/Unknown	17	1.06%	7	0.41%	8	0.47%	7	0.42%	7
TOTAL	1606	100.00%	1694	100.00%	1716	100.00%	1663	100.00%	1659
TOTAL FULL-TIME									
EMPLOYEES:	2710		2879		2879		2816		2820

Six Year Distribution: Full-time Employees Only

Month Ending: October

		02-03	03-04	04-05	05-06	06-07
ADMINISTRATIVE		441	456	471	469	463
FACULTY		663	648	714	694	690
PSS		1569	1606	1694	1716	1663
Total Full-Time						
Employees		2673	2710	2879	2879	2816



ADJUNCT FACULTY TEACHING CREDIT CLASSES BY ETHNICITY & LOCATION

PAID ON SEPTEMBER 30, 2006

	Brookhaven		Cedar Valley		Eastfield		El Centro	
Paid On 09/30/06	#	% Loc.	#	% Loc.	#	% Loc.	#	% Loc.
White Not Hispanic	337	82.60%	85	59.86%	198	77.34%	148	63.25%
African American	28	6.86%	46	32.39%	32	12.50%	58	24.79%
Hispanic	18	4.41%	5	3.52%	14	5.47%	12	5.13%
Asian/Pacific Islander	23	5.64%	2	1.41%	11	4.30%	14	5.98%
American Indian	0	0.00%	0	0.00%	1	0.39%	2	0.85%
Non Res. Alien	1	0.25%	1	0.70%	0	0.00%	0	0.00%
Other/Not Reported	1	0.25%	3	2.11%	0	0.00%	0	0.00%
Total	408	100.00%	142	100.00%	256	100.00%	234	100.00%
	Mountain View		North Lake		Richland		Grand Total	
Paid On 09/30/06	#	% Loc.	#	% Loc.	#	% Loc.	#	% Loc.
White Not Hispanic	137	64.62%	231	73.33%	402	76.28%	1,538	73.45%
African American	46	21.70%	41	13.02%	50	9.49%	301	14.37%
Hispanic	13	6.13%	13	4.13%	25	4.74%	100	4.78%
Asian/Pacific Islander	9	4.25%	28	8.89%	40	7.59%	127	6.06%
American Indian	2	0.94%	2	0.63%	6	1.14%	13	0.62%
Non Res. Alien	1	0.47%	0	0.00%	1	0.19%	4	0.19%
Other/Not Reported	4	1.89%	0	0.00%	3	0.57%	11	0.53%
Total	212	100.00%	315	100.00%	527	100.00%	2,094	100.00%

PAID ON SEPTEMBER 30, 2007

	Brookhaven		Cedar Valley		Eastfield		El Centro	
Paid On 09/30/07	#	% Loc.	#	% Loc.	#	% Loc.	#	% Loc.
White Not Hispanic	303	82.79%	85	62.96%	179	74.90%	143	57.89%
African American	25	6.83%	39	28.90%	33	13.81%	64	25.91%
Hispanic	17	4.64%	4	2.96%	16	6.69%	24	9.72%
Asian/Pacific Islander	18	4.92%	4	2.96%	9	3.76%	13	5.27%
American Indian	0	0.00%	1	.74%	1	0.42%	2	0.81%
Non Res. Alien	1	0.27%	1	.74%	0	0.00%	0	0.00%
Other/Not Reported	2	0.55%	1	.74%	1	0.42%	1	0.40%
Total	366	100.00%	135	100.00%	239	100.00%	247	100.00%
	Mountain View		North Lake		Richland		Grand Total	
Paid On 09/30/07	#	% Loc.	#	% Loc.	#	% Loc.	#	% Loc.
White Not Hispanic	110	57.59%	192	72.73%	374	78.57%	1,386	72.26%
African American	44	23.04%	35	13.26%	41	8.61%	281	14.65%
Hispanic	16	8.38%	10	3.79%	19	3.99%	106	5.53%
Asian/Pacific Islander	10	5.24%	24	9.08%	36	7.56%	114	5.94%
American Indian	2	1.05%	1	0.38%	4	0.84%	11	0.57%
Non Res. Alien	1	0.52%	0	0.00%	0	0.00%	3	0.16%
Other/Not Reported	8	4.18%	2	0.76%	2	0.43%	17	0.89%
Total	191	100.00%	264	100.00%	476	100.00%	1,918	100.00%

Source: District Human Resources

DCCCD Visiting Scholars Aggregate Summary

Date 09/04/07

Loc	Acad Yr 99- 00	Acad Yr 00- 01	Acad Yr 01- 02	Acad Yr 02- 03	Acad Yr 03- 04	Acad Yr 04- 05	Acad Yr 05- 06	Acad Yr 06- 07	Acad Yr 07- 08	Total Hired	Hired as full- time	Contract Completion or Resignation	Current Total as of 9/4/07
DO	1	0	1	0	0					2	2	0	0
BHC	3	3	5	12	5	7	5	1	3	44	14	25	5
CVC	1	4	1	10	1	5	7	1	2	32	10	15	7
EFC	0	6	5	7	4		13	1	7	51	22	15	14
ECC	2	5	3	5	1	5	14	2		37	17	12	8
MVC	3	3	4	5	8	3	7	3	2	38	13	16	9
NLC	3	4	2	7	10	7	6	5	1	45	21	17	7
RLC	4	5	4	9	10	17	10	2	4	65	40	13	12
BJP	0	0	2	0	1					3	1	2	0
LCET	0	0	1	0	0	2		1		4	3	0	1
Totals	17	30	28	55	40	54	62	16	19	321	143	115	63

Source: District Human Resources

DCCCD Visiting Scholars-Percentages, 2006-07

Date: 09.04.07

The ranks of visiting scholars includes a larger percentage of African-Americans and Hispanics than the ranks of adjunct instructors or full-time instructors.

Gender	Ethnicity	Total Hired	Hired as FTE	Contract Completion or Resignation	Current Total	Proportion of Current Total
Female						
	<i>Black/Non-Hispanic Am Indian/Alaskan Native</i>	66	28	27	11	17.5%
	<i>Asian/Pacific Islander</i>	3	1	0	2	3.2%
	<i>White/Non-Hispanic</i>	17	8	7	2	3.2%
	<i>Hispanic/Mexican Am</i>	43	13	20	10	15.9%
	<i>Other</i>	44	22	13	9	14.3%
	<i>Other</i>	1	1	0	0	0.0%
	Total Female	174	73	67	34	54.0%
Male						
	<i>Black/Non-Hispanic Am Indian/Alaskan Native</i>	49	20	16	13	20.6%
	<i>Asian/Pacific Islander</i>	5	0	4	1	1.6%
	<i>White/Non-Hispanic</i>	18	11	5	2	3.2%
	<i>Hispanic/Mexican Am</i>	27	13	9	5	7.9%
	<i>Other</i>	46	25	13	8	12.7%
	<i>Other</i>	2	1	1	0	0.0%
	Total Male	147	70	48	29	46.0%
Totals						
	<i>Black/Non-Hispanic Am Indian/Alaskan Native</i>	115	48	43	24	38.1%
	<i>Asian/Pacific Islander</i>	8	1	4	3	4.8%
	<i>White/Non-Hispanic</i>	35	19	12	4	6.3%
	<i>Hispanic/Mexican Am</i>	70	26	29	15	23.8%
	<i>Other</i>	90	47	26	17	27.0%
	<i>Other</i>	3	2	1	0	0.0%
	Totals	321	143	115	63	100%

Source: District Human Resources

Employee Groups – Average Age and Years of Service

As of Sept 30, 2007

Employee Type	Number	Average Age	Average Years of Service
Administrators	483	52.1	14.4
Faculty	737	53.0	18.4
Professional Support Staff	1,736	45.5	9.4
Limited Full-Time	24	51.5	10.9
Part-Time Professional Support Staff	1,716	33.9	3.3
Adjunct Faculty	2,397	49.9	6.7

Total Number of Faculty Hired District-Wide

Academic Year	Faculty Hired
2006-2007	18
2005-2006	26
2004-2005	96
2003-2004	7
2002-2003	27
2001-2002	28
2000-2001	23
1999-2000	21
1998-1999	29

Source: District Human Resources

Appendix A: Key Measures – Goal II, Objective B

Detail of Key Measures associated with Goal II, Objective B – Development

GOAL II – EMPLOYEE SUCCESS

We remain committed to hiring, retaining, and developing successful employees as a key to the positive impact we have on our students and communities.

OBJECTIVE B: Development

Develop, offer, and evaluate professional and organizational development programs that enhance the effectiveness of individuals and the organization to continuously improve our services internally and externally.

Key Measures

- ❑ System-wide participation in DCCCD RATS (Risk Avoidance Training for Supervisors)
- ❑ System-wide participation in Leadership DCCCD
- ❑ System-wide participation in Visions of Excellence (new faculty development)
- ❑ System-wide participation in the Administrator's Academy
- ❑ System-wide participation in other DCCCD-sponsored training/development:
 - Curriculum Review and Development Process
 - Advisor Development
 - Planning, Resource Development, Grants Management/Compliance
 - Software Applications
 - Contracts and Other Legal Issues
 - Other training/development provided by DCCCD for its employees
- ❑ System-wide participation in North Texas Community College Consortium professional development opportunities
- ❑ System-wide participation in selected college/LCET training and development activities, including HAZMAT, FERPA, and STARLINK

Risk Avoidance Training for Supervisors (RATS) 2006-2007 Participation

Since the initial release of RATS training, many employees and supervisors in the DCCCD have had the opportunity to participate in a RATS Training session. After the initial drive to get all current employees/supervisors trained, participation in RATS has slowed down significantly. Currently most location Human Resources offices provide this training through the RATS III video to new employees and supervisors. Feedback from locations shows that over **269 employees** of which 187 were new to the DCCCD were given the opportunity to view the Rats video and received training materials in 2006-2007.

In its initial two years, RATS Round 1 and Round 2 had higher participation numbers, since nearly all supervisors were required to complete both phases.

Of 700 supervisors eligible for training in the first two years, 583 completed both Round 1 and Round 2 (83% eligible participation).

Now that most supervisors have been trained District-wide, only 20-30 new supervisors each year are eligible. Round 1 classes are offered on-line 24/7 through BlackBoard software, and Round 2 classes are taught face-to-face, once each Fall and Spring Semester.]

Source: District Human Resources

DCCCD Participation in Leadership DCCCD

Program	Leadership DCCCD
Purpose	A leadership development which offers 86 hours of learning activities, this program builds and reinforces the organizational and leadership skills of DCCCD employees that enable them to support student success.
Audience Composition	Administrators, Faculty, and Professional Support Staff
Participant Maximum	44 annually
Program Completers	In 2006-07, 42 employees completed the program. Since 1989, 442 employees have completed the program.

Source: District Human and Organizational Development

DCCCD Participation in Visions of Excellence (new faculty development)

Program	Visions of Excellence
Purpose	Visions of Excellence includes 48 hours of learning activities designed to orient new faculty to the culture of the DCCCD and the community college, to insure that new faculty enter the classroom with the knowledge and skills needed to deliver excellence in teaching and learning, and to create opportunities for new faculty to learn from outstanding DCCCD faculty.
Audience Composition	Faculty and teaching personnel hired since 2000
Participant Maximum	Open Enrollment
Program Completers	In 2006-07, 55 employees completed the program. Since it's inception, 250 employees have completed the program.

Source: District Staff and Organizational Development

DCCCD Participation in Administrator's Academy

Program	Administrator's Academy
Purpose	The Administrator's Academy offers 30 hours of learning activities designed to train Dallas County Community College District's supervisory level personnel in all system administrative processes and issues of administration and supervision. This program replaces the Supervisor's Development Series.
Audience Composition	Administrators, Faculty, and Professional Support Staff in supervisory positions.
Participant Maximum	Open
Program Completers	In 2006-07, 221 employees enrolled in one or more sessions.

Source: District Human and Organizational Development

DCCCD Employee Participation In Other DCCCD-Sponsored Training and Development:

- Curriculum Review and Development Process
- Advisor Development
- Project/Proposal Development, Grant-Writing, Grants Management/Compliance
- Software Applications
- Contracts and Other Legal Issues
- Other Training/Development Provided by DCCCD for Its Employees

Curriculum Review and Development Process

The Curriculum Process Workshop was developed by District Educational Affairs to aid and assist DCCCD Curriculum Committees with the implementation of curriculum. This system is designed for developing, revising, and/or processing arts and sciences courses, and career and technical program curriculum proposals or changes for inclusion into the DCCCD catalogs and in DCCCD Colleague Course Master and Degree Audit system.

Curriculum Workshop Date	Number of Workshop Participants	Number of Participants Completing Evaluation	Respondents Rating Workshop Improvements as "Good" or "Excellent" Compared to Previous Year
August 2007	191	Survey Currently Being Tested for 2007	No data at this time
August 2006	162	43 responded out of 146 surveys sent	81% 36 out of 43 respondents answered the question (<i>How would you rate the over 2006 workshop?</i>). Mode Value = Good
August 2005	155	52	99%
August 2004	187	77	97.5%
August 2003	178	53	72%
August 2002	248	No Data	No Data
August 2001	207	No Data	No Data
August 2000	284	No Data	No Data
August 2000	284	No Data	No Data

Source: District Educational Affairs

DCCCD Educational Affairs Training Related to Core Curriculum

2004-2005 (Year 3)

Title: *“Using Standardized Instruments for Assessment of General Education”*
 # Attending: 25 DCCCD faculty and researchers

2005-2006 (Year 4)

A team was sent to Community Colleges of Baltimore County to conduct a site visit to plan for the meeting in 06-07. The site visit involved 7 administrators and faculty from 6 colleges

2006-2007 (Year 5)

Title: *“Developing Learning Outcomes in the Core Curriculum and Developmental Education”*
 # Attending: 180 faculty

Advisors, Orientation, and Transfer Forums

Advisors Forum: The purpose of these forums is to provide Advisors with information, new strategies, and useful tools to serve more effectively the needs of a growing diverse student body. No Advisors Forums were held in 2005-06 or 2006-07.

Academic Year	Number Attending
2006-2007	na
2005-2006	na
2004-2005	187
2003-2004	202
2002-2003	180
2000-2001	107
1999-2000	101
1998-1999	112
1997-1998	109
1996-1997	105
1995-1996	50

Source: District Educational Affairs

Orientation Forum: The purpose of this forum is to compare and improve the orientation process used by the various DCCC campuses. No Orientation Forums were held in 2005-06 or 2006-07.

Academic Year	Number Attending
2006-2007	na
2005-2006	na
2004-2005	70

Source: District Educational Affairs

Transfer Forum: The purpose of these forums is to improve effectiveness of Academic Advisors to in helping students make a seamless transition to a four-year college or university.

Academic Year	Number Attending
2006-2007	190
2005-2006	87
2004-2005	117
2003-2004	90

In addition to the Transfer Forums, the **First Annual Transfer Conference** and the **First Annual Transfer Week Awareness** event was held in 2006-07. Attendance at the Conference was 150 and attendance at the Awareness event was 62.

Source: District Educational Affairs

Planning, Resource Development, Grants Management, & Compliance Training

Workshops Offered Include:

- THECB Perkins Annual Application Workshop (With DCCCD Workforce Education)
- U. S. Department of Education Federal TRIO Program Information
- Managing Grant Budgets -- Level I
- Managing Your Grant Budget – Level II

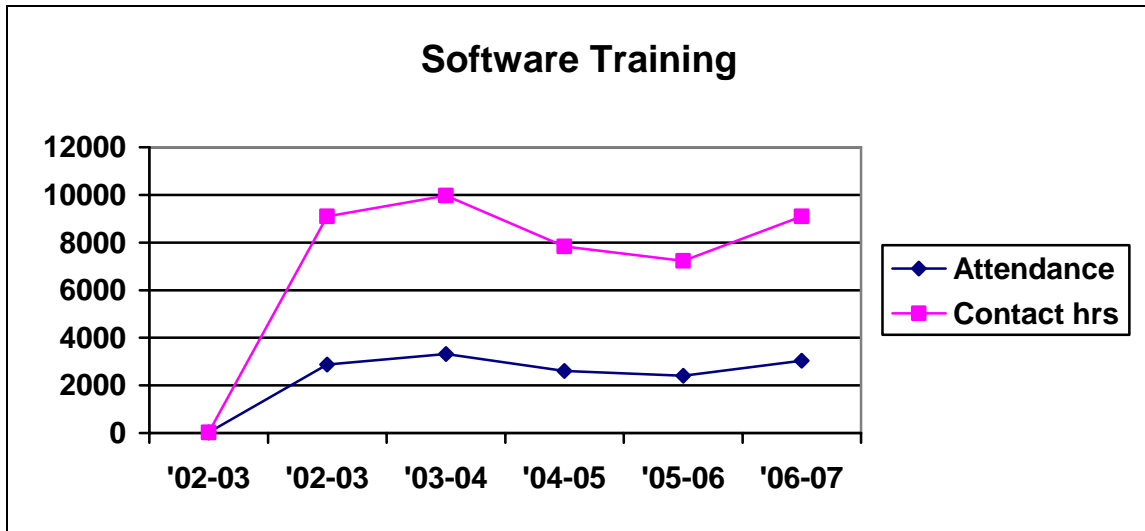
Training and contact hours were not tracked for the past two academic years.

Year	# Sessions	# Attending	# Training Hours	# Contact Hours
06-07	10	108	na	na
05-06	18	239	na	na
04-05	18	210	72	1071
03-04	19	315	45	1253
02-03	19	265	36	937

Source: District Planning & Resource Development

Software Applications Training For DCCCD Employees

Academic Year	Annual Attendance	Number of Classes/Year (approx. 3 hrs/class)	Estimated Contact Hours/Year
2006-2007	3031	743	9093
2005-2006	2410	1060	7230
2004-2005	2613	948	7839
2003-2004	3325	921	9975
2002-2003	2878	947	8634



Source: LeCroy Center

Contracts and Other Legal Issues Training Provided by DCCCD Legal Affairs Office

Approximately 200 employees participated in training given by the Legal Affairs Office in 2006-07.
Workshops included:

Sept. 21, 2005 at District Service Center: Review of FERPA (Family Educational Rights and Privacy Act)

Sept. 23, 2005 at El Centro College: Review of FERPA (Family Educational Rights and Privacy Act)

Sept. 29, 2005 at Mountain View: Review of FERPA (Family Educational Rights and Privacy Act)

Oct. 26, 2005 at the LeCroy: Review of FERPA (Family Educational Rights and Privacy Act)

March 28, 2006: District Office; Board Room: Trustee Orientation

April 8, 2006: Mountain View College ~ New faculty Orientation: Review of FERPA (Family Educational Rights and Privacy Act)

July 28, 2007: Eastfield College ~ Use of Force for District Police

Source: District Legal Office

Other Training/Development Provided by DCCCD For Its Employees

Program	District-Wide New Employee Orientation
Purpose	New Employee Orientation provides 7.5 hours of learning activities to recently hired employees from across the system, introducing them to the mission, priorities, goals, and values of the DCCCD and to the practice of service excellence. It also provides new employees with an opportunity to meet and dialogue with members of the Chancellor's cabinet in an informal setting.
Audience Composition	Administrators, Faculty, Professional Support Staff
Participant Maximum	Open
Program Completers	In 2006-2007, 97 employees completed the program. Since 2002, 815 employees have completed the program.

Source: District Human and Organizational Development

Program	Formation/Renewal
Purpose	Opportunities for renewal are offered both on campuses and across the District. Renewal draws on the disciplines of servant leadership, appreciative inquiry, formation and dialog to allow participants to explore topics of personal and professional relevance.
Audience Composition	All employees are invited to attend District-wide offerings and most of the campus-based events.
Participant Ranges	Often personal renewal occurs in small groups of up to twenty-four, but occasionally larger groups are invited to participate in reflective renewal, with involvement and sharing always optional and voluntary.
Program Completers	Since 2005, approximately 582 employees have participated in introductory activities such as values discussions at New Employee Orientation, book discussions, sessions for new faculty through Visions of Excellence, and short retreats. Participants in more substantial opportunities number 328. These events include retreats at Cedar Valley, Eastfield, Mountain View and Richland as well as retreat series open to all. Many DCCCD employees are becoming facilitators of renewal programs. Opportunities for them to deepen their own work and to enhance their abilities to work with others have included approximate 186 individuals over the past two years.

Source: Center for Formation in Higher Education

**DCCCD Employee Participation
in North Texas Community College Consortium
Professional Development Opportunities
Academic Year 2006-2007**

The North Texas Community College Consortium continues to be an important source of professional development for DCCCD employees. All DCCCD Presidents sit on the NTCCC Board of Directors, and three additional administrators also sit on this Board including the Chancellor.

In 2006-2007 seven DCCCD employees participated in the CLARA project (The Consortium Leadership and Renewal Academy). Seventeen DCCCD employees participated in the Institutional Research Committee of the NTCCC.

DCCCD Employee Participation in NTCCC Workshops and Conferences

Brookhaven	30
Cedar Valley	31
District Offices	53
Eastfield	52
El Centro	47
LeCroy	11
Mt. View	28
North Lake	23
Richland	69
TOTAL	333

Activities attended by DCCCD employees included the following:

- Fall Convocation – Growing your Own Leaders
 - Assessing Student Learning and Student Services
 - The Transfer Connection (3 events)
 - Regional Technology Forum
 - Equity and Diversity Conference
 - Humanities Workshop – The University Museum as a Classroom
 - Regional Developmental Education Forum
 - Texas Higher Education Law Conference
 - CLARA - The Consortium Leadership and Renewal Academy
- Source: North Texas Community College Consortium

HAZMAT (Hazardous Materials) Training

HAZMAT training is currently provided by individual DCCCD locations. Generally, facilities employees receive training annually and instructors who teach courses relevant to HAZMAT requirements (automotive, air conditioning, biology, chemistry, art, etc) have all been trained so they can train students who take these classes. Accurate records have not been kept in the past. The District Human and Organizational Development Office is investigating the possibility of making general HAZMAT training available to all District employees.

Location	2005-06	2006-07
Brookhaven College	324	290
Cedar Valley College	39	45
Eastfield College/BJP	34	28
El Centro College	16	25
Mt. View College	14	52
North Lake College	50	50
Richland College	40	40
Totals	467	428

FERPA (Family Educational Rights and Privacy Act) Training

FERPA training is currently provided by individual DCCCD locations as well as through a brief training activity on the DCCCD website. In addition, several colleges have their own on-line training, and the District Legal Office provides FERPA training when requested. Accurate records are not always kept. The District Human and Organizational Development Office is investigating the possibility of making general FERPA training available to all District employees.

Location	2005-06	2006-07
Brookhaven College (online)	67	85
Cedar Valley College	42	45
Eastfield College/BJP	24	55
El Centro College	24	25
Mt. View College	12	22
North Lake College	50	400
Richland College (online)	40	28
District web site	125	122
Totals	372	760

STARLINK Teleconferences District-Wide STARLINK Participation

For 2006-07 LeCroy tracks attendance of employees attending at the LeCroy site. Total attendance was **750 employees**. Many other employees attend events that LeCroy broadcasts directly to DCCCD locations. Those counts are kept by individual locations.

2005-06: 43 satellite events
21 audioconferences
21 web conferences
Total 85 events

2006-07: 32 satellite events
28 audioconferences
62 web conferences
Total 130 events

Source: LCET/STARLINK Project

Appendix B: Glossary of Terms

Specialized Terms Associated with Measures of Progress

Key Measure:

A trended and quantitative assessment of an activity, status, or condition that directly supports progress toward the desired objective or a narrative assessment or qualitative description (of the above).

Trends of Key Measures:

Movements of key measures are summarized and trends identified. Evaluation is based on progress of measured data toward objective.

- + Data are improving or remain at desired levels
- ↔ Data remain constant
- ? Data changes are too early to trend
- Data remain below desired levels

Other Specialized Terms Used in This Report

Contact Hour

50 minutes of direct instruction for each clock hour in an adult vocational course or in a credit transfer course. [Specifically for purposes of this **Report**, employee training “contact hours” refer to the number of employees trained x the number of hours of training.]

Continuing Education/CE

Continuing Education provides a variety of educational opportunities to stimulate the mind, promote professional advancement, and encourage the pursuit of personal interests. DCCCD Continuing Education courses include a wide range of non-credit instruction at many community locations, including DCCCD colleges, area high schools, corporate/business sites, and nonprofit agencies. Non-credit classes offered through Continuing Education do not apply toward a degree, but workforce education CE courses may apply toward a technical/vocational program certificate or skills award.

Credit Course

A course that awards academic credit and may apply toward a degree (as opposed to non-credit courses, which do not apply toward a degree and are usually offered through Continuing Education).

FERPA

Family Educational Rights and Privacy Act (regarding confidentiality and accessibility of student information and academic records).

Grant

For purposes of this **Report**, external funding awarded by a local, state, or federal agency to DCCCD for use by one or more colleges to accomplish a specific purpose or project with defined outcomes and budget. Grants often are often strictly regulated, with respect to management, expenditures, and reporting.

HAZMAT

Hazardous Materials training required by federal and state law.

Non-Credit Course

Non-credit classes offered through Continuing Education do not apply toward a degree, but workforce education CE courses may apply toward a technical/vocational program certificate or skills award.

RATS

Risk Avoidance Training for Supervisors (a three-part training series offered by DCCCD Human Resources and by each college/location HR office).

Staff Retention

The results of initiatives aimed at retaining and developing qualified employees within the DCCCD organization.

THECB

Texas Higher Education Coordinating Board.

Glossary Sources: State of Texas and Federal Government definitions; DCCCD District Offices