

March 4, 2022

BOARD OF REGENTS' WORKSHOP

The **Workshop** of the Board of Regents of the Del Mar College District will convene at **10:00 a.m., Tuesday, March 8, 2022**, at the Center for Economic Development, 3209 S. Staples, Room 106, Corpus Christi, Texas.

WORKSHOP AGENDA

CALL TO ORDER

QUORUM CALL

MOMENT OF SILENCE

PLEDGE OF ALLEGIANCE

DMC VISION STATEMENT: *Del Mar College will be the premier choice for life-changing educational opportunities, provided by responsive, innovative faculty and staff who empower students to improve local and global communities.*

Del Mar College is streaming live audio and video from the official Board of Regents meetings on the College's website in real-time, with the exception of portions of the meeting considered as "closed session" by statute.

GENERAL PUBLIC COMMENTS (Non-Agenda Items) – 3-minute time limit

- Specific public comments will be allowed on agenda items prior to action by the Board.
- General Public Comments may be moved on the agenda at the discretion of the Board Chair and as an accommodation to those in attendance.
- Pursuant to the Texas Open Meetings Act, the College is limited in responding to public comments or inquiries as follows:
 1. Provide a statement of specific factual information in response to an inquiry.
 2. Recite existing policy in response to an inquiry.
 3. Propose placing the subject of the inquiry on the agenda for a subsequent meeting.

(Tex. Govt. Code Section 551.042)

ITEMS OF BUSINESS:

1. Discussion and possible action related to 2022 redistricting project, including, development of proposed illustrative redistricting plan, logistics, timeline, and other related mattersMr. Augustin Rivera, Jr.
(Goal 5: *Workforce Development, Community Partnerships, and Advocacy*)

Public comments for this agenda item

2. Discussion related to Strategic Plan Key Performance Indicators (Goals 3 and 4)Dr. Kristina Wilson
(Goal 3: *Academic Preparedness and Student Learning and Goal 4: Learning Environments*)

Public comments for this agenda item

3. Discussion related to review of faculty and staff compensationMs. Tammy McDonald
(Goal 4: *Learning Environments*)

Public comments for this agenda item

4. CLOSED SESSION pursuant to:

- A. **TEX. GOV'T CODE § 551.071**: (Consultation with legal counsel), regarding pending or contemplated litigation, or a settlement offer, and the seeking of legal advice from counsel, with possible discussion and action in open session.

CALENDAR: Discussion and possible action related to calendaring dates.

ADJOURNMENT

PUBLIC NOTICE is given that the Board may elect to go into executive session at any time during the meeting in order to discuss matters listed on the agenda, when authorized by the provisions of the Open Meetings Act, Chapter 551, of Texas Government Code.

Item 1




DEL MAR COLLEGE

OFFICE OF GENERAL COUNSEL

DATE: March 3, 2022

TO: Del Mar College Board of Regents

Dr. Mark Escamilla
President and CEO

FROM: Augustin Rivera, Jr. 
General Counsel

RE: Redistricting

SUMMARY:

As a result of the 2020 U.S. Census, the Board continues its work in re-drawing the College regent district boundaries. Based on input provided by the Board during the February 1, 2022 public Workshop, the College's Redistricting Counsel and staff have prepared another set of district configurations (Plan C) for the Board's consideration. Attached please find maps and demographic data sheets for Plan C.

STAFF RECOMMENDATION:

Deliberate and provide input on current proposed redistricting plan. Consider publicizing proposed plan and seeking public input. Consider scheduling Public Hearing on proposed plan.

LIST OF SUPPORTING DOCUMENTS:

1. Demographics Report - Detailed 2020 Census Total Population
2. Demographics Report - Detailed 2020 Census Voting Age Population
3. Draft Plan C Map
4. Draft Plan C Maps Trustee Districts
5. Demographics Report - Summary 2020 Census Total Population
6. Demographics Report - Summary 2020 Census Voting Age Population

Plan Name: Del Mar College:Trustee Districts - Plan C



Demographics Report - Detailed 2020 Census Total Population

Plan Last Edited on: 2/28/2022 2:05:27 PM

District	Persons	Ideal Size	Deviation	Hispanic	Hispanic % of Total Population	ANGLO	Non-Hispanic Anglo % of Total Population	Black	Black % of Total Population	Asian	Asian % of Total Population	AM Indian Native	IND / NAT % TOT Pop.	Haw Pac. Isl.	HAW/PAC % of Total Pop.	Other	Other % of Total Pop.	Two or More Races	Two or More Races % Tot Pop
1	61,324	64,379	-4.75%	46,303	75.51%	11,019	17.97%	2,470	4.03%	388	0.63%	174	0.28%	25	0.04%	212	0.35%	733	1.20%
2	66,645	64,379	3.52%	44,716	67.10%	16,771	25.16%	2,592	3.89%	905	1.36%	176	0.26%	56	0.08%	245	0.37%	1,184	1.78%
3	62,143	64,379	-3.47%	42,857	68.97%	15,800	25.43%	1,933	3.11%	368	0.59%	105	0.17%	29	0.05%	162	0.26%	890	1.43%
4	67,009	64,379	4.09%	25,752	38.43%	33,243	49.61%	2,667	3.98%	2,444	3.65%	194	0.29%	87	0.13%	268	0.40%	2,351	3.51%
5	64,774	64,379	0.61%	34,875	53.84%	21,542	33.26%	2,779	4.29%	3,445	5.32%	201	0.31%	73	0.11%	268	0.41%	1,591	2.46%
TOTAL:	321,895			194,503	60.42%	98,375	30.56%	12,441	3.86%	7,550	2.35%	850	0.26%	270	0.08%	1,155	0.36%	6,749	2.10%

Ideal Size: 321895 / 5 = 64379

Total Population: 321,895

Overall Deviation: 8.83%

Some percentages may be subject to rounding errors.

Plan Name: Del Mar College:Trustee Districts - Plan C
Demographics Report - Detailed 2020 Census Voting Age Population

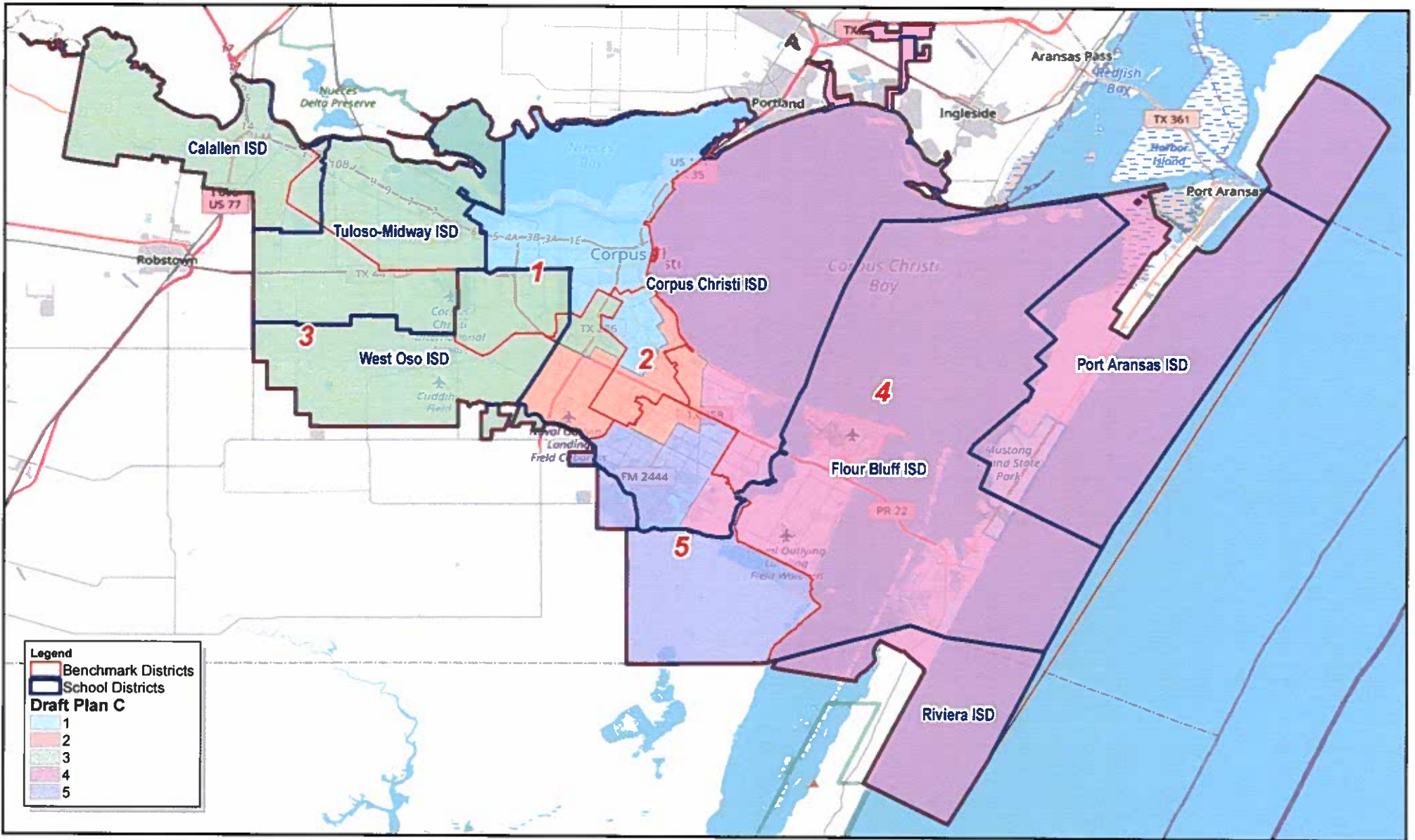


Plan Last Edited on: 2/28/2022 2:05:27 PM

District	Total VAP	Hispanic VAP	% Hispanic VAP	Anglo VAP	% Anglo VAP	Black VAP	% Black VAP	Asian VAP	% Asian VAP	AM IND NATIVE VAP	% AM IND NATIVE VAP	HAW/PAC VAP	% HAW/PAC VAP	Other VAP	% Other VAP	Two or More Races VAP	% Two or more VAP
1	47,268	34,367	72.71%	9,735	20.60%	1,956	4.14%	343	0.73%	140	0.30%	16	0.03%	159	0.34%	552	1.17%
2	51,433	32,837	63.84%	14,513	28.22%	2,068	4.02%	750	1.46%	147	0.29%	49	0.10%	180	0.35%	889	1.73%
3	45,846	30,580	66.70%	12,634	27.56%	1,476	3.22%	277	0.60%	90	0.20%	20	0.04%	132	0.29%	636	1.39%
4	52,434	18,368	35.03%	27,588	52.61%	2,327	4.44%	1,990	3.80%	162	0.31%	79	0.15%	200	0.38%	1,720	3.28%
5	49,391	25,224	51.07%	17,827	36.09%	2,158	4.37%	2,672	5.41%	172	0.35%	50	0.10%	188	0.38%	1,100	2.23%
TOTALS:	246,372	141,376	57.38%	82,297	33.40%	9,985	4.05%	6,032	2.45%	711	0.29%	214	0.09%	859	0.35%	4,897	1.99%

* VAP - Voting Age Population

Some percentages may be subject to rounding errors.



Legend

- Benchmark Districts
- School Districts
- Draft Plan C**
- 1
- 2
- 3
- 4
- 5

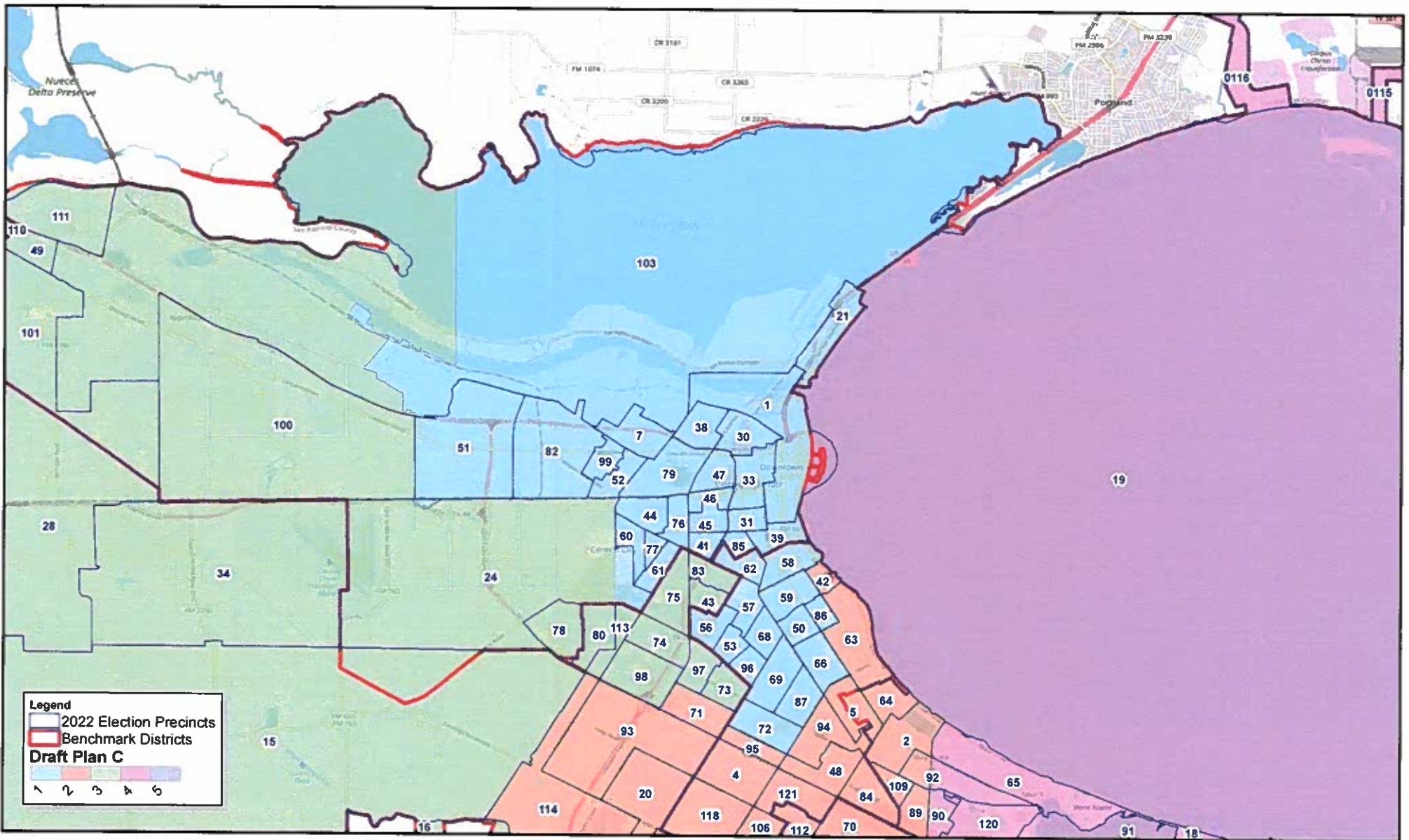


Created 2/28/22
Background Image: OpenStreetMap

Del Mar College Trustee Districts Draft Plan C

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Data Source: Roads, Water and other
features obtained from the 2020
Tigerline files, U.S. Census Bureau





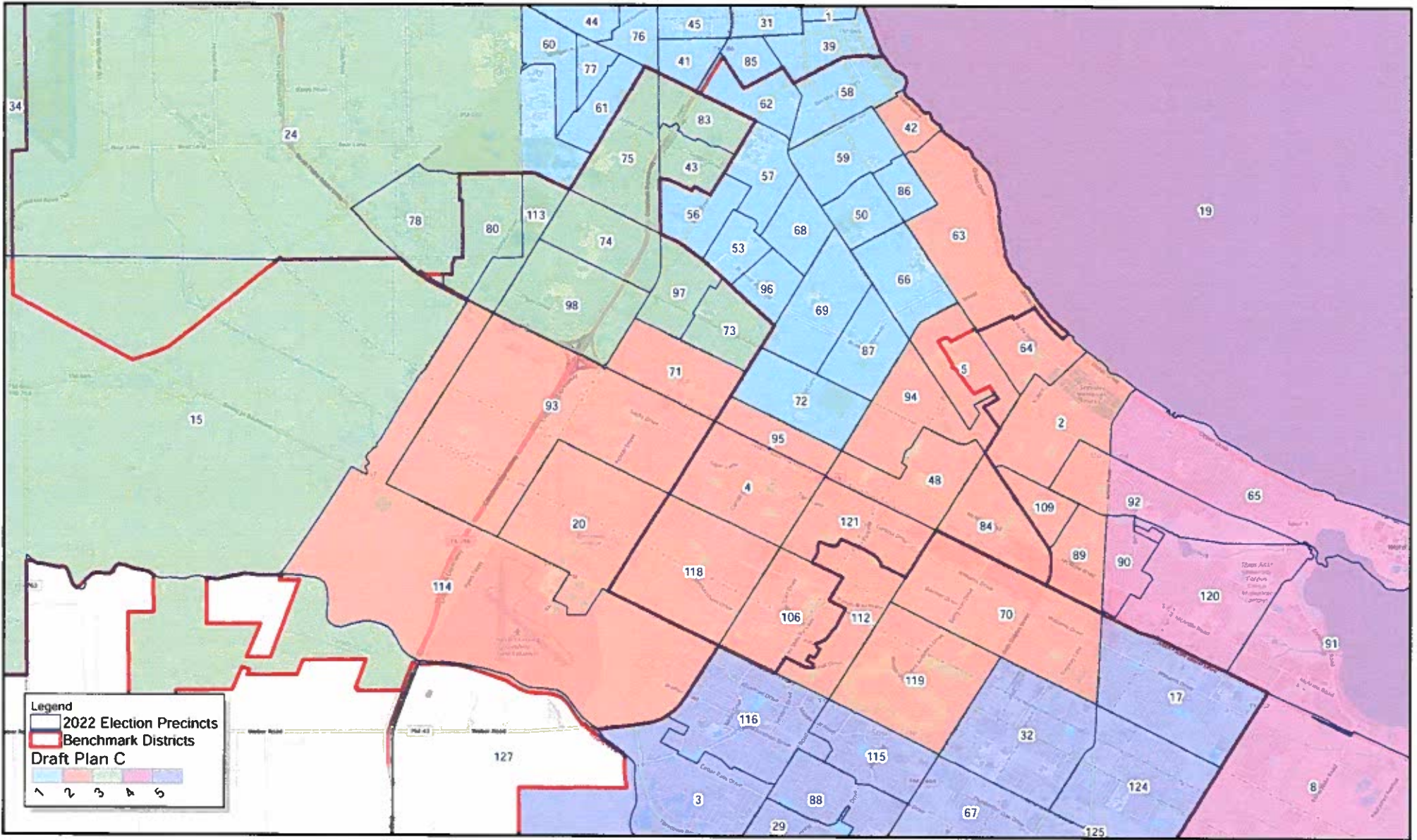
Del Mar College Trustee Districts
Draft Plan C
District 1

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 Data Source: Roads, Water and other
 features obtained from the 2020
 Tiger/line files, U.S. Census Bureau



0 1.25 2.5 5 Miles

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 Background Image: OpenStreetMap



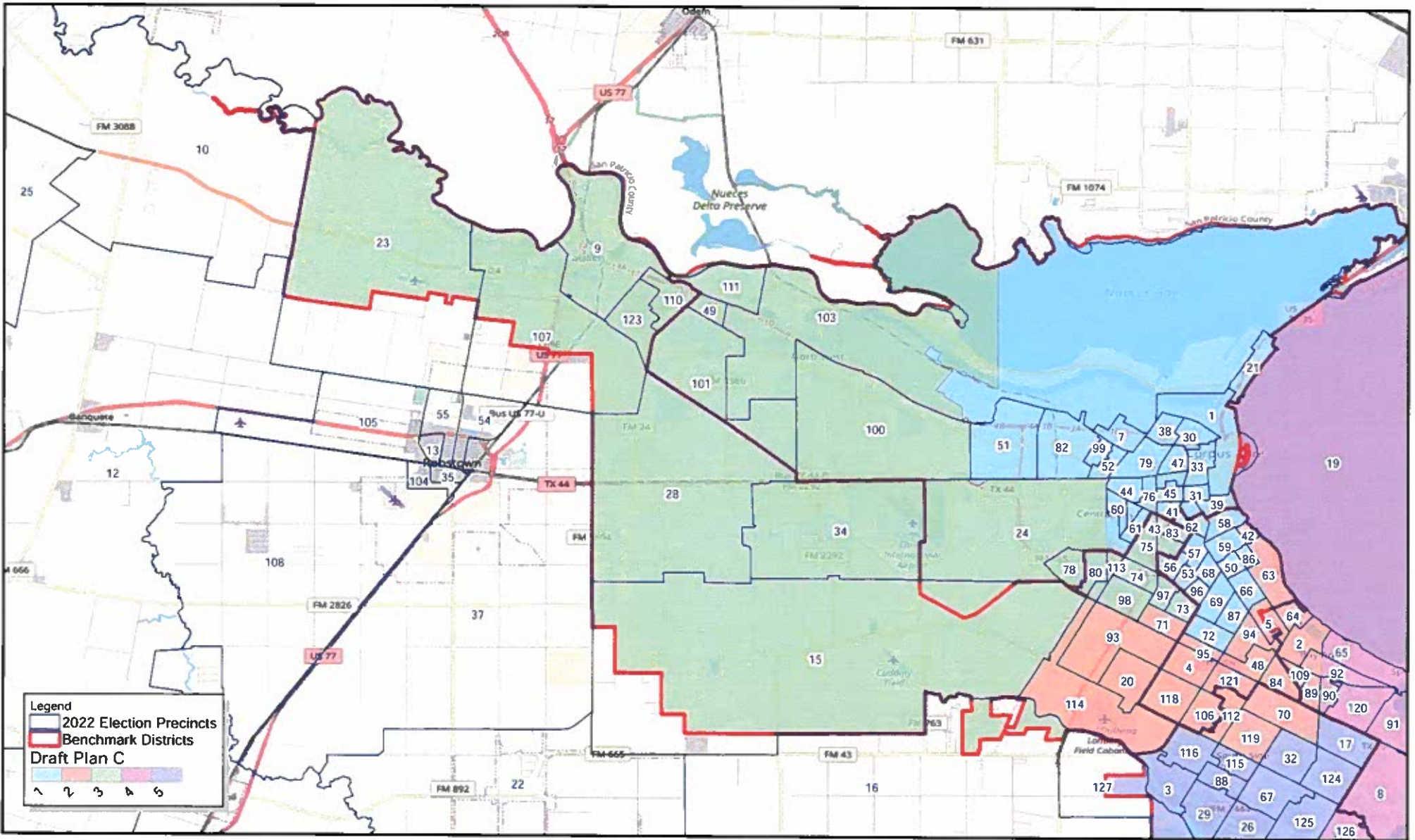
Del Mar College Trustee Districts
Draft Plan C
District 2

0 0.5 1 2 Miles

Created 2/28/22
 Background Image: OpenStreetMap

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 Tiger/line files, U.S. Census Bureau





Legend

- 2022 Election Precincts
- Benchmark Districts
- Draft Plan C

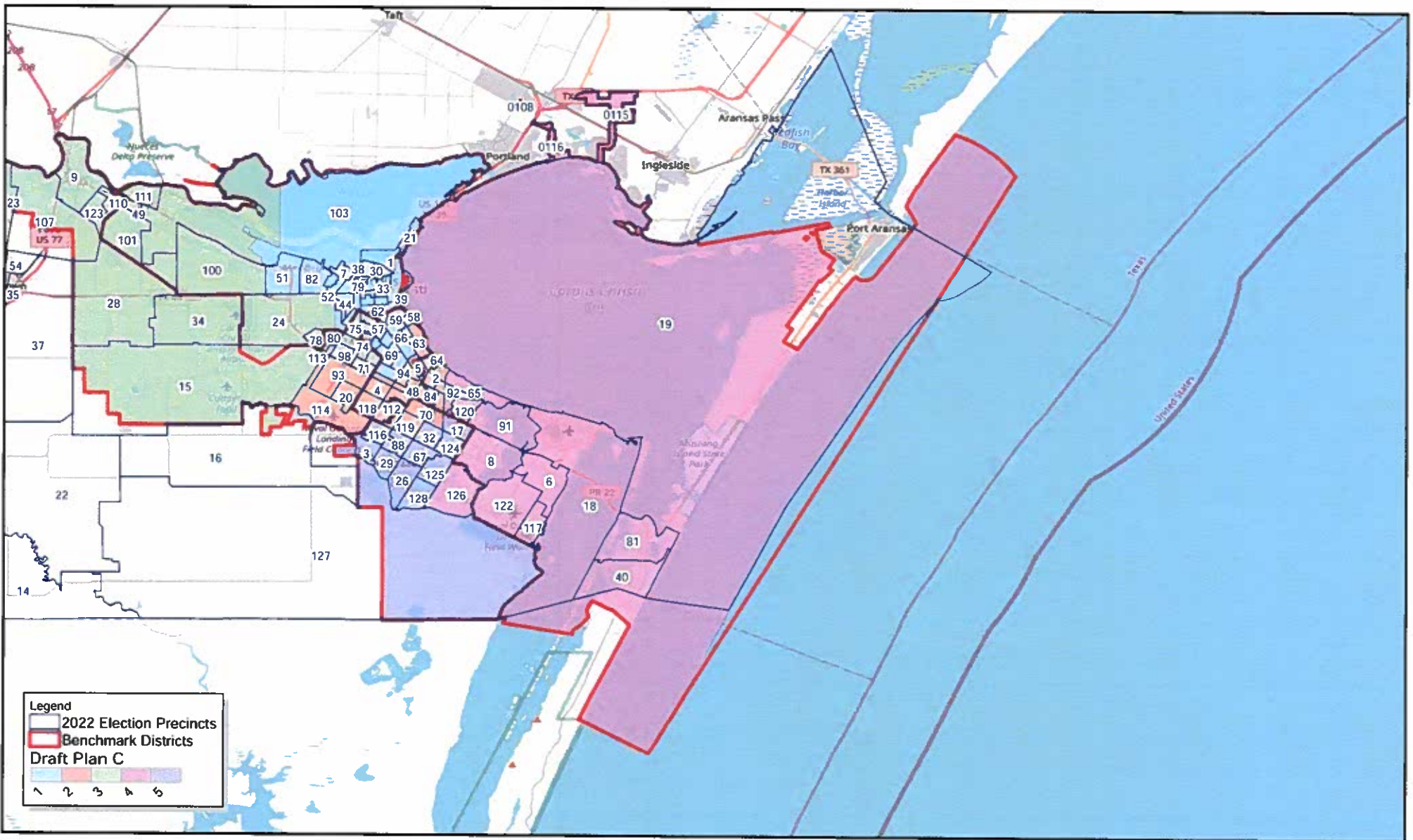


Created 2/28/22
Background Image: OpenStreetMap

Del Mar College Trustee Districts Draft Plan C District 3

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Data Source: Roads, Water and other features obtained from the 2020 Tiger/line files, U.S. Census Bureau



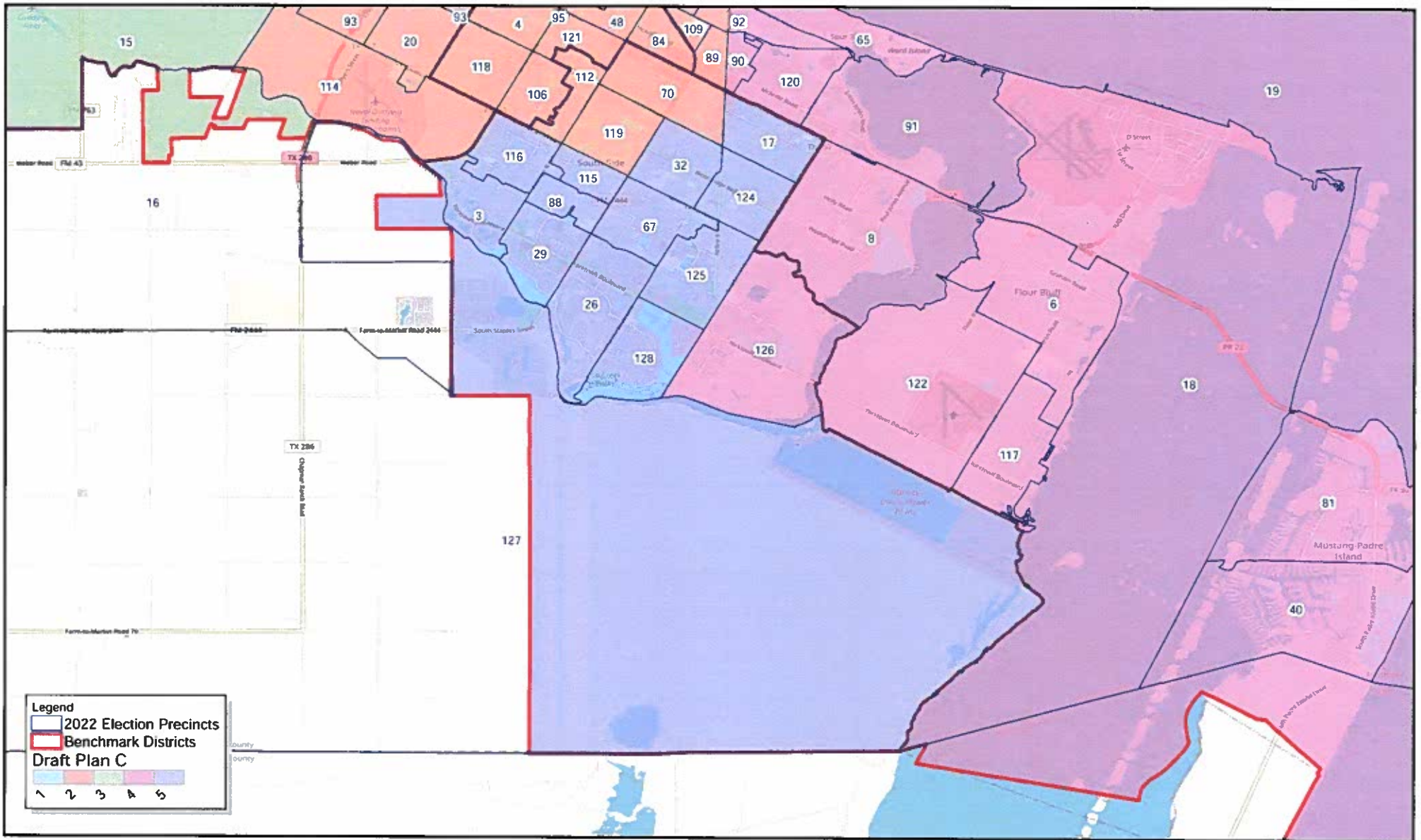


Del Mar College Trustee Districts
 Draft Plan C
 District 4

Created 2/28/22
 Background image: OpenStreetMap

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 Data Source: Roads, Water and other
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 Tiger/line files, U.S. Census Bureau





Del Mar College Trustee Districts Draft Plan C *District 5*

0 1 2 4 Miles
 Created 2/28/22
 Background Image: OpenStreetMap

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 Data Source: Roads, Water and other
 features obtained from the 2020
 Tiger/line files, U.S. Census Bureau



Demographics Report - Summary 2020 Census Total Population

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District	Persons	Ideal Size	Deviation	Hispanic % of Total Population	Non-Hispanic White % of Total Population	Non-Hispanic Black % of Total Population	Non-Hispanic Asian % of Total Population	Non-Hispanic Other % of Total Population
1	61,324	64,379	-4.75%	75.51%	17.97%	4.03%	0.63%	1.87%
2	66,645	64,379	3.52%	67.10%	25.16%	3.89%	1.36%	2.49%
3	62,143	64,379	-3.47%	68.97%	25.43%	3.11%	0.59%	1.91%
4	67,009	64,379	4.09%	38.43%	49.61%	3.98%	3.65%	4.33%
5	64,774	64,379	0.61%	53.84%	33.26%	4.29%	5.32%	3.29%
TOTAL:	321,895			60.42%	30.56%	3.86%	2.35%	2.80%

Ideal Size: 321895 / 5 = 64379

Total Population: 321,895

Overall Deviation: 8.83%

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Demographics Report - Summary 2020 Census Voting Age Population

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District	Total VAP*		Hispanic % of Total VAP	Non-Hispanic Anglo % of Total VAP	Non-Hispanic Black % of Total VAP	Non-Hispanic Asian % of Total VAP	Non-Hispanic Other % of Total VAP
1	47,268		72.71%	20.60%	4.14%	0.73%	1.83%
2	51,433		63.84%	28.22%	4.02%	1.46%	2.46%
3	45,846		66.70%	27.56%	3.22%	0.60%	1.92%
4	52,434		35.03%	52.61%	4.44%	3.80%	4.12%
5	49,391		51.07%	36.09%	4.37%	5.41%	3.06%
	246,372		57.38%	33.40%	4.05%	2.45%	2.71%

* VAP - Voting Age Population

Some percentages may be subject to rounding errors.

Item 2

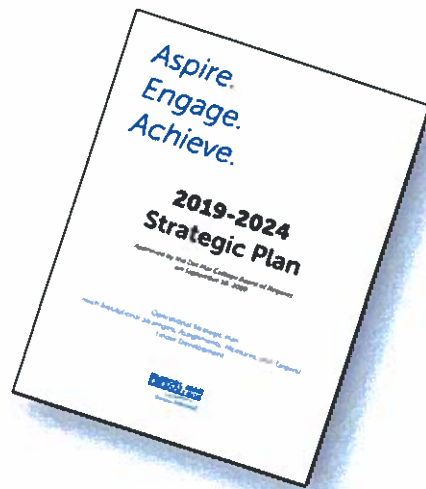
Strategic Planning Workshop: Key Performance Indicators

March 2022



DEL MAR COLLEGE

Strategic Plan: *Aspire. Engage. Achieve.*



GOALS

G1: Completion

G2: Recruitment
and Persistence

G3: Academic
Preparedness and
Student Learning

G4: Learning
Environments

G5: Workforce
Development,
Community
Partnerships, and
Advocacy

G6: Financial
Effectiveness and
Affordability

KPIs to Discuss Today

Goal 3: Academic Preparedness and Student Learning

Thresholds & Targets, Trends, Strategies

Goal 4: Learning Environments

Thresholds & Targets, Trends, Strategies





Data Snapshot

KPIs provide us with a **Snapshot** of College position at a point in time

Threshold
Expectation set to define acceptable levels of achievement (minimum target; frequently aligned with baseline)

Target
Aspirational expectation for improvement (improvement target/aspirational)

Threshold/Target Met	Threshold/Target Not Met
-------------------------	-----------------------------

Comparison Peer Cohort

Texas Large Colleges Community College Peer Group	
Amarillo College	Navarro College
Blinn College	North Central Texas College
Central Texas College	South Plains College
Del Mar College	Tyler Junior College
Laredo Community College	

Peer cohorts are determined based on credit enrollment. Fall 2019 enrollment headcount average for Large TX College Cohort was 11,056. Highest enrollment: Blinn College (19,183); Lowest enrollment: Navarro College (8,036). Del Mar College Fall 2019 Headcount: 12,008.



GOAL 3:
Academic Preparedness & Student Learning

Accelerate student attainment of **academic preparedness** standards and ensure optimal levels of **learning** in **all** instructional delivery formats.

Academic Preparedness



Texas Success Initiative

KPIs

DMC Strategies

Texas Success Initiative (TSI)

The TSI guides Texas public institutions of higher education in determining whether entering students are ready for entry-level college coursework in **reading, writing, and mathematics** through the administration of the **Texas Success Initiative Assessment (TSIA)**.

Texas Success Initiative (TSI)

Developmental Education

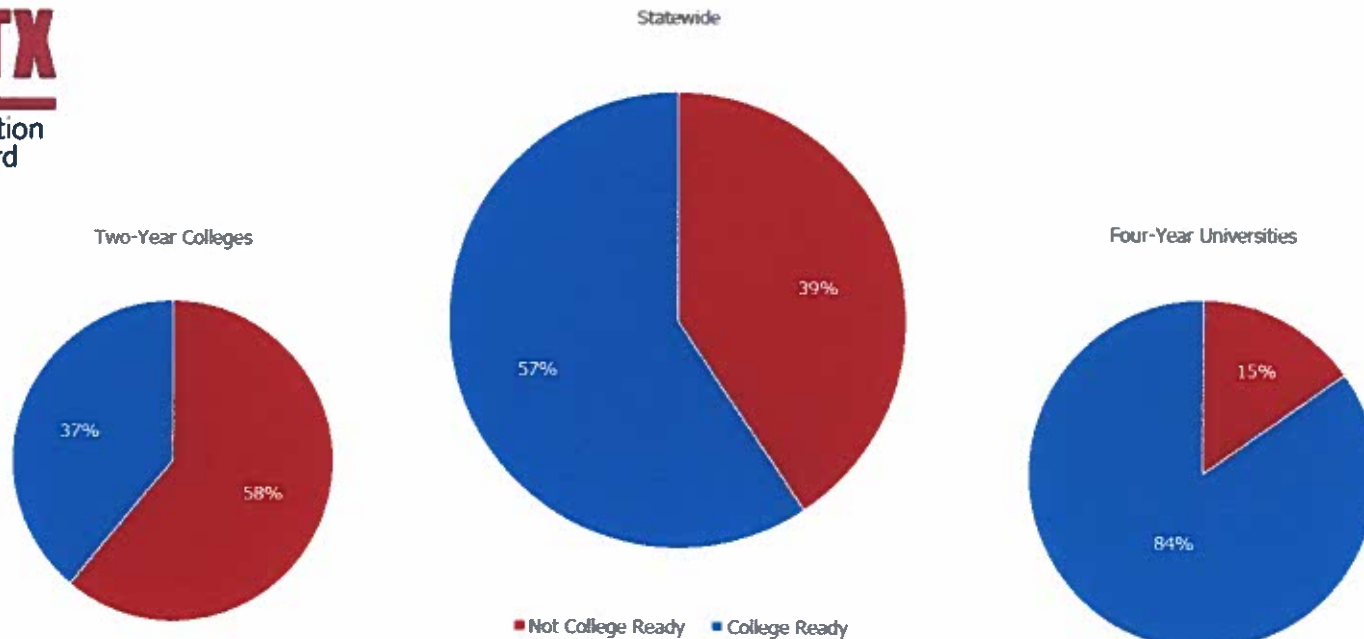
- Course-based programs designed to prepare students for college-level coursework
- Co-requisite model: concurrent enrollment in developmental course and college-level course in same subject area
- Non-course based options (NCBOs)
- Basic academic skills education



TSI Assessment 2 (TSIA2)

- Launched in January 2021
- Integrates Reading and Writing into one new test: **English Language Arts and Reading (ELAR)**
- Separate test for **Math**
- Diagnostic Tests for ELAR and Math result in a profile that describes proficiency in each content category and diagnostic level based on performance

57% of FTIC students entered college ready in Fall 2019



**College ready students refer to those who met TSI benchmarks in all of math, reading, and writing; Not college-ready students refer to those who did not meet TSI benchmarks in one or more subjects.
Source: THECB CBM002, CBM001*

Source: THECB Town Hall Session (October 19,2021). College Academic Support Programs (CASP) Conference.

Texas Higher Education Coordinating Board

TSIA2 Preliminary State Outcomes

Approximately 288K ELAR and 300K Math test administrations

- ELAR: Approximately 20% test college-ready
- Math: Approximately 22% test college-ready

TSIA2 validity study anticipated by Summer 2022

Students Requiring Developmental Coursework

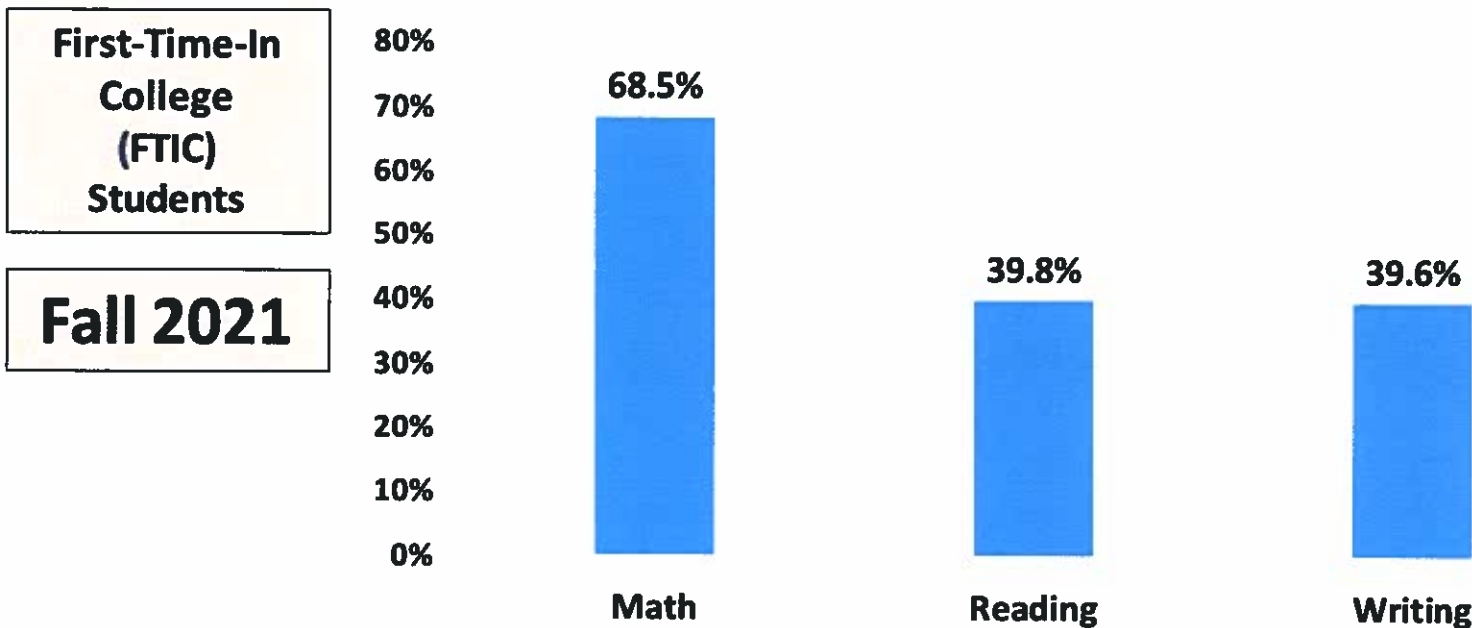
**First-Time-In
College
(FTIC)
Students**

Percentage of FTIC Students Requiring Developmental Coursework			
	Fall 2021	Threshold	Target 2024
DMC Students	73%	66%	60%



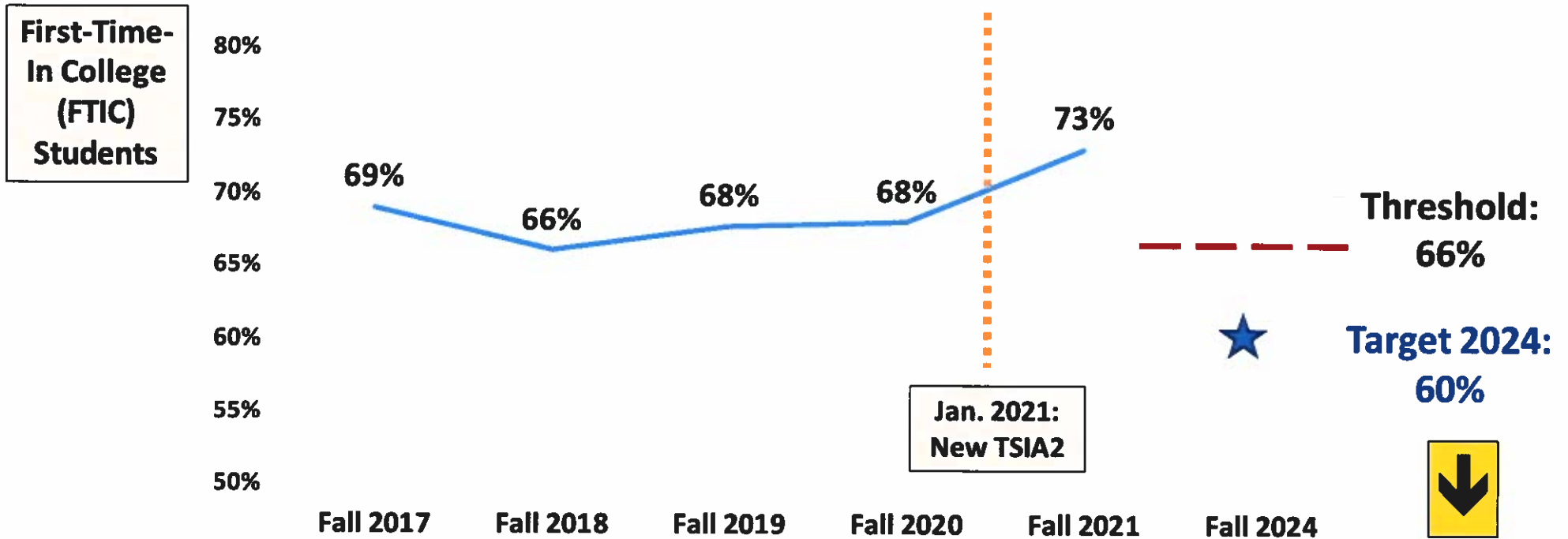
First-time-in-college (FTIC) students, enrolled in credit programs in the fall semester. Dual credit students are not included in this data set; they are not labelled as first time in college (FTIC) until after they graduate from high school. Students are identified as needing developmental coursework based on the following factors: TSIA scores, SAT or ACT scores, College Preparation Course completion. Data Source: DMC Institutional Research Department.

Students Requiring Developmental Coursework (By Subject Area)



First-time-in-college (FTIC) students, enrolled in credit programs in the fall semester. Dual credit students are not included in this data set. Students are identified as needing developmental coursework based on the following factors: TSIA scores, SAT or ACT scores, College Preparation Course completion. Data by subject includes duplicates; students may require developmental coursework in multiple subject areas. Data Source: DMC Institutional Research Department.

Students Requiring Developmental Coursework



First-time-in-college (FTIC) students, enrolled in credit programs in the fall semester. Dual credit students are not included in this data set; they are not labelled as first time in college (FTIC) until after they graduate from high school. Students are identified as needing developmental coursework based on the following factors: TSIA scores, SAT or ACT scores, College Preparation Course completion. Data Source: DMC Institutional Research Department.

Unprepared Students Who Satisfy TSI Requirements in Two Years

**First-Time-In
College
(FTIC)
Students**

Math			
	2020	Threshold	Target 2024
Del Mar College	23.6%	25%	30%
TX Large Colleges Cohort	41.0%		
Reading			
	2020	Threshold	Target 2024
Del Mar College	51.1%	48%	55%
TX Large Colleges Cohort	55.5%		
Writing			
	2020	Threshold	Target 2024
Del Mar College	63.8%	57%	65%
TX Large Colleges Cohort	54.6%		

*Of the first-time summer/fall entering (non-flex entry) degree-seeking students who did not meet the college readiness standard and were not TSI exempted, the percent of students who satisfied TSI requirements in 2 years. Dual credit students not included.
Data Source: THECB Accountability system.*

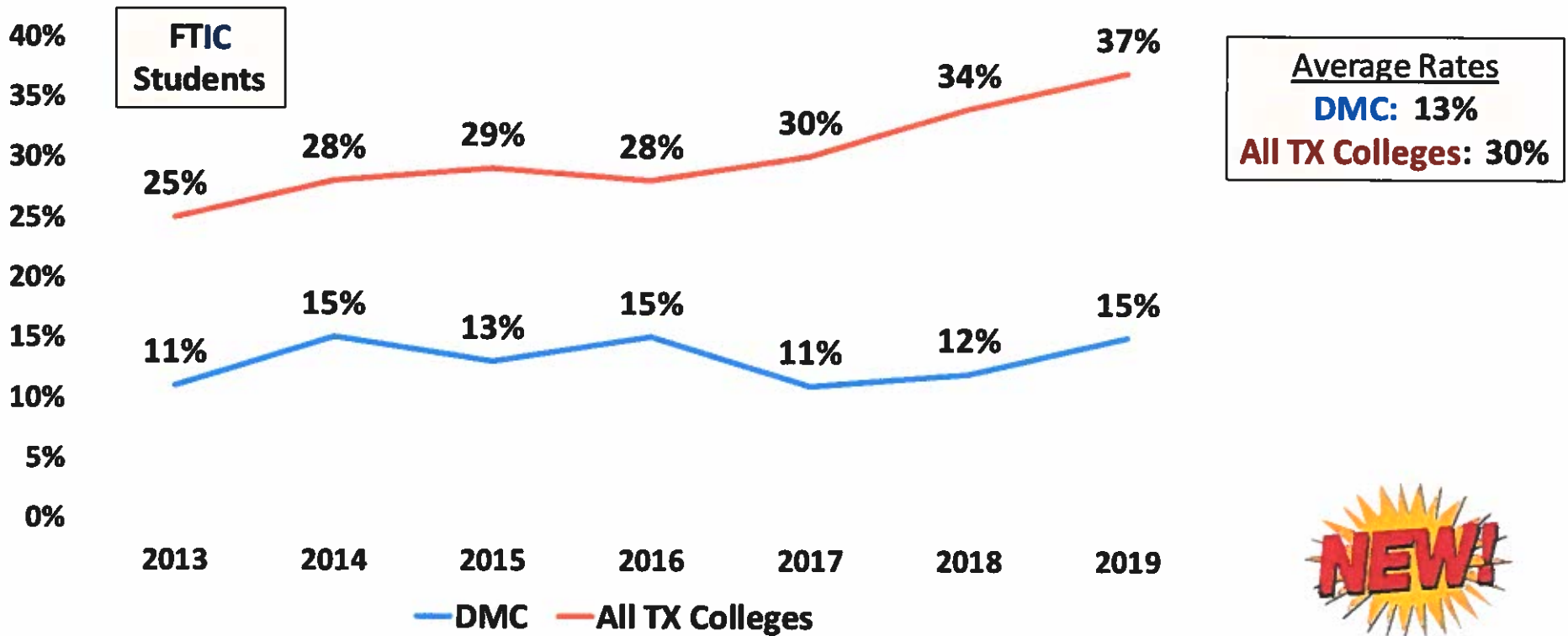
Unprepared Students Completing a College-Level Course in Two Years

**First-Time-In
College
(FTIC)
Students**

Math			
	2020	Threshold	Target 2024
Del Mar College	12.6%	15%	20%
TX Large Colleges Cohort	26.1%		
Reading			
	2020	Threshold	Target 2024
Del Mar College	26.8%	24%	30%
TX Large Colleges Cohort	43.8%		
Writing			
	2020	Threshold	Target 2024
Del Mar College	44.8%	32%	37%
TX Large Colleges Cohort	36.4%		

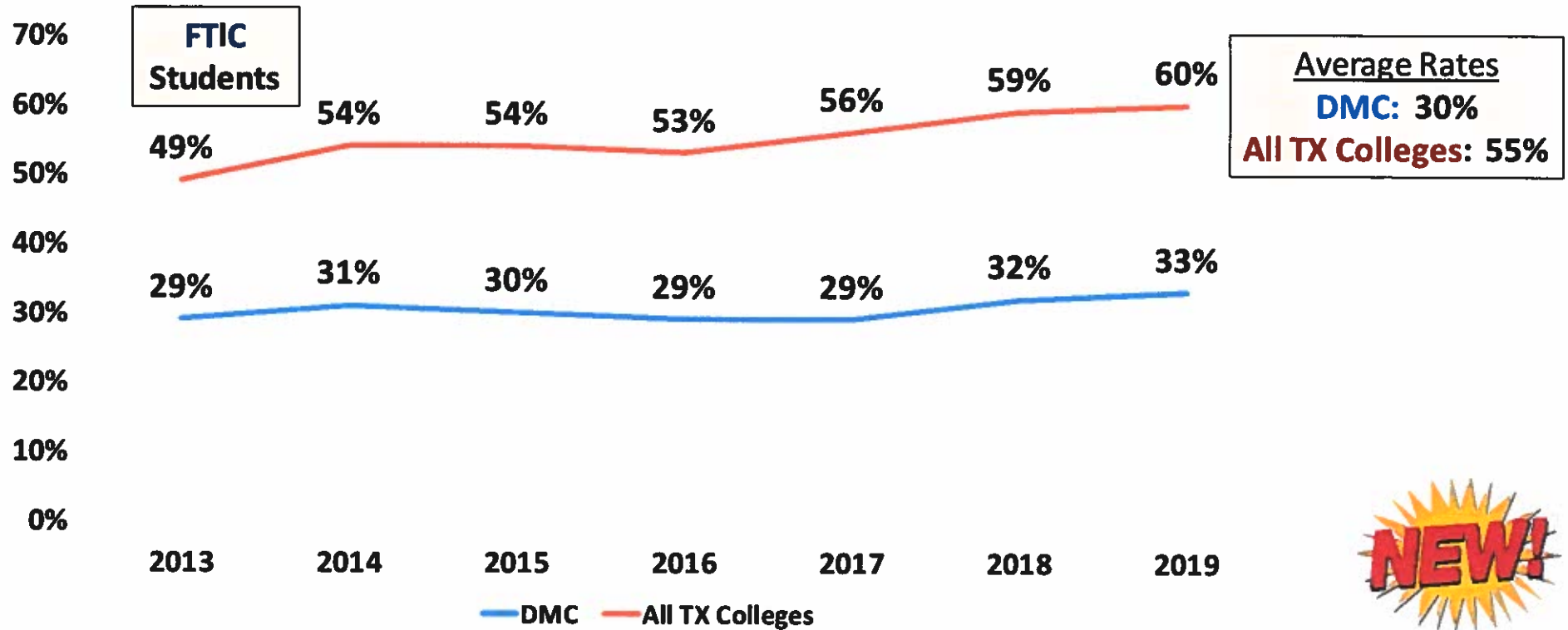
Unprepared first-time summer/fall entering (non-flex entry) degree-seeking students in each subject are tracked to determine whether they successfully complete a college-level course in the subject they entered not ready (math, reading, writing) within 2 years. Dual credit students not included. Data Source: THECB Accountability system.

Students Completing College-Level Math Year 1



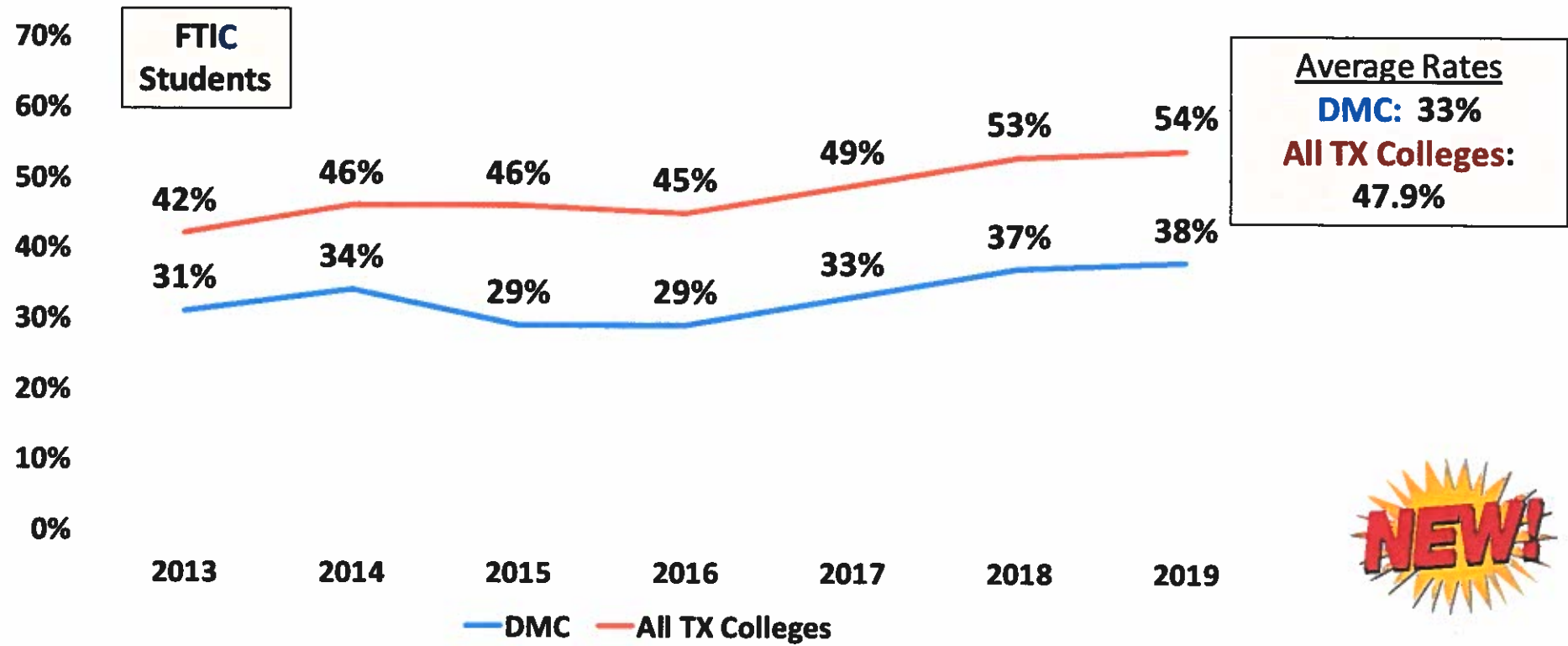
Percentage of first time in college students starting in the fall semester completing college-level Math with grade A-D or P in their first year. Data Source: THECB based on definitions provided by the Texas Success Center.

Students Completing College-Level Reading Year 1



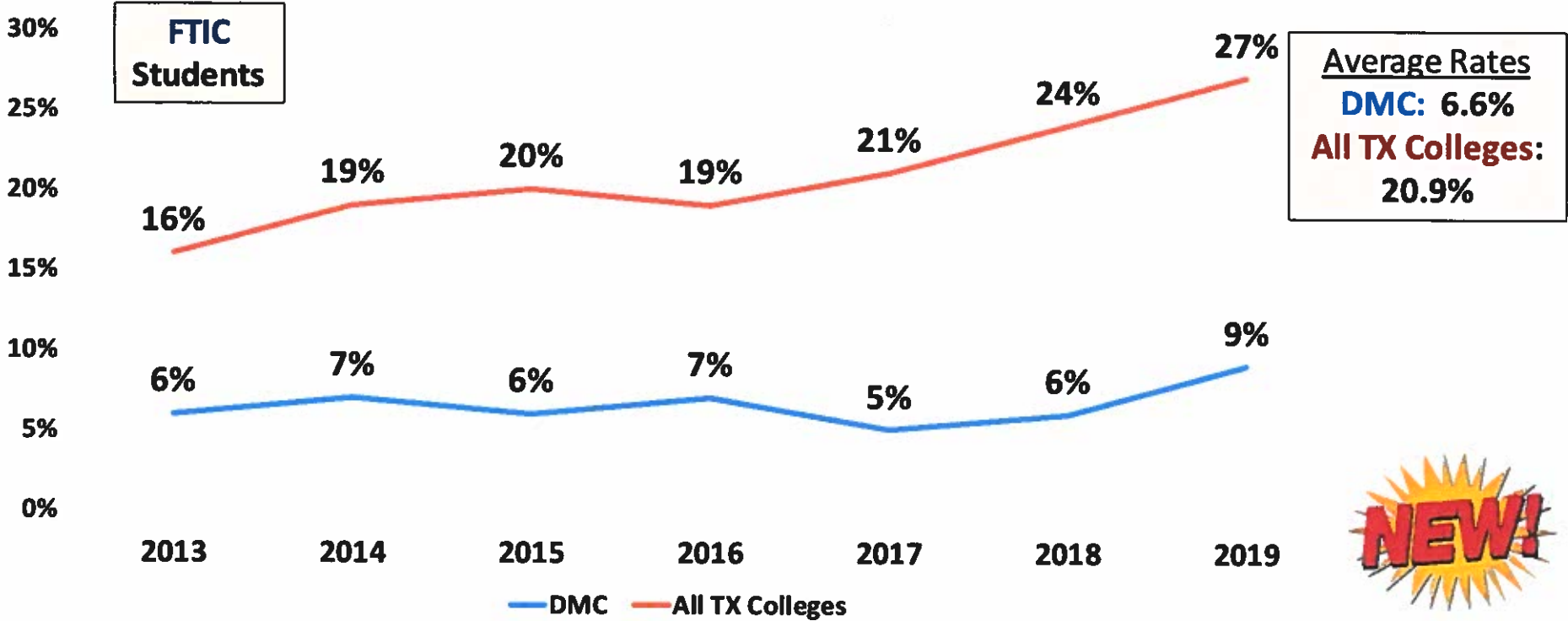
Percentage of first time in college students starting in the fall semester completing college-level Reading with grade A-D or P in their first year. Data Source: THECB based on definitions provided by the Texas Success Center.

Students Completing College-Level Writing Year 1



Percentage of first time in college students starting in the fall semester completing college-level Writing with grade A-D or P in their first year. Data Source: THECB based on definitions provided by the Texas Success Center.

Students Completing Math, Reading & Writing Year 1



Percentage of first time in college students starting in the fall semester completing college-level Math, Reading, & Writing with grade A-D or P in their first year. Data Source: THECB based on definitions provided by the Texas Success Center.



Academic Preparedness Strategies

INRW

Integrated Reading and Writing Courses

- Combines two developmental courses
- Available to students at exit-level of developmental education



Co-Requisite Model

- Students can co-enroll in college-level course and developmental support of the same subject matter in the same semester



Academic Preparedness Strategies

NCBO

Non-Course Based Options

- Math Department offers a 1 credit hour NCBO, tailored to students' needs
- Supports learning in college-level or developmental math course.

PEARSON

MyMathLab®

- Allows instructors to communicate and provide instant feedback to students.
- Contains example videos, interactive homework problems, etc.
- 24/7 student support



Academic Preparedness Strategies

DEC

Developmental Education Committee

- Mission: engender an understanding of developmental education as a field of practice and research
- Comprised of members of the faculty, Department Chairpersons, Deans, and other members of the College community
- Meets monthly

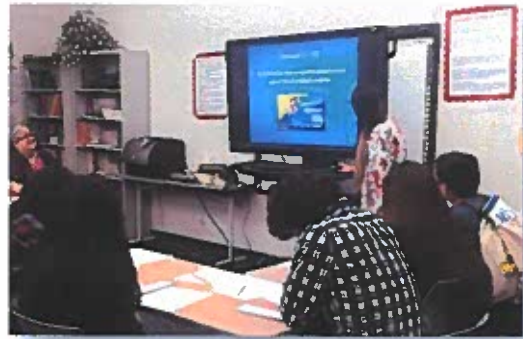
IT TAKES A VIKING



Academic Preparedness Strategies

Learning Supports

- Math Lab
- Reading Lab
- Stone Writing Center
- Student Success Center
- Tutor.com 24/7 Online Tutoring



IT TAKES A VIKING

Student Learning



**Instruction in the Age
of COVID-19**

KPIs

DMC Strategies

Distance Education: The DMC Context

1984

Distance Education began @DMC

Off-Campus * VHS Tapes * Interactive Videoconferencing * eLine * Online * Hybrid

185

Number of faculty teaching Distance Education classes in Spring 2022

4

Full-time staff in the Office of eLearning

Additional assistance provided by IT

1998

First online course @ DMC

7

Programs offering awards, degrees, and certificates online

Distance Education Modalities

Distance Education Course*

A course in which a majority (more than 50%) of the instruction occurs when the student(s) and instructor(s) are not in the same place.

Face-to-Face/F2F Course

Comprised of traditional classroom instruction; up to 49% of the content can be delivered online.

Online Course -- "Fully Distance Education Course"*

Comprised of mainly online delivery; more than 85% of instruction occurs online.

Hybrid Course -- "Hybrid/Blended Course"*

Comprised of online and face-to-face delivery; 50-85% of instruction is delivered online. *

***Defined in Texas Administrative Code**

Title 19, Pt 1, Chapter 4, Subchapter P, RULE §4.257

Source: Texas Administrative Code

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=4&sch=P&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=4&sch=P&rl=Y)

Distance Education Modalities

Videoconference:

Majority of instruction is delivered by video and is characterized by having one originating site and one or more official off-campus receiving sites at which students meet for class.

- Has become much more prominent since the onset of the COVID-19 pandemic.

HyFlex:

Delivered **face-to-face** and by **video** at the same time from one originating site to many individual videoconference connections.

- Students choose how they attend class: video in the location of their choice or face-to-face.
- Course can be face-to-face, hybrid, or online depending on how the student chooses to attend.

DMC UNDUPLICATED CREDIT HEADCOUNT FALL 2021

5,376 
DE Only

DE Only*
50%

1,959 
F2F Only

F2F Only
19%

3,342 
DE + F2F

F2F & DE
31%




81%
**Enrolled in at
least 1 DE course**

Unduplicated Headcount Enrolled in Credit Courses : 10,677 total

* DE includes Hybrid Courses

Source: DMC Office of Institutional Research

Fall 2019 and Fall 2021 Credit Face-to-Face and Distance Education Unduplicated Headcount

	F2F Only	DE Only	F2F + DE	Headcount
2019	57%	18%	25%	12,008
2021	19%	50%	31%	10,677
				

Source: DMC Office of Institutional Research

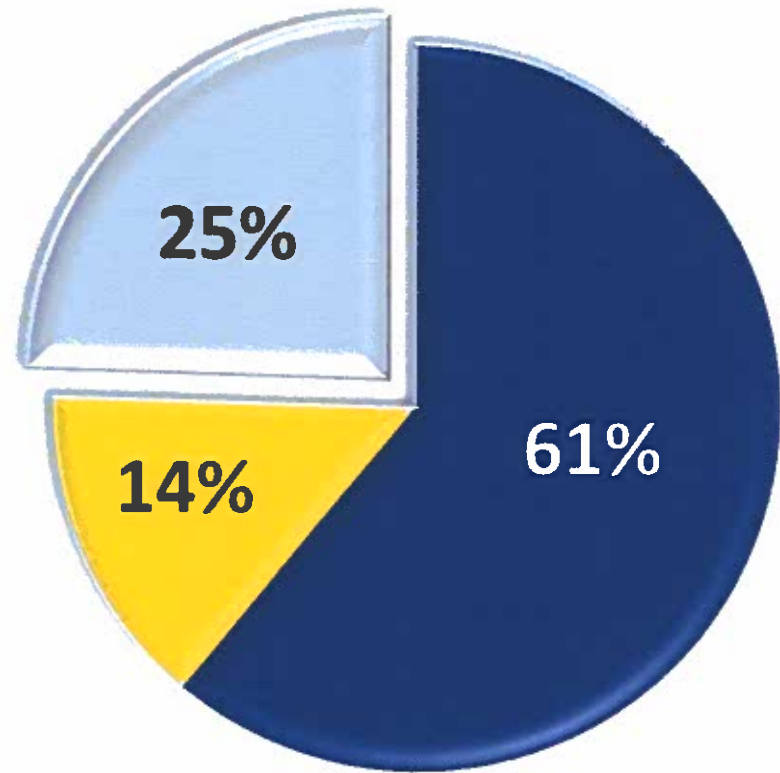
4,341,686

Total Credit Contact Hours Generated
by DMC (2020-2021)

3,275,022

Credit Contact Hours Generated by
Distance Education (2020-2021)

*includes hybrid courses



■ Online ■ Hybrid ■ F2F

Source: DMC Office of Institutional Research

DMC DEL MAR COLLEGE

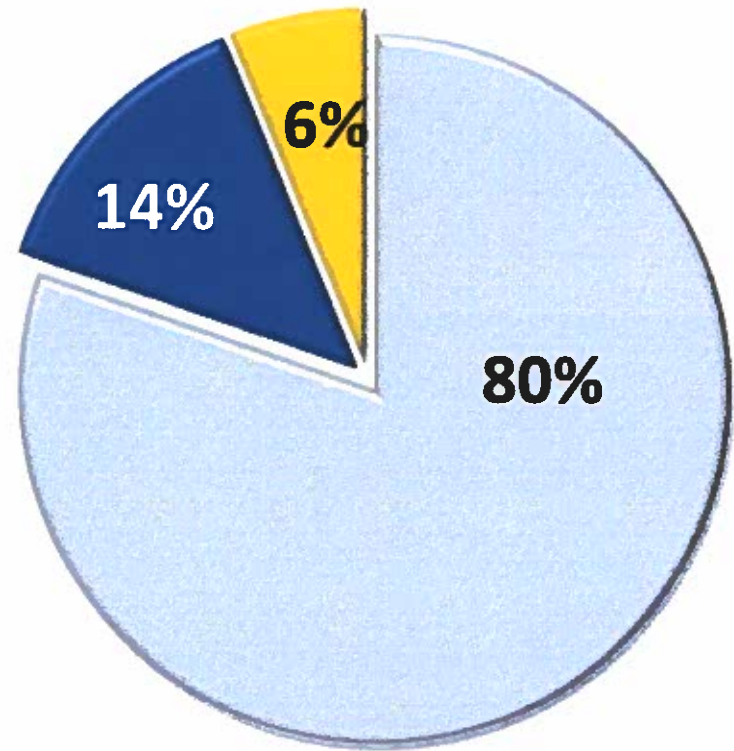
683,657

Total Continuing Education Contact Hours Generated by DMC (2020-2021)

135,015

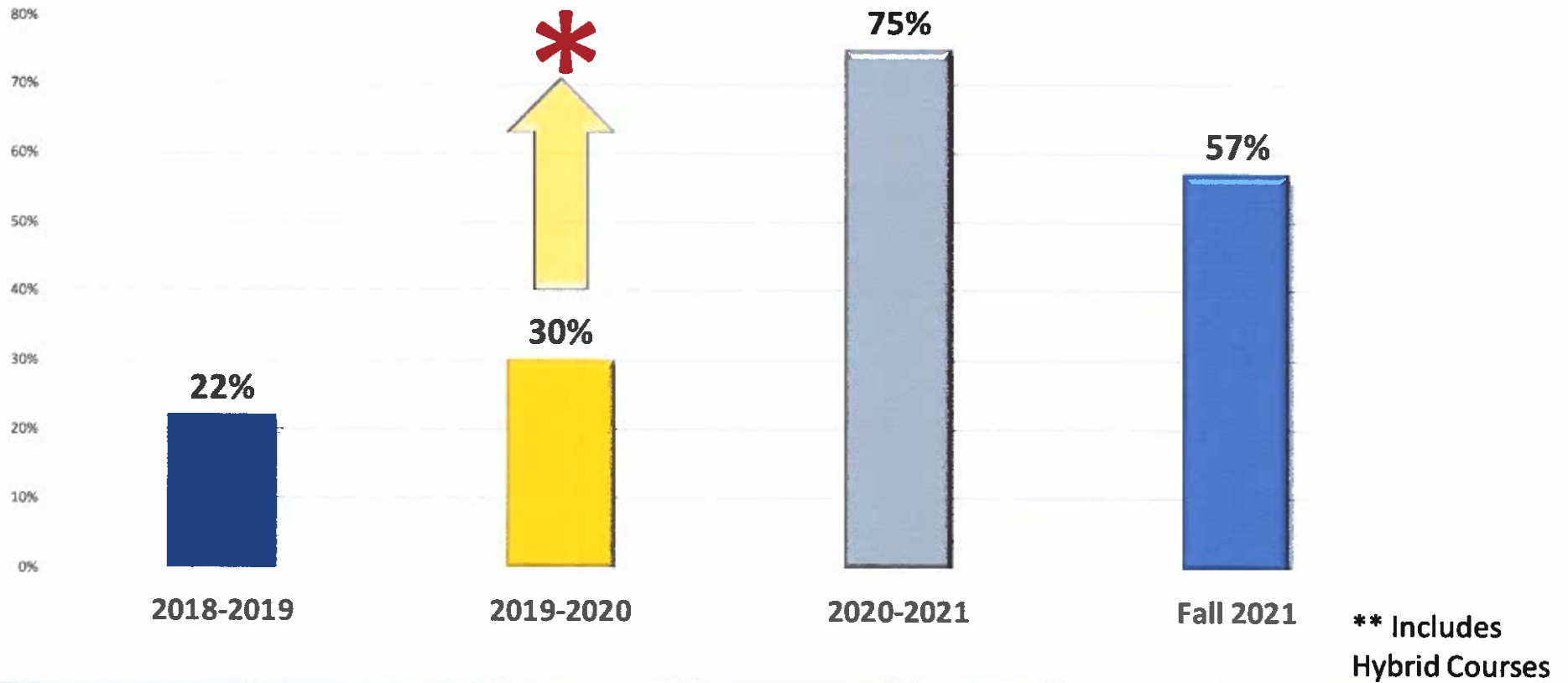
Continuing Education Contact Hours Generated by Distance Education (2020-2021)

*includes hybrid courses



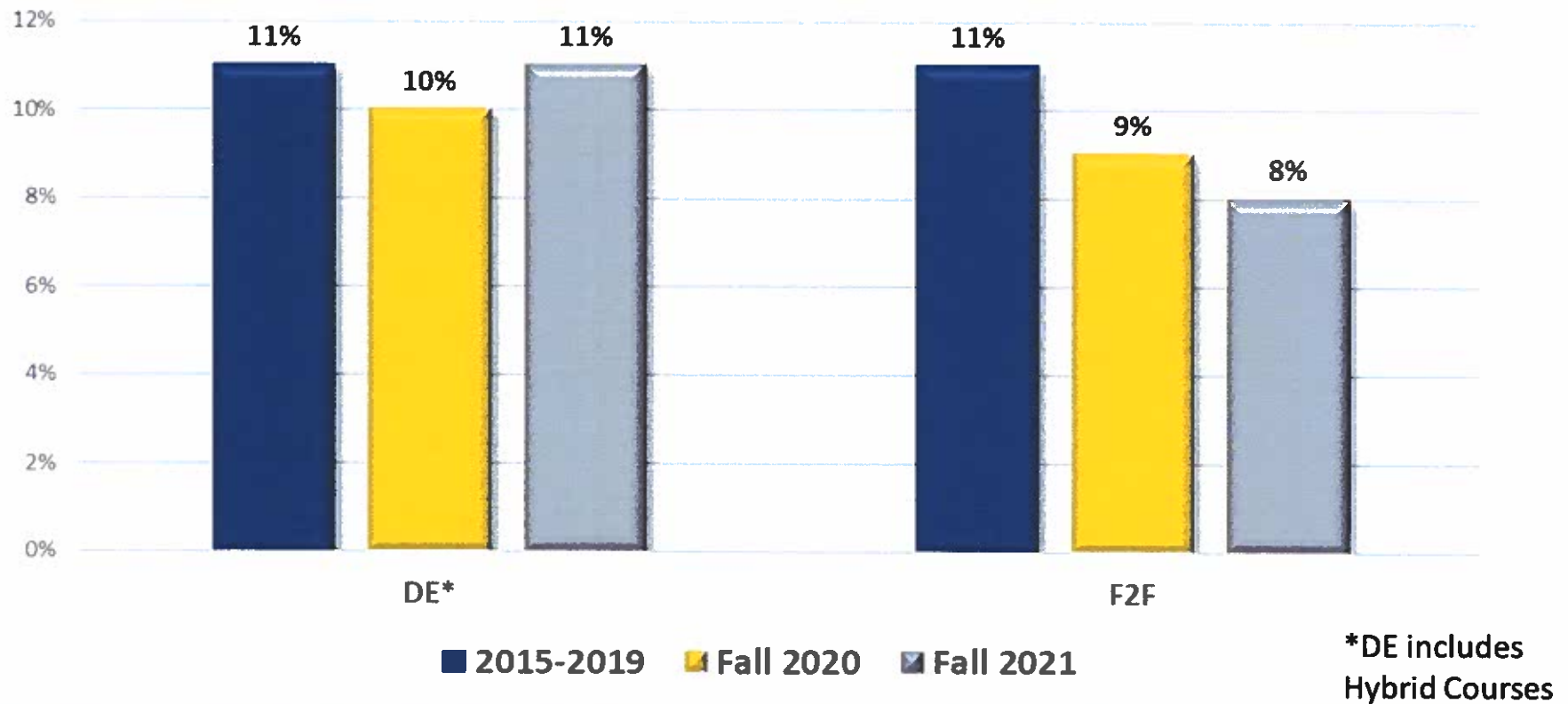
F2F Online Hybrid

Percentage of Credit Contact Hours Distance Education** 2018-2019 to Fall 2021



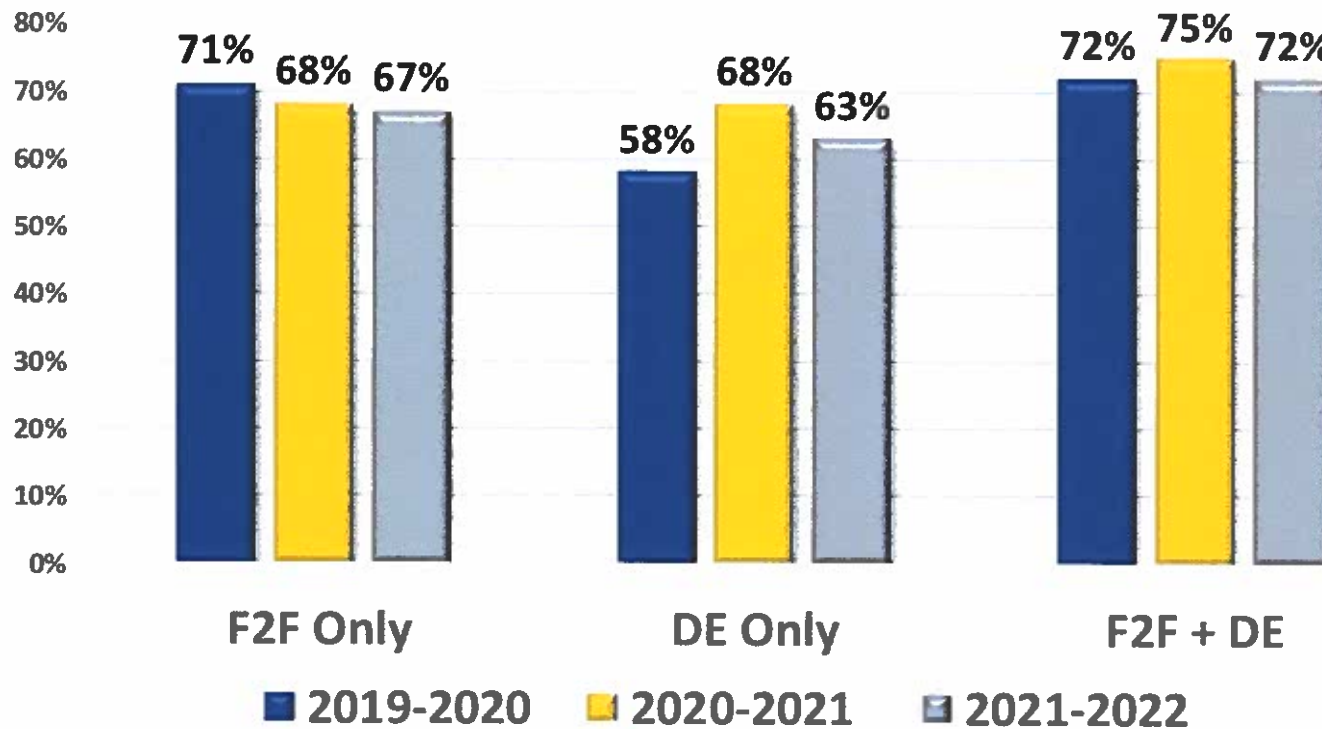
Source: DMC Office of Institutional Research

Credit Course Percentage Withdrawals Spring 2015-2021



Source: DMC Office of Institutional Research

Distance Education Persistence: Fall to Spring*



Percentage of non-Dual Credit students enrolled in each category in Fall who enrolled for courses of any type in Spring of the following year.

* Students enrolled in credit courses. DE includes Hybrid Courses

Source: DMC Office of Institutional Research

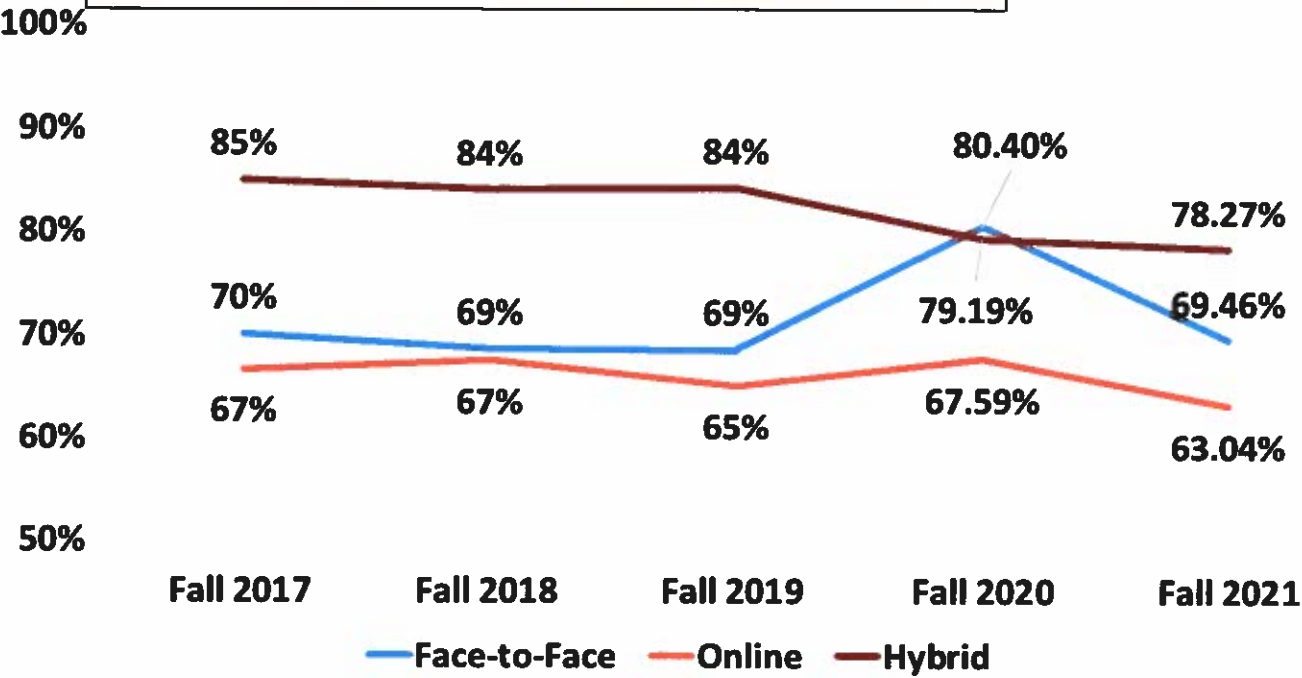
Course Completion Rates

Traditional Students Credit Programs (Non-Dual Credit)			
Course Completion Rates (Grades A-C)			
Course Delivery Method	Fall 2021	Threshold	Target 2024
Face-to-Face	69.46%	Course completion rates for all course delivery methodologies will be within 20 percentage points of each other.	Course completion rates for all course delivery methodologies will be within 5 percentage points of each other.
Online	63.04%		
Hybrid	78.27%		
Overall	67.40%		

Includes course completion rates for all traditional (non-dual credit) students enrolled in credit coursework. Developmental education coursework is included. Source: DMC Office of Institutional Research (IR).

Course Completion Rates

Traditional Students (Non-Dual Credit)



Target 2024: Within 5 percentage points

Threshold: Within 20 percentage points

Includes course completion rates for all traditional (non-dual credit) students enrolled in credit coursework. Developmental education coursework is included. In response to COVID-19 conditions, DMC offered significantly fewer face-to-face courses in Fall 2020, which may account for the noteworthy change in face-to-face completion rates. Source: DMC Office of Institutional Research (IR).

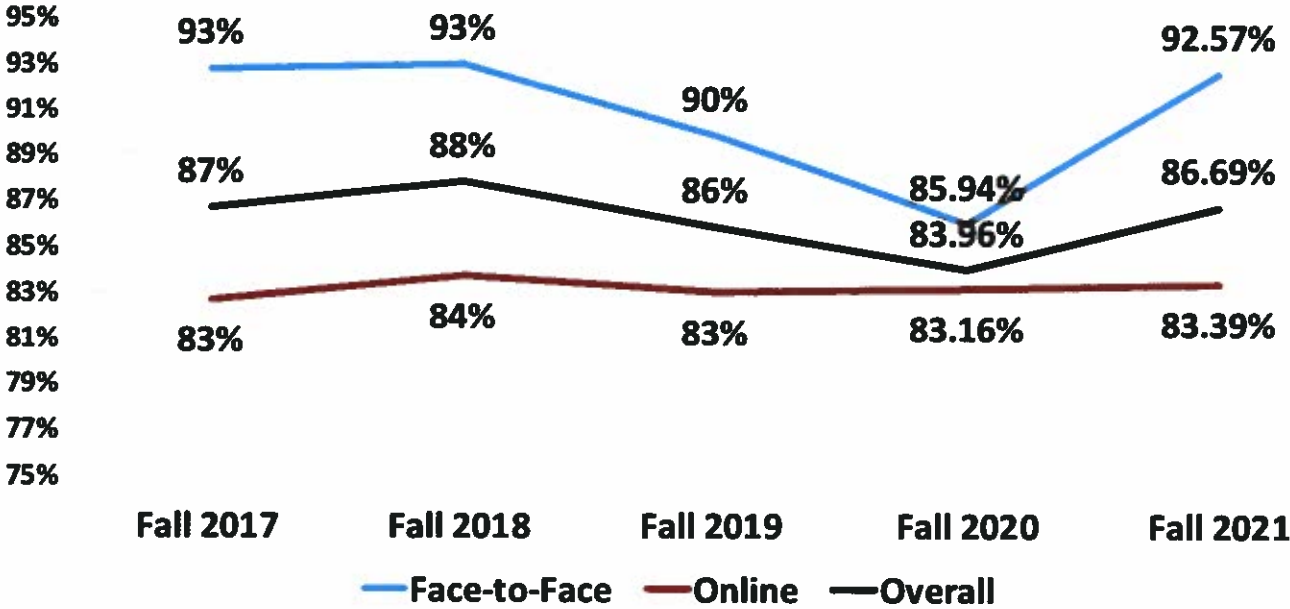
Course Completion Rates

Dual Credit Students			
Course Completion Rates (Grades A-C)			
Course Delivery Method	Fall 2021	Threshold	Target 2024
Face-to-Face	92.57%	Course completion rates for all course delivery methodologies will be within 20 percentage points of each other.	Course completion rates for all course delivery methodologies will be within 5 percentage points of each other.
Online	83.39%		
Overall	83.69%		

*Includes course completion rates for all dual credit students enrolled in credit coursework. There were no dual credit course sections that were offered in hybrid format. [*In response to COVID-19 conditions, DMC offered significantly fewer face-to-face courses in Fall 2020, which may account for the noteworthy change in face-to-face completion rates.] Source: DMC Office of Institutional Research (IR).*

Course Completion Rates

Dual Credit Students



Target 2024: Within 5 percentage points

Threshold: Within 20 percentage points

Includes course completion rates for all traditional (non-dual credit) students enrolled in credit coursework. Developmental education coursework is included. In response to COVID-19 conditions, DMC offered significantly fewer face-to-face courses in Fall 2020, which may account for the noteworthy change in face-to-face completion rates. Source: DMC Office of Institutional Research (IR).



Student Learning Strategies

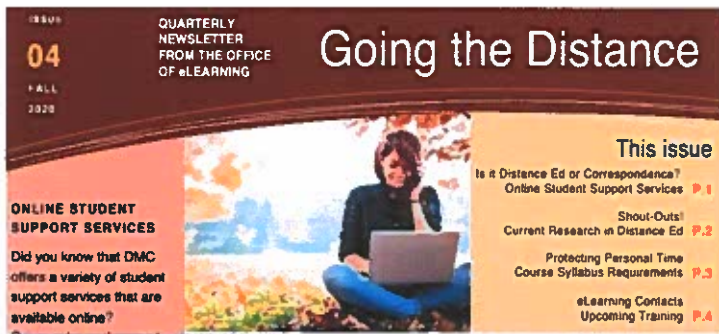
COVID-19 Response: Fall 2020 to Fall 2022 Office of eLearning

- **Presentations at fall & spring Faculty Professional Development Day**
- **Addition of Hybrid Courses section to the Distance Education Faculty Handbook**
- **Creation and offering of Hybrid Course Design faculty PD**
- **Offering of existing eLearning faculty PD**
 - Getting Started with Canvas
 - Basics of Universal Design & Accessibility
 - Designing and Teaching Online
 - Canvas LMS Training
 - Copyright and Fair Use
 - Student Engagement



Student Learning Strategies

COVID-19 Response: Fall 2020 to Fall 2022 Office of eLearning



- **Annual eLearning Symposium**
- **HEERF - Quality Online Instruction Faculty Professional Development**
 - DMC faculty creating new, sharable online courses with outside expert guidance
 - National level programs and courses
 - Large group videoconference discussions with outside expert
 - Creation of quality faculty PD online modules by consultant

- **Revision of internal SharePoint site and public-facing website**



Student Learning Strategies

Learning Supports

- Nursing Success Center
- Speech Lab
- Languages Lab
- Stone Writing Center
- Student Success Center
- Tutor.com 24/7 Online Tutoring





Student Learning Strategies

Learning Assessment

General Education

- Communication (written, oral, and visual)
- Critical Thinking
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

Program Learning Outcomes

- Occurs Annually; every program must have a minimum of 5 PSLOs

Instructional Program Review

- Occurs every 5 years; every program must report on administrative and student learning outcomes

GOAL 4: Learning Environments

Provide engaging, effective, and student-ready environments with accomplished and qualified personnel to facilitate learning and productivity.

COVID-19: Impact to Learning Environments

In-person learning continued when possible

- Reduction of faculty to student ratios
- Use of safety measures such as plexiglass barriers
- Use of PPE
- Program examples:
Welding, Truck Driving,
Dental Hygiene

•Before use

• In the progress of treatment, high volumes of Droplets and Aerosols produced by high-speed handpieces and ultrasonic scalers affect dentist's healthy and safe.



•After use

• ADS Extraoral Dental Suction System removes the Droplets and Aerosols from the origin, killing the chance of attaching to the dentist's bodies during treatment.



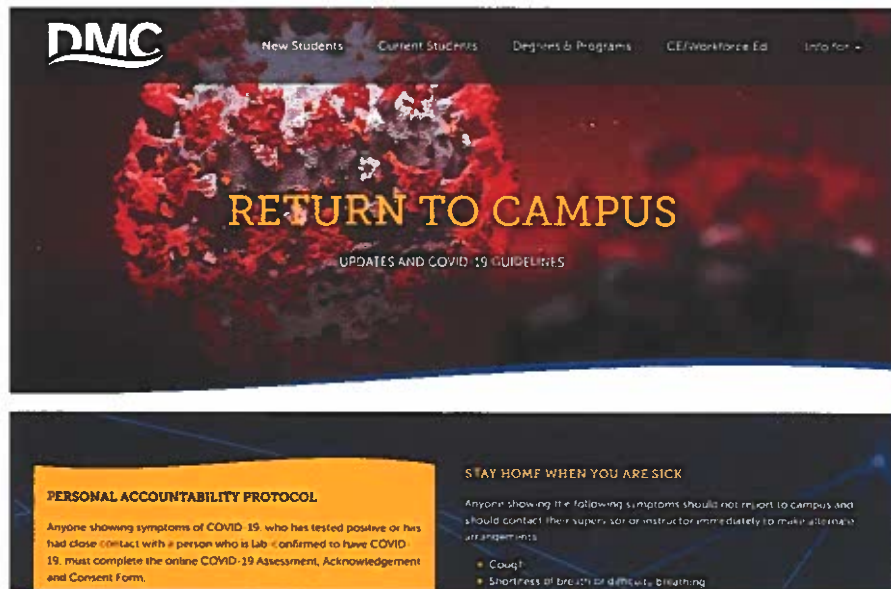
COVID-19: Impact to Learning Environments

Use of Technology

- Increased use of classroom simulations and recordings
- Parking lot wi-fi
- Expanded use of MS Teams
- Telephony



COVID-19: Impact to Learning Environments



Return to Campus Committee

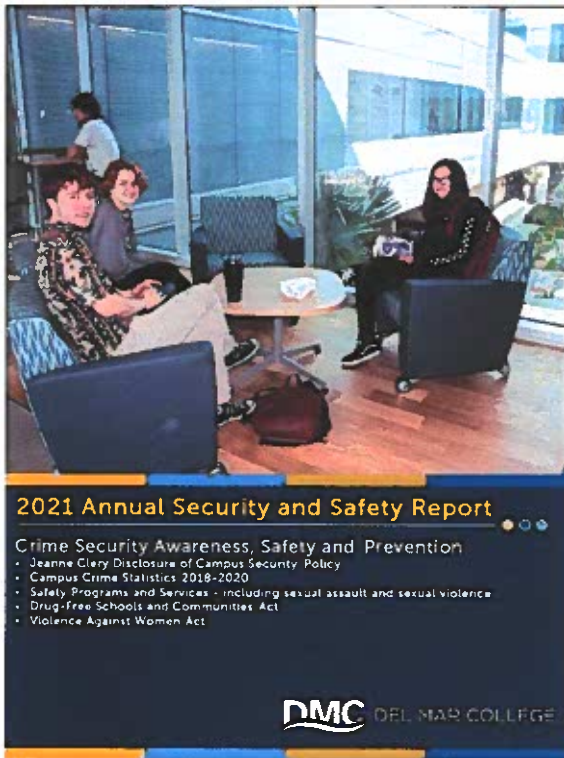
Return to Campus Advisory Committee

Annual Safety and Security Report

Annual Safety and Security Report			
	2021	Threshold	Target 2024
DMC	The 2021 Annual Security and Safety report was completed in the Fall of 2021 and is published on the College website. The report demonstrates compliance with the Cleary Act and the VAWA Act. Additional prevention and awareness programs were also offered.	Maintain compliance with the Cleary Act and the Violence Against Women Act (VAWA).	Maintain compliance with the Cleary Act and the Violence Against Women Act (VAWA) and seek to improve safety of learning environment through security awareness and crime prevention activities.

Data Source: DMC Security Office.

Annual Safety and Security Report



Examples of Prevention and Awareness Programs Offered:

New Student Orientation (in-person and online)

- All students received information on the Student Code of Conduct, Student Rights and Responsibilities, Title IX and Alcohol & Drug Policies.

Emergency Notification Systems

Security/Safety Awareness Trainings

<https://www.delmar.edu/current-students/student-right-to-know/disclosure.html>

Average State Compensation Rates

Average State Compensation Rates			
	2021	Threshold	Target
DMC Faculty (Full-Time)	According to the TCCTA Faculty Salary Survey, Del Mar College ranked 6th with an average 9 month salary of \$70,340.00	Maintain compensation rates that are comparable with the state averages for community colleges.	Maintain compensation rates that are in the top 10% of the state averages for community colleges.
DMC Staff (Full-Time)	According to the TASB exempt and non-exempt salary survey, Del Mar College is at 84% of the state average for benchmarked positions.	Maintain compensation rates that are comparable with the state averages for community colleges.	Of the comparable benchmarked positions listed on the TASB Salary Survey, 90% of DMC positions will be above the state averages for Texas community colleges.

Data Sources: Faculty Data - Texas Community College Teachers Association (TCCTA); DMC Office of Human Resources. Staff Data - Texas Association of School Boards (TASB) Community College Salary Survey; DMC Office of Human Resources.

Average State Compensation Rates

DMC State Ranking & Average Full-Time Faculty Salary				
2017	2018	2019	2020	2021
Del Mar College ranked 5th with an average 9 month salary of \$65,825.00	Del Mar College ranked 5th with an average 9 month salary of \$67,384.00	Del Mar College ranked 6th with an average 9 month salary of \$68,550.00	Del Mar College ranked 5th with an average 9 month salary of \$68,660.00	Del Mar College ranked 6th with an average 9 month salary of \$70,340.00

Data Source: Texas Community College Teachers Association (TCCTA); Full-time faculty, 9-month contract; DMC Office of Human Resources.

Learning Environments Strategies



**Competitive
Salaries and
Annual Increases**



**Professional
Development,
including Leadership
Development**



**Strengthened
Internal
Communication**

Strategic Scheduling

Strategic Scheduling			
	2020	Threshold	Target 2024
DMC	Ad Astra reports are available for 2020. The College is working with Ad Astra to conduct efficiency analysis to streamline course scheduling processes.	Monitor and maintain building usage levels using Ad Astra data reports.	Monitor and improve strategic scheduling processes using Ad Astra data reports; increase knowledge of and systematic use of Ad Astra reports among College leaders.

Data Source: Ad Astra/Viking Scheduler

Strategic Scheduling

Heritage Campus Top 10 Meeting Patterns – Fall 2019

Day & Time	Number of Course Sections	Percentage of all In-Person Courses Offered on Campus
Tuesday & Thursday, 11am-12:20pm	95	8.3%
Tuesday & Thursday, 9:30am-10:50am	90	7.86%
Monday & Wednesday, 9:30am-10:50am	89	7.77%
Monday & Wednesday, 11am-12:20pm	82	7.16%
Friday 1:00pm-1:50pm	50	4.37%
Tuesday & Thursday, 5:30pm-6:50pm	40	3.49%
Monday & Wednesday, 8am-9:20am	38	3.32%
Tuesday & Thursday, 1:00pm-2:20pm	37	3.23%
Monday & Wednesday, 1:00pm-2:20pm	36	3.14%
Tuesday & Thursday, 8am-9:20am	34	2.97%

Data Source: Ad Astra/Viking Scheduler Meeting Patterns in Use Report; Includes lecture and lab course sections.

Strategic Scheduling

Windward Campus Top 10 Meeting Patterns – Fall 2019

Day & Time	Number of Course Sections	Percentage of all In-Person Courses Offered on Campus
Thursday 1-5pm	12	1.71%
Thursday 8am-12pm	10	1.43%
Monday 8am-12:30pm	8	1.14%
Monday – Thursday 7am-9:20am	8	1.14%
Monday & Wednesday 9am-11:50am	8	1.14%
Tuesday 1-5pm	8	1.14%
Monday – Thursday 6pm-8:20pm	7	1%
Tuesday & Thursday 6pm-8:50pm	6	0.86%
Monday – Thursday 8am-4pm	5	0.71%
Monday – Thursday 9:30am-12:05pm	5	0.71%

Data Source: Ad Astra/Viking Scheduler Meeting Patterns in Use Report; Includes lecture and lab course sections.

Learning Environments Strategies

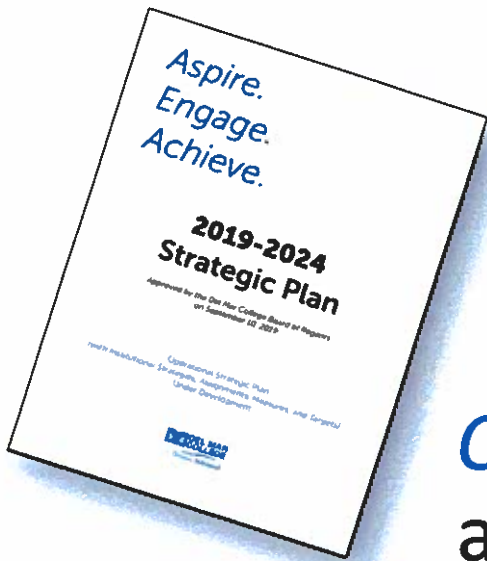


**New Facilities and
Classroom Technology**

 **Ad Astra**

**Strategic Course
Scheduling**

Analysis of course
scheduling behavior and
space usage



Strategic Plan: *Aspire. Engage. Achieve.*

Operational Plan is a Living Document; allows College to respond to changing circumstances and environments

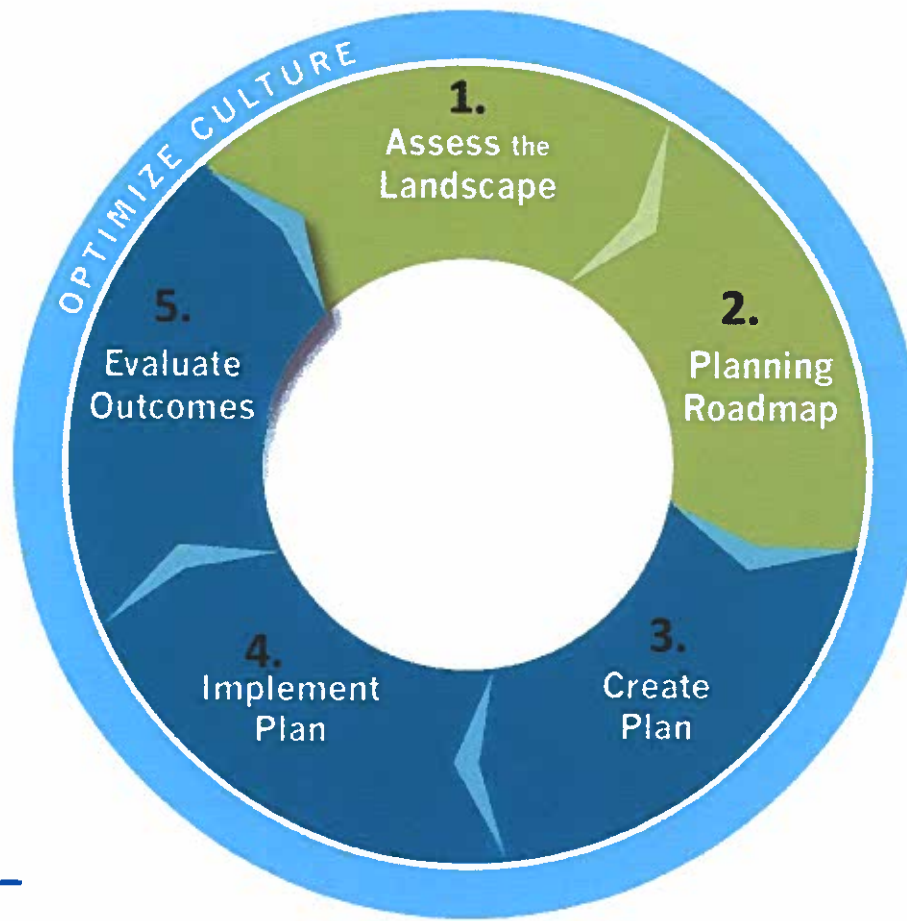
- *Updated Operational Plan (Version 3) under development; internal focus groups to be conducted to identify priorities*



Evaluation of Progress - Annually

Implementation:
September 2019
– August 2024

Operational Plan Version 2 – Completed February 2021



Plan Development & Approval -
September 2018 –
September 2019



**COMING
SOON!**

Summer 2022

GOALS

G1: Completion

**G2: Recruitment
and Persistence**

**G3: Academic
Preparedness and
Student Learning**

**G4: Learning
Environments**

**G5: Workforce
Development,
Community
Partnerships, and
Advocacy**

**G6: Financial
Effectiveness and
Affordability**



*Thank
you!*

Item 3

Review of Faculty & Staff Compensation

Board of Regents Workshop
March 8, 2022

Tammy McDonald
Vice President, Administration & HR



DEL MAR COLLEGE

Overview

- **Compensation Types**
- **Employee Classifications**
- **Pay Schedules**
- **Pay Increase History**
- **Employer Paid Benefits**
- **Timeline & Next Steps**

Types of Compensation

- **Direct Compensation: wages paid**
- **Indirect: employer paid benefits**
- **Intangible: work/life balance, training, development opportunities**

Pay Decision Factors

- **Market Pay**
- **Internal Equity**
- **Pay Grade**
- **Available Funds**
- **Performance**
- **Working Conditions**
- **Required KSA's (knowledge, skills & abilities) for job**

Full-Time Faculty Classifications

Faculty - by policy B6.12; BOR establishes salary schedules for each component

- **Tenure / Tenure Track** – 4 pay components
 - **Common base** (\$52,000)
 - Bachelor's degree or Associates plus related work experience
 - **Education**
 - Additional hours toward next level degree (\$59 per hour)
 - Master's (\$2,438)
 - Master's in Fine Arts (\$2,984)
 - Doctorate (\$6,210)
 - **Rank**
 - Assistant Professor (\$2,560)
 - Associate Professor (\$3,413)
 - Full Professor (\$5,688)
 - **Year Experience Pay**
 - \$829

Full-Time Faculty Classifications Cont.

- **Unranked Assistant Instructors** – 2 pay components
 - Common base
 - Experience
- **Term** (temporary)
 - **Term Instructors** - 2 pay components
 - Common base
 - Education
 - **Term Assistant Instructors** - 1 pay component
 - Common base

Faculty Compensation FY15 – FY20

In FY14-15 Administration worked with Faculty Council to create multi-year goals

- Common Base to \$50,000 within 5 years (achieved in FY19-20)
- Be ranked in top 10% of TCCTA Annual Survey

Average increase = increase to Common Base & 1 year experience pay as a % of average 9 month comp per TCCTA Annual Survey. This average does not include increases to other pay component schedules of rank, education, or other.

Full-Time Faculty – Benchmark Data

Texas Community College Teachers Association Annual Faculty Salary Survey

<u>Fiscal Year</u>	<u>DMC Rank</u>	<u>Avg Compensation (9 month)</u>
21-22	6/50	\$70,340
20-21	5/50	\$68,660
19-20	6/50	\$68,550
18-19	5/50	\$67,384
17-18	5/50	\$65,825
16-17	5/50	\$64,714
15-16	8/50	\$61,571
14-15	13/50	\$58,842

Note: DMC began using this benchmark data in FY13-14 – DMC rank was 17/50

Full-time Faculty – Salary Increase History

<u>FY</u>	<u>Common Base</u>	<u>Year Experience</u>	<u>Rank Schedule</u>	<u>Education Schedule</u>	<u>Salary & Benefits</u>	<u>Avg % Increase</u>	<u>CPI Cal Yr National Avg</u>
21-22	4% = \$2,000	\$829	no change	no change	\$1.28 million	4.00%	7.0%
20-21	no change	\$829	no change	no change	\$505,284	1.20%	1.4%
19-20	2.6% = \$1,250	\$829	6.5%	no change	\$1.1 million	3.00%	2.3%
18-19	2.1% = \$1,000	\$829	no change	no change	\$932,000	2.70%	1.9%
17-18	1.6% = \$750	\$829	3%	3.29 - 3.5%	\$652,000	2.40%	2.1%
16-17	5.94% = \$2,635	\$829	6%	5.60%	\$2.17 million	5.30%	2.1%
15-16	7% = \$2,902	\$829	no change	no change	\$1.42 million	6.00%	0.7%

Note: Salary & benefits column includes promotions in rank

Full-Time Staff Classifications

Staff – by policy B5.48, the Chief Executive Officer (CEO) shall approve salary schedules for full-time non-faculty employees.

- Salary schedules are structured with pay grades based on many factors related to the position responsibilities.
 - **Exempt** (Salary, not eligible for overtime)
 - 2 Pay Schedules: Exempt & Information Technology Exempt
 - Pay grades within each schedule establishes salary minimum & maximum
 - **Non-Exempt** (Hourly, eligible for overtime)
 - 3 Pay Schedules: Non-Exempt, Skilled Craft & Information Technology (in progress)
 - Pay grades within each schedule establishes hourly minimum & maximum

Full-Time Staff – Salary Increase History

<u>FY</u>	<u>Salary & Benefits</u>	<u>Increase</u>	<u>CPI Cal Yr National Avg</u>
21-22	\$1,000,000	4.00%	7.0%
20-21	\$ 245,464	1.00%	1.4%
19-20	\$ 702,374	3.00%	2.3%
18-19	\$ 433,571	2.00%	1.9%
17-18	\$ 600,000	3.00%	2.1%
16-17	\$ 768,295	3.85%	2.1%
15-16	\$ 735,850	4.25%	0.7%

Note: Engaged Weaver for an Advisory Special Project to conduct an internal review of our Staff Compensation Structures to include identifying best practice benchmarks.

Part-Time (less than 20 hours a week)

Increase is considered during the budgeting process.

- **Adjunct Faculty**
 - FY15-16 – 5% increase to pay schedule
 - FY21-22 - TCCTA faculty salary survey – DMC ranked 6/50 for PT instructor pay
- **Part-time hourly**
 - Regular - No pay schedules use full-time schedules for comparator
 - Skills trainers for instruction - have a minimum rate

Positions not funded by the College include:

- Student workers through work study (pay is set by Fed/State program)
- Grant positions exempt & non-exempt (pay is set by grant budget & specs)

Employer Paid Benefits

Full-time employees receive estimated benefits equal to 33% of salary.

Example: For every \$1.00 of wages, employees receive an additional value of 33 cents in employer paid benefits.

- Insurance
 - employee medical; ½ of dependent cost
 - long term disability
 - optional term life – 1x annual base wages
 - basic term life \$5,000
 - Medicare participation - 1.45% of wages

Employer Paid Benefits Cont.

- Retirement
 - Teachers Retirement System contribution - 7.75% of eligible wages
 - Optional Retirement Plan contribution – 6.6% of eligible wages
 - Social Security contribution – 6.2% (up to IRS max wages of \$147,000)
(21/50 TX Community Colleges participate in Social Security)

Employer Paid Benefits Cont.

- Paid time off
 - Vacation (staff, librarians & dept. chairs) Annual accrual up to 120 hours
 - Sick (all full-time employees) – Annual accrual up to 120 hours
 - Personal leave (all full-time employees) – Annual accrual 16 to 24 hours
 - Jury duty (all full-time employees)
 - Campus closures / holidays
- Other
 - Tuition exemption for credit and non-credit courses to full-time employees and their eligible dependents (after 1 year of employment)
 - Professional development opportunities

Timeline & Next Steps

Timeline

- February Prep work for the FY22-23 budget & future budgets
 - Created a College-wide compensation committee to serve in an advisory capacity
 - Short term - to review and advise for FY23 budget
 - Long term – develop multi-year strategies for each employee classification/pay structure and prepare for conversion to the new ERP (Anthology)
 - Met with College Council Representatives
 - Established Membership of College-Wide Compensation Committee

Timeline & Next Steps

Next Steps

- **March**
 - College-Wide Compensation Committee First Meeting
 - Administration works on Special Advisory Project with Weaver
 - Staff Compensation Analysis
- **April**
 - College-Wide Compensation Committee
 - Present Summary Analysis of Special Project Information to Board of Regents
- **May/June/July**
 - College-Wide Compensation Committee
 - Review compensation data/analysis, budget & work on compensation recommendations

QUESTIONS??