

TALENT STRONG TEXAS PATHWAYS INSTITUTE #5

Ensuring Students are Learning: Instructional Strategies for Connection and Completion

Houston, Texas | April 2-4, 2025



Texas Success Center



Talent Strong
Texas Pathways

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 **WIFI**

Network: Hyatt_Meeting

Password: Pathways2025!

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#TSTPI5, #TexasSuccess, or #TexasPathways

Introduction & Purposes

Ensuring Students are Learning

In every community college across our state, the Talent Strong Texas Pathways strategy is being scaled and institutionalized to increase the number of learners who thrive in the classroom and who successfully achieve their goals of a good career with living wages. Key to our success in this endeavor is integrating new teaching and learning essential practices that enables the transformation of each college so that it becomes “student ready.” This institute will pay particular attention to the design of program learning outcomes (PLOs) and the assessment of PLOs for program improvement, strategies for improving teaching and learning across all classes and programs in the college, implementation of effective corequisite instruction and supports, the scaling of mandatory and systematic basic needs supports, and professional development plans that promote a culture of student wellness and belonging.

Ensuring Teaching and Learning: Instructional Strategies for Connection and Completion builds on the past successes of Texas colleges which have been working to better serve all

types of students (e.g., first generation, incumbent workers seeking to reskill/upskill, continuing education, parenting, dual credit, part-time, multilingual learners of English, adult basic education, etc.) in achieving their aspirations for a better future by ensuring that they are successful when entering their program pathway. Participants will reflect on disaggregated key performance indicators associated with students’ success in their first math- and writing-intensive courses. This institute highlights the innovation and evidence-based strategies occurring throughout the state to scale essential practices that support the state’s diverse student population, from entry into the college through to credential completion, putting the onus on the college to ensure each student is deeply engaged in their learning. Programming is aligned with the successful implementation of House Bill 8 (i.e., performance-based funding) and the mission of Texas’ open-enrollment community colleges to transform students’ lives and to grow the prosperity of the community they serve.

The Talent Strong Texas Pathways strategy provides support for community college leaders’ efforts in implementing and scaling essential pathways practices for improving the inclusive flow of talented workers to good careers by:

1. **supporting students reaching their end goal of good careers** by scaling inclusive, high-impact instructional practices that expand access to and success in talent pathways at every community college;
2. **actively engaging education and workforce partnerships** building employer-led and labor market-responsive short-term credentials aligned within longer-term workforce and transfer program talent pathways to high-wage, in-demand, and valued careers; and
3. **expanding comprehensive student supports**, including basic needs and mental health supports and a college culture that both nurtures students’ sense of belonging and aids all students’ academic achievement.

College leadership teams participating in this event will consider their role and responsibility for accelerating progress toward these three stated objectives.

Introduction & Purposes

Institute Purposes

As a result of actively engaging in this institute, *Ensuring Students are Learning: Instructional Strategies for Connection and Completion*, college leadership teams will:

- 1 Consider findings and reflections from national experts and successful Texas colleges to inform and accelerate instructional redesign efforts, focused on the learner's connection in the classroom and building systems to support the continuous improvement of instruction to ensure credential completion.
- 2 Engage with fellow Texas community college leaders in a peer learning network designed to implement the essential practices of Pillar 4 of Talent Strong Texas Pathways, associated with Ensuring Students are Learning.
- 3 Analyze data to gain insights into the student experience by analyzing the effectiveness of scaled instructional practices at the college, students' perception of classroom experiences, and KPI data relating to the successful completion of the first college-level courses in mathematics and writing.
- 4 Develop detailed action plans for scaling the Talent Strong Texas Pathways strategy to promote improved student outcomes.

Upcoming Texas Success Center Events

Talent Strong Texas Pathways Institute, November 12-14, 2025, Kalahari Resort, Round Rock



We Value Your Feedback!

On Friday morning, our event evaluation survey opens. Please complete this brief anonymous survey before you leave! We use your feedback to improve our future professional development opportunities.

Scan this QR code or take the survey at this link:
<https://bit.ly/tstpi5>



Program Agenda

WEDNESDAY, APRIL 2, 2025

8:00 AM – 2:00 PM

Imperial Foyer

Registration

10:00 AM – 1:30 PM

Pre-Institute Workshops

Regency Ballroom

AI in Action: Transforming Teaching, Learning, and Student Success

(Lunch provided for pre-institute attendees)

Findings from a [recent survey](#) by the Digital Education Council indicate the majority of students (84%) say they use artificial intelligence (AI) in their studies. Meanwhile, a [new report](#) from Top Hat cites that only 12 percent of instructors say they use AI to support their daily teaching practice.

How is AI being used to transform instruction? This interactive training explores practical strategies to enhance student learning, improve assessments, and foster belonging and wellness. From designing active learning experiences to automating feedback and empowering diverse learners, this session equips you to integrate AI effectively and sustainably.

In this session, participants will learn to leverage general-purpose AI tools (e.g., ChatGPT, Claude) to: (a) design active and applied learning experiences with AI tools; (b) leverage AI for formative and summative assessments; (c) promote student wellness and belonging with AI-powered interventions; and (d) create a 3-month action plan for integrating AI into your teaching strategy. Participants will leave with actionable insights, hands-on practice, and a plan to implement AI in your teaching practices to improve classroom instruction for diverse learner populations.

Note: Please bring your laptop to engage with AI tools.

Zia Hassan

Education Professor,
Montgomery College; and
Doctoral Student, Johns
Hopkins University

Redesigning Dual Credit as a Purposeful Pathway to College and Career Opportunity

(Lunch provided for pre-institute attendees)

Nearly 250,000 dual credit (DC) students enroll annually at Texas community colleges, comprising more than a fifth of total enrollments. Decades of research illustrates the potential for DC to expand college and career opportunities for all student groups, while also noting the need to reduce “random acts” of course taking by increasing alignment and advising into degree programs.

Over the past three years, the Community College Research Center (CCRC) has partnered with the Texas Success Center to conduct applied research to learn from Texas colleges and their K-12 partners how to design and implement DC programs as an entry-point to talent pathways with a particular focus on students from the most underserved K-12 schools and communities. Findings informed CCRC’s DEEP framework documenting the core areas of practice, recommendations for developing and sustaining partnerships with K-12 schools, and the potential incentives for taking a DEEP approach to dual credit.

Research and practice leaders from CCRC and the Texas Dual Credit Alliance designed this session to provide college teams a unique opportunity to engage in a series of activities designed to help each college apply findings from CCRC’s DEEP research to your local context, identify areas of strength and potential improvement, and plan next steps for engaging partners at your college and local K-12 schools.

Note: Please bring your laptop to engage with data dashboards.

John Fink

Senior Research Associate and Program Lead, Community College Research Center

Aurely Garcia Tulloch

Senior Research Assistant, Community College Research Center

Sarah Griffin

Research Associate, Community College Research Center

DeDe Griffith

Texas Dual Credit Alliance; and Vice President of Workforce Development, Temple College

Dr. Susan Jackson

Texas Dual Credit Alliance; and Deputy Superintendent of Curriculum and Instruction, Goose Creek CISD

Dr. Davis Jenkins

Senior Research Scholar, Community College Research Center

Dr. Marissa Moreno

Texas Dual Credit Alliance; and Interim Associate Vice President of Student Services and the Executive Director of School and College Partnerships, Lee College

Minding College Minds: Collaborative Action Plan Showcase (by invitation only)

(Lunch provided for pre-institute attendees)

As a capstone experience for Cohort 1, this collaborative session brings together representatives from the 13 colleges participating in the Minding College Minds Learning Community for a focused sharing and refinement of institutional mental health support strategies.

In this session, participants will: (a) showcase their *Minding College Minds* action plans, highlighting the colleges' efforts refining their mental health services and supports this year and further implementation plans for the coming year; (b) share key progress, challenges, and insights from their experiences in learning community; (c) engage in peer feedback and collaborative problem-solving with one another; and (d) identify important messages and strategies for continuing efforts to embed mental health as a student success strategy under their institution's broader Talent Strong Texas Pathways reforms.

Tegan Henke

Vice President of Community
Systems Innovation,
Meadows Mental Health
Policy Institute

Leilani Lamb

Director of Higher Education
and Workforce Strategy,
Meadows Mental Health
Policy Institute

Jenna Parro

Director of Cross-System
Strategy and Practice,
Meadows Mental Health
Policy Institute

2:00 PM – 3:15 PM

Opening Plenary

Imperial Ballroom

Welcome Address

Dr. Brenda Hellyer
Chancellor and CEO, San Jacinto College

Dr. Kimberly Lowry
Executive Director, Texas Success Center; and Vice President, Texas Association of Community Colleges

Belonging Drives Success: Turning Concepts into Action

What does it take for students to truly thrive—not just persist, but deeply engage and succeed? We'll explore how institutions can build upon their commitment to access, learning, outcomes, and career success. Specifically, colleges can cultivate a culture where students feel seen, heard, and valued. Drawing on research, practice, and real-world examples, this session highlights actionable steps to create environments where belonging isn't just a concept—it's the driving force behind learning, persistence, and institutional transformation.

Dr. Paul Hernandez
Nationally-Recognized Author and Consultant

Speaker Introduction:
Dr. Mary Rittling
Talent Strong Texas Pathways Coach

3:30 PM – 4:45 PM

Team Strategy Time 1

Please refer to your Team Strategy Time Room Assignments.

Scaling Effective Classroom Strategies

5:00 PM – 6:30 PM

Reception

Imperial Foyer and East Ballroom

Join your peers at our signature networking reception which features a student performance by Lee College's Navigator Ensemble, with a cashless bar and light bites.

The Navigator Ensemble, led by Dr. Tristan Eggener, is a Lee College instrumental group that composes and arranges their own music. They are Baytown's premier group for events, receptions, and themed concerts.

Cris Almendarez
Saxophone/Clarinet

Evan Butler
Violin

Jenia Garcia
Piano/Bass

Joseph Beltran
Cello/Drums

Tristan Eggener
Piano

Leyla Kwe
Flute

7:00 AM – 8:50 AM

Imperial Foyer
and Ballroom

Breakfast

Buffet in foyer; Dine in ballroom.

Individuals may network with peers, or College Leadership Teams may meet with their Pathways Coach.

9:00 AM – 10:00 AM

Concurrent Sessions

Concurrent Session Legend

Please refer to the following legend key to find the concurrent sessions most relevant to your role in fulfilling the student success goals of your college.

	Program Learning Outcomes
	Effective Corequisite Instruction and Supports
	Mandatory and Systematic Interventions
	Effective Teaching College Wide
	Professional Development to Support Wellness and Belonging
	Innovations and Scaling Impact in Teaching and Learning

Regency Ballroom



Translating Opportunity Texas: Building Better Pathways for Multilingual Learners

The Texas Success Center launched Translating Opportunity Texas in 2024 to improve pathways for multilingual learners of English. We are recruiting a new cohort of colleges to participate in 2025-26. Join our partners from WestEd and Student-Ready Strategies to learn about the current work with Cohort 1 colleges, the benefits of participating, and how to apply to join Cohort 2. See you there!

Amy Getz

Senior Program Associate,
WestEd

Dr. Fred Hills

Consultant, Texas Success
Center

Dr. Abbey Ivey

Vice President of
Postsecondary Strategy,
Student-Ready Strategies

Dr. Desmond Lewis

Associate Vice Chancellor of
College Readiness, Houston
Community College

Dr. Kata Traxler

Director of Postsecondary
Strategy, Student-Ready
Strategies

Window Box



Beyond Enrollment: Addressing Access and Success for Collegiate Men in Texas Community Colleges

Project MALES has launched two research studies examining access and persistence barriers for collegiate men in Texas community colleges. Given persistent gender disparities in higher education, these studies explore the experiences of diverse male student populations, including first-time-in-college students, adult learners, veterans, and fathers. This session will present key insights from six community college site visits across South Texas and West Texas, offering data-driven strategies to improve student outcomes and institutional support systems for collegiate men.

Dr. Luis Ponjuán

Associate Professor, Texas
A&M University

Dr. Victor Sáenz

Associate Dean & Professor,
The University of Texas at
Austin

Dogwood



The Compass Award: Incentivizing Innovation in Student Learning Strategies

Adopting processes to ensure systematic learning improvements across programs is only one part of program assessment transformation; implementing that process requires motivating faculty to engage. This session shares El Paso Community College's "gamification" approach to promote the authentic implementation of a new program assessment process. To win, the disciplines must document their efforts to implement, assess, and seek improvement in both student access and innovation in their approach to improving student learning. Case-specific examples of the transformative power of "a little friendly competition" will be featured. Join us to learn how to incentivize disciplines to improve access and embrace innovation in student learning strategies.

Rebekah Bell

Director, Student Learning
Outcomes, El Paso Community
College

Cottonwood



Paving the Way for Mental Wellbeing as the Foundation for College Success

Thirteen colleges engaged in the inaugural Minding College Minds Learning Community in the 2024-25 academic year. Through their partnership with the Meadows Mental Health Policy Institute, these colleges developed comprehensive action plans for mental health and student success unique to their institutions' needs, resources, and contexts. A fireside chat features Del Mar College and Kilgore College sharing strategies and insights from their experience. Join us to learn how your college can apply to join Cohort 2 of the learning community, a program offered free to institutions thanks to the generosity of philanthropic investments in postsecondary student success.

Leilani Lamb

Director of Higher Education and Workforce Strategy, Meadows Mental Health Policy Institute

Jenna Parro

Director of Cross-System Strategy and Practice, Meadows Mental Health Policy Institute

Panelist:

Lori George-Richard

Coordinator of Counseling, Kilgore College

Panelist:

Cheryl Sanders

Associate Vice President of Student Affairs, Del Mar College

Panelist:

Dr. Sydney Saumby

Associate Vice President of Institutional Effectiveness and Academics, Del Mar College

Panelist:

Dr. Tracy Skopek

Vice President of Instruction and Chief Academic Officer, Kilgore College

Arboretum I



Beyond Enrollment: A Scalable Strategy for Student Success Under House Bill 8

With Texas' shift to a performance-based funding model under House Bill 8, advising practices must evolve to support both student completion and institutional sustainability. This session explores an innovative approach to streamlining pathway advising, reducing advisor workload while enhancing student persistence and success. Grounded in pathway advisor feedback, we'll discuss scalable strategies that improve student engagement, optimize advising efficiency, and align with funding metrics. Attendees will leave with actionable insights to retrain advisors, maximize impact, and drive completion outcomes.

Kara Fahringer-Baer

Assessment Coordinator, Galveston College

Arboretum V



Enhancing Education with AI: Real-World Examples and Adoption Strategies

Join us to explore practical applications and success stories of AI tools that enhance educational outcomes, foster student connection, and support completion. This presentation will also examine varying degrees of institutional adoption, faculty support, entry points for integration, and the importance of critical thinking and human involvement. Attendees will hear about challenges and strategies for successful AI adoption, ensuring students are equipped with future-ready skills for an AI-driven workplace.

Dr. Jon Nelson

Department Chair of English and Modern Languages, San Jacinto College

Niki Whiteside

Assistant Vice Chancellor Instructional Innovation and Support, San Jacinto College

Sandalwood



Transforming Teaching and Learning: The Power of Active Learning Academies

This session will showcase the Active Learning Academies (ALA) at Tyler Junior College and Midland College. These comprehensive programs are designed to empower faculty with the skills and strategies needed to enhance student success through active learning. Participants will gain insights into the structure and implementation of the ALA, explore the various session topics covered, and learn how to replicate and scale this model at their own institutions.

Dr. Lee Grimes

Associate Vice Provost of Academic Affairs and Workforce Development, Tyler Junior College

Amanda M. Richardson

Director, Learning and Development, Tyler Junior College

Dr. William Torres

Associate Vice President of Organizational Learning and Engagement, Midland College

Arboretum II



Using a Grassroots Approach to Build a Teaching and Learning Culture

Creating a culture of teaching and learning on a college campus is essential for improving student success. Teaching and learning initiatives often include programs to support faculty development, improve student outcomes, and create a community of learners. However, at many colleges, resources are limited, and there is little funding for Centers for Teaching and Learning. This session will focus on the grassroot capacity-building efforts at Temple College and our framework for the institutionalization of community-building, shared responsibility, and continuous improvement of teaching and learning practices across the college.

Dr. Susan Guzmán-Treviño

Provost/Vice President, Academic Affairs and Student Services, Temple College

Dr. Christopher Krejci

Associate Professor of English and Faculty Council President, Temple College

Dr. Becky Musil

Director, Special Projects, Temple College

Arboretum IV



Facilitating Student Success: 8-Week College Composition Corequisite Courses

Corequisite instruction can be challenging in the best of times and daunting in the worst. Yet, colleges are tasked with finding ways to engage beyond the traditional classroom to meet students where they are. Based upon research and experiences soon to be published in the journal *Teaching English in the Two-Year College*, this session details full corequisite best practices from multiple measures to implementing a uniform pedagogical approach to tracking students through multiple levels to define success. Scaling a successful 8-week corequisite course is more than just what transpires in the classroom—it's the entire student experience.

Dr. Jennifer Collar

Division Director of Fine Arts and Communication, Paris Junior College

Carey Gable

Director of the Learning Resource Center, Paris Junior College

Arboretum III



Innovative Professional Development Pathways: Advancing Engaged Learning and Holistic Student Support

This session explores Tarrant County College's Innovative Professional Development Pathways, highlighting two key initiatives that enhance teaching and student support. The Engaged Learning Institute equips faculty with research-based strategies to foster active learning, student engagement, and inclusive pedagogy. Simultaneously, our student affairs training provides staff with a strong foundation in student development theories, empowering them to better support diverse learners. Attendees will gain actionable strategies and scalable frameworks to implement these professional development models on their own campuses, fostering widespread impact on student engagement and success.

Dr. Jason Abreu

Vice President, Student Affairs, Tarrant County College

Allegra Hanna

Training Lead, Organizational Transformation, Tarrant County College

Redbud



Early Academic Momentum of Part-Time Community College Students

Timely information resources on student achievement can promote instructional effectiveness to support House Bill 8 related completion measures. By aligning comprehensive planning to Talent Strong Texas Pathways, Victoria College has been able to confirm the early academic momentum value of completing credit-level mathematics and English coursework by a student's first year for part-time college students.

Matt Wiley

Director of Institutional Effectiveness and Learning Technologies, Victoria College

Mesquite



The Interplay of Belonging and Overall Wellness

This session will focus on the importance of Belonging as an innate need, making it an essential component of student wellness. Houston Community College hosts an interactive discussion on Belonging, engaging participants to explore the strategies that can promote connectedness and create spaces that foster conditions of belonging.

Dr. Mahnaz Kolaini

Director of Counseling and Ability Services, Deputy Title IX Coordinator, Houston Community College

Magnolia



Success Through Inquiry

Vernon College recently successfully submitted its impact report for the Success through Inquiry QEP. The QEP focused on adding inquiry-based practices into the classroom to improve student learning. This session will give an overview of the QEP and provide details on the professional development course VC used to educate and empower faculty to implement inquiry-based strategies into the classroom.

Joe Johnston

Division Chair, Communications, Vernon College

Gisela Knightstep

Biology Instructor, Vernon College

Jason Scheller

Division Chair, Social and Behavioral Sciences, Vernon College

Dr. Paula Whitman

Division Chair, Math and Science, Vernon College

10:15 AM – 11:30 AM

Team Strategy Time 2

Please refer to your Team Strategy Time Room Assignments.

What Does the Data Tell Us?

11:45 AM – 1:00 PM

Lunch

Imperial Ballroom

Networking Lunch

Plated dining in the ballroom.

Data Ditty: Trends in Scaling the Essential Practices of Talent Strong Texas Pathways

In the summer of 2024, Texas community colleges completed the refined Talent Strong Texas Pathways Scale of Adoption Assessment. We are excited to share a “first look” of the baseline SOAA data in this session as we examine strengths and opportunities for scaling transformative practices.

Dr. Christine Bailie

Senior Director, Institutional Strategy, Texas Success Center

Dr. Jo-Carol Fabianke

Talent Strong Texas Pathways Coach, Texas Success Center

11:45 AM – 3:30 PM

CEO Roundtable (CEOs only)

Conference Room 1

The President’s Role in Improving Teaching and Learning in Credentials of Value Pathways

CEOs will engage with Josh Wyner, founder and executive director of The Aspen Institute College Excellence Program, to discuss the critical role of presidential leadership in transforming teaching and learning. This session will provide time for CEOs to analyze their institutional teaching and learning context and articulate strategies for the president’s role in leading transformational teaching and learning that ensures students are on robust, high-value credential pathways. CEOs will gain actionable insights to lead meaningful academic transformation through presentations, interactive conversations, and take-home resources.

Josh Wyner, J.D

Vice President, the Aspen Institute; and Founder and Executive Director of the Aspen College Excellence Program

Speaker Introduction:

Dr. Martha Ellis

Senior Pathways Lead, Texas Success Center

Concurrent Session Legend

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	Innovations and Scaling Impact in Teaching and Learning

Window Box



Meeting the Needs of Part-Time Students

This session will present findings from a mixed methods study examining administrator perspectives on the needs of part-time community college students in Texas, and their efforts to address their needs within the broader context of improving their success in college. The study’s findings highlight several opportunities for community colleges to implement changes that would increase the visibility of part-time students and help keep them engaged in school, despite their multiple external responsibilities.

Dr. Holly Kosiewicz
 Researcher, Texas Schools Project, The University of Texas at Dallas

Dr. Melissa Martinez
 Professor, Texas State University

Dalila Medina-Rangel
 Doctoral Student, Texas State University

Regency Ballroom



Scaling Faculty Resources to Support Student Well-Being and Basic Needs

Join us for facilitated and engaging dialogue focused on helping faculty (and staff) understand and serve students facing basic needs insecurity to dramatically improve the student experience. Austin Community College will discuss their efforts to create a campus-wide culture of care by engaging faculty to address student wellness and belonging. Presenters from the national nonprofit Believe in Students will introduce their online #RealCollege Curriculum that enables institutions to provide educators with the tools and resources needed to support students facing basic needs insecurity. Participants will leave with actionable insights to expand internship programs within their institutions, empowering students with the skills and experiences that boost employability.

Dr. Virginia Fraire

#RealCollege Advisory Board Member, Believe in Students

Traci Kirtley

Executive Director, Believe in Students

Dr. Susan Warner-Sanchez

Associate Vice Chancellor, Teaching and Learning Division, Austin Community College

Dogwood



Making PLO Assessment Scalable, Sustainable, and Meaningful

Most, if not all, colleges struggle to scale and sustain a meaningful program learning outcomes (PLO) assessment process. This session describes a radically new assessment process that has been scaled at three colleges and that faculty have described as “the first assessment process that actually makes sense.” We will compare this new process to conventional assessment processes to understand what makes it different and why it is better at supporting program improvement and aligning PLOs with student post-completion goals.

Karen Guthmiller

Faculty, Kinesiology and Wellness, Lee College

Teresa Lattier

Faculty, Teacher Education, Lee College

Dr. Douglas Walcerz

Provost, Lee College

Arboretum I



Faculty Engagement in PLOs: More Than Checking a Box

The session will provide an overview of Alvin Community College’s Program Learning Outcome (PLO) process. We will focus on going beyond a department or program chair reviewing PLO data and writing reports. Join us to learn specific strategies for including full-time and adjunct faculty in the PLO data analysis and action planning phases of the cycle to ensure faculty are engaged in the PLO continuous improvement cycle. When all faculty have a say through improved PLO process, trust is built, engagement increases, and the students benefit.

Philip O’Brien

Director, Institutional Effectiveness, Alvin Community College

Cottonwood



Beyond the Algorithm: Shaping Institutional Policies for AI in Education

In this session, Laredo College provides a roadmap for the future of education, guiding faculty, administrators, and stakeholders through the transformation of instructional policies in the age of AI. We will examine (a) the current state of instructional policies at LC, identifying gaps and opportunities in the way AI is currently being utilized; (b) best practices incorporating AI-powered tools into coursework to maximize the potential for personalized learning without compromising academic integrity; (c) the ethical use of AI and how to foster a culture of transparency and accountability; and (d) how to leverage AI to scale Open Educational Resources, making high-quality, accessible content more widely available. Join us as we redefine what it means to teach, learn, and innovate in an AI-driven world!

Prakash Mansinghani

Department Chairperson; and Professor of Government, Laredo College

Michelle Perez

Director of Center of Teaching Excellence and Learning; and Professor of Government, Laredo College

Arboretum II



Leveraging AI Technology to Enhance Course and Program Design

Recent advancements in AI are reshaping higher education, sparking both enthusiasm and debate. As institutions navigate this shift, it is crucial to develop a thoughtful approach that supports instructors and students. This session invites participants to examine AI's benefits and challenges, reflect on their perspectives regarding AI, and discuss strategies for responsible integration. We will explore how AI can streamline administrative tasks, enhance course design, and foster student engagement, providing educators with practical insights to navigate this evolving technological landscape.

Dr. Joanne Baham

Program Coordinator, Hill College

Dr. Ashleigh Maldonado

Field Placement Coordinator, Hill College

Sandalwood



Regular and Substantive Interaction in Distance Education

Over the course of the 2024-25 academic year, McLennan Community College has engaged in a concerted effort to support our faculty in distance education courses (Blended, Online, Hyflex) through the requirement of Regular and Substantive Interaction (RSI) in their courses. This session will reflect on that work, sharing how we believe it has positioned the College well in an increasingly competitive distance education environment. Special attention will be paid to the opportunities and challenges of supporting a culture of faculty excellence in distance education.

Dr. Chad Eggleston

Vice President, Instruction and Student Engagement, McLennan Community College

John Ghazzagh

Coordinator of Instructional Design, McLennan Community College

Dr. Staci Taylor

Director, Center for Teaching and Learning, McLennan Community College

Arboretum V



Co-Teaching for Career Readiness: Incorporating Learning Frameworks in Workforce Programs

In today's evolving workforce, students need more than specialized knowledge—they need strategic learning skills for career success. Lee College's session explores how Learning Frameworks and Industrial Faculty integrated peer mentors, cognitive science, career readiness, and financial wellness into an introductory industrial course. This initiative equips technical students with essential tools to navigate academic, personal, and professional challenges. By emphasizing career readiness, financial wellness, and campus resources, this collaboration ensures students are prepared for success beyond the classroom.

Channell Cook

Division Chair, Learning Frameworks, Lee College

Christopher Moss

Welding Faculty, Lee College

Dr. Jessica Thompson Falla

Learning Frameworks Faculty, Lee College

Camille Warren

Student Peer Mentor, Lee College

Arboretum III



Building Pathways to Success for Underprepared Students

Our session explores the institutional capacity-building needed to support the effective scaling of practices to position underprepared students for success. We emphasize two key areas to highlight continuous institutional learning from our early leadership in Texas Corequisite instruction following the passage of HB 2223 to the intentional, pathways-informed mentoring and teaching at the heart of our current Quality Enhancement Plan. Our session will share best and emerging practices for preparing faculty and staff to identify underprepared students' interconnected needs and provide wraparound supports.

Lisa Benedetti

Dean of Humanities, Tarrant County College

Michelle York

QEP Director/Instructor of English and Academic Foundations, Tarrant County College

Redbud



Cultivating Belonging and Achievement in Co-Requisite Education: The ASCENDER Advantage

This session will showcase the Ascender Program, a transformative corequisite model that fosters student success. Ascender cultivates belonging and achievement through cohort-based learning, asset-based pedagogy, and comprehensive support. Discover how this program bridges developmental education gaps, empowering students from enrollment to career with proven results and lasting impact.

Dr. Anna B. Alaniz

Ascender Coordinator/
English Faculty, South Texas
College/ Ascender Program

Mesquite



Building Your College's Vision for Success

In three years, Clarendon College created a New Student Orientation involving all campus employees, a series of welcome activities designed for students to interact with employees and each other, an early alert system and student success center, and celebration activities for employees. These implementations resulted in improved attendance, corequisite course progression, semester-to-semester persistence, and increased sense of belonging on campus. Let us show you how and why we changed our campus culture so that you can work toward building your college's own vision for success.

Dr. Rodney Donahue

Director of Pathways,
Clarendon College

Janean Reish

Associate Dean of
Enrollment Services,
Clarendon College

Brad Vanden Boogaard

Vice President of Academic
Affairs, Clarendon College

Magnolia



Metacognition and Authenticity: Strategies for Student Success and Transformative Learning

Midland College's presentation examines metacognition's critical role in student learning, emphasizing transparency and practical classroom strategies like self-testing, reflection, and un-grading. These techniques foster a learning environment that values growth over perfection and encourages continual improvement, helping students focus more on learning outcomes than grades.

Dr. Debbie McNeely

Associate Professor of
Psychology, Midland College

Dr. Sondra Richards

Professor of Government/
Political Science, Midland
College

Charity Rohlfs, J.D.

Associate Professor, Midland
College

Arboretum IV



Pillar 4 Innovations: Ensuring Teaching, Learning, Belonging, and Wellness

Join the Texas Success Center as we showcase the strategies and innovations underway among Texas community colleges relating to Pillar 4: Ensure Teaching and Learning. This session will highlight findings from the 2024 Scale of Adoption Assessment and share how Pillar 4 has evolved for Talent Strong Texas Pathways. Come and learn more about instructional strategies for connection and completion from your peers!

Dr. Jo-Carol Fabianke

Pathways Coach, Texas
Success Center

Dr. Stacy Ybarra

Research Associate, Texas
Success Center

2:30 PM - 3:30 PM

Problem of Practice

Please refer to the **Problem of Practice** **handout** to select your topic of interest.

Join your fellow peers from around the state to discuss an institutional problem of practice in the context of the Talent Strong Texas Pathways strategy. The goal of this solutions-focused session is to surface new and unique ways of looking at a complex challenge and to help your peers from other institutions explore new approaches to address the issues presented that may inform their strategic action planning during Team Strategy Time 4.

During Team Strategy Time 1, attendees selected a topic/college to join to explore a specific institutional challenge or dilemma associated with Pillar 4. College presenters and notetakers should attend the room assigned to their college; all other team members should plan to split up and join as many different conversations as possible.

3:45 PM – 5:00 PM

Team Strategy Time 3

Please refer to your **Team Strategy Time Room Assignments**.

Connecting the Dots to Move Toward Action

5:00 PM

Adjourn - Dinner on Your Own

7:30 AM – 8:40 AM

Imperial Foyer
and Ballroom

Breakfast

Buffet in foyer; Dine in ballroom.

Individuals may network with peers, or College Leadership Teams may meet with their Pathways Coach.

8:45 AM – 10:15 AM

Closing Plenary

Imperial Ballroom

Welcome Back

Dr. Kimberly Lowry

Executive Director, Texas
Success Center; and Vice
President, Texas Association
of Community Colleges

Pathways Awards Ceremony

We are pleased to recognize the success of exemplar Texas community colleges in implementing Talent Strong Texas Pathways reforms, having demonstrated significant improvements in scaling essential practices that enhance the student experience and growing student success outcomes. Six colleges receive the Recognition of Scaling Excellence (ROSE) Award based on the 2024 administration of the SOAA. Two colleges receive the Recognition of Dedication to Educational Outcomes (RODEO) Award based on growth in early momentum metrics, credential completion, and engagement in the strategy of credential completion and engagement in the strategy.

ROSE Awards:

Dr. Christine Bailie

Senior Director of Institutional
Strategy, Texas Success Center

RODEO Awards:

Dr. Martha Ellis

Senior Pathways Lead, Texas
Success Center

Featuring:

**Talent Strong Texas
Pathways Coaches**

Transforming the Gateway Course Experience: A Call to Action for Texas Community Colleges

Drawing on his new book, *Transforming the Gateway Course Experience: A Call to Action for Higher Education*, Dr. Andrew (Drew) Koch provides an in-depth look at how educators can transform high-enrollment, high-DFWI rate courses to improve student learning and success. This session explores a structured, multi-phase process for identifying and addressing curriculum barriers, using disaggregated student data, evidence-based instructional strategies, and faculty engagement. Attendees will gain insights into effective redesign efforts, active learning techniques, and structured faculty support to scale and sustain improvements. College leadership and faculty will leave with a clear framework for redesigning their courses with practical steps to implement at their institutions, to ensure more learners thrive in the classroom.

Dr. Andrew Koch

CEO, John N. Gardner
Institute for Excellence in
Higher Education

Speaker Introduction:

Dr. Shannon Carroll

Executive Vice President
for Academic Affairs, Frank
Phillips College

10:30 AM – 11:30 AM

Team Strategy Time 4

Please refer to your
Team Strategy Time
Room Assignments.

Action Planning for Transformational Change

11:30 AM

Adjourn

Team Strategy Time

Room Assignments

Eileen Baccus

- Alamo Colleges
- Tarrant County College

Ponderosa, Holly, Cedar

Linda García

- Central Texas College
- Laredo College
- Lee College

Cottonwood

Ed Bowling

- Frank Phillips College
- Hill College
- North Central Texas College
- Paris Junior College

Arboretum V

Maria Harper-Marinick

- Austin Community College
- Dallas College
- San Jacinto College

Dogwood

Martha Ellis

- El Paso Community College
- Houston Community College
- Kilgore College
- McLennan Community College
- Temple College
- Texarkana College

Arboretum I, II, III

Tina Hart

- Angelina College
- Northeast Texas Community College
- Odessa College
- Vernon College
- Western Texas College

Window Box

Jo-Carol Fabianke

- Grayson College
- Tyler Junior College
- Victoria College
- Wharton County Junior College

Regency Ballroom

Krista O'Neill

- Coastal Bend College
- Howard College
- Trinity Valley Community College

Sandalwood

Mary Rittling

- Blinn College
- Del Mar College
- Texas Southmost College

Mesquite

Linda Watkins

- Amarillo College
- Brazosport College
- Midland College

Raintree, Ebony, Pecan

Teresa Leyba Ruiz

- South Texas College
- Southwest Texas College

Arboretum IV

Linda Welsh

- Lamar State College Orange
- Panola College

Magnolia

Stephanie Sutton

- Cisco College
- Clarendon College
- Galveston College

Live Oak, Willow

Ted Wright

- Alvin Community College
- College of the Mainland
- Ranger College

Redbud

Plenary Speakers



Paul Hernandez, Ph.D.

Dr. Paul Hernandez, author of *The Pedagogy of Real Talk: Engaging, Teaching, and Connecting with Students At-Promise*, is an educational leader, practitioner, and researcher.

He has served as a senior advisor to CEOs, vice president of academic and student affairs, and was an Aspen Rising Presidents Fellow.

Dr. Hernandez is a nationally recognized leader in college access and success, belonging, and pedagogy. He is also a former faculty member and non-profit administrator. He has been awarded the National Education Association Reg Weaver Human and Civil Rights Award, the Michigan Education Association Elizabeth Siddall Human Rights Award, and an Honors Professor of the Year Award for teaching.

Prior to earning his post-secondary degrees, Dr. Hernandez was engulfed in gang culture and deep poverty, surviving on the streets of Los Angeles. He openly shares his powerful personal story, hoping to influence and empower others.

Dr. Hernandez earned his associate degree from Los Angeles Community College, his baccalaureate degree from California State University, and a Ph.D. in Sociology from Michigan State University.



Andrew Koch, Ph.D.

Dr. Andrew (Drew) Koch is the CEO of the John N. Gardner Institute for Excellence in Higher Education. He has substantive experience with undergraduate education administration, redesign of educational systems to address performance gaps, strategic

planning, fundraising, reaffirmation of accreditation, postsecondary access and success, and enrollment management efforts. Through this work championing student success, he serves as a passionate advocate for historically underrepresented and underserved students.

Dr. Koch is the author of an array of publications, including his books *Transforming the Gateway Course Experience*, and *The First-Year Experience in American Higher Education: An Annotated Bibliography* as well as *Improving Teaching, Learning, Equity, and Success* published in *Gateway Courses: New Directions for Higher Education*.

Dr. Koch has served on several boards and commissions including the Indiana College Access and Success Network; the Directorate Board for the American College Personnel Association Commission on Admissions, Orientation, and the First-Year Experience; the Higher Learning Commission's Think Tank on Persistence and Completion; the Higher Learning Commission's Defining Student

Success Task Force; the advisory committee for the Association of American Colleges and Universities Strengthening Guided Pathways and Career Success by Ensuring Students are Learning project; and the National Advisory Board for the National Resource Center for the First-Year Experience and Students in Transition.

Dr. Koch holds a baccalaureate degree in History and German from the University of Richmond, a master's degree in History from the University of Richmond, a master's degree in Higher Education Administration from the University of South Carolina, and a Ph.D. in American Studies from Purdue University.



Josh Wyner, J.D.

Josh Wyner is the founder and Executive Director of the College Excellence Program at the Aspen Institute, where he also serves as a Vice President. The College Excellence

Program aims to advance higher education practices, policies and leadership that significantly improve student outcomes, with a focus on students who are historically underserved in higher education.

Josh has spent the past two decades designing and building new organizations that promote talent development and social mobility. He has authored numerous publications about education, including a book, *What Excellent Community Colleges Do: Preparing All Students for Success* (Harvard Education Press, 2014).

Josh earned a baccalaureate degree from Vassar College, a Master of Public Affairs from Syracuse University, and a J.D. from New York University School of Law.

Texas Success Center Staff



Christine Bailie, Ed.D.

Dr. Christine Bailie is the Senior Director of Institutional Strategy at the Texas Success Center. In her role supporting 47 Texas community colleges in implementing guided pathways reforms, she designs the curriculum for statewide institutes to support their ongoing reform efforts to redesign the student experience, coordinating with national strategic partners to implement and scale research-based best practices. These experiences allow college leaders throughout the state to learn from one another to accelerate progress in scaling the essential practices of the Center's Talent Strong Texas Pathways strategy. Additionally, Christine manages a comprehensive portfolio of grants, aligning funder partners' priorities with the Center's mission to support whole-college institutional transformation.

Prior to joining the Texas Success Center, Christine has worked in the field of education for 20+ years and brings expertise in the nexus of practice, research, and policy. Most recently, Christine served as the Assistant Director for Postsecondary Preparation Programs at the Texas Education Agency. Responsible for executing the six-year strategic plan for the College and Career Readiness School Models initiative, Christine doubled the number of high-quality early college programs across the state. Christine has served as a high school educator, led state and regional initiatives to redesign institutional systems, conducted policy analysis, designed research studies, created professional development to promote capacity-building and knowledge development, and facilitated cross-sector regional partnerships to strengthen and align P-16 pathways. Christine currently serves as a lecturer for doctoral students in North Carolina State University's Community College Leadership program.

Christine holds a baccalaureate degree in Economics from Texas A&M University and a Master of Public Affairs from the Lyndon B. Johnson School of Public Affairs at The University of Texas at Austin with an emphasis on Social and Economic Policy. Christine received her Ed.D. in Higher Education Leadership and Policy from The University of Texas at Austin.



Kimberly M. Lowry, Ph.D.

Dr. Kimberly Lowry serves as the Vice President of the Texas Association of Community Colleges and Executive Director of the Texas Success Center. In this leadership role, Kim spearheads initiatives aimed at enhancing student success and community college leadership across Texas.

Prior to joining TACC, Kim was the Director of Leadership and Impact at The Aspen Institute's College Excellence Program. There, she played a pivotal role in developing strategies and executing initiatives that significantly advanced student success and community college leadership nationwide. Her leadership substantially contributed to the professional growth of numerous community college presidents and the overall enhancement of community college education standards.

Kim's career is distinguished by her dedication to fostering educational excellence and her ability to lead impactful programs. As a nationally recognized expert on community college student success and a published author, Dr. Lowry has made substantial contributions to the field through her research and thought leadership. Before her tenure at The Aspen Institute, she held several key positions, including Vice President of Instruction and Student Services at Lone Star College-Houston North and Associate Vice Chancellor of Student Engagement and Success at Houston Community College. Her efforts have consistently led to significant improvements in student retention, graduation rates, and overall student engagement.

Kim remains actively involved in numerous professional associations. She has served as the Director of the Community College Division for NASPA, as well as a board member for the National Council of Instructional Administrators and the Southern Region of the National Council on Black American Affairs.

Kim graduated from Antelope Valley Community College before transferring to California State University, Long Beach, where she earned both her baccalaureate degree in Psychology and a M.S. in Counseling with an emphasis on Student Development in Higher Education. Kim received her Ph.D. in Higher Education from the University of North Texas.

Pathways Coaches



Eileen Baccus, Ph.D.

Dr. Eileen Baccus serves as a consultant to institutions of higher education and continues coaching a significant number of Achieving the Dream colleges in their efforts to improve the retention and graduation rates of

low-income students and students of color since the initiative's inception.

Previously, Eileen was the president of Northwestern Connecticut Community College and the former Thames Valley State Technical College. She also held administrative positions at the University of Connecticut. Having served on numerous Boards, Commissions, and Advisory Committees for AACC, ACE, and the College Board, she is currently in her second term on the Board of the National Student Clearinghouse and NSC's Research Center Board of Directors.



Ed Bowling

Ed Bowling is the executive director for completion and performance at Guilford Technical Community College in North Carolina and served as the managing partner director for Completion by Design in North Carolina from 2011-2018. Before joining GTCC as

a developmental education adjunct instructor in 2006, Ed held a senior management position at a large bank. In 2010, he became the Developmental Education Initiative grant director, overseeing the scaling of three core programs and two smaller projects under the DEI grant.

Ed has engaged in state and national guided pathways work since 2011. In addition to his leadership with Completion by Design, an initiative of the Bill and Melinda Gates Foundation, Ed has provided coaching and consulting to institutions in seven states through the North Carolina Student Success Learning Institute, AACC Pathways Project and Pathways 2.0, Texas Pathways, and the National Center for Inquiry and Improvement. Furthermore, he shares the work and outcomes of Completion by Design and guided pathways at state and national conferences. Ed received the BB&T Staff of the Year Award for the North Carolina Community College System in 2014.

Ed earned a Master of Arts in Liberal Studies from the University of North Carolina at Greensboro.



Martha Ellis, Ph.D.

Dr. Martha Ellis is the senior pathways lead for the Texas Success Center, Coach for Texas Pathways and the College Excellence program at the Aspen Institute, leadership development consultant, and professor in residence at the

University of Texas at Austin. She brings deep experience, substantive knowledge, and research-based innovation to leaders as they confront the challenges and opportunities facing higher education today and in the future. She facilitates strategic planning, governance strategies, and effective collaboration workshops for community college boards of trustees and executive leadership teams.

Martha has 35 years of experience in a variety of leadership positions at universities and community colleges in Texas, New Mexico, and Oklahoma. Most recently, Martha has served as the interim CEO for the Texas Association of Community Colleges. She has also served as Managing Director for the Charles A. Dana Center at the University of Texas at Austin and Associate Vice Chancellor of Academic Affairs for the University of Texas System. She was president of Lee College and Texas State Technical College. Martha has won numerous teaching awards, has scholarly publications, served on national boards, and is an invited presenter at national conferences. Martha was recognized by the U. S. Congress and the Texas House of Representatives for her leadership in community colleges.



Jo-Carol Fabianke, Ed.D.

Dr. Jo-Carol Fabianke retired from Alamo Colleges after five years as vice chancellor for academic success. In this role, she led district-wide academic and instructional efforts and provided leadership in implementing board

policy and cross-college operational procedures for academic success. Additionally, Jo-Carol guided the development and implementation of cross-college programs and services to accomplish the district's strategic goals, and led efforts to achieve academic targets, benchmarks, and outcomes. Previously, Jo-Carol served as executive assistant to the chancellor, vice president of academics at Northwest Vista College, associate vice chancellor for academic partnerships and initiatives, and professor at San Antonio College, all in the Alamo Colleges district.

Jo-Carol contributed to local, state, and national guided pathways reform strategies as the Alamo Colleges district's lead for Texas Completes and the American Association of Community Colleges Pathways Project. As a coach for AACC Pathways 2.0, Jo-Carol supports colleges that are committed to transformational work at scale to improve college completion and equity in student outcomes. Furthermore, Jo-Carol works as a coach with the Institute for Evidence-Based Change's Caring Campus Program.



Linda Garcia, Ph.D.

As executive director at the Center for Community College Student Engagement, Dr. Linda Garcia oversees the Center's research and outreach.

Linda previously served as the assistant director of college relations at CCCSE and the vice president of community college relations at the Roueche Graduate Center at National American University. She has also worked at Lone Star College, Maricopa Community Colleges, Texas Southmost College, and the University of Texas at Brownsville. Linda's experience includes student development, instructional support, and teaching. She served as a coach for the American Association of Community Colleges Pathways 2.0 and continues in this same role for the Texas Pathways Project.

Linda earned a Ph.D. in Higher Education Administration with a specialization in Community College Leadership from the University of Texas at Austin.



Maria Harper-Marinick, Ph.D.

Dr. Maria Harper-Marinick served the Maricopa Community College District in Arizona for almost 30 years in a variety of leadership roles, including nearly four years as chancellor. Maria has served on the boards

of the American Council of Education, American Association of Community Colleges, Excelencia in Education, Hispanic Association of Colleges and Universities, and many other organizations. She chaired the Federal Advisory Committee on Student Financial Assistance and is an Aspen Institute Ascend fellow and a distinguished fellow of the Arizona State University Morrison Institute for Public Policy.

Diverse Issues in Higher Education named Maria one of 25 exceptional women leaders who have made a difference in higher education. Maria is originally from the Dominican Republic and came to the U.S. as a Fulbright Scholar.



Tina Hart, Ph.D.

Dr. Tina Hart's career in higher education spans service in a variety of roles including Student Activities/ Development; Athletics; Employee Development; Grants; Accreditation; Institutional Effectiveness and Student Services. Most recently she served as the

Indian River State College, Vice President of Enrollment and Student Services 2016-2021, leading a division which included student services on all five campuses. While serving as the vice president of institutional effectiveness at IRSC, Tina was responsible for leading federal and state grants and contracts, accreditation, planning and assessment, institutional research, and employee development and served as the federal liaison for legislative/funding issues and opportunities.

Tina currently serves as a Pathways Coach with the Texas Pathways initiative and is a member of the Achieving the Dream cadre of coaches. She works with colleges, higher education organizations, and student success centers when her assistance, expertise and involvement is requested.

Tina holds a Ph.D. in Higher Education Leadership from Florida Atlantic University.

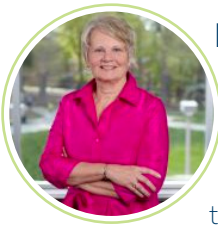


Krista O'Neill

Krista O'Neill recently retired as the coordinator of advising and counseling services at Lorain County Community College (LCCC), a position she held since 2010. In addition to managing enrollment services and advising, Krista advised students for 32 years, working primarily with dismissal students returning to LCCC.

In 1995, Krista was nominated by LCCC and honored by the National Academic Advising Association as one of thirteen Outstanding Advisors nationally. A certified college alliance Bridges Out of Poverty trainer, Krista was a key contributor to LCCC's Completion by Design and Achieving the Dream initiatives. Krista provided leadership for LCCC's redesign effort whereby all students are assigned to an advisor and advisors work in specialty advising teams. Using a case management model infused with predictive analytics and early identification of students at risk, the advising redesign has contributed to the 79% increase in LCCC's graduation rate since 2011. Krista currently serves as an advising redesign coach for the Ohio Association of Community Colleges.

Krista graduated with a Bachelor of Arts degree in English from Hiram College in 1985 and is a member of Phi Beta Kappa honor society.



Mary Rittling, Ed.D.

Dr. Mary Rittling served as president of Davidson County Community College (DCCC) from 2003 to 2018 and was named North Carolina Community College President of the Year in 2012. During her tenure, DCCC was recognized as a leader in the guided pathways movement through its work with Completion by Design and Achieving the Dream.

Prior to joining DCCC, Mary served four years as regional vice president of West Virginia University, where she also was president of Potomac State College of West Virginia University. In addition, Mary spent seven years as a senior administrator at the State University of New York at Delhi, where she served as interim president of the College of Technology and vice president for academic programs and services, among other roles. Mary's teaching experience includes eight years as a professor and associate professor of nursing at the State University of New York College of Technology at Delhi.

Mary completed the Harvard University Institute for New Presidents in 1999 and earned a Ed.D. in Higher and Adult Education from Columbia University.



Teresa Leyba Ruiz, Ed.D.

Dr. Teresa Leyba Ruiz has served students, faculty, staff, and the community as an educator for over 30 years. She retired as the President of Glendale Community College in the Maricopa County Community College District in January 2023 after 27 years of service in higher education. Her administrative experience includes serving as a Vice President of Student Affairs, Associate Vice President for Academic and Student Affairs, and Dean of Academic Affairs. In her role as an executive leader, she has developed partnerships with community colleges, universities, municipalities, high tech industry, and nonprofits that have benefited students and the community.

Teresa currently serves as a Senior Vice President, Chief Advocacy and Programs Officer for Education Forward Arizona and is honored to serve as a Commissioner on President Biden's Advisory Commission for Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics.

Teresa holds a Bachelor of Arts in Secondary Education from Arizona State University and a Master of Education from Northern Arizona University. She earned an Ed.D. in Higher and Post-Secondary Education from Arizona State University.



Stephanie Sutton, Ed.D.

Dr. Stephanie Sutton has over 30 years of higher education experience with leadership responsibility for enrollment management, admissions, financial aid, registration, and institutional research along with advancing student services and success initiatives. Stephanie serves as the Vice President of Enrollment Management for Stark State College in North Canton, Ohio. She previously served as Associate Provost of Enrollment Management and Student Success at Lorain County Community College in Elyria, Ohio. Stephanie is a proud graduate of the community college system and worked in various other positions including Director of Financial Aid and Dean of Enrollment, Financial, and Career Services. Stephanie also served as an adjunct faculty member.

Stephanie prides herself on providing student-centered leadership for student equity, access, and success. She takes an evidence-based approach in collaborating across campus and is an advocate for systems-thinking and change management. Stephanie presents and coaches at the state and national level on financial aid, enrollment services, guided pathways, advising redesign, change management and other college reform initiatives. Stephanie also served as a past president for the Ohio Chief Student Affairs Officers and past president of the Ohio Association of Student Financial Aid Administrators. Removing barriers and finding ways to say "yes" to students is her passion!



Linda Watkins, Ed.D.

Dr. Linda Watkins began community college work after receiving degrees from The University of Texas at Arlington and Texas A&M-Commerce. She has taught at the high school, community college, and university levels. She began her work with community colleges as a faculty member in Sociology, with an emphasis on organizational behavior. Her doctorate degree provided her an opportunity to focus on leadership and organizational management in secondary and higher education. Linda moved into administration, serving as a Dean at Tyler Junior College and then as a Vice President and President with the San Jacinto College District in Houston, Texas.

After retiring as a President, Linda continues to work as a Texas Pathways Coach, a coach with IEBC/Caring Campus, and a Leadership Coach with Achieving the Dream. She has worked with many colleges across the nation, including colleges in Illinois, Michigan, Texas, Washington, Oregon, and New Mexico. She continues to stay abreast with current research and to make presentations at national and international conferences. Linda is committed to the success of community college students and strengthening economic vitality through a skilled workforce.



Linda Welsh, Ph.D.

Dr. Linda Welsh is a consultant in early childhood and higher education. She recently served as the Houston/Southeast Texas Regional Coordinator for Scaling Mathematics Pathways and Transfer initiatives for the Charles A. Dana Center at the University of Texas at Austin, where she also was a Math Pathways to Completion consultant with the state of Missouri.

Previously, Linda was the Dean of Graduate Students and Academic Support for the Roueche Graduate Center's Community College Leadership Program at National American University. As Child Development Chair at the Austin Community College District, she led the department through national accreditation and served a term as President for the Faculty Senate. Prior to that Linda was the Early Childhood Coordinator for the City of Austin, Texas where she facilitated community-wide planning and program development for the early childhood system of Austin.



Ted Wright, Ed.D.

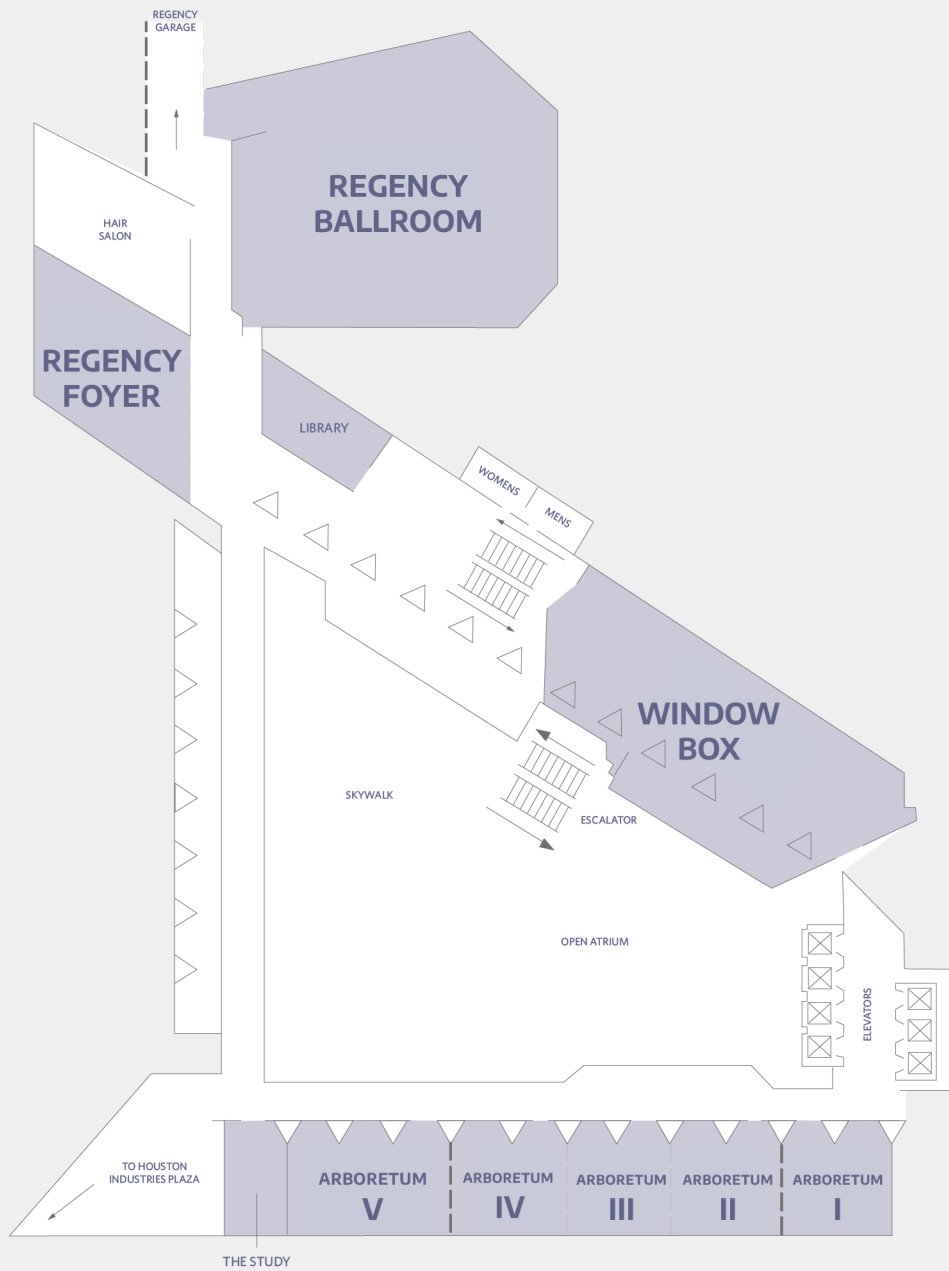
Dr. Ted Wright has accumulated 45 years of higher education experience having served as an institutional research leader and administrator at Miami-Dade College and Broward College, and as a higher education consultant.

Following his retirement from Broward College as Special Assistant to the President, Ted has worked with dozens of colleges as a consultant and coach for numerous student success initiatives including Achieving the Dream, Texas Pathways, and the Board of Trustees Institute. He holds an Ed.D. in Higher Education Leadership from Florida International University.

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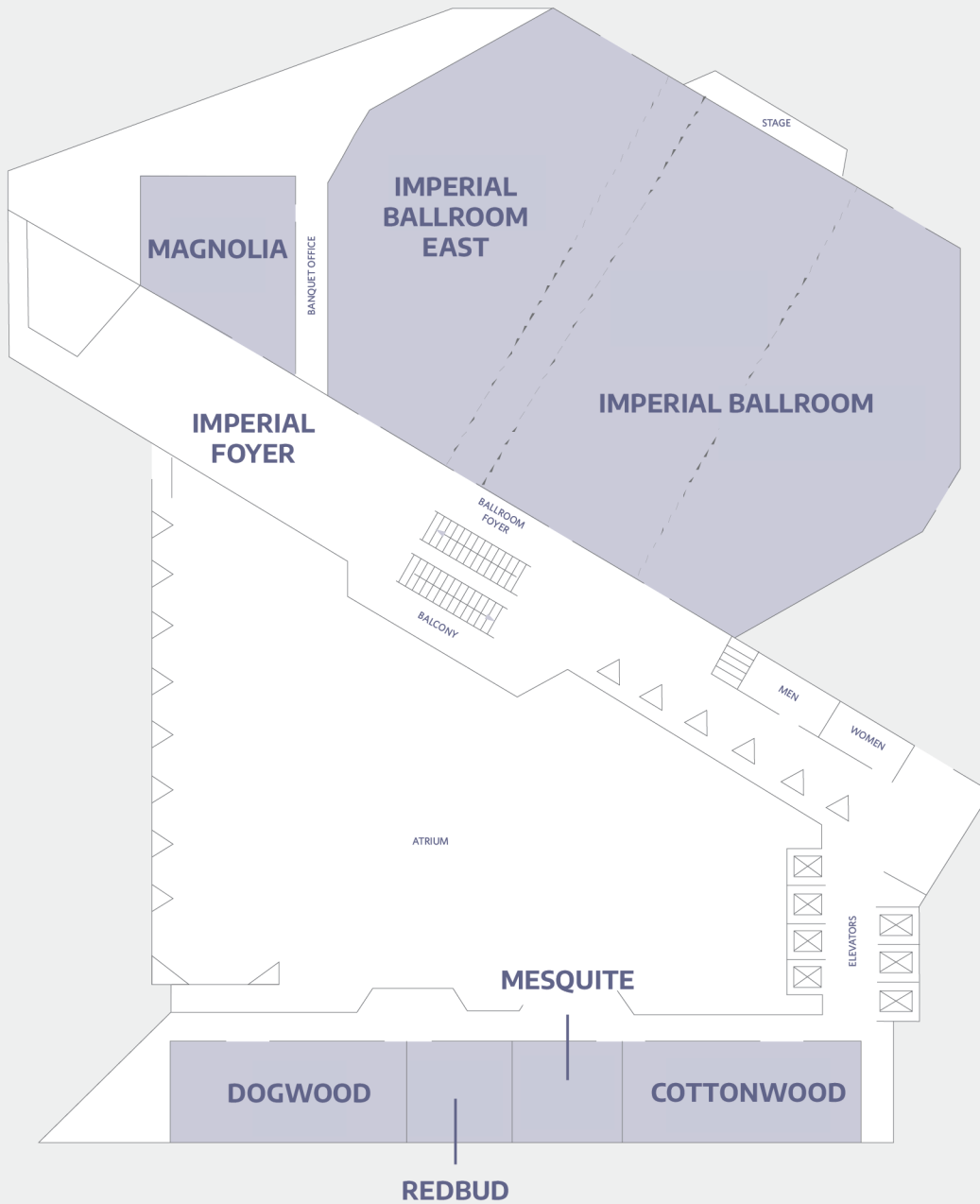
FLOOR PLAN
Second Level



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FLOOR PLAN
Third Level



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FLOOR PLAN
Fourth Level



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FLOOR PLAN
Sixth Level

