



Community College  
Association of Texas Trustees



# New Trustee Orientation

Friday, January 30, 2026

## New Trustee Orientation *Agenda*

- I. Welcome
- II. Higher Education in Texas & the Role of the Trustee
- III. The Board-CEO Relationship
- IV. Break ~ 10:30-10:45 AM CT*
- V. Fiduciary Responsibilities
- VI. Student Success & Data-Informed Governance
- VII. Closing Discussion about Trustee Advocacy



## CCATT OFFICERS 2025-2026



**Paul R. Rodriguez**  
South Texas College  
Chair



**Dan Mims**  
San Jacinto College  
Chair-Elect



**Susan Moore-Fontenot**  
Lee College  
Immediate Past Chair



**Karla Metzler**  
North Central Texas College  
Secretary

## CCATT BOARD OF DIRECTORS 2025-2026



**Cliff Boyd**  
Dallas College



**John Betancourt**  
Amarillo College



**Jeanie Deakyne**  
Tarrant County College



**Dr. Tara Deaver**  
Odessa College



**Gigi Edwards Bryant**  
Austin Community College



**Jonathan Hill**  
McLennan Community College



**Dr. Clint Kingsbery**  
Alamo Colleges District



**Dan Mims**  
San Jacinto College



**'Bel Sanchez**  
Alvin College



**Bonnie Soria Najera**  
El Paso Community College

## CCATT Mission

CCATT strives to be the collective voice representing the community college trustees and regents in Texas, with the mission to **foster student success and ensure excellence in governance.**



## CCATT Committees



- Education
- Engagement
- Legislative
- Resource



## Speaker Introduction



### **Dr. Brenda Kays**

President Emeritus, Kilgore College

Founder, Origins of Success

## Higher Education in Texas & the Role of the Trustee

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# Congratulations!

Congratulations on your new role as a Community College Trustee.

Community colleges are one of Texas's most powerful engines of opportunity, and trustee boards are entrusted with their direction.



## Grounding



What is a Community College?

The Texas Community College Landscape & Funding

How Texas Community Colleges Are Governed & Monitored

The Ecosystem that Supports Texas Community College.

Texas  
Education  
Code §  
130.0011

- Texas public junior colleges are community-focused two-year institutions that provide a full range of educational programs, and student supports — from academic degrees and job training to adult education and counseling — and they are expected to strive for excellence in all areas of their work.



## Texas Community Colleges By The Numbers

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- How Many Students Do Texas Community Colleges Serve?
  - 100,000
  - 450,000
  - 575,000
  - **700,000**



## Texas Community Colleges By The Numbers

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- How Many Certificates & Degrees Were Awarded to Students in 2023?
  - 65,499
  - 125,215
  - 90,765
  - 101,438



## Texas Community Colleges By The Numbers

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- What Percentage of All Career and Technical Education Certificates and Degrees are Awarded by Community Colleges?
  - 35%
  - 67%
  - 96%
  - 78%

## A Few More Details About Texas Community Colleges....

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- 50 Districts with Over 90 Campuses
- Districts Range in Enrollment from 1,400 to 72,000
- Accredited by the Southern Association of Colleges and Schools Commission on Colleges
- Open-Door Admissions
- Semester Credit Hour (SCH) Tuition and Fees Range from \$62 to \$161 Per SCH for In-District students
- On the Semester System, with Associate Degrees Being Capped at 60 SCH
- Offer Adult Education and Literacy (AEL), Continuing Education, Certificates, Associate Degrees, and limited Bachelor's Degrees.



### Community College Funding

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The three main  
funding sources for  
Texas community  
colleges form a  
“three-legged stool.”

# Three Major Funding Streams

## Local Property Taxes

- Levied by local boards for maintenance, operations, and capital projects

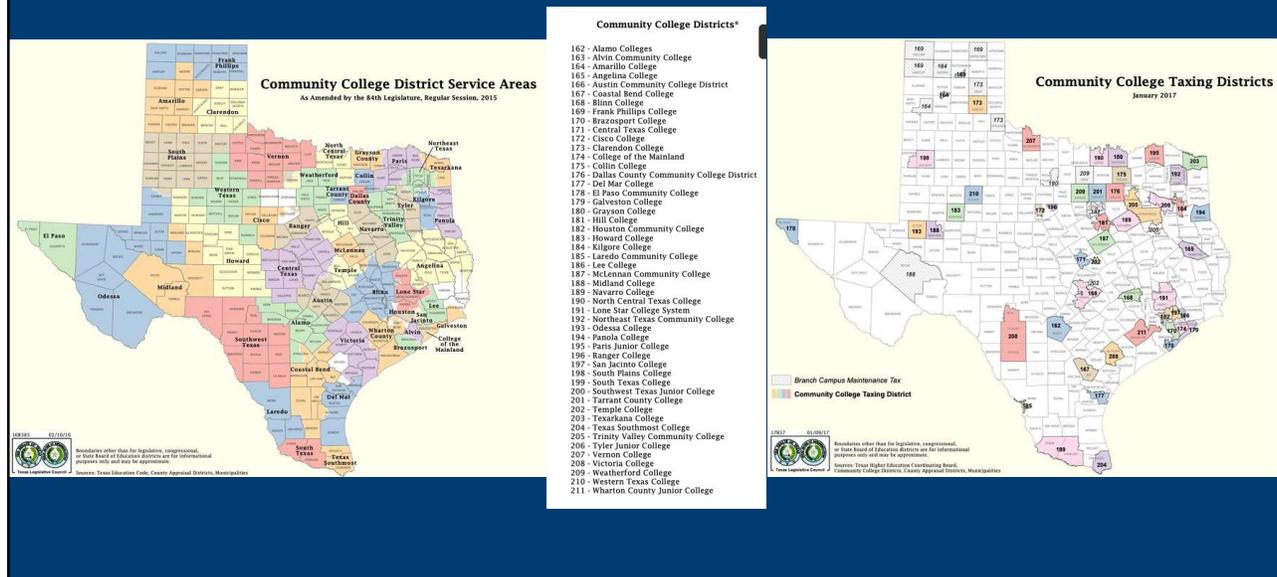
## Tuition/Fees

- Revenue collected from student payments and set locally by each college district

## State Appropriations

- Funds allocated by the legislature for instruction, services, and employee benefits

# Service Areas & Taxing Districts



## Tuition and Fee Revenues



The Local Board is Responsible for Setting Tuition and Fee Rates



Rates Vary Widely Across the State



Student Residency Impacts Tuition Rates: In-District, Out-of-District, Out-of-State



Governor Abbott Directed a Tuition and Fee Freeze for Public Colleges, Including Community Colleges, for the 2024-2025 Biennium

## State Appropriations and HB8

- During the 2023 Legislative Session, a Significant Piece of Legislation was Signed into Law by Governor Abbott
- Key Characteristics:
  - Shifted Enrollment-Based to Performance-Based Metrics
  - Workforce Development Focus
  - Dynamic Model

## Key Components of House Bill 8



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**Financial Aid for Swift Transfer (FAST)**  
A new financial aid program that would allow “educationally disadvantaged” students to enroll in dual credit classes at no cost to them.
- 

**Shared Services**  
Encourages public junior colleges to participate in institutional collaborations that help students afford college, complete credentials, and transfer.
- 

**Performance Tier**  
The funding level that constitutes the majority of state funding and is comprised of measurable outcomes.
- 

**Base Tier**  
The funding level that ensures each public junior college has access to a defined level of funding for instruction and operations.
- 

**Community College Standing Advisory Committee (SAC)**  
A group of community college leaders that provide advice and counsel to the Texas Higher Education Coordinating Board.

[tacc.org](http://tacc.org)


## HB 8 Fundable Outcomes



**Performance Tier Funding**

### Outcomes

- **Credentials of Value**
- **Student Transfers**
- **Dual Credit Success**

[tacc.org](http://tacc.org)


## Local Governance

- Fifty Independent Districts Governed By Elected Boards of Trustees
  - 5 to 14 members
  - 6-year rotating terms
  - Some boards are elected at-large and represent the entire college district, while others represent single-member districts
  - Follow the open-meetings law, and new trustees are required to attend training within 90 days of starting their term
  - Considerable local discretion

State Oversight  
& Coordination

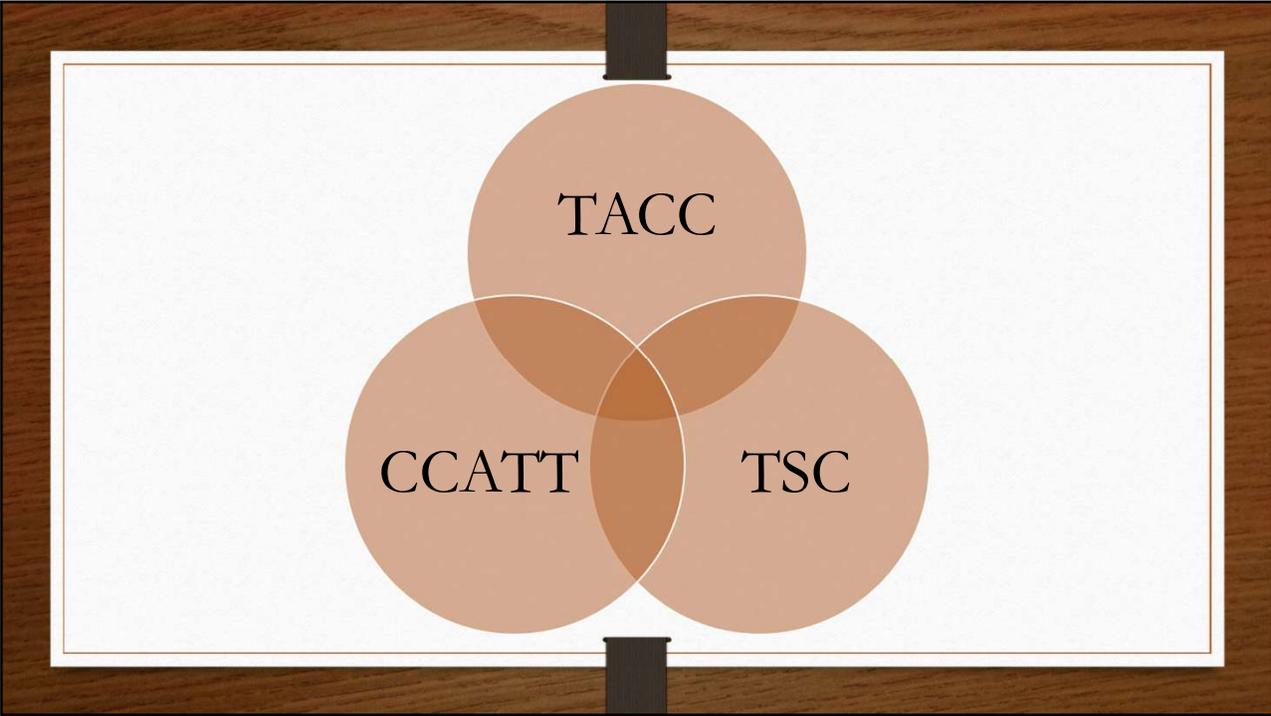
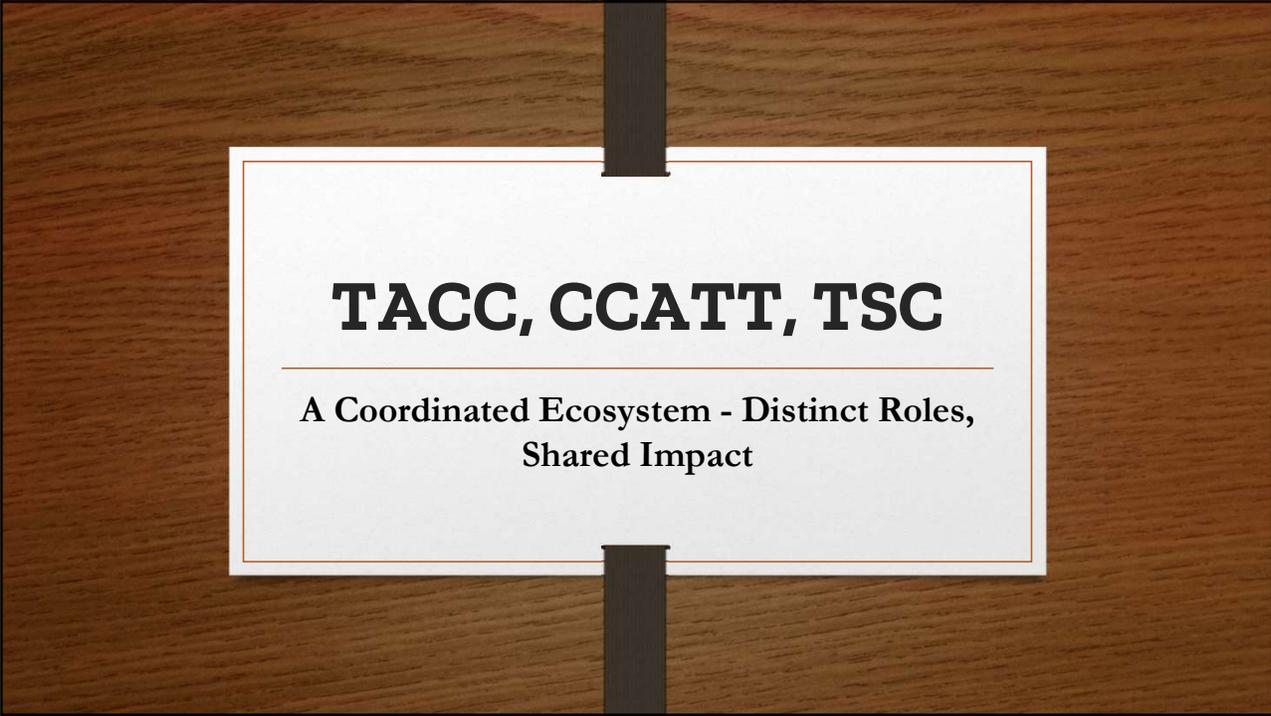
**Texas Higher  
Education**  
COORDINATING BOARD

### **THECB Establishes the Guardrails:**

- Statewide rules and guidelines
- Program approval standards
- Data reporting requirements
- Funding formulas and accountability measures

### **Community Colleges Comply:**

- Receive state funding
- Offer approved programs and credentials
- Remain in good standing with the state



Texas  
Association  
of  
Community  
Colleges

**TACC**

**Serves** Texas public community college districts as a nongovernmental statewide association.

**Advocates** for effective policies that strengthen community colleges and student success.

**Unified Voice** by building strong relationships with legislators, policymakers, and partners.

Community  
College  
Association  
of Texas  
Trustees

**CCATT**

**Serves** community college trustees as the statewide governance association

**Strengthens** trustee leadership through training, development, and best practices

**Builds** effective governance that advances student success and institutional stewardship



**TSC**

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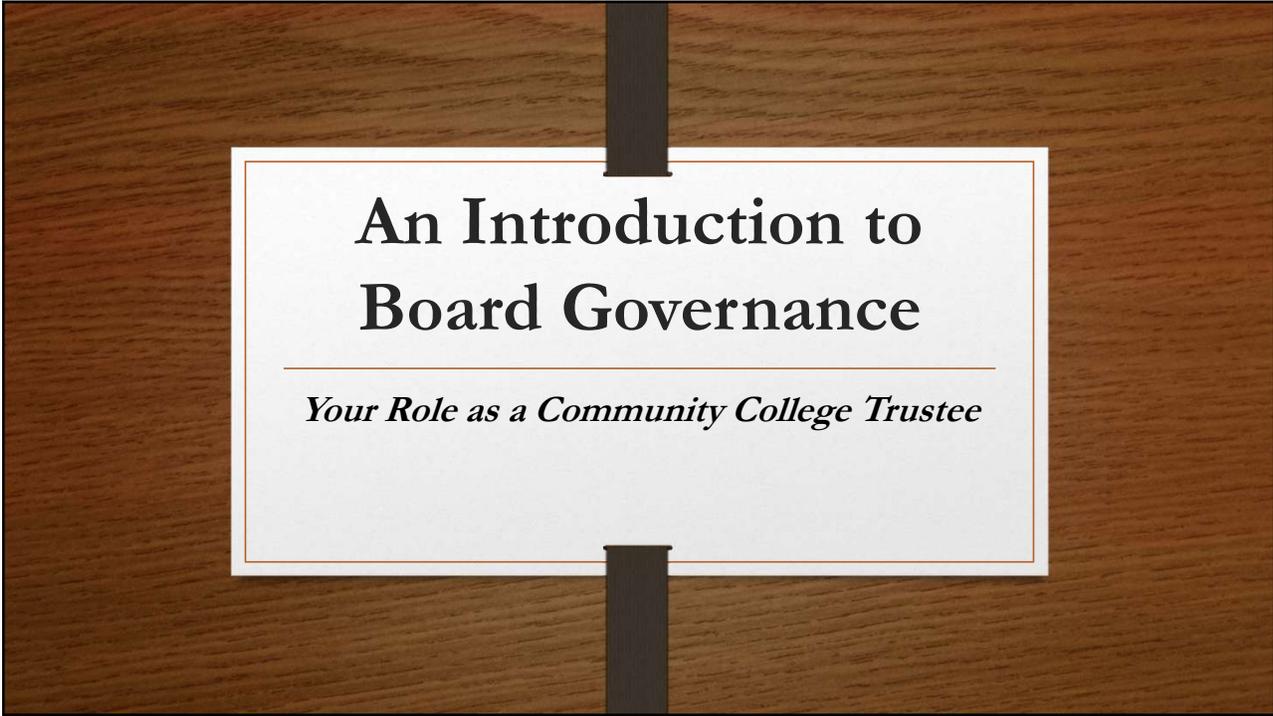
**Supports** Texas community colleges in implementing and scaling reforms that improve student learning and success

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**Builds** institutional capacity to design, evaluate, and sustain student success strategies

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**Informs** public policy through research, data, and evidence from practice



**An Introduction to  
Board Governance**

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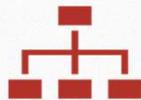
*Your Role as a Community College Trustee*

## The Board's Core Role

- The Board Governs—It Does Not Manage
- To Govern Means to:
  - Act on behalf of the public
  - Set direction and priorities
  - Ensure accountability
  - Delegate operations to the CEO



## Governance vs. Management Two Distinct Roles



### Governance

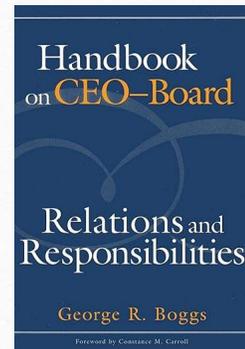
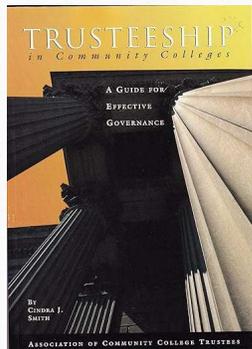
Mission, vision, values  
Policy and direction  
CEO oversight  
Long-term focus



### Management

Daily operations  
Program implementation  
Internal processes

## Two Excellent Resources



## Association of Community College Trustees Nine Board Roles & Responsibilities

- Act as a Unit
- Represent the Common Good
- Set Policy Direction
- Employ, Support and Evaluate the CEO
- Define Policy Standards for Operations
- Monitor Institutional Performance
- Create a Positive Institutional Climate
- Support and Advocate for the Interests of the Institution
- Lead as a Thoughtful, Educated Team

## Act As A Unit

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Authority Resides with the Board as a Whole

Boards Act Collectively

Individual Trustees Have Influence, Not Authority

Decisions are Supported Once Made

## Represent The Common Good

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- Trustees Serve the Institution
- Govern for Students and Communities
- Avoid Personal and Special Interests
- Keep the Mission Central

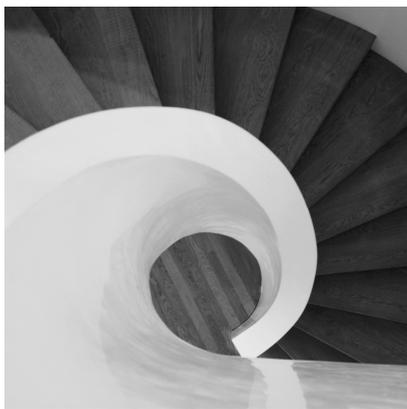
## Set Policy Direction

Establish	Establish Clear Policies
Set	Set Expectations and Boundaries
Delegate	Delegate Authority to the CEO



## Define Policy Standards For Operations

- Establish Policies That Set Standards For Quality, Ethics, and Prudence in College Operations
  - Educational Programs & Services
  - Personnel & Human Resources
  - Fiscal Health & Stability



## **TASB Policy Services: A Governance Anchor For Texas Community Colleges**

*The Texas Association of School Boards (TASB) Serves as the Primary Policy and Governance Support Organization for Texas Community College Boards, Providing Locally Adopted and Legally Aligned Board Policies.*



## **TASB Policy Services Turning Principle Into Practice**

TASB Policy Services Help Boards Translate:

- State law and legislative requirements
- Best practices in governance
- Board values and priorities into clear expectations for both the Board and CEO roles.

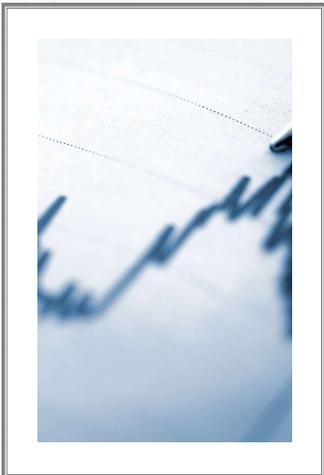




## The Board's Most Important Responsibility: Employ, Support & Evaluate the CEO

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- Hire the CEO-College President/Chancellor
- Set Clear Expectations
- Support Publicly
- Evaluate Consistently



## Monitor Institutional Performance

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- Oversight Focused on Outcomes
- Monitor Progress Toward Goals
- Use Data, Not Anecdotes
- Ask Strategic Questions



## Create A Positive Institutional Climate

- Tone at the Top Matters!
- Board Behavior Sets Expectations
- Respectful Discourse
- Ethical Leadership



## Support & Advocate For The Institution

- Be an Ambassador
- Build Public Trust & Partnerships
- Advocate for the College's Mission
- Seek Support from Policymakers

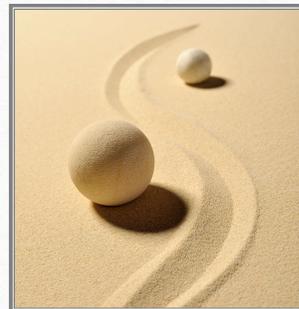
## Lead As A Thoughtful, Educated Team

- Governance Requires Continuous Learning
- Commitment to Teamwork
- Listen, Ask Good Questions, Analyze Options
- Future Orientation



## What The Board Does Not Do... Clear Boundaries Protect Everyone

- **Boards Do Not:**
  - Manage employees
  - Resolve complaints
  - Direct staff
  - Make operational decisions
  - Represent personal agendas



## SB 37: Redefining Board-CEO Governance Authority with Accountability



### Traditional Model:

- Board: policy, strategy, CEO evaluation
- President: operations, academics, staffing
- Faculty: academic expertise

### SB 37:

- Board: authority extends deeper into academics and leadership
- President: role remains central-but more scrutinized
- Faculty: role codified as advisory

## Shepherding the Institution The Trustee Posture



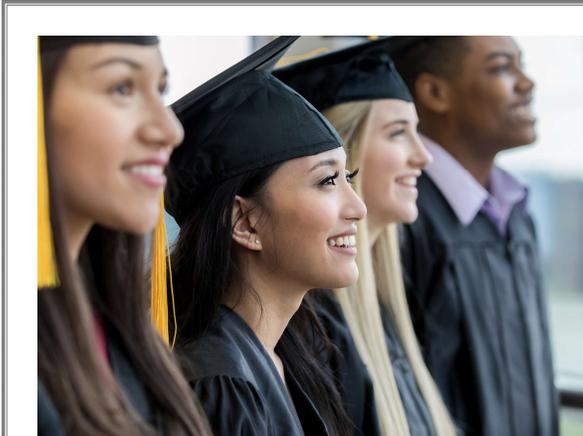
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- Leading From Behind
  - Best view
  - Greatest influence
  - Ability to adjust direction when needed

## Board Responsibility in One Sentence

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- *Boards Govern Collectively, Set Policy Direction, Support and Evaluate the CEO, and Steward the Institution in Service of the Public Good.*



### It All Boils Down To Changing Student Lives!

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- Role Clarity Enables Strong Leadership
- Strong Leadership Improves Student Success
- Good Governance Changes Lives

# The Board – CEO Partnership

*A Foundation for Effective Community College Governance*

## Governance Works Best When The Relationship Is Strong

- A Strong Partnership:
  - Enables strategic leadership
  - Builds institutional trust
  - Creates stability
- Weak Partnerships Result in:
  - Confusion and micromanagement
  - Distrust and mixed signals
  - Organizational drift

## Different Roles, Shared Commitment

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***Governance is Not  
About Power;  
It's About Purpose.***

- The Board and CEO:
  - Serve the same mission
  - Are accountable to the public
  - Lead together, but from different roles

## Joint Respect for Lines of Authority

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- One Board. One CEO. One Voice.
  - The Board acts only as a collective body
  - Individual trustees:
    - Have influence, not authority
    - Do not direct staff
  - The CEO:
    - Is the Board's sole employee
    - Has authority over all college staff

## Trust Is The Currency Of The Partnership It's Built Through Behavior

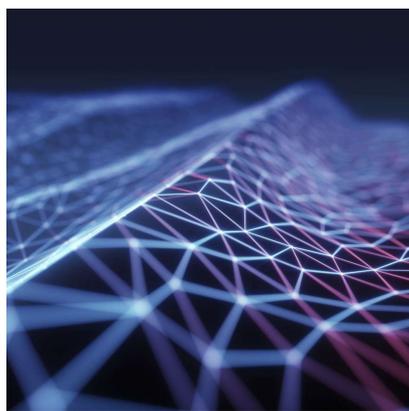
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- **Trust Grows When:**

- Roles are respected
- Communication is honest and timely
- Expectations are clear
- Disagreements are handled professionally

- **Trust Erodes When:**

- Trustees micromanage
- Information is withheld
- Decisions happen outside the board process



## Communication: The Lifeline of Governance

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- Clear, Consistent, and Professional
- Effective Communication Includes:
  - Regular, structured updates
  - Clear distinction between information and action items
  - Mutual preparation for meetings
  - No surprises

## Supporting the CEO Is A Governance Responsibility

***Support Does Not Mean Blind Agreement on the Part of Either the Board or the CEO***

- Supporting the CEO includes:
  - Clear Expectations
  - Public Unity After Board Decisions
  - Constructive Feedback in Appropriate Settings
  - Acting as Ambassadors for the Institution

## Evaluating The CEO

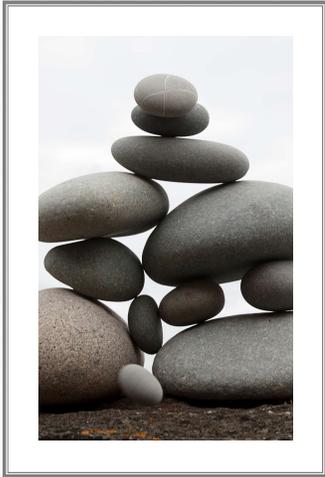


Evaluation Is About Alignment and Improvement



**Effective CEO Evaluation:**

- Is regular and systematic
- Is based on agreed-upon goals
- Is conducted by the full board
- Strengthens accountability and trust



## Common Pitfalls in the Board-CEO Relationship

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- What Undermines Governance:
  - Blurred roles
  - Individual trustees acting independently
  - Micromanagement
  - Public criticism of the CEO
  - Lack of follow-through

## When The Partnership Is Working Well

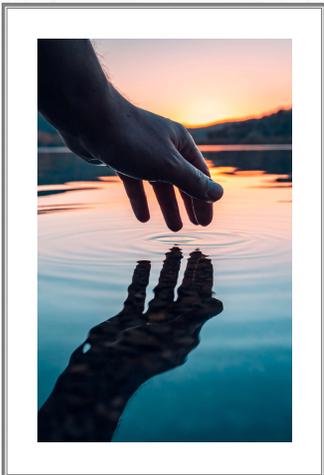
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*“When governance is healthy, the campus feels it—even if no one can point to why.”*

- What Success Looks Like
  - Clear roles and boundaries
  - Strategic focus
  - Institutional stability
  - Confidence from faculty, staff, and community

# Texas Governance Case Scenario

When Good Intentions Blur the Line



## Trustee Reflection

- Pause and Reflect
  - Do I understand where governance ends, and management begins?
  - How do my actions build or weaken trust?
  - Am I acting in the best interest of the whole institution?

## Speaker Introduction



### **Dr. Pamela Anglin**

Chief Financial Officer  
Tarrant County College



## **Fiduciary Responsibilities**

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Objectives: This training is designed for new community college trustees and regents.

Identify the primary sources of funding for Texas public community colleges

Understand the Performance Funding Model of State funding

Discuss budget considerations and strategies

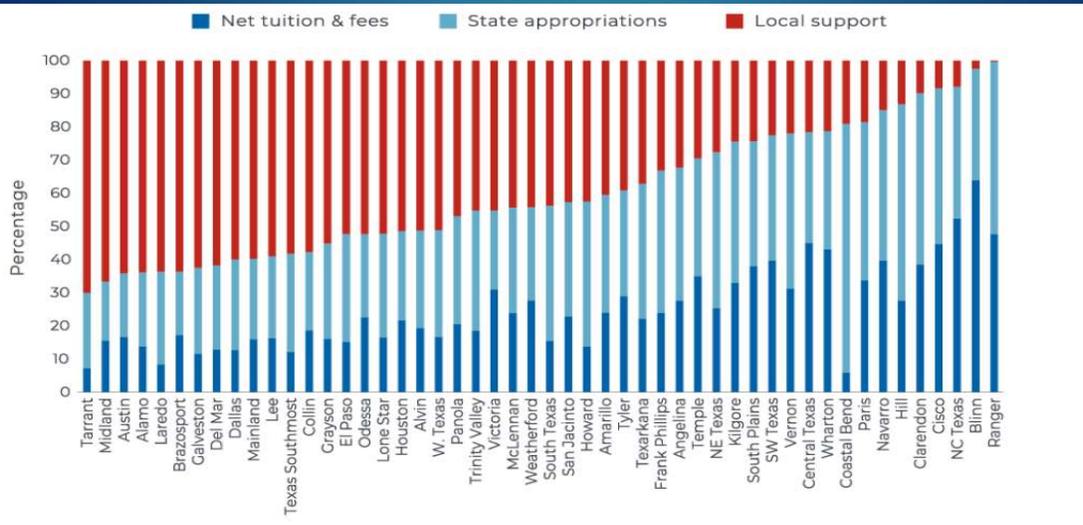
Fiduciary responsibilities of the Trustee/Regent

Texas Public Community Colleges rely on three primary sources of revenue.

- ▶ Local Taxes
- ▶ Tuition and Fees
- ▶ State Appropriations

The reliance on each of the three sources differs among the fifty Texas community colleges.

# Revenue Sources by College



# Local Property Taxes

- ▶ Taxing District vs. Service Area
- ▶ Two Components of Property Taxes
  - ▶ Maintenance & Operations
  - ▶ Debt Service
    - Supports voter approved bonds

# Property Taxes

The Total Tax Rate is comprised of two separate components:  
 M&O – Maintenance & Operations  
 I&S - Interest & Sinking

**General Operating Fund**  
 (Maintenance & Operations)  
 Day-to-day operations and expenses

**FOR SCHOOL DISTRICTS, THIS INCLUDES:**

- Staff Salaries
- Utilities
- Supplies
- Repairs
- Fuel

**FOR THE AVERAGE CITIZEN, THIS IS SIMILAR TO:**

- Groceries
- Utilities
- Minor home repairs
- Routine services
- Car fuel



**Debt Services Fund**  
 (Interest & Sinking)  
 Principal and interest payments on debt issued

**FOR SCHOOL DISTRICTS, THIS INCLUDES:**

- New construction
- Renovations
- HVAC Systems
- Roofing
- Technology

**FOR THE AVERAGE CITIZEN, THIS IS SIMILAR TO:**

- Mortgage
- Home renovation
- Major appliances
- Land
- Car



*I&S Funds cannot be used for operating expenses, such as staff and salaries.*

# Property Taxes

- ▶ Voter Approval Rate (VAR) – The highest rate that a taxing unit may adopt without an election.
- ▶ No New Revenue Rate (NNR) – The tax rate that would produce the same taxes as the prior year if applied to the same properties. When property values increase, NNR decreases. Under the NNR, the only new revenue would be on new construction.

# Tuition and Fees

Board sets tuition and fee rates

Different Tuition Rates based on residency

In-District

Out-of-District

Out-of-State/International (Non-Resident)

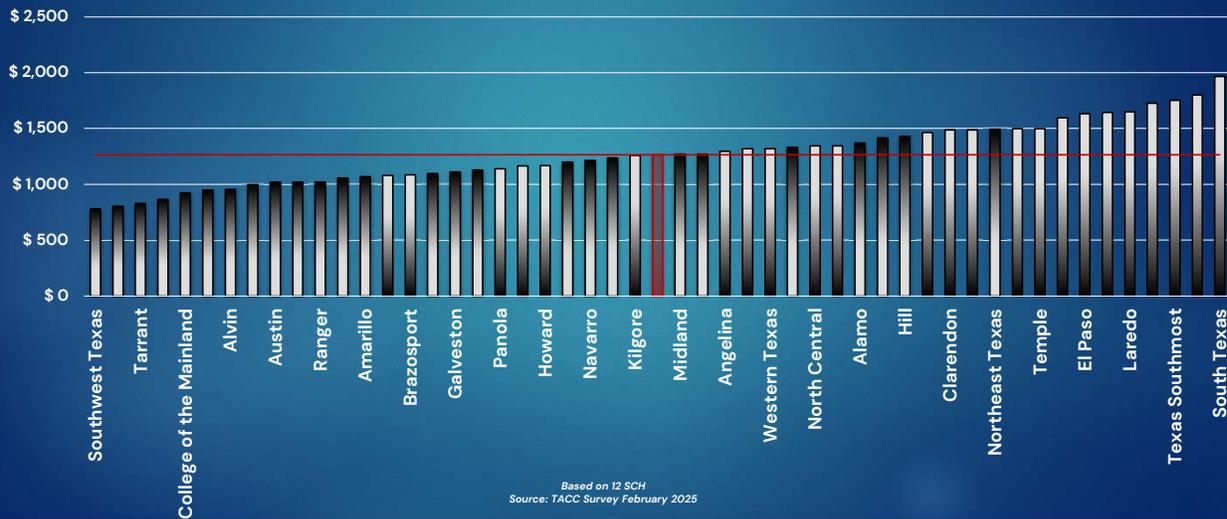
Tuition versus fees

Waivers and Exemption: State Mandated such as Hazelwood, Blind/Deaf, and others

At institution discretion (65 and older, etc.)

Dual Credit

## Tuition and Fee Comparison In-District Rates of Community Colleges



## State Appropriations

### Base Tier

- ▶ Base-level funding for instruction and operations.

### Performance Tier

- ▶ Based on measurable outcomes aligned with workforce needs.  
95% of state funding

## State Appropriations

- ▶ Previous model was enrollment based funding with some funding for success points and a small amount for core funding. The formula had been broken for many years. State appropriations had declined each year and the colleges were never fully funded based on the enrollment based contact hours generated.
- ▶ HB8 began Performance Based Funding with a Base tier for those colleges with small tax bases and low revenue generation from property taxes and tuition.

# Dollars Per Weighted Outcome

TACC.ORG

Performance Tier Inputs	Standard Value	High-Demand Field Value
<b>Dollars per Weighted Outcome Completion</b>		
15 SCH Dual Credit	\$ 3,500	N/A
GAI Transfer with 15 SCH	\$ 3,500	N/A
GAI Co-enrollment with 15 SCH	\$ 3,500	N/A
Institutional Credential leading to Licensure or Certification (ICLC)	\$ 1,000	\$ 1,250
Occupational Skills Award Certificate	\$ 1,000	\$ 1,250
Certificate	\$ 1,750	\$ 3,500
Advanced Technical Certificate (ATC)	\$ 1,750	\$ 3,500
Certificate Credential of Value Premium	\$ 437	N/A
Associate Degree	\$ 3,500	\$ 4,500
Associate Degree Credential of Value Premium	\$ 875	N/A
Bachelor's Degree	\$ 3,500	\$ 4,500
Bachelor's Degree Credential of Value Premium	\$ 875	N/A
<b>Outcome Completion Weights</b>		
Academic Disadvantage	0.25	0.25
Economic Disadvantage	0.25	0.25
Adult Learner	0.50	0.50
<b>Dollars per Weighted Outcome Completion (Funded Beginning with FY25 Outcomes)</b>		
Opportunity High School Diploma	\$ 3,500	N/A
Third Party Credentials	\$ 1,000	\$ 1,250

## Performance Tier



### Outcomes

- **Credentials of value**, including credentials from credit and non-credit programs
- Credentials of value awarded in **high-demand fields**
- Students who **transfer with at least 15 SCH** to four-year universities
- Students who complete a **sequence of at least 15 SCH in dual credit** courses

### Weights

- Economically disadvantaged
- Academically disadvantaged
- Adult learners (25 years of age or older)

## Methodology + Process: Aligning Incentives to Desired Outcomes



### Adult Learners

Defining adult learners as those who are 25+ years old for a period (specific to program type) *prior to earning a credential*



### Dual Credit

Removing double counting of standard credit hours that previously contributed to both dual credit and transfer outcomes



### Transfer

Ensuring that only one college is credited for each transfer and that a college can earn transfer outcome only once per student



### Outcomes Forecast

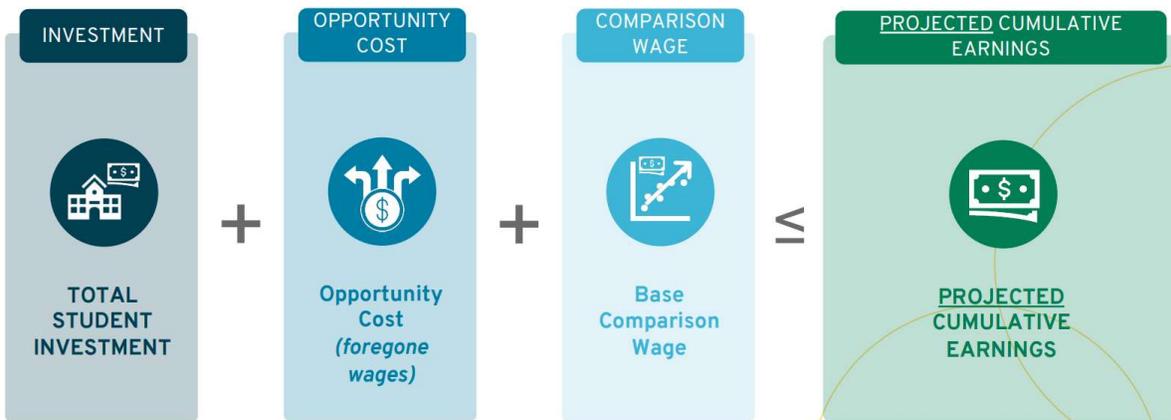
Calculating payments based on forecasted outcomes to better fund performance changes and create a process to adjust payments accordingly



### Data Sources

Changing data source for average tuition and fees from IPEDS to THECB data for increased transparency and accuracy

## Credentials of Value: Achieving Positive Return on Investment



## COV Revisions in Senate Bill 1786



### Tailored ROI Timeframes

Instead of a one-size-fits-all 10-year ROI, program evaluations will be adjusted via rulemaking to incorporate shorter timelines.



### Establish Earnings Threshold

THECB will set the threshold based on a minimum income threshold set by rule relative to the state's individual self-sustaining wage standard (~\$30,000).



### Flexible Designations for In-Demand Fields

Critical workforce credentials (healthcare and education) will be statutorily designated even if they fall below standard earnings thresholds.



### Transitional Language for Short-Term Credentials

While associate's degrees will immediately fall under the updated COV methodology, all other credentials will fall under a comparable methodology beginning September 1, 2027.

## Financial Aid for Swift Transfer (FAST)



- Provides funding for Texas public institutions of higher education to offer free dual credit courses to educationally disadvantaged students.

- Participation by institutions is optional.



- **Eligibility:** Students who qualified for free/reduced-price lunch in any of the past 4 school years.

- **Tuition Cap:** THECB sets a maximum tuition rate annually for all dual credit students.

- Participating institutions receive funding per credit hour at the established FAST tuition rate.



- Participating institutions cannot charge more than the FAST tuition rate for any dual credit student.

## FAST Student Eligibility

Students are “eligible students” under the FAST program if they:

- are enrolled in an eligible dual credit course, as defined in [TAC, Section 13.501](#), at a public school district or charter school (i.e., eligible for Foundation School Program funding); and
- are taking a course offered through an institutional agreement, as outlined in [TAC, Section 4.84](#), from an institution of higher education that has opted to participate in FAST; and
- were qualified for free or reduced-price lunch in any of the four school years prior to the academic year in which they enroll in the dual credit course.

By statute, the FAST program requires that eligible students at participating institutions incur no cost for their dual credit coursework. An eligible student will not pay tuition and fees for an eligible dual credit course.

Books, supplies, and other course materials must also be provided at no cost to an eligible student.

## FAST Tuition Rate

- The FY 2026 (2025–2026) tuition rate is \$58.52 per semester credit hour (or equivalent).
- The FY 2025 (2024–2025) tuition rate is \$56.87 per semester credit hour (or equivalent).
- The FAST tuition rate adopted by the THECB serves two purposes:

**Funding rate:** Participating institutions will receive an allotment of funding equal to the FAST tuition rate for each semester credit hour (or equivalent) of dual credit coursework taken by an eligible student.

**Maximum tuition rate:** Participating institutions that have an agreement with an ISD or charter school may not charge a per-credit tuition rate more than the FAST tuition rate to any student attending high school in a Texas school district or charter school for any eligible dual credit course offered by the participating institution. Institutions may choose to charge a lower rate for any or all dual credit coursework without impacting the funding rate indicated in #1 above.



# FAST: Dual Credit Program



**1.46M**

semester credit hours of dual credit have been provided **at no cost to students.**



**260K**

students with financial need have been served by this program.



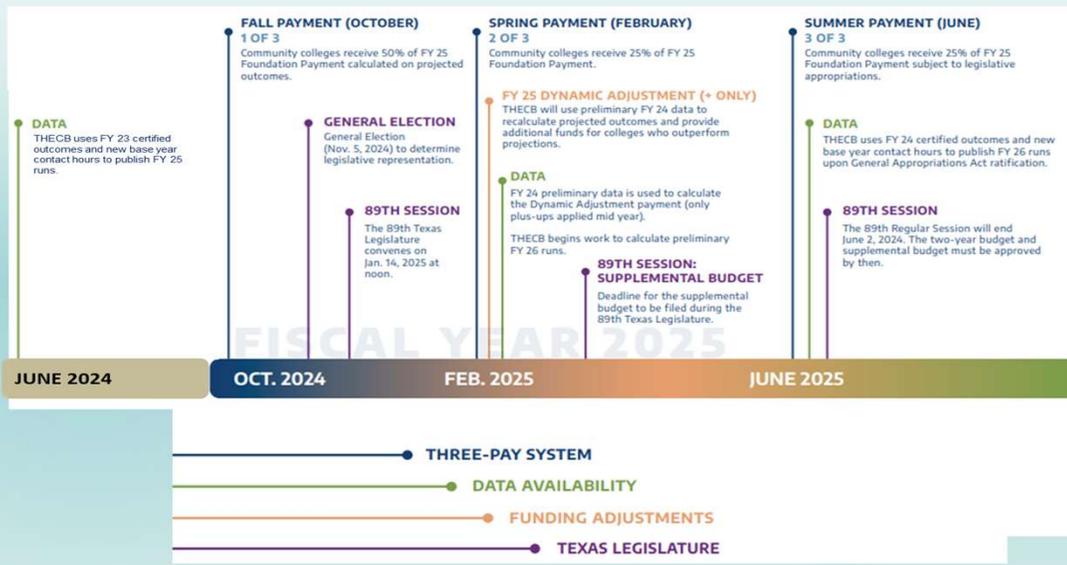
**\$79.6M**

in funding has been **disbursed to institutions** participating in FAST.

tacc.org



# Dynamic Timeline



## Performance Tier

### Dynamic Payments: Key principles

- February adjustment can only increase funding; no decrease
- October adjustment can go up or down
  - Occurs only at new fiscal years
  - Published with new runs
  - Based only on certified data
- Funding for a FY is all actual data in Feb. of FY after
- Funding is all actual, certified data in Oct. of 2 FYs after

# BUDGET CONSIDERATIONS AND STRATEGIES

## WHAT DRIVES YOUR BUDGET?

- ▶ Strategic Plan
  - ▶ Usually 3-5 years
- ▶ Long-Term Facilities Plan
  - ▶ Usually 10-20 years
- ▶ Board Policy
  - ▶ Establishes Values and Priorities

## Fiscal Policies

- ▶ Budget
- ▶ Tuition & Fees
- ▶ Property Taxes
- ▶ Compensation & Benefits
- ▶ Capital Outlay
- ▶ Cash Reserves
- ▶ Facilities Standards

## Cash Reserves

- ▶ Cash reserves are important for fiscal stability. (Rainy Day Fund, Savings Account)
- ▶ Too much could imply we have under utilized resources.
- ▶ There is no statutory requirement
- ▶ Minimum reserves of 2-3 months of operating expenses is very common.

## Procurement



Regulated by state law and Board policy.



Generally, Community College must follow the same laws as ISDs (Chapter 44 Education Code)

Requires a statutory procurement method for goods or services costing \$100K or more in a 12-month period.

There are certain types of professional services, like attorneys, accountants, engineers, etc.



Board Policy should establish clear delegation limits for the CEO

Purchases above these limits should require Board approval

## Investments

- ▶ CC investments are governed by the Texas Public Funds Investment Act (PFIA)
  - ▶ The PFIA requires the Board to adopt an investment policy
  - ▶ PFIA requires the Board to appoint one or more Investment Officer(s) from college staff
  - ▶ The PFIA lists the allowable types of investment
  - ▶ PFIA requires the Board receive investment reports at least quarterly
- ▶ The Board must approve College depositories

## FINANCIAL REPORTING

- ▶ Annual Financial Report (AFR)
  - ▶ Required by law to prepare “audited” annual financial report
  - ▶ Board selects the independent financial auditor and the auditor reports to the Board
- ▶ Budget to Actuals Report
  - ▶ Board should receive Budget to Actuals reports through out the year

## Board Financial Powers & Duties and Fiduciary Responsibility (State Statute)

- ▶ Set the tax rates
- ▶ Set tuition and fees
- ▶ Fiduciary in the management of college funds
- ▶ Approve an annual budget
- ▶ Select an auditor and have the accounts of the district audited
- ▶ Select a depository institution

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Community College  
Association of Texas Trustees



# Data-Informed Governance

Friday, January 30, 2026

## Measuring What Matters

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A Strategic Use of Data for Governance

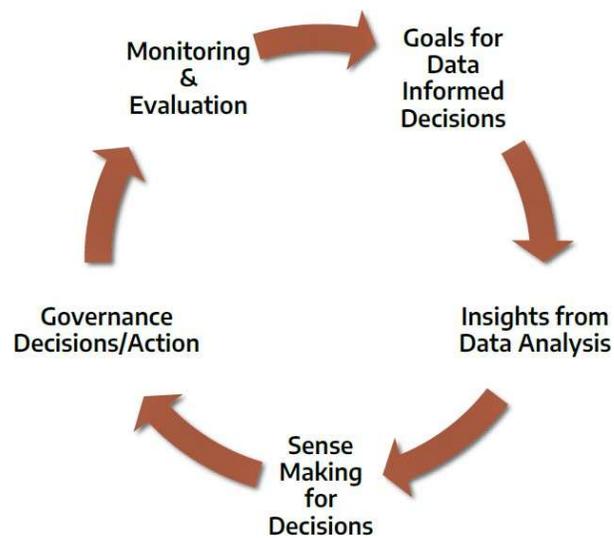
## Why Data Matters in Governance



- From Oversight to Insight
  - Stewardship of public resources and public **accountability**
  - Mission impact-**accountability** for student outcomes
  - Strategic decision-making-ability to monitor leadership effectiveness & **accountability**

## DIG is a Dynamic Process in Trustee Decision-Making

DIG is an iterative cycle.



Framework authored by Dr. Martha Ellis

## Examples of Data Informed Governance

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Program  
Development

Student  
Support

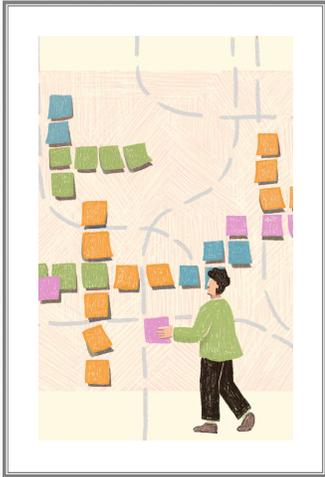
Resource  
Allocation &  
Reallocation

## What Does It Mean to Measure What Matters?

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- A Student Success Best Practice
  - Focus on **outcomes**, not just **activities**
  - Use a small, meaningful set of measures
  - Align data with mission and priorities



## Outcomes vs. Activities

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- **Understanding the Difference**
  - Activities:
    - Programs Offered
    - Services Delivered
    - Initiatives Launched
  - Outcomes:
    - Student progression
    - Credential completion
    - Transfer and employment success



## Lagging vs. Leading Indicators

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- **Definitions**
  - Lagging Indicators
    - Illustrate what has already happened
  - Leading Indicators
    - Signal future student success

## Lagging & Leading Indicators

- Which of the following data elements would be considered a **leading** indicator of student success?
  - a. Graduation rate
  - b. Transfer rate
  - c. **Gateway (Math & English) course completion**
  - d. Licensure pass rate



## Lagging vs. Leading Indicators Other Examples

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Lagging           <ul style="list-style-type: none"> <li>• Completion &amp; graduation rates</li> <li>• Transfer rates to 4-yr IHE's</li> <li>• Job placement and earnings</li> <li>• Credential attainment</li> <li>• Licensure pass rates</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Leading           <ul style="list-style-type: none"> <li>• Credit momentum (e.g., first-year credits earned)</li> <li>• Gateway course success (e.g., math/English pass rates)</li> <li>• Persistence from term to term</li> <li>• FAFSA completion &amp; early advising engagement</li> <li>• Enrollment intensity (full-time vs. part-time)</li> </ul> </li> </ul> |
|---|---|

## Why Boards Need Both



- A Balance Between Data Elements Better Supports Student Success
  - Focusing on only one type of data limits understanding
  - Together, lagging and leading indicators create a fuller picture of student success
  - This balance keeps you, as Board members, strategic and forward-looking.

## Best Practices for Board Data Use

1

Center Meeting Agendas Around Student Data

2

Keep the Data Simple, Strategic, and Consistent

3

Use Trend Data, Not Snapshots

4

Disaggregate Data

5

Ask Strategic Questions

## Data & Strategic Alignment

- Centering Meeting Agendas on Student Data
  - Allows for connecting measures to student success priorities
  - Data should reflect what the college says matters most for students
  - Alignment prevents competing priorities
  - Helps boards to stay mission-focused
  - Creates and fosters a culture of inquiry

## KPI's Key Performance Indicators

KPI's are the Board's Student Success Scorecard

KPI's are a **prioritized small set** of agreed-upon measures, tied to strategic goals, rather than dozens of random measures

KPI's help Boards avoid data overload and provide a shared understanding of success

Establishing KPI's means boards will be able to review the same measures regularly



## Seeing the Full Student Story

- Using trend data, not snapshots avoids over-reacting or focusing on short-term fluctuations
- One-year changes can be misleading
- Trends reveal whether progress is real and sustained or on the flipside if progress has stalled



## Disaggregation of Student Data

- Why Averages Mislead
- Broken Down by Age, Income, Single-Parent Status, FTIC
- What Trustees Should Expect to See

## Asking The Right Questions

- **Trustee-Level Strategic Data Questions**
  - Where are students gaining momentum?  
Where are they getting stuck?
  - How does our college's data compare to state or national averages and trends?
  - Are current strategies improving outcomes?
  - How will this data impact our current funding?
  - What additional questions do these data points raise?

## Asking The Right Questions



- **Which question best reflects a Board-level focus on student success?**
  - a. Why isn't this department meeting its target?
  - b. What system tracks this data?
  - c. **What trends should we monitor to improve student outcomes?**
  - d. How many staff meetings were held?



## Sources of Student Data

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- #1 Your President and College Staff
- Texas Higher Education Coordinating Board
- Texas Workforce Commission
- Texas Education Agency
- TACC, TSC and CCATT
- IPEDS (Federal Database)
- US Department of Education

## Quantitative and Qualitative Data

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- Quantitative Data
  - Numerical, measurable, objective, focuses on quantities
  - Used to measure how many students received a C or above
- Qualitative Data
  - Descriptive, interpretive, subjective, focuses on qualities
  - Used to understand why students received a D or F

## Common Qualitative Data Collection Methods

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- *Interviews*
- *Focus Groups*
- *Observation*
- *Open-Ended Surveys / Questionnaires*



## The Best of Both Worlds

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- Consider Using Both
  - Often, using both (mixed methods) provides the most comprehensive understanding, combining objective numbers with rich context.

# Key Takeaways



TRUSTEES DO NOT NEED  
TO BE DATA EXPERTS

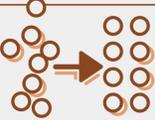


YOUR ROLE IS TO  
STEWARD  
STUDENT SUCCESS



DATA IS A MEANS,  
NOT AN END

## Organize



- Refine your goal
- Plan your approach
- Know your targets
- Know your allies/opponents

## Inform



- Develop your message
- Maintain a uniform, consistent message
- Utilize recent, relevant data
- Use existing channels where possible
- Keep it simple

## Engage



- Be intentional about relationship cultivation
- Participate in the complete process
- Capitalize on existing opportunities



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What activities occur each year?

How do you engage differently before, during, after the legislative session?



## Texas Year-Round Advocacy

The key to successful advocacy initiatives is to cultivate relationships throughout the year, and to be prepared for a legislative session well in advance of its start. The timeline below can help you and your college visualize your advocacy plans throughout the year. You are encouraged to work with your college administrative team to build out an action plan based on the content in the CCATT Advocacy Toolkit, as well as your knowledge about what best fits your college and the specific policy initiatives you might have.

This resource is designed to support non-partisan, educational advocacy efforts for community colleges. All activities are general in nature and do not constitute policy advice, legal advice, or financial advice. The content does not constitute an offer of investment or a recommendation to buy or sell securities.



### Odd-Numbered Year: January to June

#### January-June: Legislative Session

- Identify with Data: Share evidence-based information during committee hearings to provide context about your college's impact.
- Champion Amendments: Provide data and insights to help inform policymakers and staff prior to any pertinent floor debates.
- Showcase Advocacy: Participate in Capitol visits and CCATT events to highlight priorities.

### Odd-Numbered Year: July to December

#### July-August: Post-Session Reflection

- Debrief with Legislators: Discuss the impact of passed laws on your college.
- Prepare for the Next Cycle: Evaluate outcomes and set priorities for the next advocacy year.

#### August-December: Foundation Building

- Set Policy-Ready Collaborate with LIA, LIA, and college administrators to identify legislative priorities, and other issues, committee hearing engagement to be a part of the policy conversation.
- Form Strategic Alliances: Engage with industry partners, legislators, and community leaders to align goals in setting the next legislative discussions.
- Craft Data-Driven Stories: Use regional data to develop compelling advocacy messages. Analyze and prepare workforce impact and student success stories for messaging.
- Conduct Local Visits: Schedule meetings with legislators in the district to discuss community college value to the area and regional talent development needs.

### Even-Numbered Year: January to December

#### January-March: Pre-Primary Engagement

- Host Policy Forums: Organize candidate forums to discuss postsecondary education priorities.
- Mobilize Voter Voices: Provide nonpartisan education about the importance of higher education in local elections.
- Publish Community Messages: Release op-eds, social media posts, articles and newsletters highlighting workforce development and funding needs among other policy priorities.

#### April-June: Community Engagement

- Organize Town Halls & Round Tables: Hold public discussions to solicit stakeholders on legislative priorities.
- Showcase Workforce Impact: Share data, driven stories tied to local needs and student success.
- Harmony: Stakeholder messaging aligns regional partners and administrators for cohesive advocacy.

#### July-October: General Election Preparation

- Host Impact Tours: Organize campus tours and events to engage policymakers and stakeholders, highlighting college achievements and demonstrating student success stories.
- Revise Advocacy Materials: Update messaging and tools for legislative outreach.
- Strengthen Candidate Relationships: Meet with candidates to reinforce education priorities.

#### November: General Elections

- Welcome New Legislators: Provide them with introductory information about your college and its impact.

#### December: Pre-Session Planning

- Plan Legislative Visits: In coordination with LIA, and CCATT, develop targeted strategies for advocacy during session.
- Prepare Talking Points & Written Materials: Make sure you are ready with talking points and specific examples from your college that align and emphasize shared policy priorities.
- Share Resources: With local state partners, pass a local resolution or make a joint statement with shared policy priorities.
- Track Legislative Submissions: Stay updated with CCATT and TACC to track floor bills relevant to community colleges.
- Finalize Advocacy Tools: Refine op-eds, infographics, and briefing materials for upcoming engagement opportunities.

Evergreen Opportunity: An excellent way to continue cultivating relationships is to invite elected officials and their staff to special events, such as trustee swearing-in ceremonies, ground breaking or ribbon cutting events, and graduations.

## Elected Official Engagement & Relationship Cultivation Strategies



Community College Association of Texas Trustees

### Total Impact

**\$2.3 Billion**  
Total income added in Tarrant County

**1.3%**  
Of Tarrant County's GRP

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**27,929**  
Total jobs supported in Tarrant County

**1 out of 55**  
Jobs in the county



### Impacts by Industry

4,202 Social Trade  
2,099 Food Retail & Retail & Learning  
2,043 Construction  
1,833 Health Care & Social Assistance  
1,694 Administrative & Waste Services

# TCC

 Tarrant County College  
SUCCESS WITHIN REACH.

# 8,300+

  
STUDENTS SERVED IN 2023

# 213%

 INCREASE  
IN NON-CREDIT STUDENTS

# 736%

 INCREASE  
IN EMPLOYER CONTRACT TRAINING STUDENTS



TEMPLE COLLEGE  
Your Community's College

### STUDENTS BY THE NUMBERS

2,119 TOTAL ENROLLMENT  
539 TOTAL GRADUATES  
678 TOTAL AWARDS

66% Female  
34% Male  
65% Total  
35% Male

### FY2023 FINANCIAL REPORT

REVENUE	AMOUNT	PERCENTAGE
State and Local Aid (Revenue)	2,424,510	22%
State Appropriations	2,584,244	23%
Grants and Contracts	2,795,527	25%
Federal Title IV Grants	4,292,186	39%
All Tuition Fees	10,286,126	93%
Investment Income	2,782,222	25%
Other	412,257	4%
Auxiliary	875,989	8%

EXPENDITURES	AMOUNT	PERCENTAGE
Instruction	10,415,028	93%
Public Service	17,262	0%
Business Support	2,881,267	26%
Operational Services	6,287,049	57%
Instructional Support	5,761,070	52%
Operation and Maintenance of Plant	2,451,900	22%
Scholarships and Fellowships	2,851,100	26%
Auxiliary Enterprises	1,241,424	11%
Depreciation	1,241,424	11%
Interest Capital Debt	842,482	8%
Loss on Disposal of Capital Assets	267,718	2%



Galveston College

### WORKFORCE AND CONTINUING EDUCATION

AWARDS, CERTIFICATION, AND DEGREES

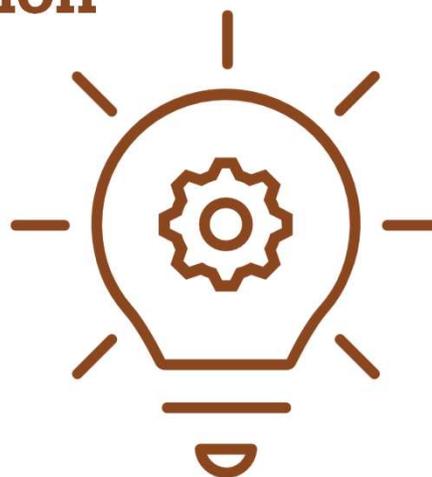
**61%** INCREASE  
2021 AWARDS: 816  
2022 AWARDS: 1,315

### ADULT EDUCATION & LITERACY ENROLLMENT

JUNE 2021: **741** STUDENTS  
JUNE 2023: **907** STUDENTS

# New Trustee Orientation

Please complete the event survey.  
Your feedback is valuable to us!





Community College  
Association of Texas Trustees



**Join us in Baytown for the  
2026 CCATT Annual Conference!**

SEPTEMBER 17-19 | HYATT REGENCY BAYTOWN-HOUSTON

**Thank you!**

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