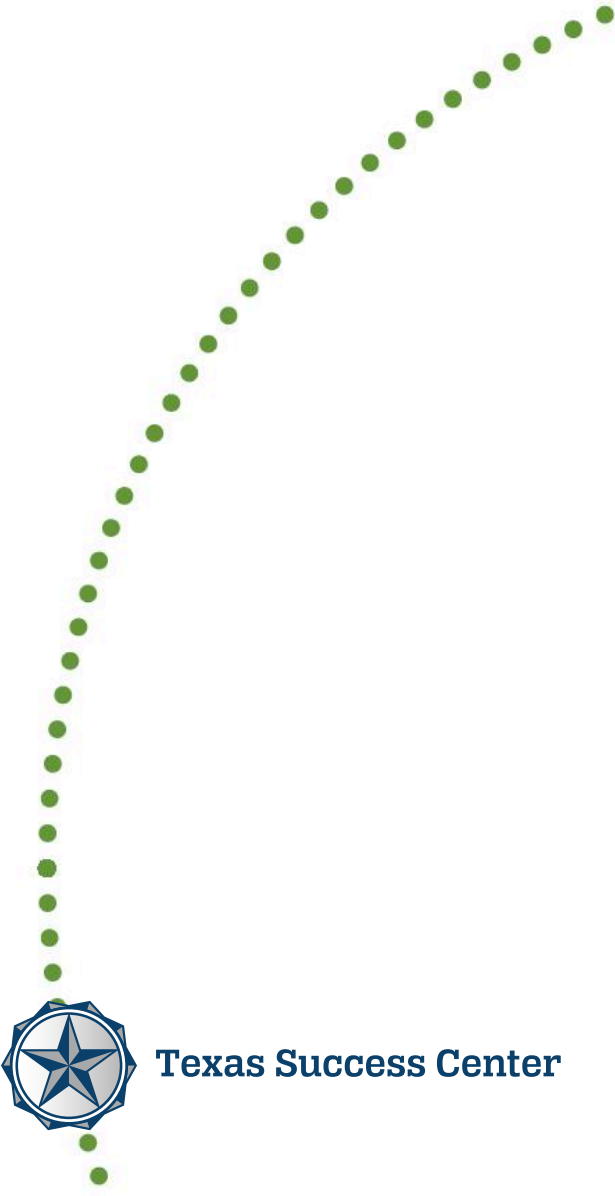


2019

# East Texas Trustees Enabling Student Success



Texas Success Center



# Welcome

Dr. Greg Powell

President

Panola College



Texas Success Center

November 20, 2019

Panola College

# A Legacy of BOTI Trustee Leadership

Dr. Cynthia Ferrell  
Vice President  
Texas Success Center  
Texas Association of Community  
Colleges



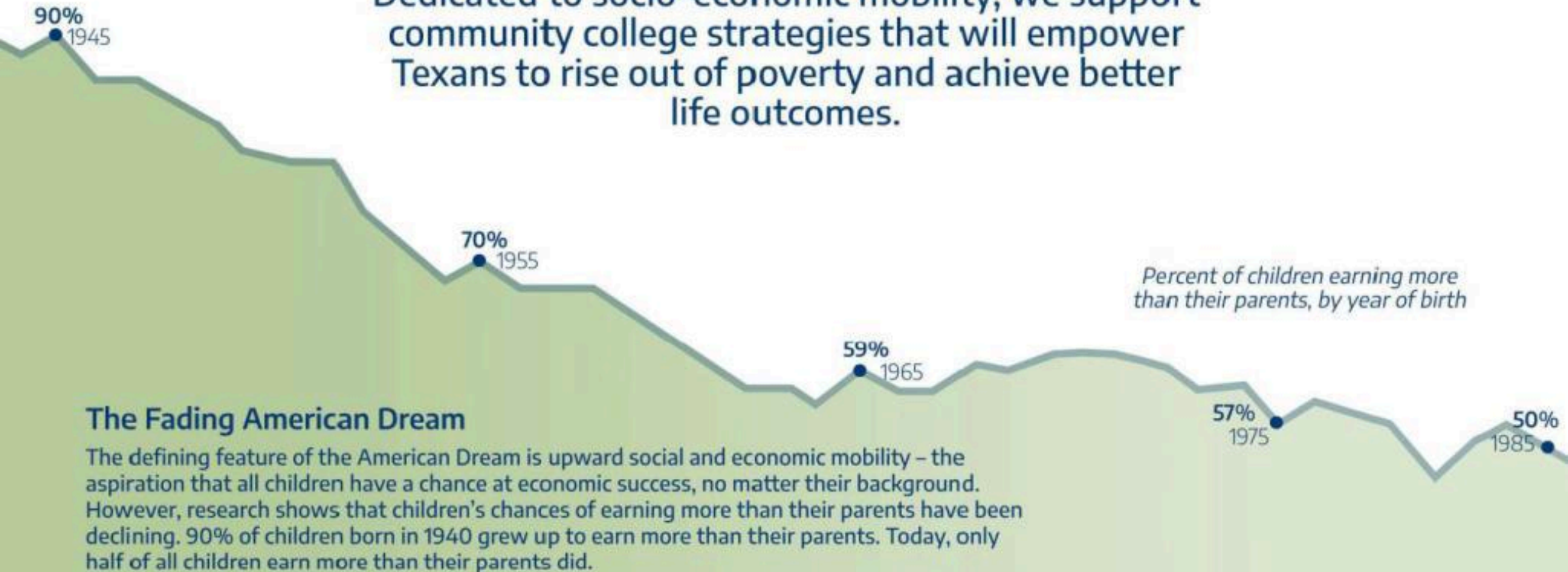
Texas Success Center





## Texas Success Center

Dedicated to socio-economic mobility, we support community college strategies that will empower Texans to rise out of poverty and achieve better life outcomes.



*Percent of children earning more than their parents, by year of birth*

### The Fading American Dream

The defining feature of the American Dream is upward social and economic mobility – the aspiration that all children have a chance at economic success, no matter their background. However, research shows that children’s chances of earning more than their parents have been declining. 90% of children born in 1940 grew up to earn more than their parents. Today, only half of all children earn more than their parents did.

# BOTI Trustees Are Committed to:

- Effective governance that contributes to student success, equity, and completion, leading to transfer and/or a career with labor market value
- Data-informed governance
- Closing achievement gaps, particularly for low-income students and students of color
- Institutional policy, strategic planning and budgeting that targets student success
- CEO/Board collaboration



A Strong BOTI Legacy of

# Trustee Leadership in Texas

**Beginning in 2007**, the BOTI was a complement to the ATD work of 9 Texas community colleges in the Houston area—specifically intended to focus on the role of boards in improving student success.

**In 2009**, all of other Texas ATD colleges joined in, adding 17 colleges.

**In 2019**: All 50 colleges' trustees are now invited.



**Texas Success Center**

# GOAL of the 2019 BOTI

Every participating board will leave the Institute having made a

**commitment to actions** that will

**ENABLE** their CEO and set the

*climate and expectation*

for institutional  
change

leading  
toward a

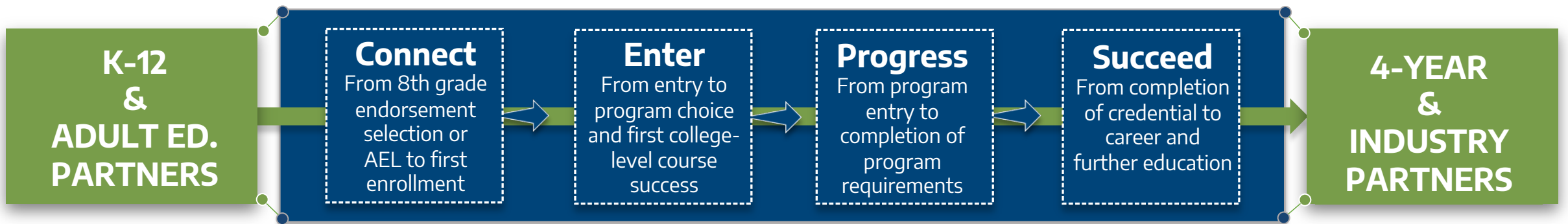
**COMPREHENSIVE  
STUDENT SUCCESS  
STRATEGY**



Texas Success Center

# TEXAS PATHWAYS

Systemic Transformation Dedicated to Socioeconomic Mobility





# Texas Pathways

This is not another new initiative  
but a **FRAMEWORK** for thinking about  
what we are becoming—  
changed institutions that are  
systemically better at serving students.



# 49 Texas Community Colleges are Committed to Texas Pathways



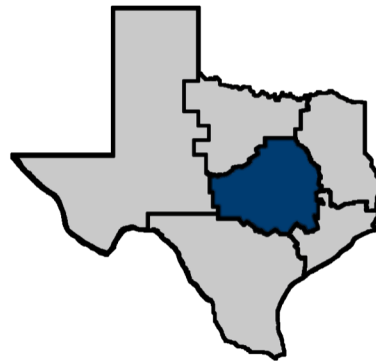
## West

Amarillo  
El Paso  
FrankPhillips  
Howard  
Midland  
Odessa  
South Plains  
Western Texas



## South

Alamo  
Coastal Blend  
Del Mar  
Laredo  
South Texas  
Southwest Texas  
TexasSouthmost  
Victoria



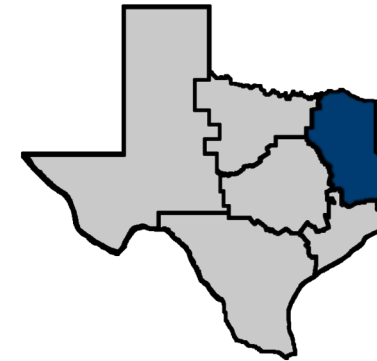
## Central

Austin  
Blinn  
Central Texas  
Hill  
McLennan  
Navarro  
Temple



## Southeast

Alvin  
Brazosport  
College of the Mainland  
Galveston  
Houston  
Lee  
Lone Star  
San Jacinto  
Wharton



## East

Angelia  
Kilgore  
Northeast Texas  
Panola  
Paris  
Texarkana  
Trinity Valley  
Tyler



## North

Cisco  
Collin  
Dallas  
Grayson  
North Central  
Ranger  
Tarrant County  
Weatherford  
Vernon



Texas Success Center

# Vision for a Healthy East Texas

Dr. Wynn Rosser  
President & CEO

Dr. Sylvia Leal  
Senior Program Officer  
Education and Economic  
Development

T.L.L. Temple Foundation



Texas Success Center

# A Healthy & Thriving East Texas

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East Texas Trustees  
Texas Success Center  
Panola College

November 20, 2019



**T.L.L. TEMPLE FOUNDATION**

EST 1962

**BUILDING A THRIVING DEEP EAST TEXAS**

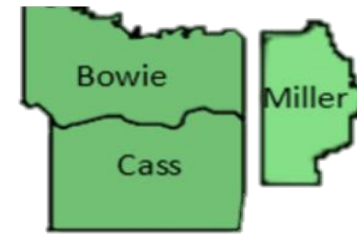




**T.L.L. TEMPLE FOUNDATION**  
EST 1962  
BUILDING A THRIVING DEEP EAST TEXAS

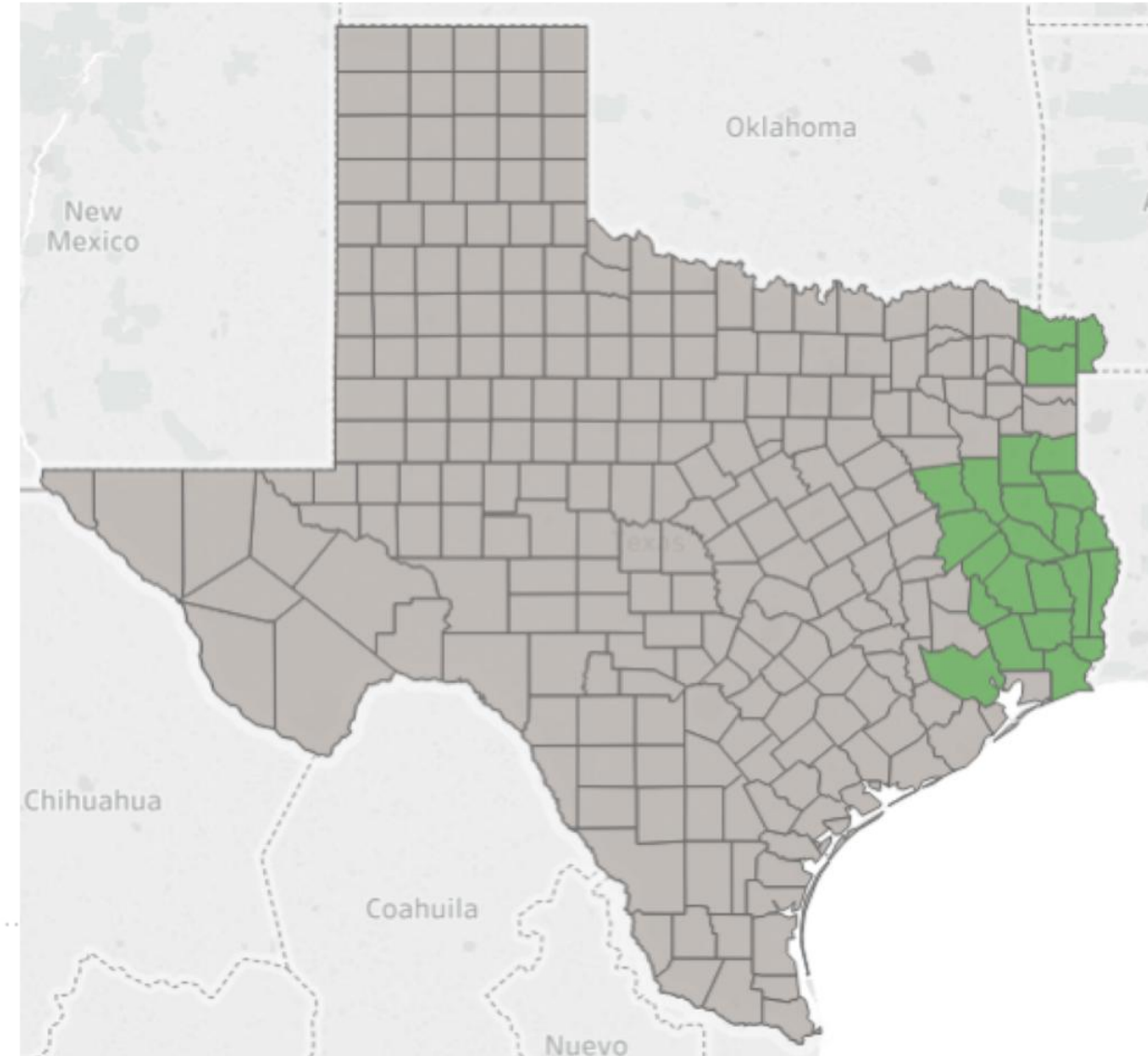
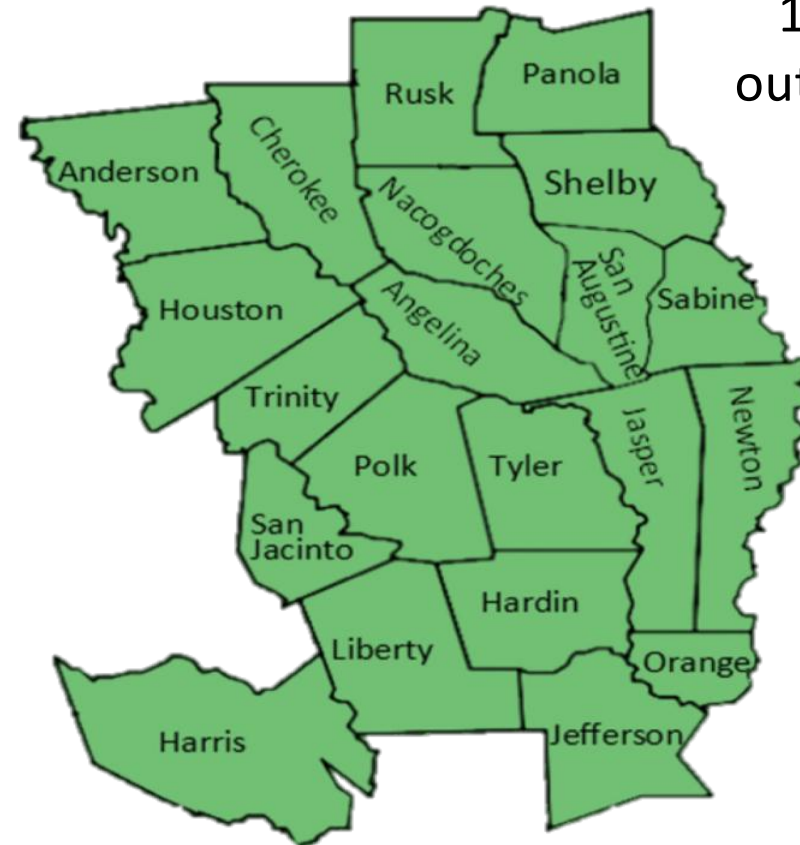


# The 24-Counties Served

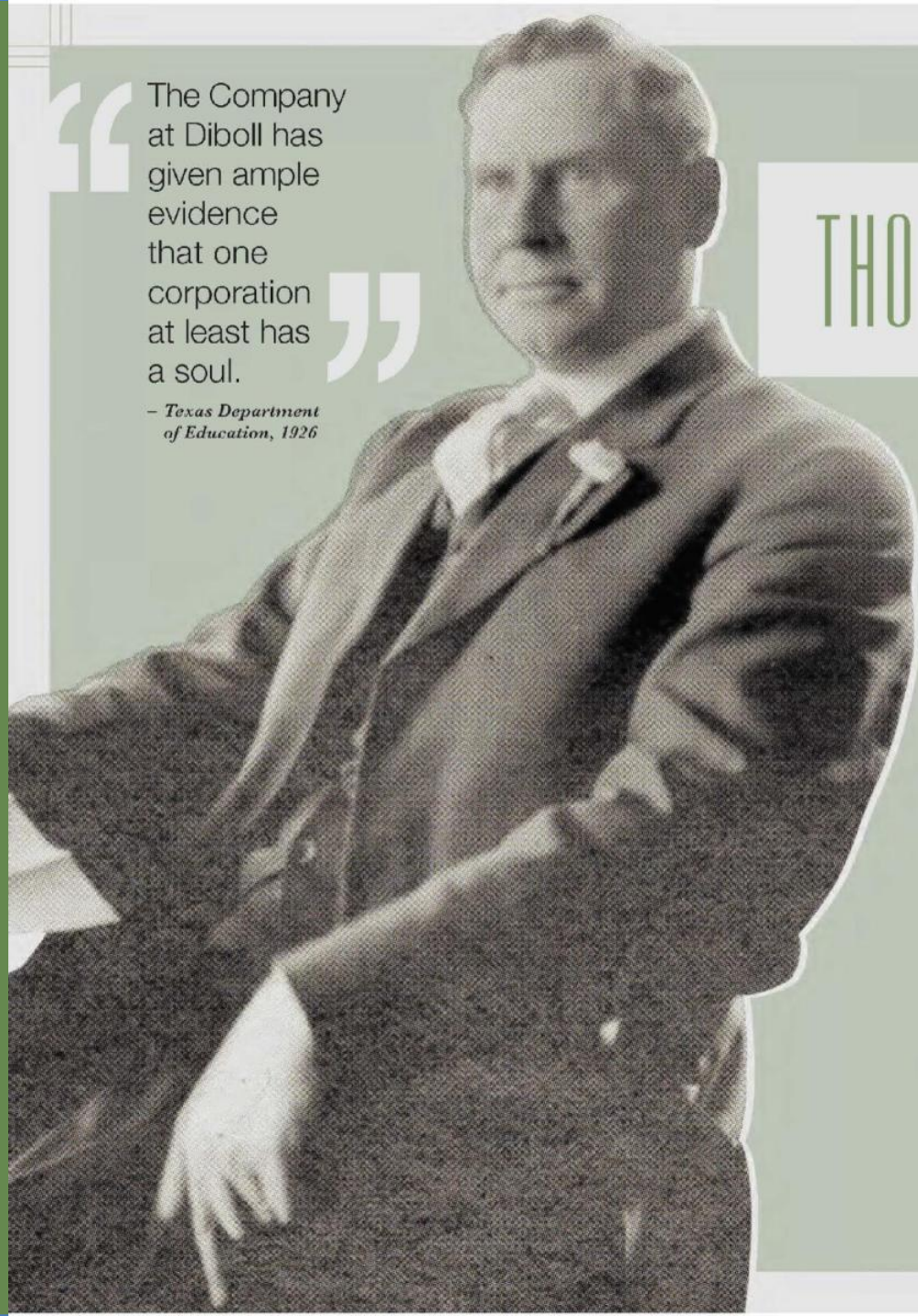


5.7 million people

1.2 million people  
outside Harris County



**T.L.L. TEMPLE FOUNDATION**  
EST 1962  
BUILDING A THRIVING DEEP EAST TEXAS



“ The Company at Diboll has given ample evidence that one corporation at least has a soul. ”

– Texas Department of Education, 1926

## THOMAS LEWIS LATANÉ (T.L.L.) TEMPLE

Thomas Lewis Latané (T.L.L.) Temple founded a *“corporation with a soul”* in 1893 that was also considered *“a loyal friend”* to the State of Texas. 120 years later...

“ One could argue that there has been no better friend to our university than the T.L.L. Temple Foundation. ”

– Dr. Barker Pattillo, Stephen F. Austin State University President

*T.L.L. Temple was the patriarch of a family with a soul.*

From his daughter, Georgie Temple Munz, to today’s trustees, serving and giving back remain critical family values.

  
**T.L.L. TEMPLE FOUNDATION**  
EST 1913  
BUILDING A THRIVING DEEP EAST TEXAS



“

We do not seek publicity or credit for the work we do. That would drain all the blessings away!

”



## GEORGIE TEMPLE MUNZ

*Founder of the T.L.L. Temple Foundation*

**2** *in* **10** people  
are living below  
the poverty line.

*Humility remains important to the foundation. We do not seek credit for our philanthropic activity.*

*We do use our voice, though, to raise awareness of quality of life issues important to East Texans and East Texas.*



**T.L.L. TEMPLE FOUNDATION**  
EST 1902  
BUILDING A THRIVING DEEP EAST TEXAS



# Whole Population Result Statement

All residents of our service will live in thriving communities.



## Whole Population:

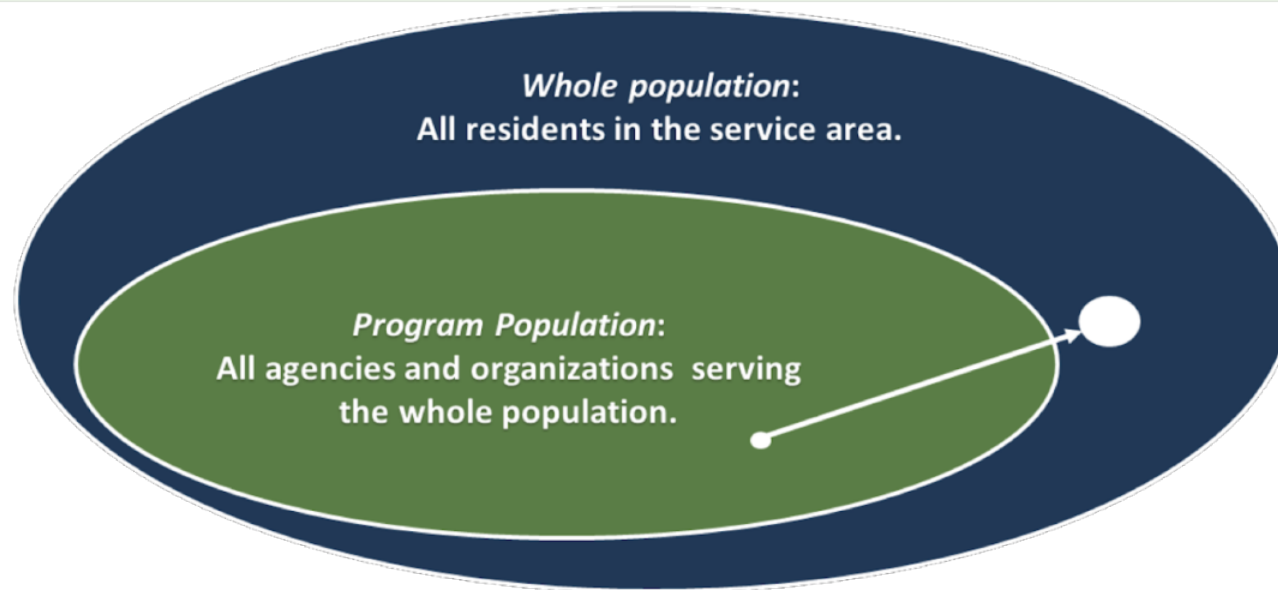
5.7 million people total in our service area.

There are 1.2 million people outside of Harris County in the PGAI.



# Program Population Result Statement

All agencies and organizations will be activated to improve quality of life conditions for residents of our service area.



T.L.L. TEMPLE FOUNDATION  
EST 1962  
BUILDING A THRIVING DEEP EAST TEXAS

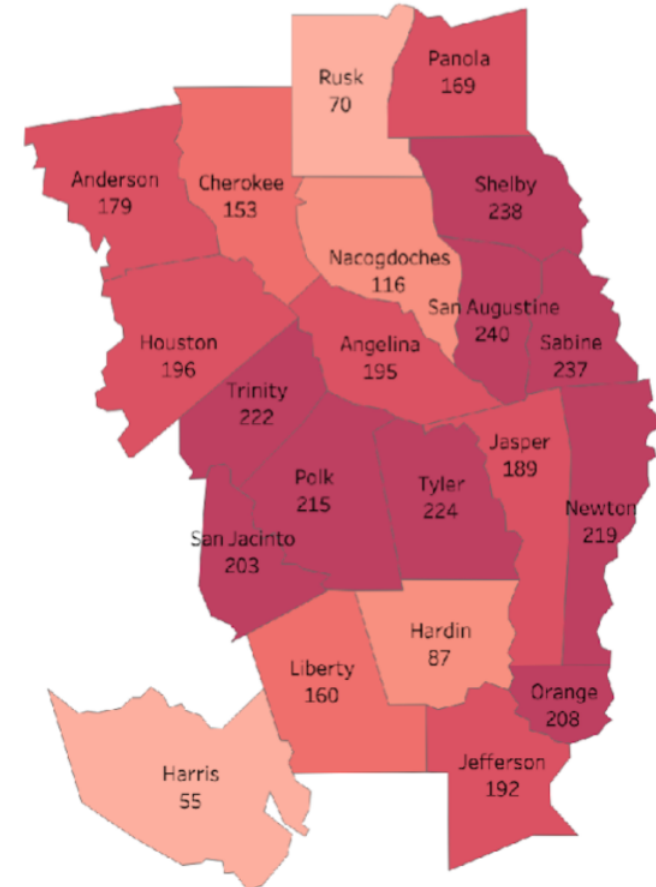
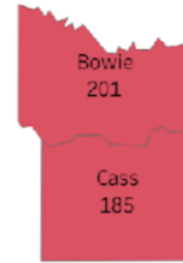
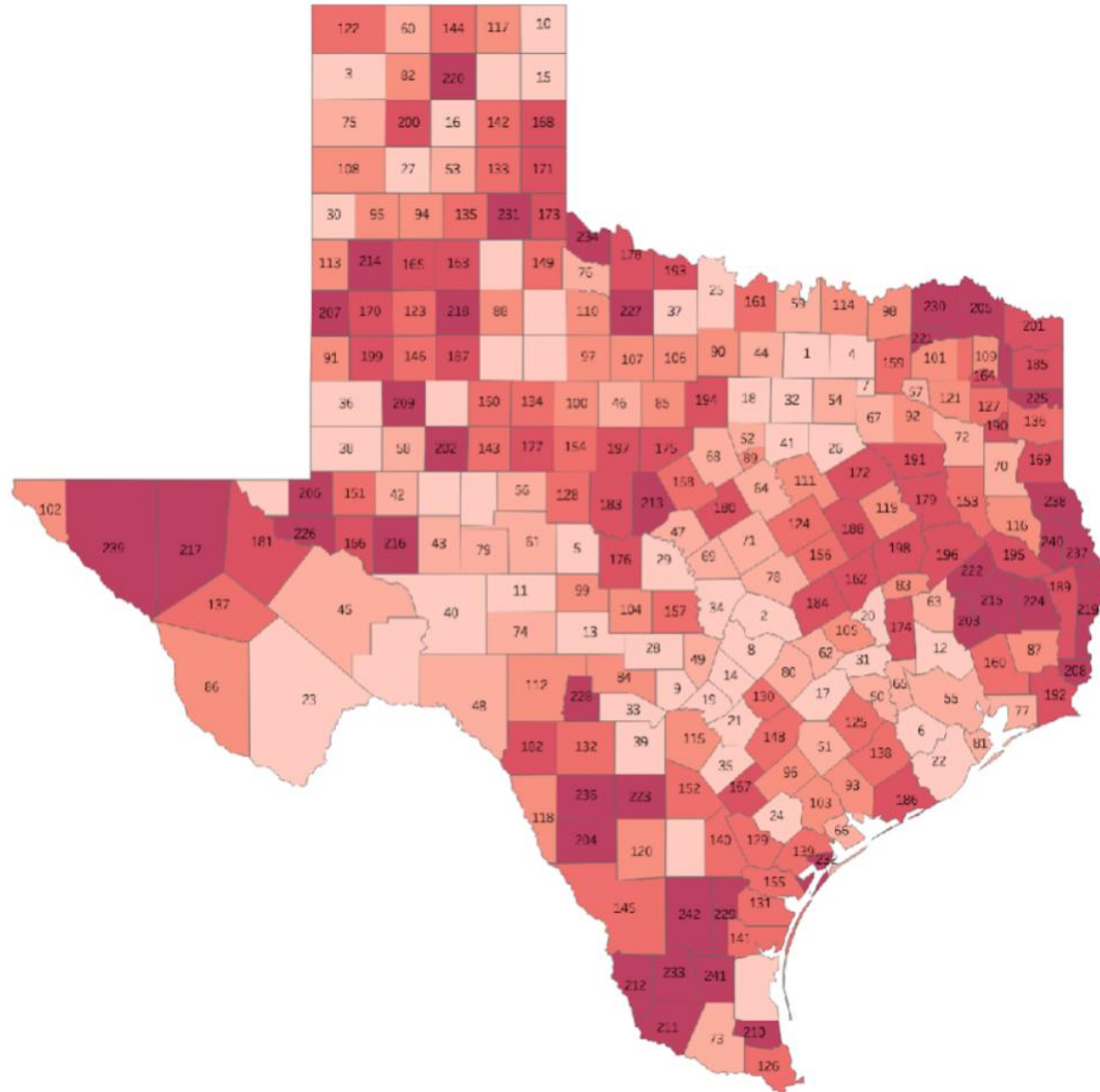


*“The T.L.L. Temple Foundation works alongside families and communities to build a thriving Deep East Texas and to alleviate poverty, creating access and opportunities for all.”*

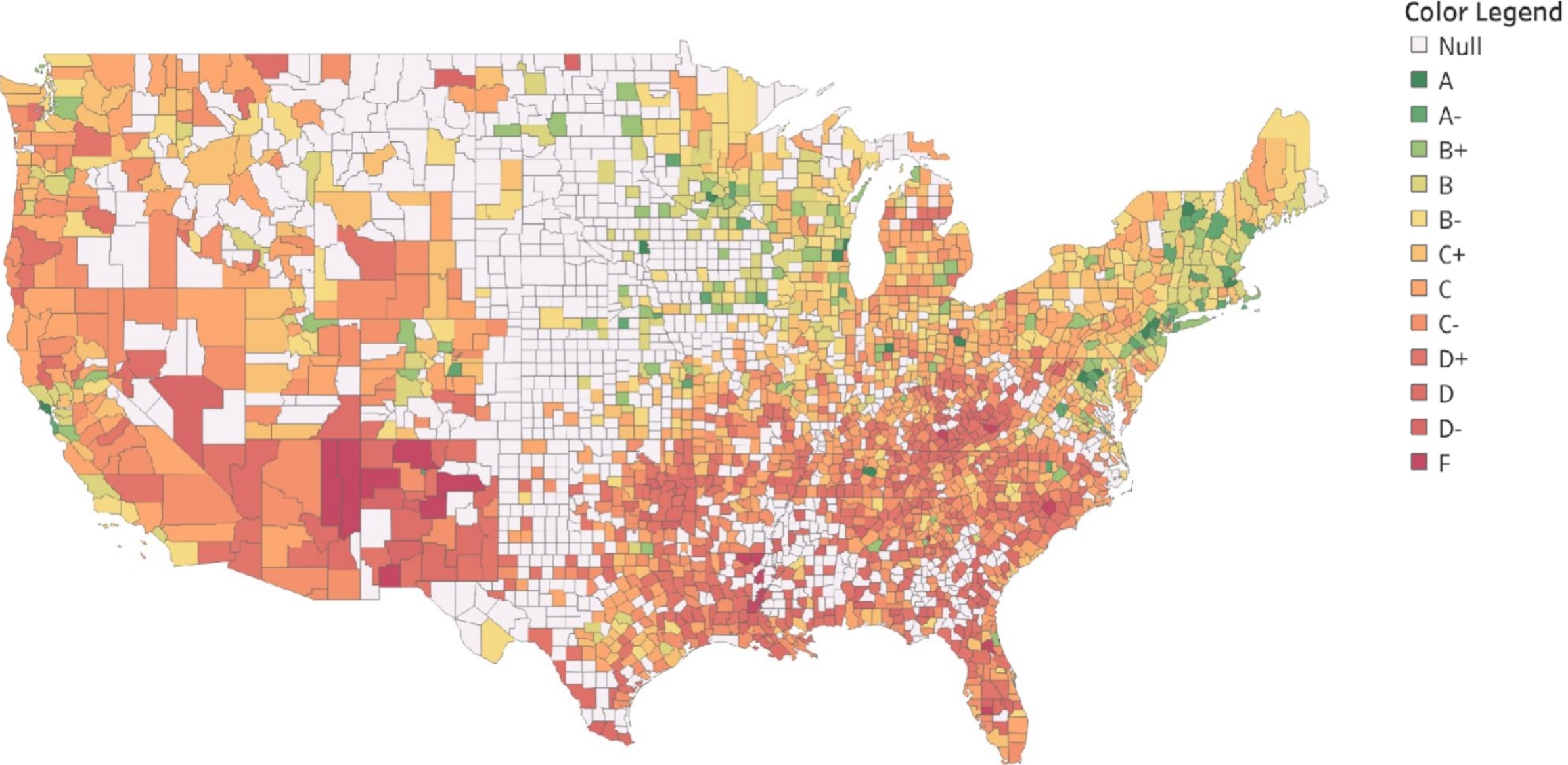


**T.L.L. TEMPLE FOUNDATION**  
EST 1962  
BUILDING A THRIVING DEEP EAST TEXAS

# Texas County Health Rankings



# Opportunity Index





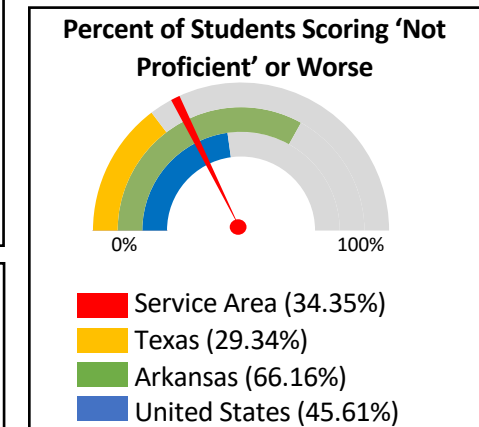
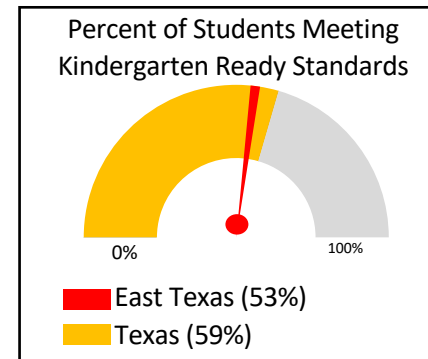
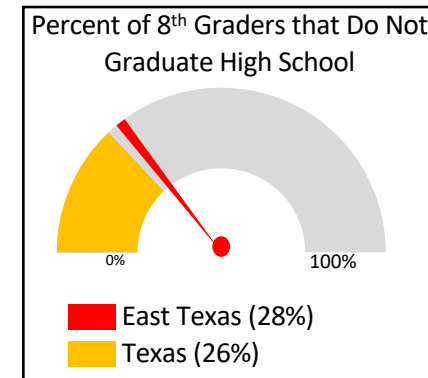
# Education

Investing to expand ***access to high quality educational opportunities*** for residents of East Texas that ***leads to postsecondary marketable credentials.***



## Challenges in East Texas

- 28% of the service area 8<sup>th</sup> graders do NOT graduate from high school.
- Only 19% of the 8<sup>th</sup> graders in the service area go on to complete any postsecondary credential (including Certificate, Associate, or Bachelor's degree).
- 3 out of every 10 (34.35%) children in grade 4 in the service area tested below the "proficient" level for the English Language Arts portion of the state-specific standardized test.
- 53% of students in the service area assessed in kindergarten met kindergarten ready standards.
- Out of the 14,724 people living in North Lufkin, 30% live below the poverty line.



Sources: U.S. Census Bureau American Community Survey 2012-2016; TEA TAPR report and E3 Alliance Analysis. Kindergarten ready standards; Texas Higher Education Coordinating Board 2006 8<sup>th</sup> grade cohort data

\*All data is disaggregated by race, ethnicity, socio-economic status, and gender, but is not represented in this deck.





# Education

## Areas of Interest

- Ensure all children are kindergarten ready.
- Close the literacy and mathematics achievement gap for all students.
- Increase the number of students that enter a community college or a university and complete a certificate, an associate, or a bachelor's degree; especially for low socioeconomic minority young people.
- Re-engage young adults to complete high school and postsecondary credentials.
- Develop industry & career pathways for students to obtain marketable skills and credentials.

**Note:** *The T.L.L. Temple Foundation is specifically interested in improving outcomes in each of these areas for at-risk student populations.*



# Economic Development and Community Revitalization

Investing to **improve economic opportunities** and help **develop and sustain thriving communities** in the **most economically challenged** places in the foundation's 24-county service area.



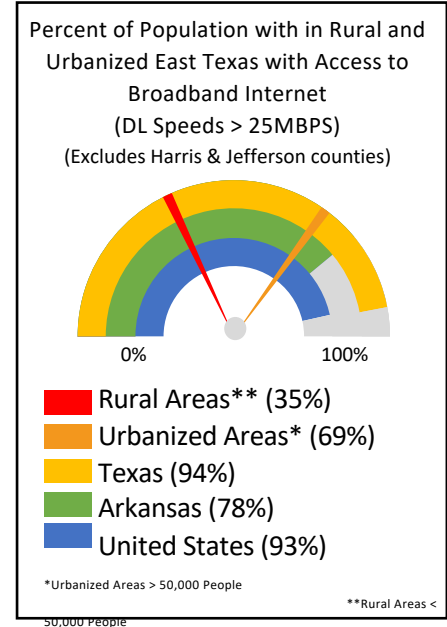
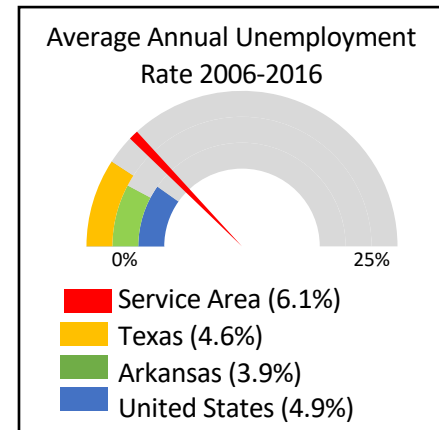
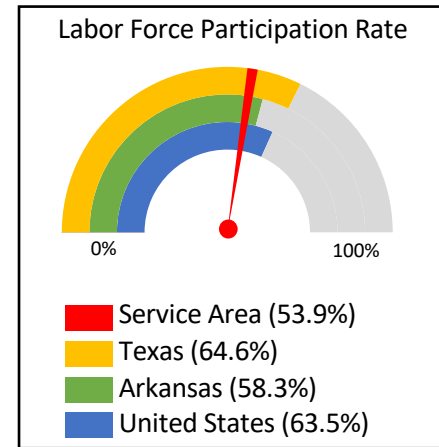
T.L.L. TEMPLE FOUNDATION  
EST 1962  
BUILDING A THRIVING DEEP EAST TEXAS



# Economic Development and Community Revitalization

## Challenges in East Texas

- 18.76% of the service area are living in households with income below the Federal Poverty Level (FPL).
- Low adult employment participation rate with 53.9% of the population 16 and older in the labor force, compared to 64.4% in Texas, and 63.5% nationally.
- Average annual unemployment rate is at 6.1% for the region, compared to 4.6% in Texas, and 4.9% nationally.
- Many adults and youths in the service area lack the skills and/or training they need to obtain and retain jobs that pay a living wage income.
- Only 35% of the rural population in East Texas has access to high-speed Internet; includes both wireline and wireless internet providers. This indicator is important because access to technology opens up opportunities for employment and education.



Sources: U.S Census Bureau: American Community Survey 2012-2016; [Federal Communications Commission](#): 2016. Additional data analysis by [CARES](#).

\*All data is disaggregated by race, ethnicity, socio-economic status, and gender, but is not represented in this deck



# Economic Development and Community Revitalization

## Areas of Interest

- Expand industry & career pathways for a trained workforce.
- Strengthen regional approaches to economic development.
- Expand partnerships to build thriving communities.
- Develop systemic approaches to financial literacy and stability.

**Note:** *The T.L.L. Temple Foundation is specifically interested in improving outcomes in each of these areas for residents living in poverty.*



# Health

Investing to improve the health of residents within our service area, especially those residents within our most rural regions who lack health insurance and lack access to healthcare services.



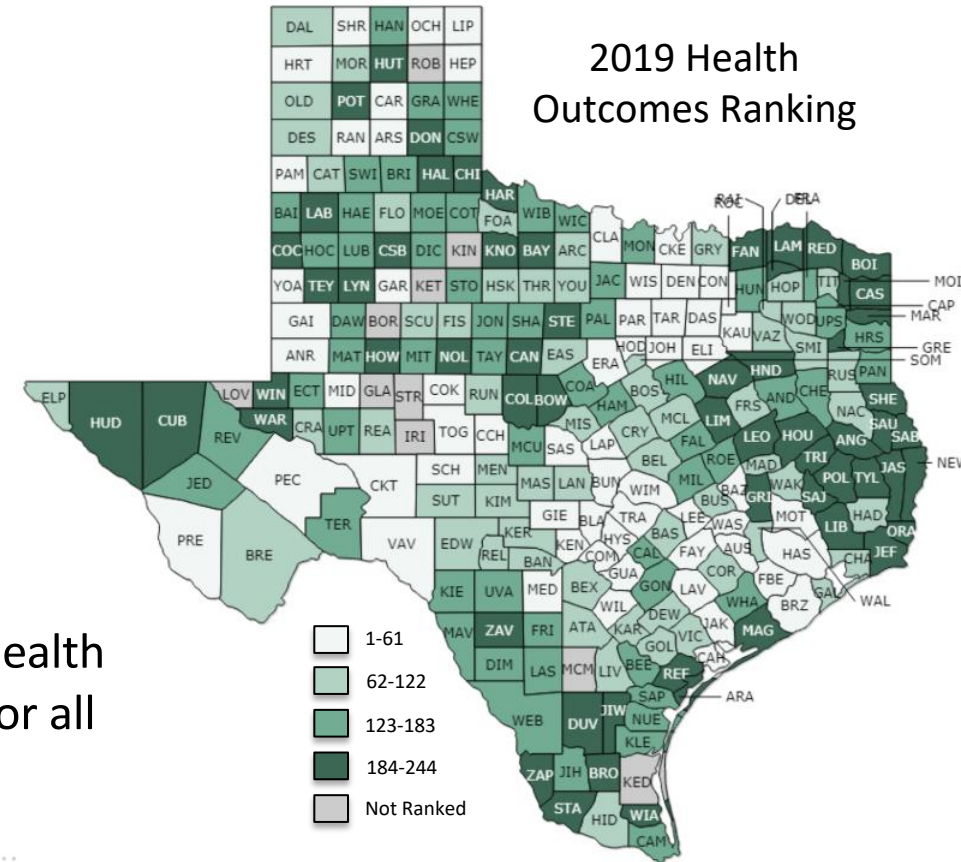
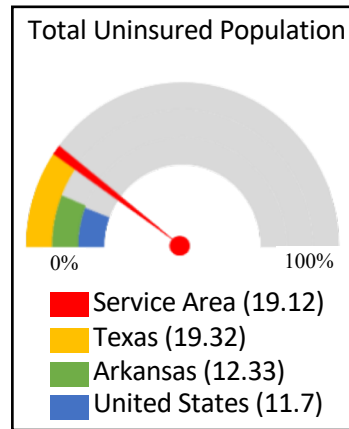




# Health

## Challenges In East Texas

- Over 28% of all adults and almost 11% of all children are uninsured.
- One in five uninsured adults in 2016 went without needed medical care due to cost.
- Almost all counties in our service area are located in a Health Professional Shortage Area.
- Seven counties have no pediatricians and 11 counties have no OB/Gyn.
- Sixteen of our 24 counties fall in the bottom quartile of the ranking for health outcomes in Texas while three of those counties land in the bottom 10 for all Texas counties.



Sources: US Census Bureau, [American Community Survey](#). 2012-16; US Department of Health & Human Services, Health Resources and Services Administration, [Health Resources and Services Administration](#). April 2016. Source geography: HPSA, University of Wisconsin Population Health Institute. County Health Rankings & Roadmaps 2019. [www.countyhealthrankings.org](#)

\*All data is disaggregated by race, ethnicity, socio-economic status, and gender, but is not represented in this deck





# Health

## Areas of Interest

- Increase access to health care for vulnerable populations (i.e. elderly, single-mothers, disabled, uninsured, underinsured, children).
- Increase availability of health care practitioners in rural communities.
- Expand health care programs and benefits for children, adults, and families.
- Support healthy living and wellness programs, which will measurably result in positive outcomes for participants.
- Explore rural health care initiatives.
- Support substance abuse prevention and treatment.
- Strengthen the delivery of and access to mental health care services.



## Human Services

Investing to ensure that the *basic needs* of all East Texans but especially *low-income children*, the *elderly*, and the *physically and mentally disabled* are met.

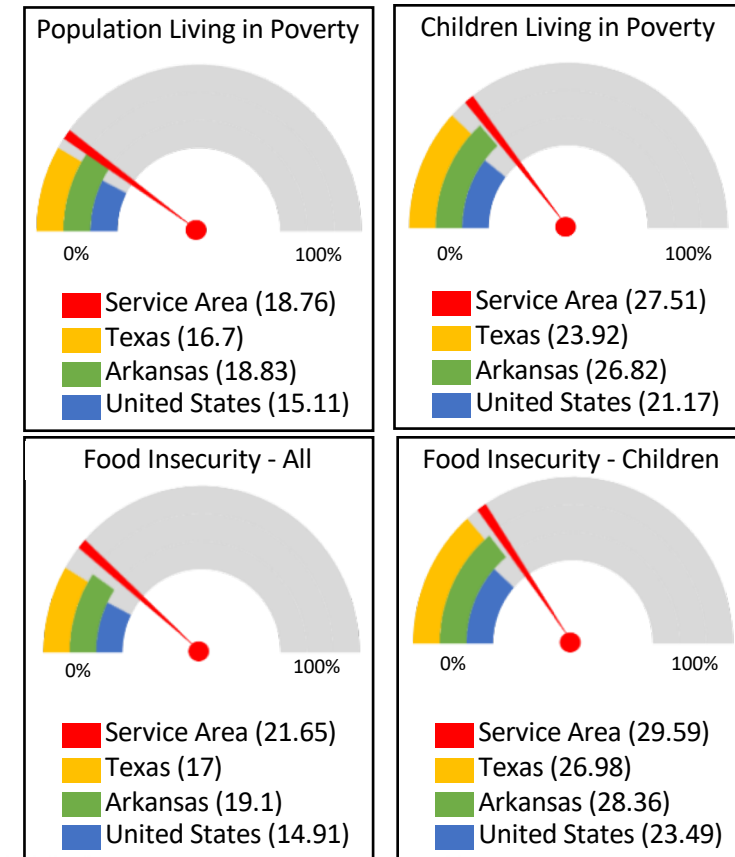




# Human Services

## Challenges In East Texas

- Almost 19% of residents within the foundation's service area live in poverty.
- Over 27% of children ages 0 to 17 within our service area live in poverty.
- With an unemployment rate of around 5%, and a lack of new jobs, individuals struggle with providing for their families.
- Poverty too often leads to food insecurity. Over 21% of all individuals and almost 30% of children within our service area are food insecure.



Sources: US Census Bureau, [American Community Survey](#). 2012-16. Source geography: Tract; [Feeding America](#). 2014.  
Source geography: County



# Human Services

## Areas of Interest

- Alleviate food insecurity.
- Explore transportation barriers.
- Support all aspects of the social safety net (i.e. food banks & pantries, shelters).
- Support of social services for children, adults, and families.
- Support services for housing and homelessness.



# Arts and Culture

Investing to **enrich the lives** of East Texans by supporting **access** to artistic and cultural experiences.







# Arts and Culture

## Challenges In East Texas

- Options for participating in the arts are limited.
- Scarce economic resources.
- Geographic isolation.



# Arts and Culture

## Areas of Interest

- Support of arts & cultural institutions.
- Research the cultural landscape in East Texas.
- Enrich arts education in schools.
- Improve access to arts & culture.

# How to Apply for a Grant

- Be a qualified organization
- Serve the TLLTF service area
- Align with foundation priorities and objectives
- Go to website for more information
- Apply online

Click Link Below

<http://tlltemple.foundation/how-to-apply/>

# Student Success and Equity through Guided Pathways: What Trustees Need to Know

Dr. Kay McClenney

Senior Advisor to the  
President/CEO

American Association of  
Community Colleges



Texas Success Center



Pathways

**STUDENT SUCCESS & EQUITY  
THROUGH PATHWAYS:  
What Trustees Need to Know**

EAST TEXAS BOARD OF TRUSTEES INSTITUTE  
November, 2019





**Why, exactly,  
are we doing this?**

# TEXAS POLICY INITIATIVES

- 60 x 30
- Developmental education redesign
- Student success funding
- ETC.

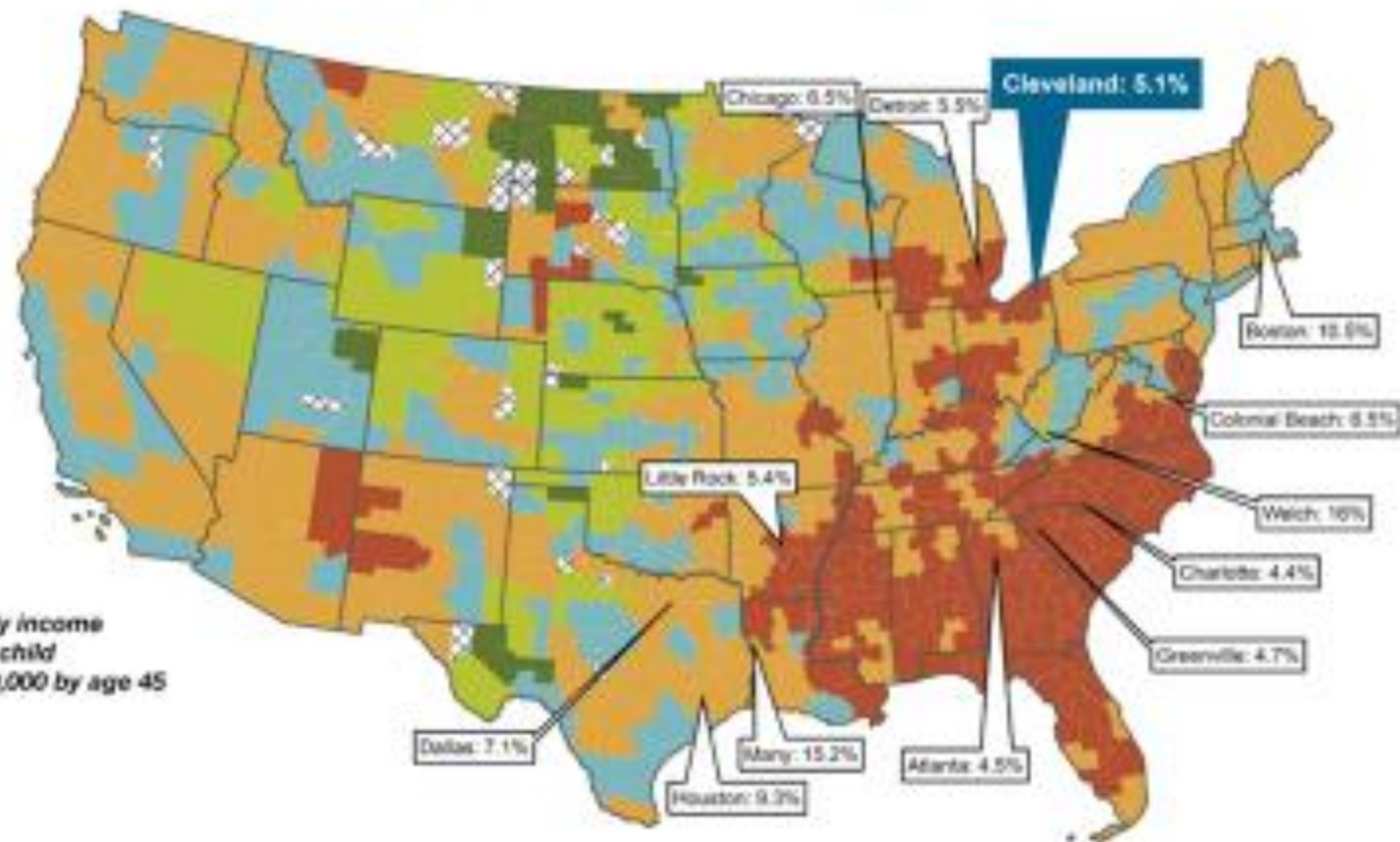
# Upward Mobility is Stalled

A national issue that requires place-based responses

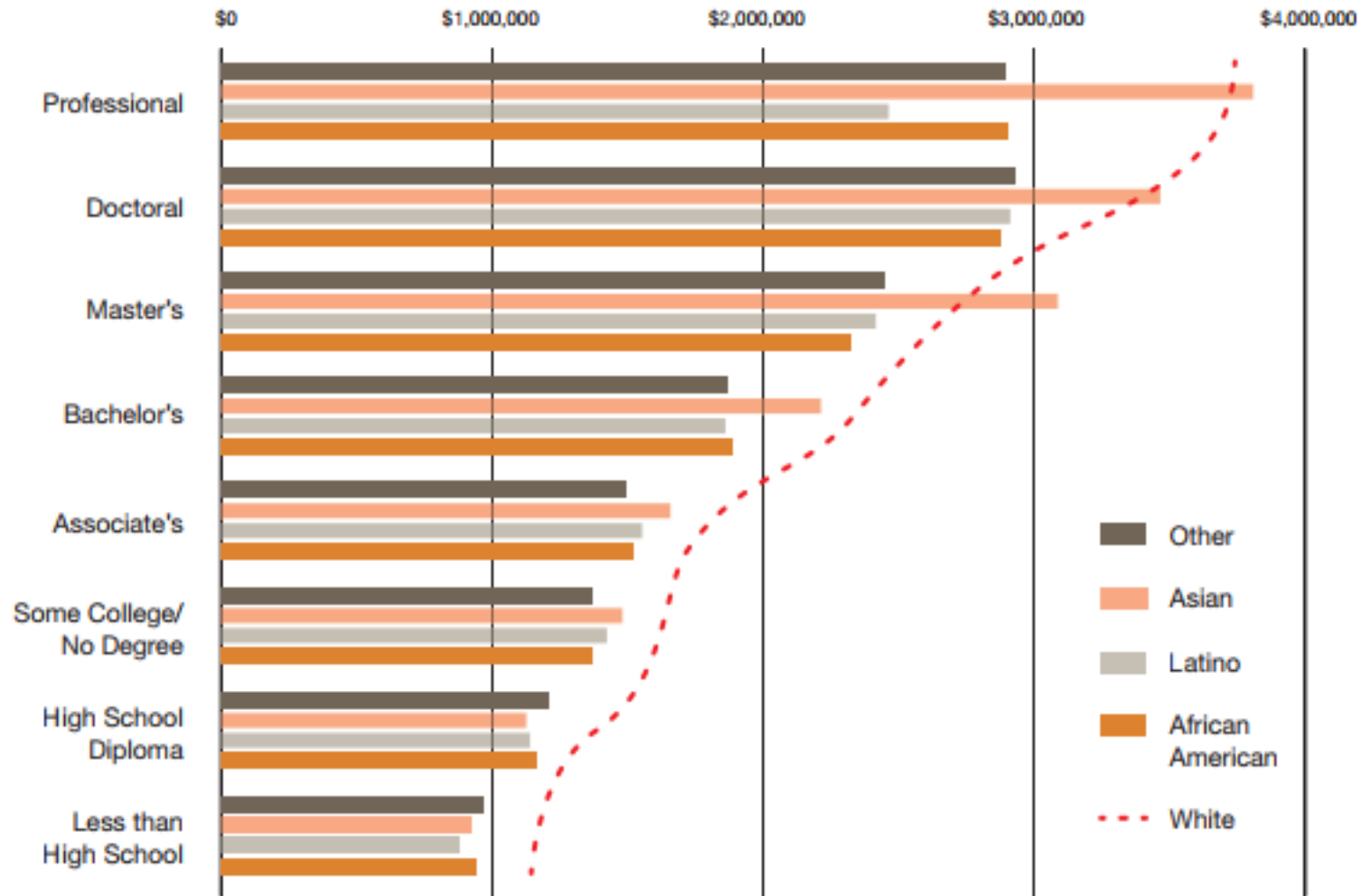
The chance  
a child raised in the  
bottom fifth rose  
to the top fifth



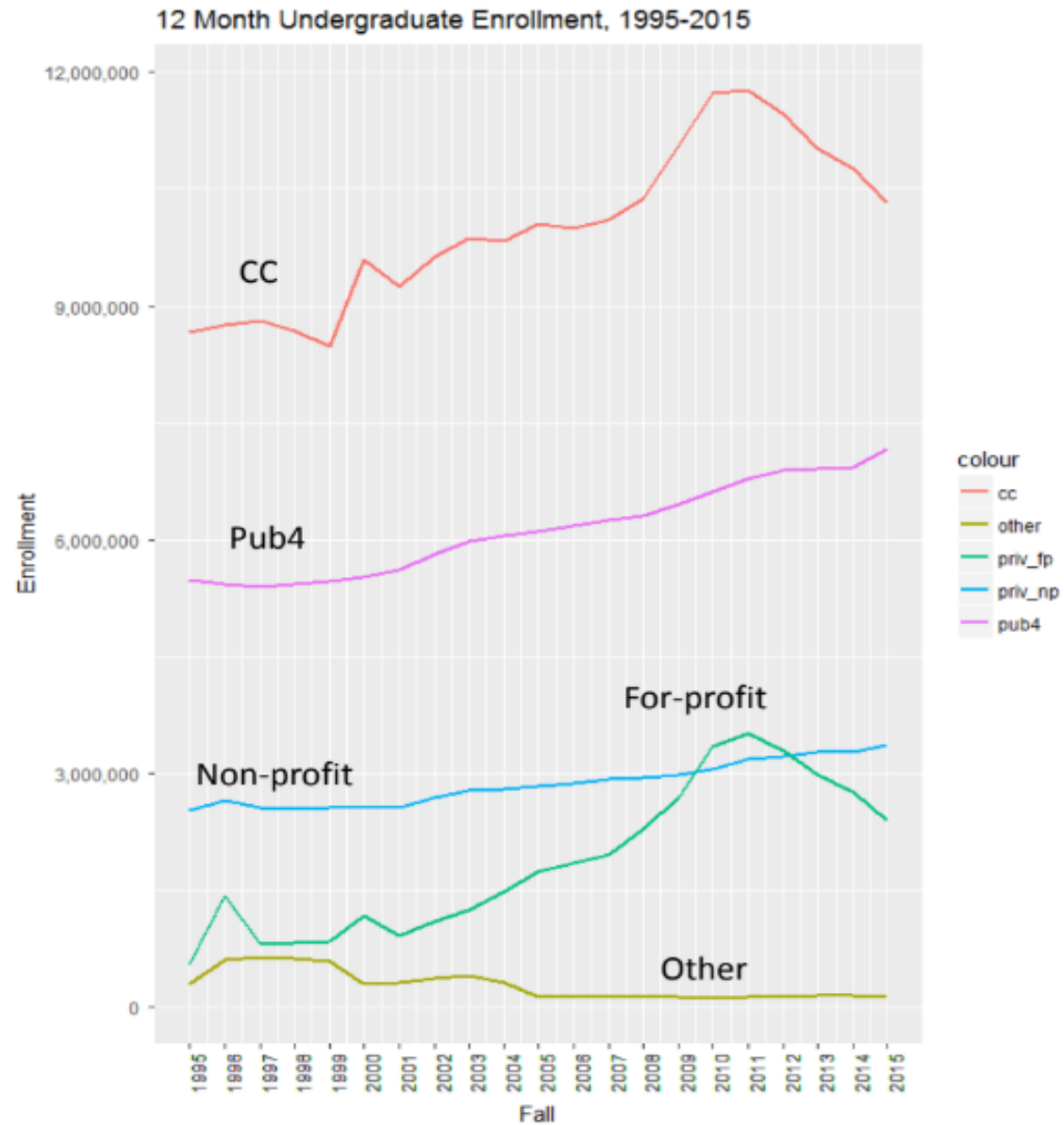
The top fifth is equal to family income  
of more than \$70,000 for the child  
by age 30, or more than \$100,000 by age 45



# Education is the path out of poverty



# 12-Month Undergraduate Enrollment by Sector

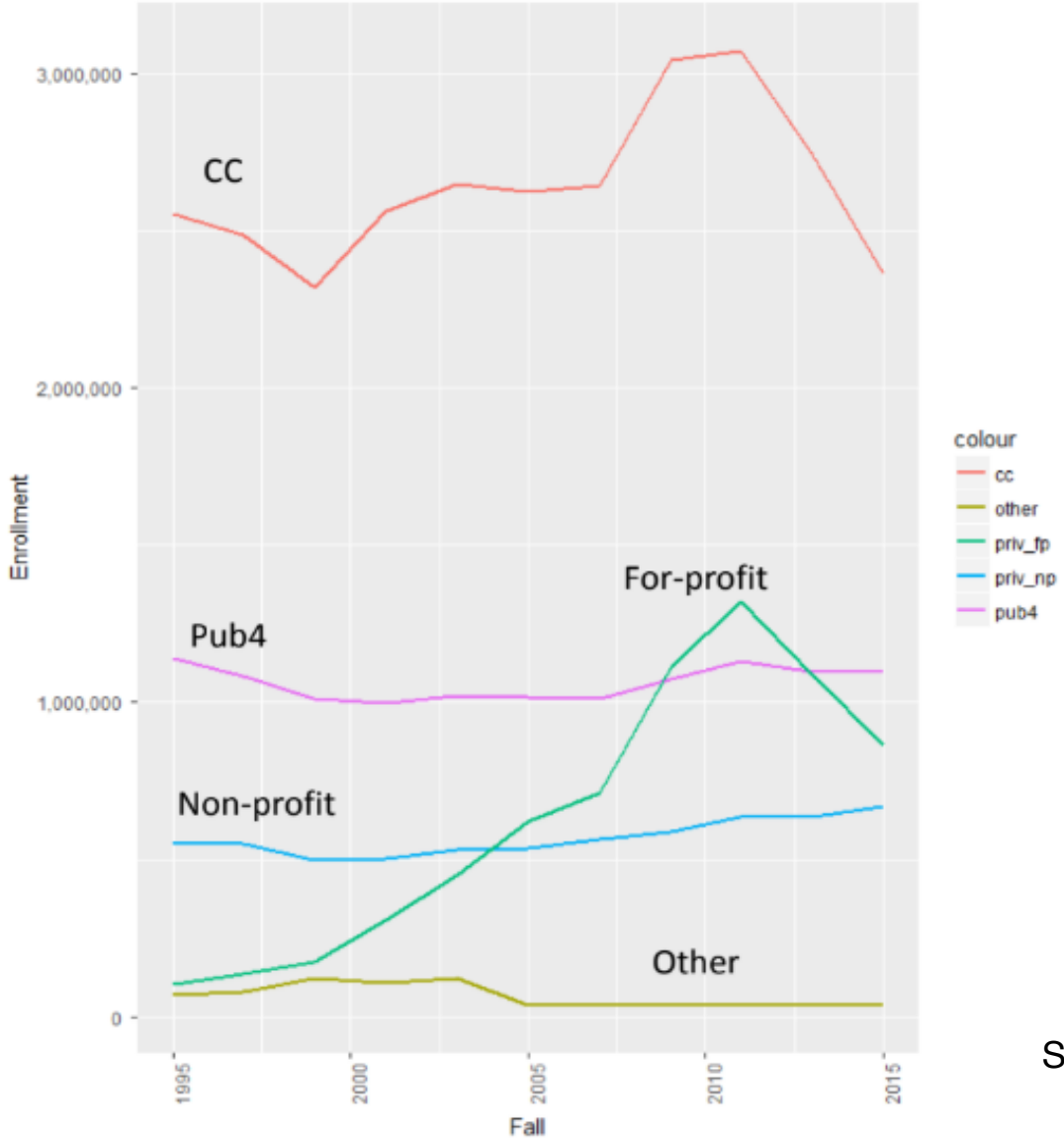


Source: IPEDS



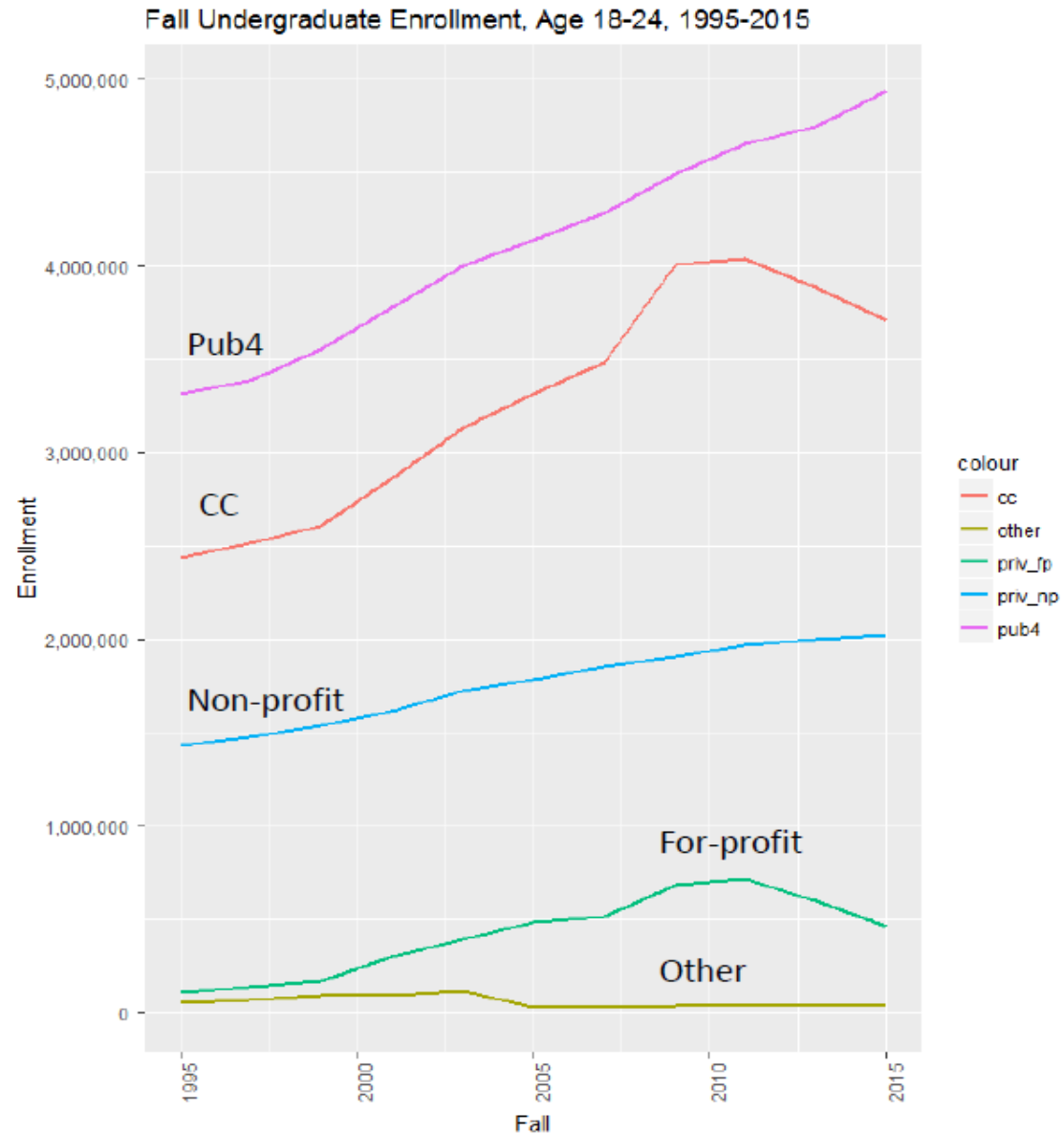
# Fall Undergraduate Enrollment by Sector, Age 25 or above

Fall Undergraduate Enrollment, Age 25 or above, 1995-2015



Source: IPEDS

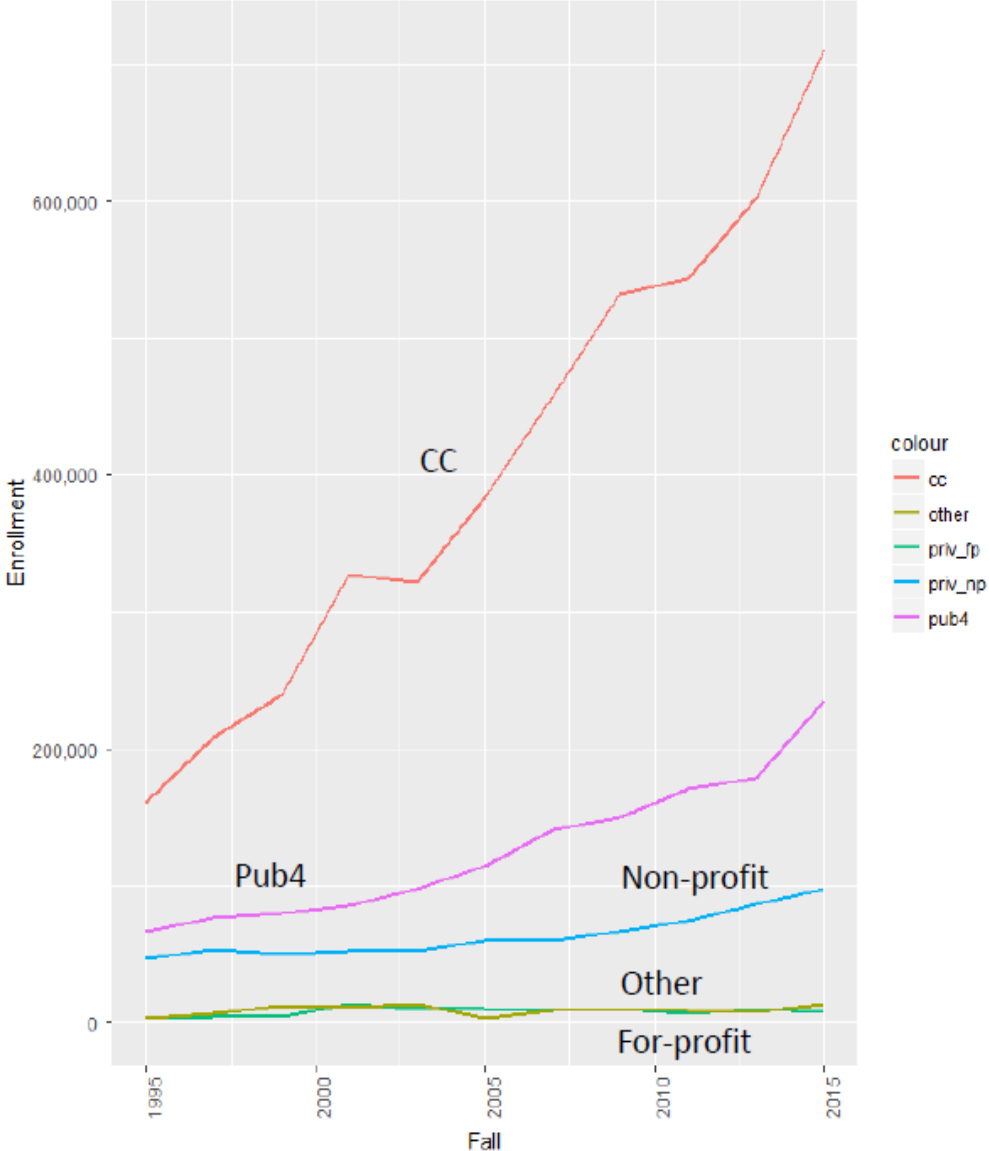
# Fall Undergraduate Enrollment by Sector, Age 18-24



Source: IPEDS

# Fall Undergraduate Enrollment by Sector, Age 17 or below

Fall Undergraduate Enrollment, Age 17 or below, 1995-2015



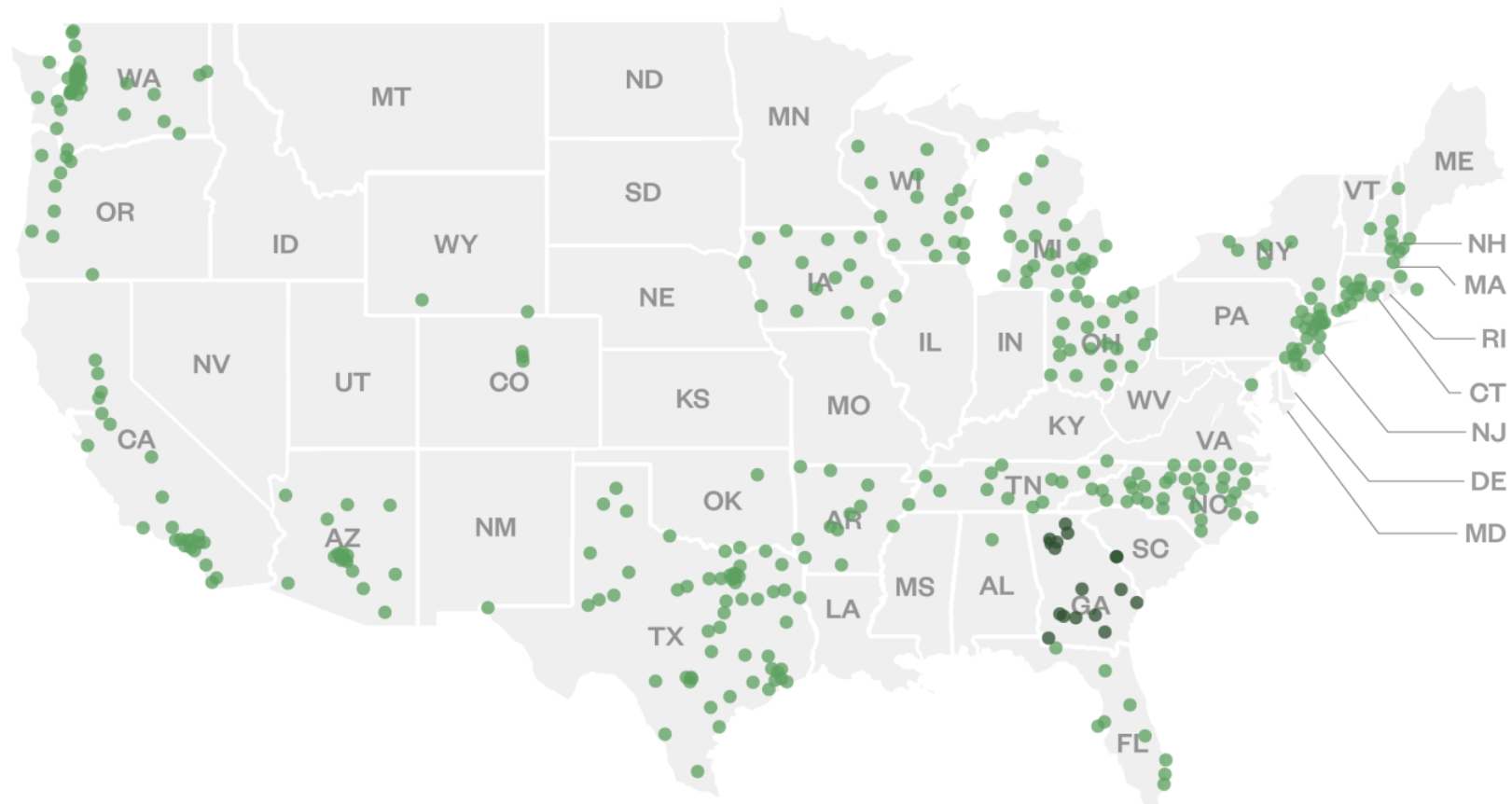
Source: IPEDS



Pathways

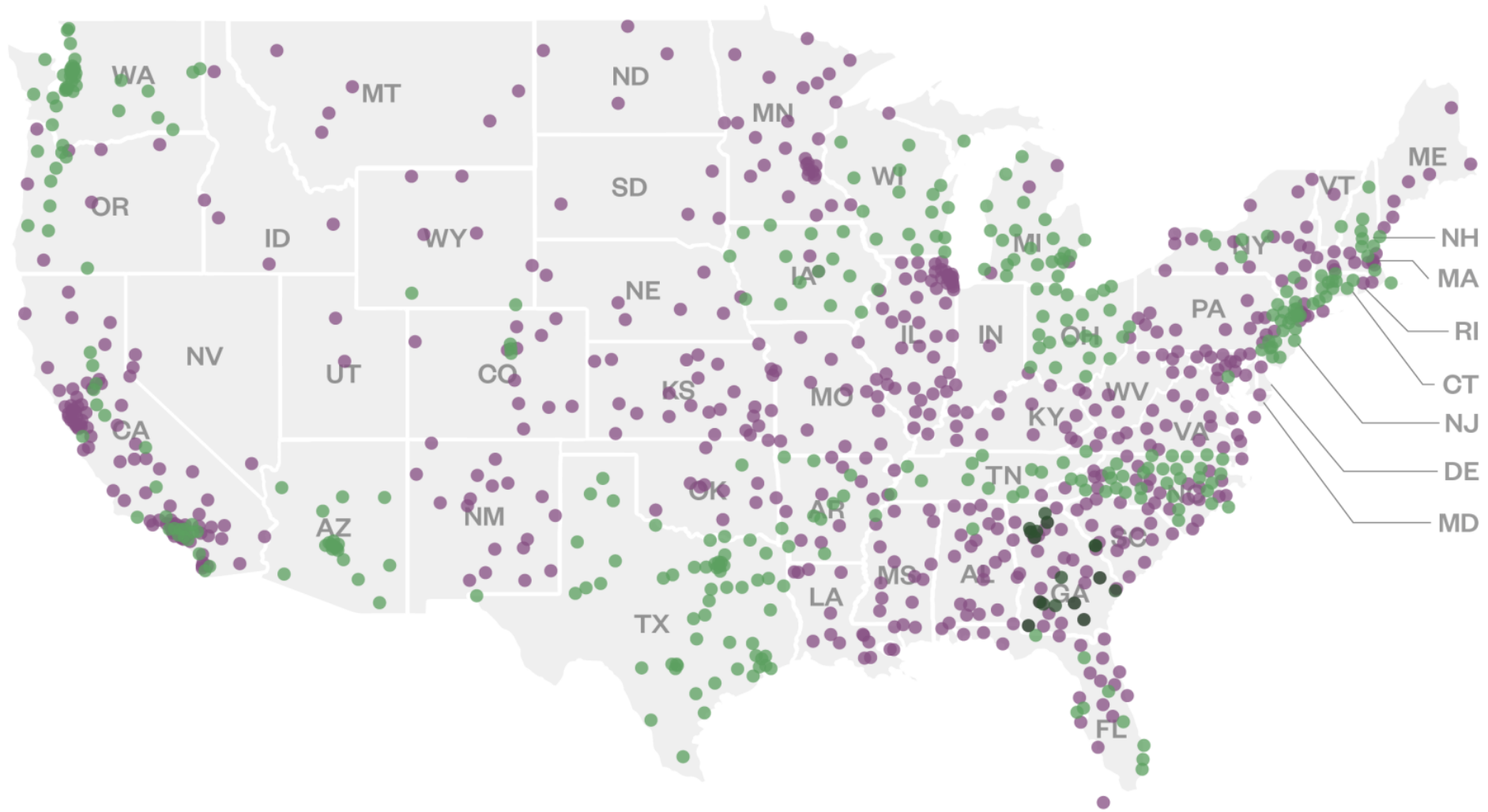
**INSTITUTIONAL TRANSFORMATION  
THROUGH GUIDED PATHWAYS:  
Shifts in Culture, Policy, & Practice**





- Community colleges implementing guided pathways as part of formal state or national initiatives
- Four-year colleges implementing pathways practices as part of state initiatives

# A National Movement: Colleges Implementing Guided Pathways



- Community colleges implementing guided pathways as part of formal state or national initiatives
- Four-year colleges implementing pathways practices as part of state initiatives
- Community colleges not part of formal state or national initiatives\*

\*Note: Some of these institutions may be implementing guided pathways, but they are doing so on their own.



Pathways

**LEADERSHIP TASK:**

**Building Data Capacity and  
Data Use**

# DATA QUESTIONS

## Early Momentum & Prompts for Change

- Of all students who initiate contact/express interest in enrollment, what % are not in classes on census date?
- What % of entering students present at census date never complete a college credit?
- What % of entering students complete college-level English and math in their first year?
- What % of students complete a full-program academic plan by the end of their first semester?
- What % of entering students complete at least 3 courses in their program of study in their first year?
- Bonus: What is the average # of college-level credits earned by an associate degree graduate?





# Why Pathways?

## What We've Learned

“Completing college is the result of successfully navigating a multitude of smaller decisions from start to finish. But for many college students, finding a path to completion is the equivalent of navigating a shapeless river on a dark night—and the wider the river, the more difficult it can be to find the way.”

*Judith Scott-Clayton (2011)*

# What Entering Students Want to Know

- Do I belong here?
- What are my career options?
- What are my paths toward those careers?
- What do I need to take?
- How long will it take, and how much will it cost?
- How much financial aid will I get?
- Will my credits transfer?

## Guided Pathways Essential Practices

### 1 Map paths to student end goals

- Meta-majors
- Program maps
- Career + transfer information
- Math pathways

### 2 Help students get on a path

- Early career/transfer exploration
- Academic and financial plan
- Integrated & contextualized academic support

### 3 Keep students on path

- Monitoring progress on plan
- Intrusive support
- Frequent feedback
- Predictable scheduling

### 4 Ensure students are learning

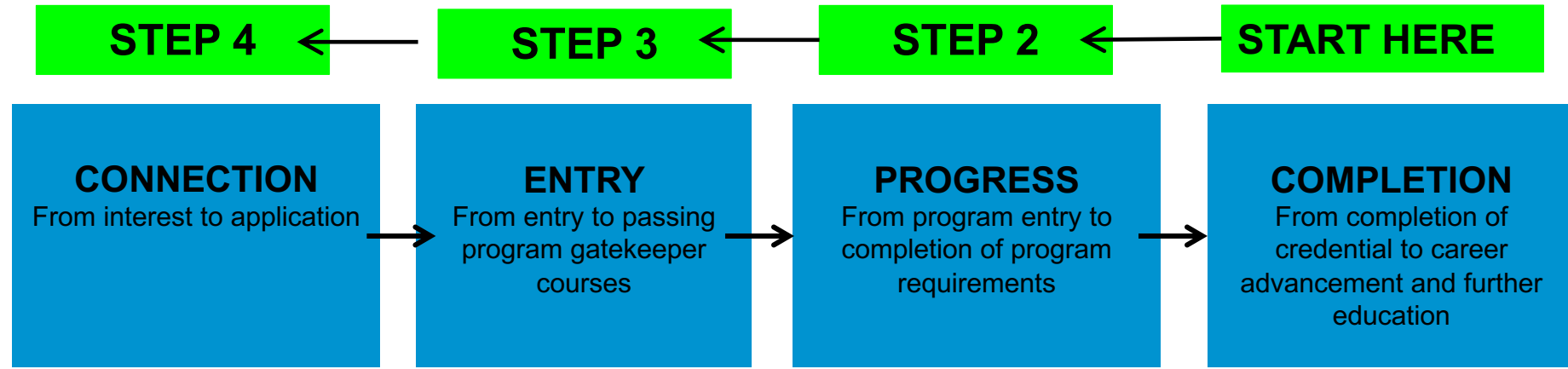
- Field-specific learning outcomes
- Active learning throughout
- Field-relevant experiential learning



Pathways

**LEADERSHIP TASK:  
Strategic Partnerships**

# Start with the End in Mind



- Market program paths
- Build bridges from high school and adult ed. into program streams (e.g., strategic dual enrollment, I-BEST)

- Help students explore options/ make full-program plan
- Integrate academic support into critical program gateway courses

- Clearly map out program paths
- Redesign advising/scheduling around maps/plans
- Monitor student progress, provide feedback and support as needed

- Align program outcomes with requirements for success in career-path employment and further education



# Guided Pathways Mindset Shifts

FROM:

TO:

Transfer vs. CTE, credit vs. non-credit



Career-connected transfer paths or livable-wage job w/ clear degree path

Full-time vs. part-time



On-plan vs. off-plan

Job/transfer support for near completers



Career/transfer exploration and planning for all students from the start

Standardized placement tests



Multiple measures and in-class diagnostic assessment

Pre-requisite remediation



Integrated/contextualized academic support

Algebra and English comp “gatekeepers”



Critical program courses (including field-appropriate math)

In-class vs. co-curricular



Program-relevant active/experiential learning

# Guided Pathways Cultural Shifts

FROM:

TO:

Are students college-ready?



Are colleges student-ready?

Sanctioned wandering



Purposeful direction

Institutional siloes



Cross-functional teams

Discrete strategies/  
boutique programs



Evidence-based practices integrated  
into coherent student experiences  
*at scale*

Support services optional/  
by referral



Integrated/contextualized academic  
support

Teaching classes faculty  
want to teach when they  
want to teach them

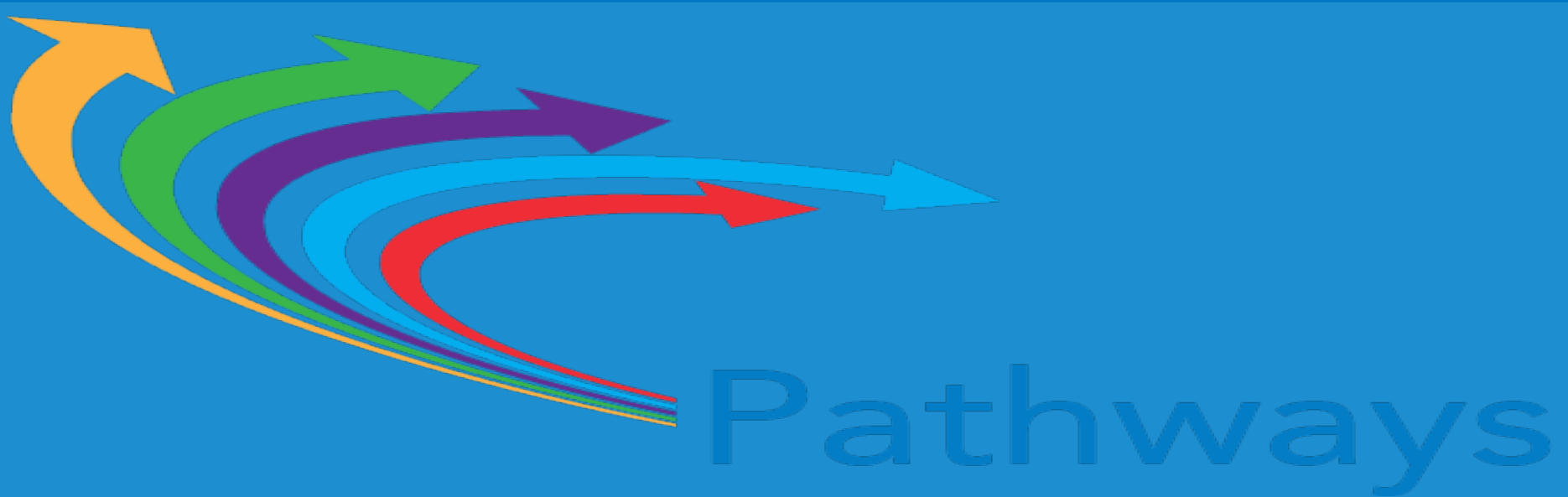


Teaching classes students need to take  
when they need to take them

Equity as sidebar



Equity as design principle



## **LEADERSHIP TASK:**

**Achieving Equity**  
**and Economic Upward Mobility**  
**through Guided Pathways**

# ACHIEVING EQUITY

- **Won't happen by itself.**
- **Is accomplished through change in the educational experience designed for students – as it incorporates the best of what we've learned about what matters.**
- **Requires getting well past disaggregation of data...to the difficult work of uncovering and the addressing sources of institutional racism and unconscious bias.**
- **Equality  Equity**

# ACHIEVING EQUITY

- **Examining program mix and enrollment by program**
- **Reviewing processes through which we support students in exploring options and making choices.**
- **Integrating dramatically redesigned developmental education into pathways.**
- **Embedding academic support within courses**
- **Attending to financial stability/collective impact**
- **Diversifying faculty, advising/counseling, administration**
- **Strengthening culturally responsive teaching & advising**



## Essential Pathways Practices

- Organize programs into “meta-majors,” map programs to jobs and to transfer in majors
- Help all students explore career/academic options and develop a full-program plan by end of term 1
- Make schedules and monitor progress based on students’ plans
- Integrate academic support into college program gateways
- Integrate experiential/applied learning into every program
- Build pathways into high schools, starting with dual enrollment and connecting to HB5 endorsements

# EMERGING EVIDENCE

In diverse colleges across multiple states, there is very promising evidence of substantial increases in these early momentum measures:

- **Credit accumulation in the first year**
- **Completion of transfer-level math and English in the first year**
- **Completion of 9 credit hours in the *program of study* in the first year**
- **Persistence from term 1 to term 2**

And in the most advanced Pathways colleges:

- **Completion of college credentials**

# GUIDED PATHWAYS RESOURCE CENTER

## *TOOLS AND RESOURCES FOR COLLEGES*

Bringing **guided pathways** to scale involves substantial redesign of students' educational experience and touches every aspect of college operations. The **guided pathways model** introduced below describes the critical steps colleges take as they do this challenging, complex work.

This resource center is organized around the guided pathways model. Click any section — **planning**, **implementation**, **early outcomes**, or **evaluation** — to see details of the model and to find relevant tools and resources. Or visit **toolkits** for collections of materials on key topics.



[www.pathwaysresources.org](http://www.pathwaysresources.org)



**QUESTIONS?**

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## Colleges' Current Priorities

- Developing meta-majors as framework for student engagement (in academic and career communities), student supports, program development, review and improvement, and professional development
- Dev ed redesign: integrating and contextualizing academic support in math pathways tied to program pathways
- Advising redesign: reducing caseloads, advising students past 1<sup>st</sup> term, role of faculty advisors in advising students along their program plan



## Colleges' Next Frontiers

- Strengthening program mapping (credit *and* non-credit) to jobs and transfer in partnership with employers and universities
- Strengthening student onboarding to support career and program exploration and selection for all students
- Creating full educational plans that are regularly updated, used to monitor student progress, tied to scheduling and financial plans
- Scaling program-appropriate active and experiential learning into all programs
- Working with high schools to help students explore career/ college interests and develop plans
- Scrutinizing and further redesigning practices to address equity gaps

# Lessons on Leading College Redesign

- Redesigning colleges on guided pathways model is a big technical challenge, but even bigger cultural one
- Effective leaders lay the groundwork: a) engage stakeholders across college in examining barriers the college creates to student success, b) develop vision and goals for improving experience for all students; c) empower teams to plan and design innovations at scale
- Well-managed, cross-functional teams are critical to implementation
- Broad engagement in program and student experience mapping (status quo and desired) is essential for effective redesign
- Challenge: creating time and resources for reflection, design, planning, professional development and evaluation
- Challenge: sustaining innovation in face of turnover, uncertain policy/fiscal environment, exhaustion

# 2019 Texas Pathways Awards Mathematics Pathways

## Kilgore College



# 2019 Texas Pathways Awards Excellence in Implementation and Scaling

## Paris Junior College





# Leadership Task: Board Actions that Can Make a Difference

Dr. Byron McClenney

Chair

Colorado State Board and  
Senior Consultant

American Association of  
Community Colleges



Texas Success Center

12:00 - 12:45 Networking Lunch

12:45 - 1:20 Team Strategy Session 1

**Panola College**  
**Paris Junior College**

**Move to room  
next door with  
Kay**

**Kilgore College**  
**Trinity Valley College**  
**Tyler Junior College**

**Stay here with  
Byron**





# Leading Institutional Change: CEO and Trustee Collaborations

Dr. Pam Anglin

President

Ginna Bowman

Regent

Paris Junior College



Texas Success Center



Paris Junior College

Leading Institutional  
Change:

CEO AND TRUSTEE COLLABORATIONS

# Effecting Institutional Change

- ▶ Achieving the Dream & Board of Trustee Institute – 2007  
Implementing a culture of evidence
- ▶ New Mathways – 2014 Implementing the appropriate math for each program and not requiring College Algebra of all students.
- ▶ Guided Pathways – 2016 Selected to participate in AACCC Guided Pathways Project and begin implementation of pathways.

# Guided Pathways Four Pillars

1. Mapping pathways to student end goal
2. Helping students choose and enter a pathway
3. Keeping students on the path
4. Ensuring students are learning



# Guided Pathways

- ▶ Students assigned to a success coach after they are admitted.
- ▶ Required to meet with that coach prior to registration.
- ▶ Students choose a Pathways and program up front. By the end of the first semester, every student is on a program map.
- ▶ Student information system set up with advising trees set up for every program map. You can't get off the map unless approved by your student success coach.
- ▶ Student success coaches track milestones on their students such as completion of 15, 30 and 45 credit hours, enrolling for the next semester, completing a FAFSA and staying on path.

# Guided Pathways

- ▶ Retention Alert, Keeping Attendance and Mid-Term Grades implemented.
- ▶ Held a Transfer Summit with A&M Commerce to assure our program maps included courses required by the university in transfer. Faculty from both PJC and A&M met together.
- ▶ Program learning outcomes, marketable skills and potential careers are included on each program map.
- ▶ Student achievement targets and student success points data are reviewed annually by faculty, administration and Board.
- ▶ Annual evaluation and continuous improvement.



# Understanding Students' Experiences using Pathways Data

Dr. Cynthia Ferrell  
Vice President  
Texas Success Center  
Texas Association of Community  
Colleges



Texas Success Center

# Making Sense and Moving Forward

Dr. Byron McClenney

Chair

Colorado State Board and  
Senior Consultant

American Association of  
Community Colleges

Dr. Kay McClenney

Senior Advisor to the  
President/CEO

American Association of  
Community Colleges



Texas Success Center

# SAVE THE DATE:

Board of Trustees Institute 2020



March 23-25 | Lost Pines, TX



Texas Success Center

[tacc.org/tsc](http://tacc.org/tsc) | [success@tacc.org](mailto:success@tacc.org)



# Closing with Preliminary Commitments

Dr. Cynthia Ferrell

Vice President

Texas Success Center

Texas Association of Community  
Colleges

Dr. Greg Powell

President

Panola College



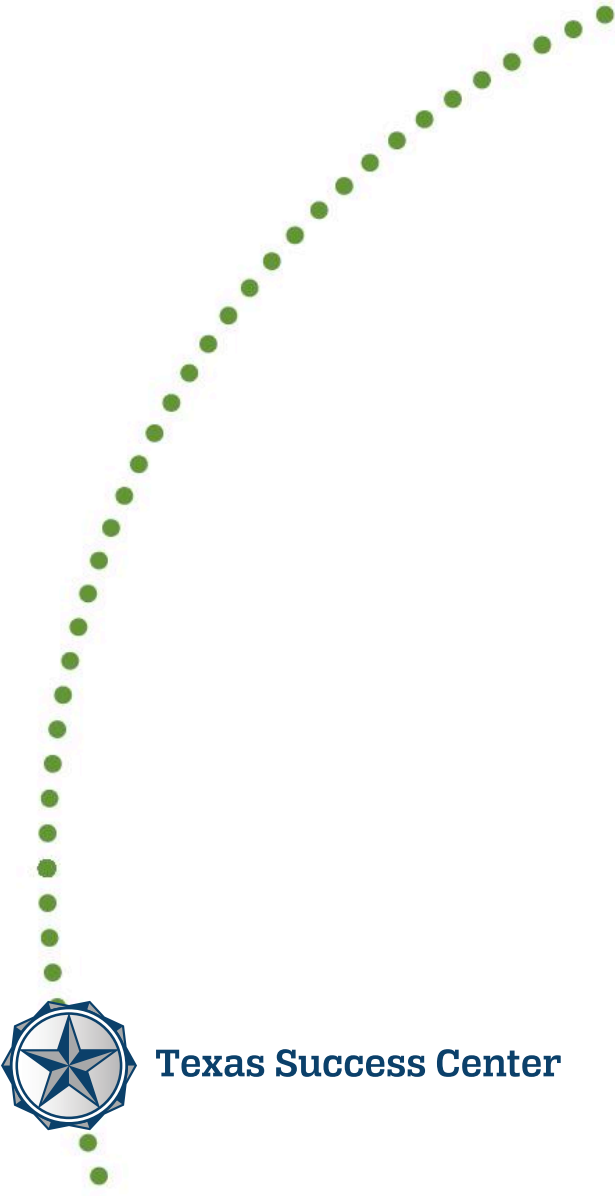
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2019

# East Texas Trustees Enabling Student Success



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