



WELCOME TO  
**THE FUTURE**

SUMMER 2016



REACH Magazine is produced semi-annually for the friends, faculty and staff of TCC by the District office of Communications, Public Relations & Marketing.

For comments or address changes, please email [tcc.reach@tccd.edu](mailto:tcc.reach@tccd.edu).

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**TCC** | Tarrant County College  
**SUCCESS WITHIN REACH.**



ON BEHALF OF THE BOARD



The past year has been one of significant transition for Tarrant County College. We said “goodbye” to our late Chancellor Erma Johnson Hadley and though grieving as an entire community, we knew the best way we could honor her legacy was to sustain the level of excellence for which TCC is known. We also had to evaluate where TCC is, where we want and need to go as an organization and, from that, what type of leader we need to take the helm as Chancellor.

Our search commenced late last spring; and it is a testament to TCC’s strong reputation nationally that we were inundated with applications. Throughout the process, we continually challenged ourselves to identify who it is that we really need in the Chancellor’s office. We kept saying we wanted someone who would “take TCC to the next level,” but we had to ask ourselves what that meant...especially since we already are at the next level! A very serious issue for public institutions throughout the nation is the continued decrease in State funding. We have seen ours continue to diminish, which means we must find new sources of revenue instead of higher tuition and taxes to continue growing as our community deserves and requires. This insight brought us to the conclusion that our next Chancellor needs to be someone with proven experience generating revenue through public-private partnerships, expanded workforce development programs and general fundraising.

The candidate we selected and who will take the helm comes to us from his most recent position as president of the Maricopa Corporate College, part of the Maricopa County Community College District in Scottsdale, Arizona. He has served that District since 2002, including 11 years as president of Gateway Community College in Phoenix. He began his community college career in 1983 at Virginia’s Eastern Shore Community College as an instructor for two years before becoming chair of Office Technologies at Broome Community College in New York. He earned his doctorate in Community College Education from Virginia Polytechnic Institute and State University and his Bachelor of Science in Business Education and Master of Education from Bloomsburg University of Pennsylvania. In total, he is more than qualified to keep us moving in the right direction. We welcome him not just to TCC, but to Tarrant County!

Over the last year, we have taken what I call a “trust walk” during which we, as trustees, had to lean on one another and our TCC community while making some of the most difficult and important decisions we will ever have to make on behalf of TCC. We pledged we would continue to honor the traditions of this College and what our faculty, staff and students have contributed to make us a nationally recognized, top-notch institution. And I believe that with our choice of Eugene Giovannini, we have stayed true to our word. Our thanks, also, to Angela Robinson, Vice Chancellor of Operations and General Counsel, for stepping into the role of Acting Chancellor the same day we lost Chancellor Hadley, and for taking on additional duties with courage and perseverance.

To those who took the time to share your thoughts and ideas with us along the way, please know that we appreciated the input and took it to heart. And to everyone who has supported TCC through our transitional period, thank you. TCC truly is and always will be the “community’s college” and we, as the Board of Trustees, are honored to serve you.

Louise Appleman  
President, TCC Board of Trustees

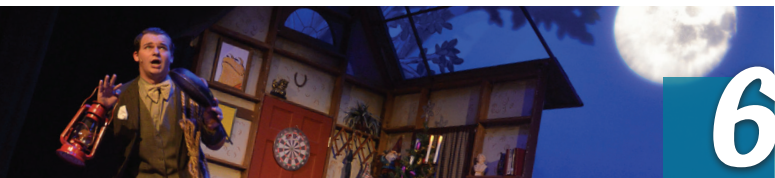
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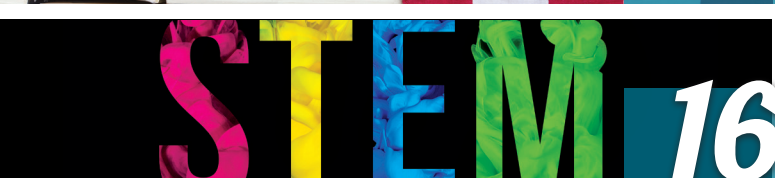
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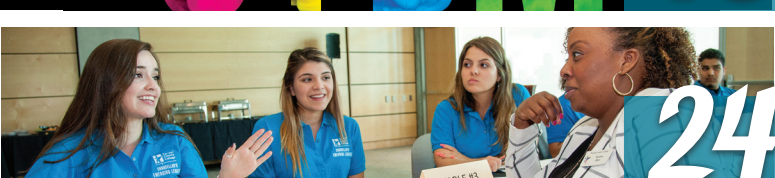
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# GRADUATION

MAY 16, 2016

"Some people don't think community college is where dreams really start. But they would be wrong. I'm a living example of what dreams come true from a community college — the place that gave me all the foundation I needed to be successful."

..... KOZHI SIDNEY MAKAI  
COMMENCEMENT SPEAKER

Northwest Southeast Trinity River Trinity

7,135

DEGREES  
*And*  
CERTIFICATES

2,581

WATCHED  
*WITH*  
LIVESTREAM  
from 25 countries

35

students became the first graduates of TCC's Weekend College.

92

Early College High School students graduated with their associate degrees

*AND*

they did so before earning their high school diplomas!

2,000

students participated during two ceremonies.





# #tccgrads

CAP CONTEST



## TAKING FAMILY TIME TO THE NEXT DEGREE

by Jamie Brown

Just by walking across the stage, four TCC graduates made headlines with *The Star-Telegram*, the local CBS television and radio affiliates and then the national television program, *CBS News This Morning*.

"This is a lot to take in," Jody Waddell said. "We just went to school."

Jody, her husband and two of their sons all just going to school. And all receiving their diplomas together at the May 16 TCC commencement.

Neil, 47, and Jody, 45, were teenagers when they enrolled at TCC in the late 1980s.

"We realized quickly we were not mature enough," Neil says. "I planned to be pre-med, but I was done after six weeks of college." At the end of her first semester, Jody had a 1.6 grade point average.

They put away their books, got jobs and started a family.

Years later, the couple's five children tested their resolve to return to school.

.....

"We were discussing our eldest son's future when one of the children asked why they had to go to college when we didn't. We weren't going to ask our children to do something we hadn't done ourselves."

..... Neil Waddell

Leading by example is never a small feat. Neil is a realtor and Jody works full time in accounting. Maturity wasn't an issue

this time around, but scheduling and finances were.

"In order to make this work we've taken weekend classes," Jody says. "We've taken online classes. We've taken afternoon classes. We've taken early morning classes. We've taken all of them."

The family members saved money by taking classes together and sharing books. Soon their relationships extended beyond traditional roles. "We had our own little study group. We helped each other and kept each other accountable," Jody says.

They all took at least four classes at a time. "We brought our grades up so many times because of our study groups," Matthew, the eldest Waddell child, says.

For Benjamin, 19, having his parents in class made him feel less nervous. "I wasn't expecting the benefit of going to college with my family to be as strong as it was."

But Matthew, 21, found it awkward forming relationships with coeds while his parents sat next to him. "There's a cute girl in class, but mom is in class. I had to make arrangements after class."

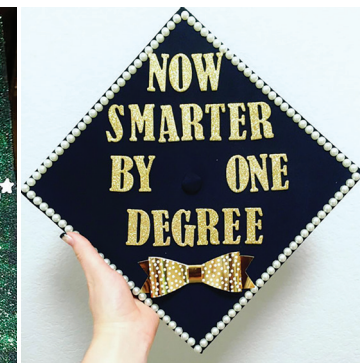
One of the Waddells' favorite memories of their TCC experience was traveling to Hawaii to earn science credits as part of a field studies program. And their biggest lesson?

"If someone wants to do something," Neil said, "they find a way."

They have earned their associate degrees, and together they will attend a four-year school. Neil, Jody and Benjamin will study business, and Matthew will pursue psychology.

TCC continues to be a family affair. The couple's 16-year-old daughter, Moriah, is enrolled in TCC's Dual Credit program, earning college credit while completing her home school studies.

Joshua, 13, and Elizabeth, 10, contemplate attending their own TCC commencement one day. They may even find a way to take classes together. After all, it's a Waddell family tradition.



### EDITOR'S NOTE:

Shout-out to @briannakoehn for her clever use of the TCC star!

## OUR WINNER! @thechroniclesoftristeza







# From PASSION PROFESSION

by Alexis Patterson

TCC alumnus Kevin Douglas knew he would be an actor long before he ever drew a paycheck for it. “Acting became my career goal in eighth grade. I enjoyed making people laugh,” Douglas recalled. “I looked up to Eddie Murphy. His older stuff is great. Comedy is my favorite thing in the world.”

His high school theater teacher recommended Douglas (pictured below, on right) attend TCC so he could study under Pert Durapau, then director of the Northwest Campus’ Theatre, now chair of the Department of Speech and Drama and director of theatre at the Southeast Campus. Douglas enrolled in 1994.



“I developed a lot of acting techniques from Pert’s teaching,” said Douglas. “Plus, she required us to learn all aspects of a production, whether it was building sets, stage managing, directing, sound design or creating costumes. That gives you respect for all that goes into a performance.”

With Durapau’s support, Douglas went on to earn a Bachelor of Fine Arts from DePaul University. He joined Chicago’s Lookingglass Theatre Company in 2008 as an artistic associate; five years later he became a member of the group’s acclaimed mainstay ensemble. (“The move was definitely well-deserved,” wrote *Michigan Avenue Magazine* in 2013. “Douglas put on show-stopping performances in plays such as *Mr. Rickey Calls a Meeting* and *The Great Fire* last season, and many others in seasons past.”)

Douglas also is a playwright and sketch comedian who has performed in events such as the HBO U.S. Comedy Arts Festival and the NBC Sketch Comedy Showdown. He has been nominated for multiple Black Theatre Alliance Awards.

So what made Douglas successful in a profession that is notoriously challenging? He traces a lot of his accomplishments to what he learned at TCC.

“Pert taught us how to be selfless, how to be a team player, how to handle different personalities and how to get the job done no matter what obstacles are thrown at you,” Douglas reflected.

TCC offers a pathway for performing artists of all kinds to turn their passions into a profession. Career-track drama, dance and music programs are taught at the Northeast, Northwest, South and Southeast campuses. The College provides high-tech theaters and studios for rehearsals and performances. Additionally, faculty members are highly respected in their fields and often have decades of professional experience.

Students can accumulate credits that are transferable to most universities and earn an associate of arts.

Instructors across disciplines have a uniform recommendation for those who want to make a career out of the performing arts: Educate yourself.

“We advise students to gain as much education as possible,” said Linda Quinn, chair of the Communication Arts Department at the Northeast Campus and the founder of TCC’s dance program. “Education allows students to make a good living while waiting for their big opportunities, and regardless of when these opportunities occur, education helps artists better understand their crafts. Also, it opens a variety of career pathways in the arts. ‘Big opportunities’ aren’t limited to performance.”

Indeed, not all performing arts professionals are on stage. Some work behind the scenes in technical roles; others teach or support the arts through marketing, advocacy or fundraising. TCC faculty and other experts recommend taking diverse classes to be prepared for whatever career prospects arise. That includes different art forms as well as other fields.

“I would suggest studying business,” said Marla Fleischmann Owen, business development manager for the Arts Council of Fort Worth.

.....

“To be in the performing arts world is like owning your own business. You need to have an understanding of how business works, how you can support yourself and your organization and what resources are available to you.”



..... Marla Fleischmann Owen

Just as in any other profession, networking and getting a foot in the door are critical.

“Do as much as you can in the industry while you are in school,” recommended Dione Kennedy, president and CEO of Performing Arts Fort Worth and Bass Performance Hall. “I know most students are working their way through college and very busy, but it’s important to get involved in whatever way you can.”

Even if your ultimate goal is to have your name on the marquee, volunteering or taking part-time work in other aspects of a performing arts organization has major benefits.





“The box office is great experience,” noted Kennedy. “You learn so much—how a business operates, dealing with patrons. I started in the box office and ended up as the CEO.”

TCC’s programs strive to provide a variety of professional-level experiences for students. This spring, for instance, the Northeast Campus’ Movers Unlimited Dance Touring Company traveled to Chicago to take classes with the prestigious Hubbard Street dancers. In addition to standard coursework and concerts, the Music Program offers regular workshops and master classes, along with private lessons with skilled musicians and special opportunities to showcase students’ abilities.

“Our music students support TCC’s musicals, dance performances, festivals, graduations and award ceremonies,” explained Karen Parsons, department chair at Northeast Campus. “They love projects that matter and collaborating with other disciplines. I believe today’s music students have far more job prospects than in the past.”

And it is not necessary to go to Chicago, New York or Los Angeles to have a rewarding career in the arts. According to the Arts Council of Fort Worth, the city’s nonprofit arts sector generates \$84 million in economic activity and supports more than 3,000 full-time jobs. The Texas Workforce Commission projects that between 2012 and 2022, employment of musicians and singers in Tarrant County will increase 19 percent; the expected increase for dancers is 22 percent. Still, depending on a student’s specific aspirations, a performing arts career will likely require a patchwork approach.

“There are opportunities for performing arts in the Metroplex, but it is difficult to find one position or company that

can support an entire career,” explained Fleischmann Owen. “Most of the performing arts professionals I know hold many jobs that support each other, like a lighting designer and lighting supplier who also is a production assistant and technician, or a performer who also teaches.”

Lindy Benton-Muller, director of theatre for the South Campus, gives students similar career advice.

“Find or create a job that gives you the income, support and flexibility to be able to follow your dreams,” she emphasized.

Everyone agrees that career success is a combination of talent, luck and perseverance.

.....”

“Making a living in the performing arts is challenging. There were plenty of times that I could have given up. But I’m glad I didn’t.”

..... Kevin Douglas

Even if graduates go on to unrelated careers, their experiences in the performing arts change their lives for the better.

“I believe our students would acknowledge that we perform in some way every day, and that their arts classes provided them insights into humanity,” said Pert Durapau, Douglas’ TCC mentor. “Especially as technology and impersonal connectedness become more prevalent, it is imperative to keep the performing arts alive.”



# Revolutionary Initiatives Flowing Through the INNOVATION FORUM

by Reginald Lewis

Championship-caliber athletic teams. A multimillion dollar robotics lab. Commencement ceremonies held in a state-of-the-art event center. Thanks to TCC’s Innovation Forum, these dreams and so many others, could become reality, ultimately bringing the college and the community closer together.

For more than 50 years, the College has supported and nurtured mission-driven innovation that is designed to improve student access and success.

Community members and TCC staff are able to submit creative ideas to the Innovation Forum, a hub for activities that promotes and fosters innovation and entrepreneurship.

In 2013, TCC introduced Innovation Forums on all five campuses as a cutting-edge process designed to vet new ideas for projects and programs that would impact student success.

“Innovation is essential for TCC to become an even stronger leader in education, research and regional development,” said Chad Crocker, director of facilities operations. “TCC has an adventurous spirit and overarching desire to enhance student success.”

Liaisons guide idea champions through a three-step process to determine how well new ideas support TCC’s institutional goals.

Initially, there is a quick “go or no-go” filtering process to ensure projects won’t compromise the TCC brand. If the project gets the go-ahead, it makes its way through the DREAM score process, which measures the diversity, workforce relevance, student engagement, accessibility and metrics regarding graduation, certificates and the total number of students the project will impact. Before proceeding to the approval process, cost-per-student ratio and community impact must be factored in to determine the possible return-on-student-investment.

If the initiative gets an average DREAM score of at least 1 on a 3 point scale, and costs no more than \$3,000 per student, it goes before the Chancellor’s Executive Leadership Team and the Board of Trustees for approval. It then goes back to the forum, where the idea champion and liaison work to develop a business model and pilot.

“We submitted the Library Service Desk Renovation initiative in February 2014,” said Linda Jensen, director of library services at South Campus. “We were notified of its approval in April of this year and are currently working with facilities to have this completed by early August.”

Jensen said that once the renovation is finished, visitors

should enjoy the library’s new one-stop shopping experience. “The redesigned service structure will be less intimidating and puts our staff right on the front lines to help those in need of assistance,” she said.

With the Innovation Forum making steady progress, these initiatives recently received approval for implementation:

- Northeast Campus – creation of the Information Station
- Northwest Campus – creation of the Marine Creek Nature Discovery Center
- Trinity River Campus – creation of the Diagnostic Medical Sonography, Computed Tomography (CT), Nuclear Medicine and Licensed Vocational Nurse programs
- Southeast Campus – new Dietetics Laboratory

In Arlington, a thriving partnership between the Southeast Campus and the Youth Education Town (YET) Center further exemplifies work supported by the Innovation Forum. Since 2014, the campus has served more than 460 students at the YET Center, offering classes such as hands-on computer and technology training for seniors, financial literacy, ESL and GED, a STAAR test boot camp and a summer STEM camp for students in grades 6-12.

Greta Bowling, professor of biology at the Northwest Campus, spoke highly of the Innovation Forum process. “Marine Creek Nature Discovery Center began as an idea to restore a small area on our campus back to native prairie. With the help of the Innovation Forum, we were able to expand upon this original idea to create an outdoor learning center that will be available to TCCD as a whole, as well as the community.”

## A snapshot of how the forum has impacted TCC’s community

- More than 250 ideas have flowed through the Innovation Forum since its inception
- Approximately \$40 million in projects have been processed or completed
- 46 projects currently sit on the prioritization list
- The Board of Trustees approved six initiatives during the Feb. 2016 board meeting





# RIGOROUS PROGRAM

## *Yields Skillful Responders*

by Bill Lace

Some students study as if their lives depend on it. Others study as if your lives depend on it —and they just might.

They're part of the Emergency Medical Services (EMS) program at the Northeast Campus that since the late 1970s has produced the area's emergency medical technicians (EMTs) and paramedics.

These men – and, increasingly, women – are the first responders at scenes of mayhem and medical emergencies, arriving by ambulance, fire truck and helicopter. They work in uncontrolled conditions, seeing all sorts of illnesses and injuries. They must instantly draw on the storehouse of knowledge received from TCC instructors, -- not only what is to be done, but also why it is required and what the outcome should be. "They beat it into you," said alumnus Miguel de la Rosa.

This is serious business, and the instructors make sure their students take it seriously. "It's not a joke, and they let you know that," said de la Rosa, a MedStar paramedic in Fort Worth. "They say, 'If you come to me and have to take care of my mom, could you do it?' They set up the program to ensure that they would trust us with their own mothers."

No wonder the EMS program is one of the most rigorous at TCC (and just about anywhere else). "If you look at a scale of one to 10," said Jeff McDonald, program coordinator, "EMT is maybe a four or a five; paramedic is about a nine. The only thing harder than paramedic school is medical school. It's tough. We expect an awful lot in a short period of time."

The EMT course is the shortest. A single six-credit-hour course completed in one semester readies students to test for certification, and an additional 19 hours of other courses earns them a TCC Certificate of Completion.

Short, however, does not equal easy. "It was way more difficult than I expected," said Alberto Ochoa, a firefighter/paramedic for the City of Coppell. "It really pushed me."

But as rigorous as EMT is, he said, paramedic is an altogether different level. "It's super difficult," he said, ruefully admitting having to retake one part. "You have to be 100 percent focused."

The EMT program each semester takes the first 108 who enroll, the limitation being the number of outside, real-world "clinical" spots available. The paramedic program, however, is one of TCC's few special admissions programs to which prospective students must apply. The only criterion, other than EMT certification and having met the state's Success Initiative requirement, is grade point average. If there are 60 applicants for 24 slots, those with the 24 highest GPAs get in.

McDonald would prefer an interview process for prospective EMT and paramedic students. "Most people have no idea what they're getting into," he said. "They think it (EMT) is just a first aid class, and they're not really ready for the work. Some come in for the wrong reasons. It may look good on TV, but that's not the real world."

New paramedic students have a more realistic outlook, but foresight doesn't guarantee success, especially for those whose EMT training was somewhere else. Such students, McDonald said, may have had very limited patient contact. "When we put them through a more intense clinical experience," he said, "some of them come back and say, 'Well, I finally saw some sick people, and I'm not ready for this.'"

But while he would prefer an interview process, McDonald recognizes that it might admit the possibility of bias. Students with high GPAs will probably do well, he concedes, but not always. He remembers a streak of 10 years in which the highest-ranked students failed to complete the program.

Paramedics perform a much wider range of medical procedures than do EMTs, thus the more extensive curriculum – 33 semester hours spread over 16 months. These classes delve much deeper into subjects like trauma management, cardiology, medical emergencies, airway management and the special problems dealing with newborns, children and the elderly.

"These are things doctors look at on a constant basis, and we're supposed to show up and immediately recognize, say, cardiac arrhythmia," de la Rosa said. "And you're cramming all this knowledge into a year and a half. If you don't study

religiously every day – before class and after class – you're not going to make it."

"It's like they almost overeducate us," said Elsa Garcia, a student in her last semester, "over-prepare us for what can come."

Graduates, however, quickly learn to appreciate what instructors put them through, especially incidents drawn from their own experience. "I don't know how many times I texted my instructor telling him I was so glad we had gone over a situation," Ochoa said.

"You don't really have time to think about things. The way TCC teaches us with hands-on training, it's almost muscle memory. You walk into a situation and just do it."

..... Elsa Garcia

The scarcity of minorities in emergency medicine concerns McDonald. "It's a problem across the country," he said. "There are not many non-whites and non-males interested in EMS, and that's a hurdle we need to overcome."

De la Rosa and Ochoa, as Hispanics, represent something of an anomaly in the paramedic world, and Garcia much more so as a Hispanic female. Her father was very dubious about her career choice, but she was fortunate enough to have an uncle who was a firefighter and sort of smoothed things out. "I think it's been just over the past year that my dad has started to be okay with it."

The quality of TCC's program is no secret. De la Rosa was in El Paso when he decided to go to paramedic school. "I started asking people in the field. I went online," he said. "Their name kept popping up – TCC, TCC, TCC. They seem to be what everyone talks about as the standard of what a good program is."

What is the secret? Bedford Deputy Fire Chief Bobby Sewell is quick with an answer: "Jeff. When you think of TCC and Jeff, you're thinking of greatness. It's not just a job for him and his instructors. They're saving lives by turning out people who have the knowledge and skills. He has the best paramedic program in the state and probably in the country. It's a jewel for Tarrant County."

The numbers back up Sewell's opinion. TCC graduates have passed the national paramedic registry exam at a 96 percent rate over the last three years for which data are available. The placement rate is 100 percent. According to McDonald, the job market is not great for EMTs in Tarrant County because most agencies want paramedics. "But, if you're a paramedic in this county," he said, "you can get a job in just about a week."

It is a rewarding job, more so in terms of service rather than salary, but it comes with a price. "I think everyone, at some point, doubts if they can make it," said Garcia, one of 10 students remaining of her original class of 16.

"After the beginning, when you know what's expected of you and have a passion for taking care of people, you're going to fall into place," de la Rosa said. "You know the instructors aren't being mean to you. They're being realistic. Life is not going to be forgiving."







# IGNITING THE Spark WITHIN

By Kendra Prince

One class in welding was all it took for Candace Ortega to become hooked. “It was like my heroin,” said Ortega, who studied welding at Tarrant County College from 2009 to 2012. When she decided to return to school, she found herself drawn to welding as a discipline after tackling several projects around her home.

Charles Credicott oversees the Welding Program at the South Campus. According to Credicott, the program’s objective is to train students to have solid entry-level skills; 70 to 80 percent of their students never have welded before coming to TCC.

While attending TCC, Ortega became a student assistant and took every opportunity to shadow Credicott, who has more than 40 years of experience in the discipline. “She was a natural and caught on quickly,” said Credicott.

In 2013, Ortega became the College’s first female welding instructor. Welding is a non-traditional career for women, who comprised 4.8 percent of all welding, soldering and brazing workers in 2014, according to the U.S. Department of Labor Women’s Bureau.

.....  
Welding is a great career for women because of their innate attention to detail. I want more women to consider welding as a career!

“..... Candace Ortega

Ortega takes every opportunity to speak with high school students about what they could accomplish in the field.

Credicott says she is an excellent teacher who is supportive of her students. “She tries to elevate them and make sure they are successful,” he said.

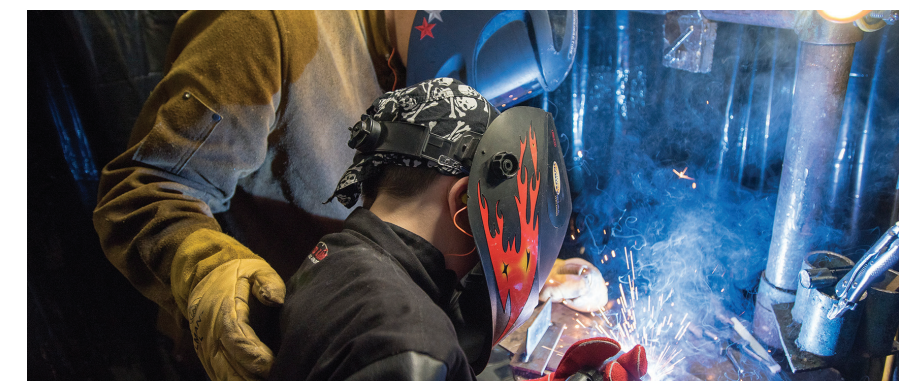
Ortega’s enthusiasm for the discipline and student success never dims. According to her, “Students come first!” Her office door is always open and students can call her anytime for help with an assignment. “I try to get to know my students and find out their needs,” she said.

Jason Purdome, a recent graduate from the TCC Welding Program, sings Ortega’s praises. “She considers it her responsibility to know every student within three days of them starting her class,” he said. According to Purdome, Ortega is so committed to student success that if students are struggling with a weld, she will guide their hands with her own until they understand what is required.

Purdome says 80 to 85 percent of the student’s time is spent actually welding. “Candace is famous for saying, ‘Hood time is good time,’” he laughs.

“Candace is a very patient, nurturing, passionate teacher,” said Christina Bozzell, who earned her Certificate of Completion in 2016. “She does everything in her power to include us and teach us more than just how to weld, but also the practical aspects of welding in real life.”

In March, 35 area Boy Scouts attended the South Campus for training to qualify for a Welding Merit Badge. Ortega says that while training the scouts can be a “bit of a zoo,” she loves working with them.



Scoutmaster Bob Nankervis had waited one year for the chance to bring his troop to the training, although he had never worked with Ortega. He found her to be an excellent instructor who held the boys’ attention in the classroom.

“This is a trade they can possibly use and are excited to learn,” Nankervis said. “It’s a wonderful opportunity because shop programs are being cut in many high schools.”

One of Nankervis’ scouts, Devin Hepworth, a junior at Timber Creek High School in Keller, said, “I would definitely do that (welding) again. It’s really interesting and pretty fun.” He says welding might be a future career for him.

Both Bozzell and Purdome have worked with Ortega to train the scouts. Purdome describes the experience as “incredible.” He says it reinvigorated his love of giving back.

Bozzell believes the organization and structure Ortega puts into the event is what makes it smooth-flowing and safe. “Just another example of her going above and beyond to nurture minds and share her passion!” Bozzell said.

Kara McDaniel, a district manager with Lincoln Electric Company, works closely with Ortega to make the scouts’ training a success, furnishing many of the supplies needed. The company is committed to generating interest in welding as a career. Her first exposure to Ortega was in the TCC welding lab.

..... “.....

“You could instantly tell that Candace was a remarkable teacher, role model and dedicated instructor.”

..... Kara McDaniel

Ortega, who says she will never stop teaching, admits she enjoys the looks from students that say, “I got it!”



# KNOWLEDGE *is the right to*



By Corena White, instructor of government

Thomas Jefferson, Carl Sagan and Rick Perry all said that an engaged and informed populace is needed in order for the United States to fulfill its promises of liberty. These three individuals, unique in their own thoughts on government, do agree on a fundamental principle – knowledge is required. Citizens have a duty to be cognizant of the functions of government. This includes understanding the role that each American has in the government. To understand one's place, one also must find reliable, accurate, thought-provoking and objective information. This is a great challenge even 25 years after the Information Superhighway became mainstreamed.

Despite access to information about every subject imaginable, many fail to understand the differences between for profit, corporate-owned media and non-profit, independent media. Even though it is challenging to find solid information, it is an individual's responsibility to understand the communication process between the government and the citizens. How the government's messages are delivered matters to those who are seeking knowledge. One needs to know who owns a media corporation and how the ownership determines the content delivered to the audience. Citizens must also demand independent media, which can deliver content from a wide variety of perspectives. Independent media are not driven by profits, but empowered by the First Amendment's promise of a free press.

Voters looking for reliable information on each candidate should consider looking into the individual's time served in office. If the candidate is a governor, one might look at the laws signed or vetoed. Doing a thorough investigation into each candidate does require time and effort.

Informed citizens created the American republic. The credentials of the founding men included legal scholars, scientists and multi-lingual philosophers. When small groups of colonists calling themselves patriots revolted against the British monarchy, they did so believing in the fundamental idea of popular sovereignty – a value defined as governments existing for the benefit of the governed. If ever the government failed to protect citizens' liberties, then those people had the right to overthrow the government. The glorious principles that produced this nation were founded on liberty and the guarantee of representation. However, the creation of a representative republic would not be secured for the largest portion of the population. Only six percent of the population could vote when the United States was created.

The right to vote is a citizen's voice in their government. The vote decides how one is to be taxed; it decides what curriculum one's child will learn in school; the vote decides the future personnel in government; and, the vote gives its caster power. Citizens with power make for a secure democratic republic. But the

history of the United States demonstrates the struggles of extending suffrage to other members of society. Suffrage for all took many decades and often came at heavy costs for those seeking to vote.

As the country changed, more individuals would secure the vote. The 1828 Presidential election, which ushered in War of 1812 hero Andrew Jackson, included 1 million more votes from the electorate than in the previous presidential election. These new votes came from men who did not own property, but were allowed to vote after states loosened voting restrictions. President Lincoln connected the principles of freedom our nation fought for against Great Britain with the paramount issues facing the country during his Gettysburg Address.

When the 15th Amendment was added to the U.S. Constitution in 1870, a revolutionary milestone was reached. Briefly, during Reconstruction, the United States experienced a biracial Congress, state legislatures filled with former slaves and the choice for black men to self-govern with the vote. Lincoln's call for "a new birth of freedom" would not be accepted by a South that felt punished by Radical Republicans, black and white.

The Presidential Election of 1876 between Republican nominee, Rutherford B. Hayes, and Democrat Samuel Tilden ended Reconstruction. When Reconstruction ceased, so too did the protection for black Americans to self-govern. Jim Crow policies such as poll taxes, literacy tests and the white primary were legal barriers prohibiting full democratic participation. Americans who even attempted to register to vote in the South faced violence and death.

Many decades later in 1965, President Johnson signed the Voting Rights Act into law. The law prohibited literacy tests, so Justice Department officials were sent to the South to monitor

elections and voter registration drives. Another integral piece of the law required states or jurisdictions with a history of discrimination to clear election law changes with the Justice Department because election laws are determined by each state. In 2011, the Texas Legislature passed a law that required

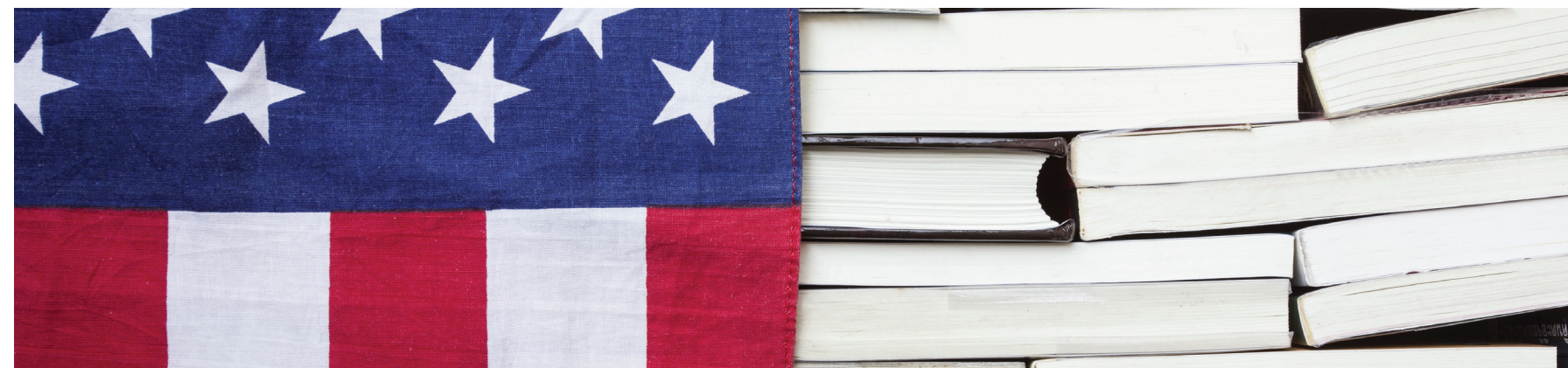
voters to show a state-issued photo identification. The Justice Department stated the Texas law put an undue burden on citizens and could not be enforced. Then, two years later the U.S. Supreme Court overturned sections of the law, which meant Texas could enforce the law.

At the turn of the 21st Century women celebrated 80 years of suffrage. In 1848, at the Seneca Falls, New York convention, women discussed their lack of rights, one of which was the right to participate with the vote. Seventy-two years after Elizabeth Cady Stanton, Susan B. Anthony and others wrote the Declaration of Sentiments, women witnessed the addition of the 19th Amendment.

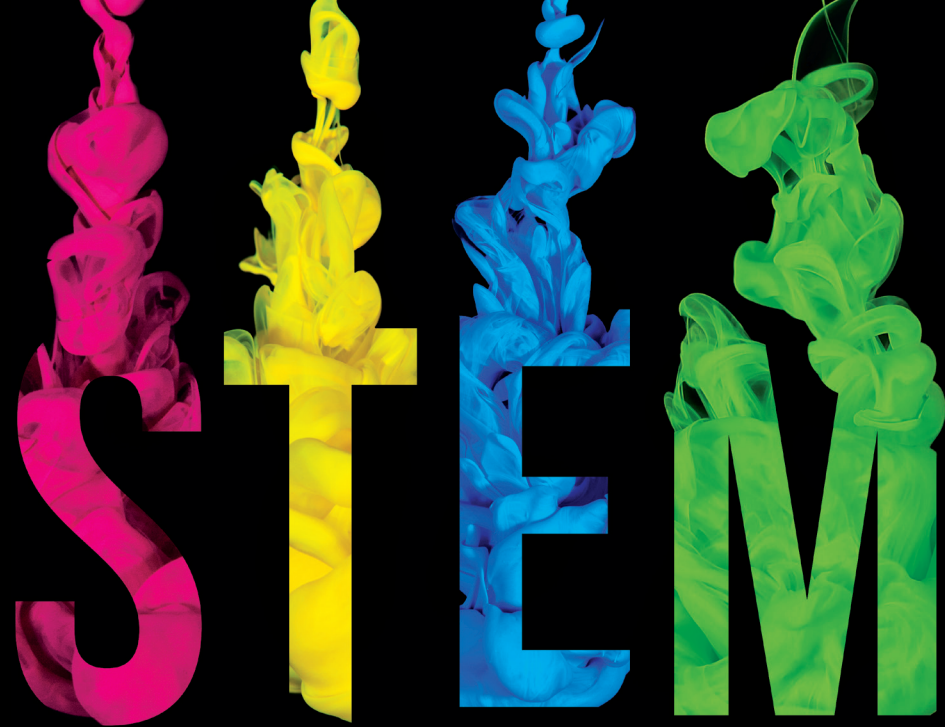
Felons represent one group of Americans who still face disenfranchisement. An estimated 6 million Americans cannot vote because of felony disenfranchisement laws. Florida has the strictest disenfranchisement laws: one in 10 adults cannot vote and one in four black citizens cannot vote. Maine and Vermont have the least restrictive voting requirements and allow prisoners to vote.

As the 2016 election unfolds, a quarter of Americans are not registered to vote. If Americans are concerned with increasing voting turnout, then efforts should be made to ensure that eligible citizens are registered. We must all remember to vote in every election, not just presidential elections. Our voices matter and our voices are the votes.

The right to vote is a citizen's voice in their government. The vote decides how one is to be taxed; it decides what curriculum one's child will learn in school; the vote decides the future personnel in government; and, the vote gives its caster power.







## A Collaborative Model

By Reginald Lewis

**N**ews flash: STEM degrees yield big returns in the workforce. Not surprisingly, college graduates who focused on science, technology, engineering and math (STEM) fields are expected to earn the highest starting salaries in 2016 and are some of the most sought-after candidates entering the job market. Tarrant County College is producing a steady stream of STEM graduates, but the labor market of the future will need many more.

A look at recent U. S. Labor Department data shows the 10 fastest-growing occupations from 2008-2018 and their median wages:

- Biochemists and biophysicists: \$82,840
- Physician assistants: \$81,230
- Biomedical engineers: \$77,400
- Medical scientists (except epidemiologists): \$72,590
- Network systems and data communications analysts: \$71,100
- Financial examiners: \$70,930
- Athletic trainers: \$39,640
- Skin care specialists: \$28,730
- Home health aides: \$20,460
- Personal and home care aides: \$19,180

“These jobs are high demand and offer salaries that can definitely change lives,” said Joy Gates Black, vice chancellor of academic affairs.

For American students to compete in a global 21st century economy driven by advanced technology, educators, employers and policymakers all agree that the U.S. education system must do a better job of developing STEM-literate students.

Consider other industrialized countries around the world. Most countries have surpassed the United States in STEM education. According to 2012 statistics from the National Math + Science Initiative, students in 26 industrialized nations outperformed U.S. students in math, and students in 19 industrialized nations outperformed U.S. students in science. The same report shows that by 2018, an estimated 63 percent of all jobs in the U.S. will require some post-secondary education, while 92 percent of all STEM-related jobs will require post-secondary training.

Improving this country’s rankings in science and math has caught the attention of Washington, DC, with the Obama administration investing millions of dollars to produce an additional 1 million STEM undergrads by 2022 and another 100,000 STEM teachers by 2021. STEM jobs are growing at 1.7 times the rate of non-STEM jobs, and the U.S. simply isn’t producing enough candidates to fill them. Study after study

show that today’s employers, regardless of industry, need STEM-literate workers.

Education experts agree that community colleges represent an integral mechanism to improve the STEM landscape here in the U.S., but it means forging strong connections with both high schools and the business community. Higher education institutions and secondary schools need to have a better understanding of what defines “college readiness” so that high schools are able to prepare students for college-level work when they arrive on campus.

Like other colleges across nation, TCC is poised to help steer young people in science, technology, engineering and math disciplines. This is why TCC has allocated a wealth of resources to develop a STEM Strategic Framework that will position the school as one of the leading forces in the study of science, technology, engineering and mathematics. The College wants to be the ideal starting point for students who pursue STEM careers that require advanced degrees or an avenue for students to earn an associate degree and other certifications.

.....  
“Our mission is student success and completion. We believe rigorous and relevant STEM education supports innovative thinking in all students.”

“..... Joy Gates Black

“At the end of the day, it’s all about access. Getting more students in the programs, helping them experience success while here, and seeing them complete on-time or transfer to a four-year college or university,” Black said.

Under this new strategy, TCC will provide all students exposure to STEM fields through strategic partnerships, programs, faculty equipped with the latest active learning techniques and engaging courses of study.

Students should be excited about the District’s new focus, as it will help increase the value of a TCC education. While creating a STEM institution constitutes a major undertaking, Black said it further illustrates TCC’s willingness to invest in its students and their future financial independence. The College’s STEM framework, which is being developed by TCC faculty, encourages cross-campus collaboration, increases the College’s STEM focus through communication and fosters collegiality among all faculty members.

“Each TCC campus is encouraged to develop a strategic plan that will address the needs of its student population, leveraging key strengths in the process,” Black said. “Barriers related to curriculum, credit and funding issues, the lack of qualified teachers, difficulty in conducting research while teaching in the classroom and time constraints in the classroom have been removed so faculty can ultimately experience successes in the classroom.

Allowing faculty to drive this initiative is certainly a culture shift, but it is one that will pay big dividends in the long run, according to Black. Typically, administrators design and implement initiatives for the District, but this collaborative approach should increase the amount of buy-in from faculty.

As the program evolves, TCC faculty and staff will be encouraged to promote integrated learning, investigation and questioning in the classroom. For example, a STEM classroom may pose a problem and then require students to do original research inspired by a class-wide inquiry project, where they must use technology to gather and analyze data, design a test, propose a solution and then communicate their findings to their peers in another country.

“I think that adding technical writing into STEM classes provides a huge benefit,” said Kristopher Row, a science major at TCC Northeast. “Personally, from talking to professors, lab researchers and STEM professionals, there is a gap from the way you are told to do things in the classroom compared to actually working in the field.” Row said an example of this would be the way students present data. In most classroom settings, students will follow a protocol, write down the data, make some conclusions and turn it in. When working in a lab, the raw data means nothing without context. “Being able to write a proper research paper or business memo about the findings, these are the skills that will help the student stand out,” he explained.

As the District continues to evolve, expect to see more collaboration on all levels. Over the past few years, faculty members at the Northeast Campus have been collaborating to integrate STEM into non-STEM disciplines. For example, the chair of the English Department and the dean of Humanities are in the process of reworking textbook choices to include more technical writing. Math is very important in the world of dance, which is offered on multiple TCC campuses. Dancers must constantly be counting their steps in order to keep time with the music. If they miss a beat, they will no longer be synchronized with the other dancers.

“This new STEM model will allow us to deliver relevant and credible content tailored to meet the students’ needs,” said Stacy Stuewe, a professor of English at TCC Northeast. “Currently,



English faculty can choose from among three different textbooks, each focusing on writing across disciplines. It promotes dialogue and prepares STEM students to write papers on subjects related to their fields. We use open source materials as well to cater to the STEM students in the class.” Stuewe is currently working with a science professor to bring student learning groups or cohorts to TCC sometime in 2017.

Robert Edmonds, a professor of physics and chief architect of the STEM initiative at TCC Northeast, is thrilled the College is opening the doors to more faculty collaboration. He thinks the institution is on the cusp of a major breakthrough.

.....”.....  
“You are talking about a signature identity for this College. If done right, this framework can help brand TCC as the first in higher education to tackle STEM at this level. We will have business and technology incubators and accelerators that tie into pre-college, college and professional, plus we have these multidisciplinary teams working together-- no one else is doing that.”

..... Robert Edmonds

Initially, Edmonds had a difficult time convincing faculty that his framework for a new STEM focus was viable. The team only met once in 2014, with Edmonds unable to gain buy-in from his colleagues, many of whom did not understand his vision. The early lack of support forced Edmonds to take some time off to retool, but he continued to have the backing of campus leadership. A few semesters later, with the support of Allen Goben, president of the Northeast Campus, Edmonds resurrected his STEM framework with a new core team that included faculty he recruited directly.

Late in 2015, Edmonds and some of his new teammates – Caroline Hamilton, associate professor of biology; William Kucera, professor of chemistry; and Kenneth Drake, associate professor of chemistry -- pitched the expanded concept to Black and other key players within the District. “At the end of the two-hour-meeting, Black simply said ‘perfect.’ In fact, she said it three times,” Edmonds explained.

Black also suggested the team share the plan with the campus leadership during the Presidents Retreat to gain their support. A

few weeks later, the team presented a comprehensive plan that would alter of course of history at TCC. The campus presidents unilaterally agreed this would help TCC become one of the leading STEM institutions in the region, if not the country.

After the retreat, District leadership started working with internal and external consulting teams to improve the TCCD P-16 pipeline (preschool to college) by evaluating current programming to identify strengths and development points. Once this analysis is complete, the consulting team will offer recommendations for alignment with state and nationally recognized best practices in STEM education, particularly at community colleges.

“Aligning with the Texas Higher Education Coordinating Board’s “60x30TX” strategic plan, which calls for 60 percent of its 25-to-34-year-old workforce to hold a postsecondary degree credential by 2030, will be important to the state’s economic future,” said Black.

Each step of the way, TCC is working hard to attract and keep STEM applicants. To augment the instruction provided by TCC’s experienced faculty, the College is developing a series of STEM initiatives designed to ensure the success of all TCC students. This includes a short-term bridge program aimed at preparing students for difficult STEM courses, and the creation of a first-year STEM cohort program designed to improve the retention rates of this population.

TCC prides itself in delivering affordable and accessible educational opportunities to all students. To this end, both the TCC Foundation and TCC’s Grants Development Office continue to identify diverse funding sources and win grants that support student learning toward STEM credentials and careers.

“Federal, state and private grant funding enables TCC to test new approaches to student success in STEM fields and to expand proven programs that impact greater numbers of students,” said Jacqueline Maki, associate vice chancellor for the Office of Grants Development. “Grants are important resources in expanding TCC’s capacity to provide innovative STEM youth camps, high-demand job training, scholarships, experiential learning, and career awareness in such fields as aviation, robotics, mathematics, biology, and the geosciences.”

Counselors and STEM faculty members are key to improving college completion rates and ensuring that students have the information and support they need to find and succeed in the programs for which they are best suited.

“Student Services is a very important partner because we are the ones to help onboard those First Time in College students, and we help start the conversation [related to selecting a major],” said Magdalena De La Teja, vice president of student services for TCC Northeast. “Faculty will work on retaining

them and helping them access the different types of support services that they will need in order to be successful. That’s why it important for us to partner with the STEM faculty to better understand all the options students have so we can talk with the students about them.”

Another component of the strategy is the offering of interactive events designed to expose students to high-demand STEM careers before they graduate, which have become more frequent throughout the District. In March, the Trinity River and Northeast campuses co-hosted the “Converge Conference and Expo: Exploring the Fusion of Science, Art and Technology in a 3-D World” expo featuring Wake Forest scientist Mathew Varkey as well as some of the leading manufacturers involved in the 3D revolution: 3d Digital, Fanuc, LabResources, Stratasys and TechLabs. TCC students were able to learn more about companies involved in scanning, modeling/design, additive manufacturing and product development. The Northeast Campus also hosted “STEM your World,” an event featuring speakers from Alcon and Accenture, plus a hands-on activity led by informal science educator Cheryl Potemkin. Similar events are being planned for each campus to expose students to STEM career fields.

These are the types of initiatives Black would like faculty and staff members to submit for approval and financial support. The first step is to submit a proposal to campus leadership for initial approval. Approved proposals would then move on to Chancellor’s Executive Leadership Team (CELT) for a second approval. Once CELT members give the go-ahead, the STEM Council, a cross-functional group of TCC faculty and staff, will support the initiative. Individuals or teams interested in submitting a proposal should contact their campus STEM deans for more information.

“If we stay on the right track, I think this effort will bring the College community closer together,” said Edmonds. “I think this is where it’s got a lot of people excited because this is a collaborative model, not only intercampus but intra-campus. We can work with the District, the campuses can maintain their own separate identity, and we can work with other non-science, non-technology disciplines.”

Edmonds hopes TCC eventually opens the Center for the Advancement of Science and Technology Innovation, or CASTI, as a dedicated facility that will show the community TCC’s STEM education “chops.” The professor believes CASTI would be an important step to guiding and cultivating new talent in the areas of science, technology, engineering and math. After careful review, TCC leaders officially adopted the CASTI STEM Strategic Framework in May, much to the delight of Edmonds and his team.

Once a STEM major earns an associate degree from TCC, he or she will be able to transfer to a four-year school for further education. TCC currently holds articulation agreements with 74 colleges and universities around the country, with several others under consideration. Articulation agreements match coursework between schools, which helps students make a smoother transition from one institution to another by minimizing duplication of coursework. Ultimately, students can save time and money without sacrificing quality.

“Because of STEM, our students are going to be better prepared to enter the workforce. We are discussing programs like micro-badging and stackable credentials, things like that,” Edmonds said. “It’s highly competitive out there. Nowadays it’s not just good enough to have a degree. You have to bring something with you. That’s why you have academic cooperatives and interning. These micro-credentials can be posted to a LinkedIn page or an electronic résumé. It just helps all away around.”

Micro-credentials could meet a need for working adults who already have college degrees, while also helping motivate current students who are trying to finish an associate or bachelor’s degree. TCC is gathering information on micro-credentials and learning from some of the leading digital badging programs in the country.

“Universities and employers all want someone that has the skills that the STEM program instills in students,” said Reginald Peek, a communications major at TCC Trinity River.

.....”.....  
“Adding STEM on any resume puts you on another level compared to your counterparts.”

..... • Reginald Peek

For more than 50 years, TCC has produced thousands of leaders who work together with scientists, engineers and health practitioners in Texas and beyond. As TCC eyes the future, faculty and staff will continue to collaborate as a way of branding to help TCC become a more comprehensive college. Ultimately, TCC’s goal is to give its students an accessible path to a four-year degree in STEM fields.

“Improving STEM education for all students will increase our competitiveness and boost our economic strength,” said Black. “In Texas, economic success depends on three things: innovation, hard work and know-how. STEM ensures our future workers have all three and are primed for success in career and in life.”



# DIGGING DEEP—

## Substantive Research Isn't Just for Universities

By Kendra Prince

For years, many people have believed that if community college faculty could do substantive research, they would be teaching at four-year schools instead. Tarrant County College is proving otherwise.

When Terry Mouchayleh, executive director of TCC's Faculty Academy, joined the College in 2012, she sought to create the Mastery of Teaching Institute (MTI) to support faculty and staff through teaching and learning.

Originally, Mouchayleh envisioned the faculty meeting once a month with outside experts, but five faculty members from across the District asked to design the MTI. Ultimately, the task force created an opportunity for faculty to spend a year researching, implementing and analyzing results of a new pedagogical technique or strategy in the classroom. This represented a departure from the typical mindset for a community college, where focus tends to be on teaching, not research.

Robin Birt, director of strategic initiatives, served on the task force that developed the MTI. She sees the positive impact it can have on faculty, students and TCC as a whole. "It shows that TCC is invested in the faculty and shows students that we are truly focused on student success," she said.

Once the task force had designed the Institute, it formed a cohort of nine faculty members. This inaugural cohort met monthly, advised and supported one another and performed extensive research on their own.

"Faculty members enjoy research," said Mouchayleh. "It is satisfying to be able to test some things like trends. Do they really work?"

Kelly Tribble, director of faculty development, meets with the cohort monthly. Orientation takes place in May, research starts in June and instructors begin testing their theories during the following spring semester. "We never say anything failed," he said. "Research still matters, even if you don't get the results you hoped. You still know more than you did before."

Colin Jenney, a research analyst with TCC's Institutional Intelligence & Research (IIR) department, has been a big fan of the MTI since he learned about it during a presentation in the program's first year. "I was ecstatic to hear such forward-thinking ideas," he said. Before joining TCC, Jenney was part of a similar program that supported a network of more than 20 top-ranked research universities.

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**"It was considered to be an innovative idea at the university level. However, to implement such a program at a two-year school is truly enlightened."**

..... Colin Jenney

Jenney attends MTI meetings to offer assistance to members of the cohort. Through a collaborative process, the cohort member works with Jenney and the IIR team to develop the design, procedures, instruments and any other tools needed for research.

While some members of the cohort were initially intimidated by the research process, ultimately, they were enthusiastic. "It was a chance to rediscover myself as an instructor," said Bhavani Kola, a mathematics instructor at Southeast Campus. "MTI was a door for me to explore the teaching world. I was excited to research and experiment."

The cohort created the projects to be researched with student success in mind. Kola researched "Measuring Engagement Strategies to Determine What Works Best to Activate Student Success and Retention." Through her work in the MTI, she used new ways to engage students, which led to positive results.

Paul Luyster, an associate professor in the Biological Services Department at the South Campus, said he signed up to participate in the MTI because "I hoped that it would allow me to formalize the research I was already doing to find best practices that could improve success rates in my own classes." He was able to confirm his hypothesis that the results of a diagnostic test could determine a student's potential success or failure in Anatomy and Physiology I.

"I was excited about signing up for the Institute, because I knew it would provide me with an avenue to dive deeper into the learning process of students," said Karen Haun, associate

professor of accounting at the Southeast Campus. For her project, she compared the success of students in three-day, 55-minute classes in Financial Accounting and Macroeconomics versus classes that were two-day, 80-minute classes.

Southeast Campus Associate Professor of Kinesiology Melissa Evans researched the relationship between physical activity and academic achievement. "I learned so much about the amount and type of data available from TCC's Office of Institutional Intelligence & Research. They were a great resource and very helpful," she said.

.....

**"Support for research of this kind and scope is uncommon at the community college level and I so appreciate the opportunity."**

..... Melissa Evans

Although research at the community college level is unusual, this concept has great potential according to Colin Jenney. "I see the possibility of a larger outreach for TCC's MTI program," he said. "Given the number of other two-year institutions in the DFW Metroplex and in the nation, MTI offers opportunities to forge new relationships with other colleges while maximizing scholarship and educational excellence."





# READY FOR THE FUTURE

by Alexis Patterson

**S**hanna Brown is a Tarrant County College employee, but you won't find her on a college campus very often. That's because she spends most of her time at high schools in the Arlington and Kennedale school districts as a coordinator for TCC's College Access program. Her job is to work with graduating seniors to provide information about TCC and guide them through the application and enrollment process. In doing so, Brown helps students at nearly a dozen schools through one of life's big transitions—from college as a future idea to college as reality.

"With our program, we provide access to many low-income students, ethnic and racial minorities, first-generation college students and, frankly, individuals who view TCC as their only chance to pursue their dreams," explained Brown.

With the support of Tarrant County school districts, College Access activities take place during class time—ensuring the most possible students become aware of what TCC has to offer.

"We are very fortunate that most of the high schools allow us so much time to assist these students with the process of coming to college," said Noemi Vela, College Access director.

"If this program were offered after hours, the numbers would be significantly lower."

College Access begins with TCC 101, an introduction given to all seniors through their English or government classes. Brown and the four other coordinators share information about a variety of TCC topics, including programs and degrees, student activities, tuition costs and how to pay for college. Of the approximately 20,000 seniors in Tarrant County school districts annually, up to 10,000 of them fill out an interest card following TCC 101. Those students become that year's College Access Program cohort.

Almost all participating students complete the program's next step of filling out the TCC admission application. Over the months to come, the seniors will take the college-readiness assessment test, set up their TCC web accounts, meet with a college advisor, get assistance with financial aid and complete all enrollment steps. In between high school visits, College Access coordinators are in constant contact with their students, reaching out by phone and email about scholarship opportunities, information about career training options and more.

In addition to activities at high school locations, the program brings participants to TCC campuses for Senior Preview Day (pictured below). This simultaneous, Districtwide event immerses high school students in the TCC experience. Participants meet faculty, tour facilities and find out about available resources. The inaugural Senior Preview Day in 2015 drew more than 1,500 students from 12 Tarrant County school districts; College Access expects an even higher turnout in 2016.

Toward the end of the school year, College Access program coordinators invite parents of participating seniors to their local TCC campus. The Parent Café events allow parents to learn what their students have accomplished through College Access and get their own college questions answered.

"College Access made college a much easier transition for me," said Jordan Barnes, a Northwest Campus student who graduated from Fossil Ridge High School in Keller Independent School District.

"[College Access] gave me insight into what it means to be a college student and allowed me to understand how it all works. I was more relaxed and ready for the future."

..... Jordan Barnes

The benefits aren't limited to college preparation; they extend to students' time at TCC. The rate of first-year TCC students continuing from the fall to the spring semester is higher for College Access participants—approximately 81 percent, compared to about 73 percent for the general student body.

School districts say the value of the program comes from not only the enrollment steps students complete but also the connection that is cultivated throughout the senior year.

"Our students gain a one-on-one, trusted relationship with TCC. They will not get that type of attention anywhere else," noted Ardran Robinson, a counselor at Arlington Independent School District's Sam Houston High School, where more than 40 percent of students attend TCC after graduation.

Robinson recalled one student who applied to four universities and went through College Access as a backup plan. While she was

accepted to all of the four-year institutions and obtained financial aid, the student ultimately decided TCC was the best fit for her. With TCC's affordable costs, the outside scholarships she received even covered full tuition costs and books.

"Her backup plan became her plan," said Robinson, herself a community college graduate.

In addition to improving pathways to higher education on an individual basis, College Access builds a college-going culture on a broader level—a key component of the community's vitality and future success. As emphasized by Fort Worth Mayor Betsy Price in this year's State of the City address, "Education is economic development." She went on to say that Fort Worth is "seriously lagging in college graduates."

Designed to help more traditional-age students enter the higher education pipeline, College Access helps address the deficit noted by Mayor Price—but the program is just one of many ways TCC contributes to the college-going culture. The College has a variety of educational partnerships and programs that build an expectation of higher education among young people. The Mobile Go Center (pictured left) visits schools across the area to begin introducing students to TCC even before their senior year. The College also holds special preparatory events; in spring, for example, TCC's Center for Excellence in Aviation, Transportation and Logistics (CEATL) at Alliance Airport hosted hundreds of Fort Worth high school students for hands-on learning and demonstrations.

Of course, pre-college programs are only one aspect of facilitating an increase in college graduates. What happens on campus obviously also plays a major role. Rasha Altaie says the support she received during her senior year at Arlington's Sam Houston High School through College Access has been matched by what she has felt as a student at Southeast Campus.

"The faculty and staff care about each student and really try to make us the best we can be," she said. "The College became my home."

College Access team members constantly look for ways to improve processes to ensure every student has that kind of experience. It's clear their efforts are paying off.

"I've had many students thank me for coming to their school because they don't have a ride to campus or any idea where to start," said Brown, one of the College Access coordinators. "It's awesome to see their eyes light up when I meet them at the end of the year and tell them, 'Congrats—you're a college student!'"





# MENTORING PROGRAMS GUIDE BRIGHTER FUTURES



by Jennifer Sicking

**K**enny Snell moved from couch to couch. When those welcomes ended, he moved from shelter to shelter. He did not know what to do after losing his job and then his home. And without a home, he could not see his son.

But he continued to attend classes at Tarrant County College.

And because he involved himself in the Men of Color Mentoring program and gained a mentor, he found his way to a brighter future.

“I would have never known to go to the financial aid office without my mentor,” he said. “It got me a place to live, something to eat and in school. I’d still be homeless without my mentor.”

TCC’s Men of Color, Empowering Links and Chancellor’s Emerging Leaders strive to help students successfully find their way through higher education. Mentors provide guiding hands and listening ears to students who might otherwise become lost and, worse yet, give up.

First-generation students often lack the support they need for navigating the complexities of college life, according to Anthony Walker, director of student success and completion, who oversees Men of Color. Through mentors, they find that support and a sense of belonging on campus.

“The mentor plays a bridge to that,” Walker said. “If they don’t know how to navigate a system or who to ask a question, those are the students we’re going to lose.”

More than one in three young people never had an adult mentor of any kind while growing up, according to the 2014 National Mentoring Partnership report. At-risk youth without

mentors are less likely to enroll in or graduate from college. Forty-five percent of at-risk youth with mentors enrolled in post-secondary education while only 29 percent of at-risk youth without mentors enrolled in college.

Men of Color began at the Trinity River Campus in 2011 after an administrator noticed only half of the African-American and Latino males that enrolled in the fall returned for the spring semester. The program supports college completion through connecting participants with encouraging faculty, staff, administrators and community leaders. Students meet weekly with mentors, who provide academic and personal support. The program also teaches them how to handle their finances and budget their money.

In 2012, the program spread throughout the TCC District with 89 students the first year. In the fall of 2015, they worked with 236 students. About 450 students have gone through its program.

The academic support received has generated strong results. Students have moved from GPAs of 0 to 2.8 in a semester.

Walker has seen students gain confidence to pursue further education beyond an associate degree. Some are even pursuing graduate degrees.

“Their sense of what could be has expanded beyond belief,” he said. “They are imagining the possibilities. They are growing as leaders. They are getting involved.”

Chancellor’s Emerging Leaders began in 2013 when the late Chancellor Erma Johnson Hadley decided to provide students in developmental education courses with support. For students who do not meet college readiness standards in reading, writing and math, the program builds academic skills as well as leadership

qualities to help students become successful in college and in their careers. It connects students to mentors and provides opportunities for students to shadow professionals for hands-on experiences. The 2014-15 class of 40 students completed with a 79 percent course success rate. Comparatively, the rest of the college population finished with a 66.4 percent success rate.

Empowering Links came to TCC in the fall of 2013 as part of Equation for Excellence, a nationwide mentoring program that supports student success. The mentoring program empowers female students to make lasting connections and to define personal and career goals. About 40 students have enrolled in the program for the 2015-16 school year.

“The mentors ease the transition from high school to college,” said Robin Birt, director of strategic initiatives, who oversees Chancellor’s Emerging Leaders and Empowering Links.

“Mentors act like a guide for college. Once the students get acclimated to campus, then they grow and blossom.”

.....Robin Birt

Jamitra Williams found support and encouragement through her Empowering Links mentor. Whenever she has questions about a program or school or in life, she knows she can find help from her mentor.

“My mentor is encouraging and someone I look up to. I want to be like her and empower others. She can help me find the answers or the right person to help. She’s also a listening ear.”

.....Jamitra Williams

Williams received a scholarship and the opportunity to travel to Austria as part of a global citizenship program through Empowering Links. She has also found herself changed.

“Before I looked at life as ‘How are you doing?’ Now, it’s ‘How are you doing? Do you need any help?’” she said. “Because I’ve received help, I want to help other people.”

That is something Snell understands. He joined Men of Color because he thought it would help him graduate, but it ended up doing much more.

“I’m 27, but sometimes I feel like a kid and I don’t know what to do,” he said. Through the group, he learned, “Real men ask questions.”

In his mentors he found people he could turn to with his questions and who would help him find answers.

Snell looks forward to a future career as an educator and a coach, mentoring others. And he looks forward to being there every day to guide his son as he grows.

“It’s good to have someone having your back,” he said.







# IT'S ALL ABOUT choices

by Sara Tucker

**F**ive TCC campus locations and the District office are now Blue Zones Project Approved worksites—the first college and first system-wide organization to earn recognition by Blue Zones Project, Fort Worth.

“Blue Zones Project is proud to have TCC join the movement to help make Fort Worth one of the healthiest cities in the country,” said Matt Dufrene, vice president of Blue Zones Project, Fort Worth. “As the first college to earn this recognition by Blue Zones Project, Fort Worth, TCC has made a substantial commitment to the well-being of its employees and demonstrated a leadership role in this community.”

Blue Zones Project is a community-led well-being initiative designed to make healthy choices easier for the Fort Worth community. Blue Zones Project is patterned after lifestyles in the world’s Blue Zones areas, where people live measurably longer, healthier lives.

Blue Zones Project, Fort Worth receives strong support from the City of Fort Worth, Mayor Betsy Price, the chambers of commerce and multiple businesses and community leaders.

“Blue Zone Project is important to Fort Worth because healthy communities make for engaged, vibrant cities that attract businesses and families and support economic development,” Price said. “It’s exciting to see non-profits, schools, faith communities and businesses working to find ways to increase the well-being of citizens by making the healthy choice the easy choice in Fort Worth.”

During a Leadership Fort Worth class in 2015, Raymond Pfang, assistant to the president at South Campus, learned about the City’s efforts to promote healthy living through a Blue Zones Project presentation.

“I shared with my boss, President Peter Jordan, about Blue Zones and suggested South Campus help Mayor Price promote healthy living by becoming the first college in Fort Worth to become an approved Blue Zones Project site,” Pfang said. “Jordan is keen to collaborate and support our community partners and told me to go for it.”

Pfang connected with Blue Zones Project and facilitated the first meeting.

In order to achieve Blue Zones Project approval, each TCC campus was considered a separate worksite, fulfilling requirements from the Blue Zones Project Worksite Pledge. Campuses selected best practices to implement in a variety of areas, such as physical environments, employee engagement and leadership.

TCC’s initiatives focus on changing environments and mindsets. The College provides opportunities for movement and de-stressing in employees’

routines, healthier and tastier food options on campus and building networks among colleagues. A faculty or staff member on each campus, deemed the Blue Zones champion, works with internal teams to engage their campus in these initiatives. As a community-led organization, Blue Zones hopes to see as many individuals engaged as possible.

More than 25 percent of TCC employees signed the Blue Zones Project Personal Pledge. Employees who take the personal pledge agree to implement small changes to increase wellness, extend life expectancy and reduce stress.

Those who took the pledge began participating in Blue Zones Walking Moias, small groups that walk together each week. At the end of each 10-week walking period, Blue Zones comes to TCC to bring together Moai participants for a celebration and to present awards to groups that walked the most.

In an effort to get people moving outside of the walking Moais, the South Campus designated Blue Zones parking spaces further away in the parking lots. Once employees caught on, the spaces filled quickly and South plans to add even more.

“The parking spots are a great example of TCC looking at a simple task like parking, making a new infrastructure, then encouraging employees to make a healthy choice,” said Blue Zones Project Executive Director Jan Titsworth. “People are now changing their habits to become more purposeful – getting in steps and moving naturally.”

TCC also kicked off Potluck Moias (pictured left), groups that gather over the course of 10 weeks to socialize and share healthy, plant-based meals for lunch. Blue Zones around the world do not necessarily avoid meat altogether, but indulge in meat less often and in smaller portions. Their diet is richer in fruits and vegetables.

Blue Zones Project provides Moai groups with plant-based recipes, taking cultural and regional preferences into consideration. Knowing people have favorite types of comfort food they gravitate toward, Blue Zones Project provides healthy, plant-based alternatives for those choices. Blue Zones Project is

continually adding to the recipe repertoire on their website and in newsletters. They also host cooking demonstrations at TCC with healthy recipes from local chefs and organizations.

Each campus has multiple Moai groups consisting of six to eight members and a captain who stays in touch with Blue Zones. Many Moais have found that colleagues continue to walk and eat together beyond the 10-week period, fostering true friendships.

“The Moai groups bring together various departments who may not have otherwise met,” said Thanh (Katie) Pham, Information Center specialist. “I’ve made new friends through our Moai group at the Trinity River Campus. We are definitely continuing our potluck lunches after the 10-week period ends.”

Pham is originally from Vietnam and appreciates Blue Zones featuring a variety of recipes from different cultures.

.....  
“I’ve learned a lot about different foods and look for new things to try at home. Blue Zones has opened my eyes to healthier, tastier alternatives. I look at food differently now!”

..... Thanh (Katie) Pham

Laceilia Francois, senior office assistant and member of Pham’s Moai group, agrees, “Trying plant-based recipes has put me on a bit of an adventure, both seeking out new ingredients and preparing new dishes. I’ve enjoyed trying foods I have never tried before.”

It is never too late to join the Blue Zones movement at TCC, as friends are always welcome at the activities, and are encouraged to take the pledge.

“I encourage all of TCC to join or support Blue Zones,” said Pfang. “Supervisors are in a position to encourage their staff to participate and give them time to. Why? What is good for the individual is good for the organization!”







.....

BLUE ZONES INSPIRED

SUMMER RECIPES

.....

BUILD-YOUR-OWN SOBA NOODLE BOWLS

INGREDIENTS

**Vegetables** (Choose as many as desired)

*To be cooked:*

- Kabocha or acorn squash, cut into 1/8-inch slices
- Broccoli, cut into pieces
- Mushrooms, sliced
- Zucchini, cut into 1/2-inch slices
- Red bell peppers, thinly sliced

*Raw:*

- Spinach or kale, roughly chopped
- Jalapeños, sliced
- Cabbage, chopped
- Avocado, sliced
- Radishes, thinly sliced
- Scallions, chopped

- Coconut oil, as needed
- Toasted sesame oil, as needed
- Salt, as needed

**Noodles**

- Buckwheat noodles, cooked according to package

**Sesame Dressing** (Double if using all vegetables)

- 1/4 cup fresh squeezed orange juice
- 1 1/2 tbsp. low-sodium tamari
- 1 tbsp. tahini
- 1 tsp. sesame oil
- 1/2 tsp. raw honey

**For serving**

- Sesame seeds

METHOD

1. Preheat oven to 400°. Line baking sheet with parchment and set aside.
2. Clean and prepare vegetables. Add 1 tbsp. coconut oil, 1 tsp. sesame oil and salt to each vegetable to be cooked. Spread on baking sheet. Bake 20 to 30 minutes or until cooked through, flipping halfway.
3. Whisk together all dressing ingredients.
4. Dress noodles with about half the dressing.
5. Serve noodles in bowls. Top with vegetables and remaining dressing. Enjoy!





# RAW PEACH TART

## INGREDIENTS

- 10 pitted dates
- 1 cup almond flour
- 1 cup raw walnuts
- ½ tsp. salt
- ½ tsp. cinnamon
- ¼ tsp. cardamom
- ½ cup macadamia nuts
- ½ cup almond milk
- 1 tsp. vanilla
- 1 tbsp. coconut flour
- 4 tbsp. honey (substitute agave nectar for vegan recipe)
- 4 to 5 peaches
- 1 lemon, juiced

## METHOD

1. In a food processor, grind macadamia nuts into a granulated powder. Place powder in a bowl, cover with almond milk and vanilla. Let it sit for 30 minutes (or until the macadamia nuts have softened into a creamy texture).
2. Next, blend the dates and almond flour until the dates are well-macerated and blended together with almond flour.
3. Add walnuts, cardamom, cinnamon and salt to the date-almond flour mix. Pulse ingredients until they begin to stick.
4. Evenly spread the crust in a 10-inch tart pan (spring form pan).
5. Cut the peaches into thin slices. Cover with lemon juice to taste.
6. After the 30 minute wait, add the coconut flour and honey to the macadamia cream and blend together, creating a custard-like cream. (NOTE: If the cream is too watery, add a little more coconut flour to thicken.)
7. Once you've reached your desired consistency, spread the cream evenly over the crust and place the peaches on top.
8. Refrigerate until ready to serve!





A pair of bright yellow dumbbells and a pair of blue sneakers with blue laces are positioned on the left side of the page, partially overlapping the title area.

# SUMMER GAME PLAN

## The Coexistence of Physical Activity and Staying Cool

by Jason Wooten, professor of kinesiology

In Texas, the heat and humidity of summer are formidable obstacles to many people who are looking to stay active. Nevertheless, the summer season offers several opportunities to take advantage of “cool” activities. How do you exercise in the heat without overheating? Let’s look at some ways that you can increase your physical activity patterns during the summer months.



### WALK IT OFF

Early walks around sunrise can jumpstart your energy levels as the day begins. Look for shaded routes in your neighborhood. Shade can be more than 15 degrees cooler compared to non-shaded areas. Walking on pre-measured trails at a park with outdoor fitness equipment may give you the added benefit of including resistance exercise. The next time you are at the mall, walk briskly (about a 15-minute/mile pace) and keep track of your time, number of steps taken, etc. Record in a journal for goal setting and reflection.



### WATER WORKS

Look for ways to include water in your activity schedule. For example, swimming is one of the best all-around activities that uses all of the major muscle groups and is easy on the joints. If swimming doesn’t interest you, find an aquatics class that you can take at a local gym or fitness center. Or if you want to focus on balance and core stability while decreasing stress and connecting with nature, consider Standup Paddle Boarding.

Having fun at a water park is also a great way to make the time fly by while you are active. Be on the lookout for local organizations that promote aquatic activities, such as Fort Worth’s “Slide the City”, a 1,000-foot slip-n-slide with plenty of music and entertainment. Washing your car and water balloon fights are additional ways to garner active minutes.



### WEIGHT FOR IT

You can perform whole-body exercises with just a pair of dumbbells. Exercises with resistance bands also can be used to increase muscular fitness. Both dumbbells and bands are inexpensive, portable and can accommodate different fitness levels.

Even without equipment, your own body weight can be used as a “machine” to work major muscle groups. Examples of these include core exercises on the floor (i.e. crunches, leg lifts, planks, etc.), pushups and squats or lunges.

Watch for gyms offering discounted memberships from Memorial Day to Labor Day. In addition to free weights and machines, some fitness centers offer exercise classes that can provide a refreshing break from monotonous activities.



### SAFETY

Before your summer game plan starts, remember these safety tips to maximize your results and enjoyment: drink plenty of water, take frequent breaks, wear breathable/light-colored clothing outside and watch for heat illness signs such as nausea, dizziness and headaches.

For more heat safety resources, visit the National Weather Service website at [www.nws.noaa.gov/om/heat](http://www.nws.noaa.gov/om/heat).





# THE Winning Formula FOR PLAYERS SEEKING COLLEGE DEGREES

by Reginald Lewis

What possibilities might exist when a growing sports brand partners with one of the largest academic institutions in the country? That very question is being answered inside Tarrant County College, as the Fort Worth Vaqueros and TCC unite to introduce the “Kick Smart” program.

The partnership is the first of its kind for the Vaqueros, a member of the National Premier Soccer League. Beginning this fall, team owner Michael Hitchcock is requiring all players without a college degree to attend TCC full time as part of their employment contracts. The player’s tuition will be funded by the soccer club’s corporate sponsors.

“TCC’s reputation for providing a diverse offering of academic programs made them a good fit for our young players looking for affordability and flexibility,” said Tobias Lopez, director of business services for the Fort Worth Vaqueros and a TCC graduate.

.....”.....  
“If one kid can walk out of here with a two-year degree that sets him up for a career or sets him up to move to the next level, that’s a success to me.”

..... Tobias Lopez

Internationally, many professional soccer players begin their careers at a young age, and most do not go to college. This unique program gives the team’s players an opportunity to earn an associate degree while also pursuing a professional soccer career.

“I was fortunate to continue my education at the University of Central Arkansas and play on a soccer scholarship. A lot of

my friends did not have the same fortune as it is a very small percentage who earn soccer scholarships,” Vaqueros captain Joseph Cervantes said. “Now TCC has bridged the gap allowing both opportunities to be possible.”

Collaborating with the Vaqueros allows TCC to meet these students where they are and show them that higher education is within their reach. Students can enroll in traditional or online classes to complete a degree. In addition to the scholarships, players will have access to a variety of support and career services that are designed to enhance the college experience.

According to Suzanne (Cottraux) Groves, executive director for communications, public relations & marketing for TCC, the partnership is designed to make education easier to obtain for the school’s newest student-athletes.

.....  
“Kick Smart demonstrates TCC’s continued commitment to putting success within reach for the people of Tarrant County and, in this case, helping Vaquero players make a successful transition once their soccer careers have ended.”

“..... Suzanne Groves

Tuition for a full-time, in-county student enrolled in 15 hours at TCC totals \$885 per semester, making it one of the most affordable rates in the country. This does not include learning materials or other related fees.

As part of the agreement, current TCC students will benefit from club internship and exclusive learning opportunities, such as player visits to campus.

TCC also hopes it will benefit from exposure to a key segment of the Fort Worth Vaqueros’ fan base -- young Latinos. Data shows it is one of the fastest growing segments in Tarrant County, and the College wants to stay top-of-mind with these fans.

TCC is one of the 20 largest colleges or universities in the United States, serving more than 100,000 students each year in academic, career training and noncredit programs.

The news received a positive response from TCC students.

“I’ve heard and read some comments from students that TCC has everything except a sports team,” said TCC Trinity River student Joanne Camarce. “I believe this new partnership will have a huge impact on both the students, current and prospective, and the fans of the Fort Worth Vaqueros.”





# Empowering

## Students with Autism for College and Beyond

by Rita L.B. Parson



As a small child, Farah Khraishi remembers her younger brother, Abdullah, learning to pronounce words...including her name.

“He used to call me, ‘Farah.’ All of a sudden, at the age of two, he would start to call me ‘FaFa.’ Then it got worse and worse until the point where he couldn’t really say anything at all,” she recalled. “So when my mom saw that change, she obviously got freaked out. She took him to doctors and they diagnosed him.”

Susan Quail noticed that her second son was not advancing physically. “He couldn’t throw the ball the way a two-year-old might do when playing outside,” she recalled. “He had low muscle tone and was a late talker.”

An occupational therapist helped him with his physical development, but it was not until a speech therapist started working with Peter that they learned there was more to his challenges. He was diagnosed with a pervasive development disorder. “I didn’t want to believe it,” his mother recalled.

The pervasive development disorder that challenged these families is autism. After the initial shock and years of seeking help for their children to develop language, learn to behave like other children their age and locate a safe, nurturing environment, they faced uncertainty again. The safe havens provided by public school programs were no longer options because their children had “aged out.”

“For most parents of children with autism, graduation day is both a joyous occasion and the scariest time of your life,” said O.W. Petcoff, whose 19-year-old son, Desmond, graduated from Arlington High School in 2015. “So, it was so good to find this opportunity and this venue. Now my college student will be able to come to college and have that experience, but still learn about things he needed to learn pertaining to autism.”

The opportunity and venue Petcoff mentions can be found at TCC’s Southeast Campus. After numerous parents seeking educational opportunities for their adult children with autism approached Carrie Tunson, vice president for Community & Industry Education at the Southeast Campus, she and her team got busy. What began with extensive research eventually resulted in the development of TCC’s Autism Syndrome Disorder (ASD) program.

“You listen to what the community says. That’s one of the beauties of what we do in CIE. You listen when people begin to talk. You have to be a trailblazer, willing to take those gambles that other folks would not take,” said Tunson, who developed the first special needs courses for the College more than 20 years ago. “I’m fortunate to be able have dedicated staff such as Nita Haliburton to handle the details necessary to give life to an initiative such as this one and keep it running.”

Perhaps the most noticeable traits of a person who has high-performing autism syndrome disorder are inappropriate responses and behavior. They often do not make eye contact or abruptly begin talking about unrelated topics.

“We really focus on socialization skills for them. When I did my research, I discovered that many of them finish college. But if they have not developed those socialization skills, many of them would not be able to do jobs because their supervisors don’t take the time to understand them.”

.....Carrie Tunson

Terry Smith’s desire to improve his skills in these areas attracted the four-year university student to enroll in TCC’s autism syndrome disorder class, while he was pursuing his degree in computer science at The University of Texas at Arlington. Smith said he learned about the program from the Department of Assistive and Rehabilitative Services (DARS). According to its website, DARS administers programs that ensure Texas is a state where people with disabilities, and children who have developmental delays, enjoy the same opportunities as other Texans to live independent and productive lives.

“I enrolled to help me better prepare for a work environment,” said Smith, who graduated in May with a B.S. in computer science. “I learned how to communicate with a person. They helped me to get along with my family better.”

Chris Templeton, adjunct professor for the classes, said it is important for him and adjunct instructor Kim Newsome to build rapport with the students so they feel comfortable openly discussing critical issues.

“We’re dealing with sensitive subjects here. Things we take for granted that we’ve learned quickly throughout our whole life, they struggle to understand,” said Templeton, whose older brother has ASD.

For Newsome, satisfaction comes when she connects with students through her teaching. “I see them changing in the classroom. They are sitting there and then all of a sudden you’ll see their face light up. They’ll lean in and really take in what’s going on. When I see a change in them, that’s the most important thing to me,” Newsome said.

“We see the most growth in them asking for help, making friends, going to class on time and setting goals. All these things that we take for granted, that we know. We are solidifying for them.”

.....Chris Templeton

“Many of those students may be successful if they just have that nudge. They are not really ready for regular college, but this is the bridge that gets them prepared,” said Tunson, who believes the autism classes are vital to students’ futures. “So we just give them that nudge that they need to get to the next level in their lives.”

Family members have observed changes as their loved ones journey to their next levels.

“Well, I have noticed that he has actually become a little more engaging and he has become more socially aware. He thinks more before he talks. Now, I feel like what he talks about actually has meaning and depth behind it,” Farah said of her brother. “He thinks before he acts. Whereas before he would just kind of talk about really random things that really had nothing to do with anything. So that’s definitely been a good thing.”

Quail, who said she is glad that her 20-year-old son enrolled in the class, is hoping that the program will be extended past the Autism I and Autism II classes to a two-year program. “With options, these children have a great future,” Quail said. “It may not be your typical future, but they have a great future.”





# BREAKING DOWN WALLS

by Jennifer Sicking

For 10 years, Phat and Vinh Nguyen waited. They studied and they waited in Vietnam.

“In my country, many want to come to the U.S. and study, but you have to pay a lot of money,” Phat said.

Instead, their grandparents, who live in the Fort Worth area, helped secure immigration paperwork for the sisters. But after arriving they faced another hurdle.

Though they began studying English in the fifth grade, they only studied English grammar and vocabulary with their Vietnamese teacher. They did not practice English conversation. At Tarrant County College, an advisor recommended they sign up for the English for Speakers of Other Languages (ESOL) program.

In fall 2014, Phat and Vinh sat nervously at their desks, with hands folded, waiting for Mary Cinatl to begin class. “We try to break down the walls of being in a new culture and new place, to make it warm, welcoming and enjoyable,” said Cinatl,

ESOL program coordinator.

TCC launched the ESOL program after an administrator saw a growing population of English language learners and international students on campus.

“We’re becoming an international society,” Cinatl said.

ESOL began at TCC in 2010 with six students. By the 2015 fall semester, the program grew to 256 students. It differs from English as a Second Language (ESL) as that program focuses on conversational English and learning basic English. ESOL prepares students for college classes.

Anglika Lorro was one of the first students in the program. As a young woman, she moved from her home in Ukraine to study German in Germany. There she met her American husband, who moved her to Texas. After taking ESL classes to learn English, she wanted to study more. She enrolled in developmental classes at TCC, but found herself struggling.

“I was really stressed and felt inferior. I thought maybe I was not smart enough to be in college.”

..... Anglika Lorro

But then Cinatl spoke to one of Lorro’s classes and she found reason to hope. She enrolled in ESOL classes.

Immigration is rising in the United States and will continue to, according to the Pew Research Center. Immigrants will comprise 18 percent of the U.S. population in 2065, compared with 14 percent today and five percent in 1965. The nation’s population grew by 131 million people from 1965 to 2015, including 72 million immigrants, their children or grandchildren, after the passage of the 1965 law rewriting national immigration policy. The need for English classes proves necessary as immigrants seek to improve their lives.

Of the students who have enrolled in TCC’s ESOL courses, 45 percent are from Vietnam, 21 percent from Spanish-speaking countries like El Salvador, Honduras, Nicaragua and Colombia and 18 percent speak Arabic, coming from Egypt, Ethiopia, Morocco and Sudan.

With those immigrants come dreams and a desire for knowledge. ESOL provides an avenue for that.

“You need to learn English if you want to integrate into American society. It’s better for people who live here to understand traditions and life, to live in unity with other people.”

..... Anglika Lorro

“We want to change our lives,” Phat said.

After being tested for college admission, TCC advisors meet with students who fall into the developmental category to determine if they are second language learners. If they are, they recommend the students enroll in ESOL.

ESOL develops academic English skills needed for college classes: grammar, college-level vocabulary, essay writing and listening to class discussions and lectures. They read classic American novels, such as *Of Mice and Men*, *The Giver*, *To Kill a Mockingbird*, *Fahrenheit 451* and *Where the Heart Still Beats*, for comprehension and vocabulary. In addition, they give oral presentations and complete projects on each of the books.

After they pass the highest of the three levels of the classes with a 70 percent or better, then students are considered college-ready.

“They’ve gone through a lot just to be seated in our classes. They have a thirst for education.”

..... Mary Cinatl

Students participate in extracurricular activities like Hot Topics, which meets two times per week to discuss issues such as idioms or how the presidential races work in the U.S. They meet with native speakers for conversation once a week.

They also watch movies and discuss them. Sí Spanish ESOL Adventures brings together native English speakers learning Spanish with Spanish speakers learning English. Seeing is Believing brings in successful adults who are second language learners to share their stories, and current students realize they aren’t alone in their journey.

“They know this person has been homesick, had a fear of answering the phone because they would not understand them or not have the right words and say something that would get them in trouble,” Cinatl said.

Through it all, Cinatl watches her students grow in confidence. “That’s probably the greatest gift ESOL has given to these students,” she said.

Lorro found that to be true. She is studying to become a dietetic technician and made the Honor Society. She also works in the ESOL lab, helping other students like her.

In tracking the students who pursue their education at TCC, Cinatl follows their progress in three basic classes. In English, 86.8 percent of ESOL students pass, 94.2 percent pass government at and 78.4 percent pass history.

Phat and Vinh have succeeded at TCC after their ESOL classes.

“It gave us the opportunity to write a lot and learn from our mistakes,” Vinh said.

“I still feel shy talking to people because my pronunciation is not correct, but I feel better because I came here,” Phat said.

After benefiting from class conversation and presentations, Vinh felt prepared for college.

“When I had the speech class in college, it was very helpful for me. I could stand in class and talk about my topic without being nervous,” she said.

The sisters now attend TCC, work as math tutors and plan to work in math-related fields.



# THE ROAD to success



Share your student success story with us!  
[tcc.successtories@tccd.edu](mailto:tcc.successtories@tccd.edu)



I am a 22-year-old graduate of Tarrant County College and a current senior at Texas Wesleyan University. I am majoring in Elementary Education with ESL (English as a Second Language) and will graduate in December 2016. I am currently earning my master's degree as a reading specialist. Let me take you through my educational journey.

I graduated from Keller High School in June 2012. Before graduating, I had trouble finding a school that complemented me. My parents could afford a four-year university, but I did not want them to waste any money. I did not find the perfect college for myself until two years after graduating high school. TCC allowed me to save money and avoid debt after college. While at TCC, I was given the chance to grow into the student that I have become today. The College taught me how to be humble, and to not be afraid to speak up or strive for success.

While at TCC, I did an exceptional job with my academics. I was inducted into Phi Theta Kappa and Kappa Delta Pi. The professors and staff at TCC are stellar. I received an email from Texas Wesleyan and was very interested in attending. I met with a counselor in the TCC Transfer Center to obtain information about Texas Wesleyan.

Approximately one week later my dad and I visited Texas Wesleyan. I instantly fell in love with the campus. The staff at the admissions house was very friendly. When I met with my admissions counselor and the dean of the School of Education, Carlos Martinez, I knew that Wesleyan was my new home. Even though Wesleyan is small, I felt like the entire staff truly cared about their students. This is the same care that was shown at Tarrant County College.

My first semester at Texas Wesleyan was in fall 2014. My parents have been my biggest supporters. It has been a blessing to have them motivate and encourage me through my college career. I am actively involved in the Texas State Teachers Association, Tau Sigma, Kappa Delta Pi and Student Government. My education classes are truly preparing me for my future classroom.

To me, TCC is a blessing in disguise. Students should try a two-year college before going to a four-year university. The teachers at TCC are extremely well-rounded individuals and undoubtedly care for their students.

My advice to any college student is to consider attending a community college. Two-year colleges prepare students just as well as four-year institutions.

School can be challenging at times, but never give up, keep persevering and believe in yourself. All students have a bright future and we all have a plan for our lives.

I thank God for guiding me through my college career. Work hard to reach your full potential and you will assuredly see the reward in the end. Your bright future is within reach!

*-Ariel Peaks*

I was born in Mexico and at the age of six, I moved to the United States. My family and I entered America on a tourist visa. Six months later, my parents made the decision to stay in America for a better future and, of course, the American dream.

Life has not been easy for us. After six months our visa expired, and we became illegal immigrants. I remember a lot of moving. There was no stability for the first 15 years of my life. At the age of 17, I had my son and three years later I became a single parent.

The road was not easy and I remember going to school while I was pregnant with him. When I became a single parent, I had no choice but to get a job. Six years later my second child, a daughter, was born. I was still a single parent.

I moved to Texas in 2009, working from one job to another. I convinced myself to get my high school diploma and then continue on to college. This is where my journey in higher education began. I began attending Tarrant County College in summer 2013. Initially, I worked full-time, while raising two children and attending college on a part-time basis. I am proud to say my current GPA at TCC is a 3.5.

As a single parent, my children help motivate me to improve my quality of life by attending college and working toward my personal and educational goals.

Brenda Bolling-Bentley, my counselor, has led me through my educational path and other life obstacles. When I was laid off after working two years, she guided me through becoming a full-time student at TCC.

Thanks to her, I was introduced to the Chancellor's Emerging Leaders Program, an additional incentive to remain in college (see page 24). This program prepared me for the coaching and learning that never ends. Through the program, I acquired leadership skills and tutoring resources. I graduated from the program and now serve as an alumna.

I am a member of C.O.M.P.A.S.S., a women's mentoring program at the Trinity River Campus. I can share my experiences and help other young mothers on their journeys. I am also proud to be a member of Phi Theta Kappa. Additionally, I was selected to receive the Chancellor's Emerging Leaders Program Scholarship for 2015-2016 and was a recipient of the Mary I. Gourley Scholarship.

I am appreciative of the assistance given from staff at the Trinity River Campus. I will be graduating in fall 2016 and transferring to a university. I have received numerous blessings as a single mother with two children. I never believed I could accomplish what I have on my own, thanks to TCC and the astonishing staff. I am endlessly gratified that God placed these remarkable individuals in my life.

Although my journey was difficult and filled with many obstacles, my advice to others would be to never give up. There will be days that are very tough. Trust me when I say you will want to give up, but do not.

Stay close to those who see the best in you because they will be the ones to pull you through and make you see how far you have come. I will be the first college graduate in my family as a single parent. I am a leader, a stronger mother and woman—and an example to my family of where determination and perseverance can lead!

*-Brenda Luna*





# WHAT'S STOPPING YOU?

by Jamie Brown



Groves answers commonly asked questions about the new campaign:

## Q. How was the campaign developed?

**A.** Our department partnered with OCG PR, a Fort Worth-based PR and marketing firm, which combined with two additional local companies, Schaefer Advertising and 1820 Productions, to help produce the campaign.

## Q. How were students in the ads chosen?

**A.** The students were selected based on recommendations from TCC faculty and staff. We wanted to find students who exemplified our three main student groups: first-time-in-college 22-26 year-olds, people making life transitions and people making career transitions.

## Q. How did you decide where and how to advertise?

**A.** The approach was rooted in research, and advertising placements were based on habits and preferences of prospective students. We selected multiple methods to ensure our ads were seen. Extensions of the campaign are in development and may appear as early as this fall.

## Q. I am a TCC student and would like to share my story.

**A.** Send an email to [TCC.SuccessStories@tccd.edu](mailto:TCC.SuccessStories@tccd.edu) telling us about your TCC journey. See more student success stories on page 40.

Tarrant County College students took over television and radio airwaves, bus benches, movie screens and other advertising venues as part of TCC's spring marketing campaign. Ads asking, "What's Stopping You?" targeted prospective students and featured profiles of three currently enrolled students who overcame obstacles to find success at TCC.

A recent high school graduate studying dance, a mother of three learning culinary arts and a U.S. Army veteran training to become a firefighter explained why they chose TCC. The narratives show the District through students' eyes and offer a behind-the-scenes look at the dance and culinary arts programs and the firefighter training facility.

Their stories are unique, but are linked by a driving desire to improve their lives.

The campaign encourages people to consider what is preventing them from pursuing a degree. The ads propose solutions to common obstacles of time and money and along the way, reference the District's six locations, weekend and online classes, free tutoring and affordable tuition (\$885 per 15-hour semester).

"TCC is filled with incredible stories from students who overcame obstacles on their path to attending college," said Ken Schaefer, president of Schaefer Advertising Company. "When we developed this campaign, we wanted to tell those stories and enable others to realize TCC more than likely has the answers to the question, 'What's stopping you?'"

TCC is one of the 20 largest colleges or universities in the United States. Approximately 100,000 students, or one in 21 Tarrant County residents, attend TCC annually.

Suzanne (Cottraux) Groves, executive director of communications, public relations & marketing, said the new campaign is designed to showcase what TCC does best: give students the help they need to overcome challenges and find their own version of success. "As a tax-supported entity, the College must do its part to inform the community about new programs and initiatives," she said. "Advertising helps us reinforce the breadth, depth and scope of our programs but, more importantly, our fundamental conviction that everyone is 'college material'. We care about the success of our students, and offer the help they need to reach it. The students in our new campaign illustrate that commitment beautifully."

## SARA FERRIS

**Pathway:** Culinary Arts

Stay-at-home mom Sara Ferris began writing a new recipe for her life two years ago when she enrolled in TCC. "I'm doing this for my children, to give them a better future," she said. Ferris knew she wanted to work in culinary arts, and researched TCC's Associate of Applied Science degree. She moved from South Texas to attend classes at the Southeast Campus. "I was scared — how was I going to get the money? But there is money if you want to go to school." TCC offers night, weekend and online classes with financial aid available for those who qualify. Ferris graduated in May and welcomed her third child. "You can do it, too," she said. "As a mom, you can continue on with your career!"



## JOSE HERNANDEZ

**Pathway:** Dance

A Mexico City native, 20-year-old Jose Hernandez dreams of becoming a professional dancer, but two years ago he was afraid his finances might keep him from ever standing in the spotlight: "My first thought was money. It seemed nearly impossible to attend college." Guidance from advisers on how to apply for financial aid, plus free tutoring were key to his success. He plans to transfer to a four-year university and earn a bachelor's degree in dance. Hernandez wants others to know money does not have to prevent taking a leap into higher education. "If you think you can't go to college, you can do it," he says. "It is affordable."



## BRANDON BROWN

**Pathway:** Fire Academy

In high school, Brandon Brown dreamed of playing professional basketball, but an injury sidelined that idea. He joined the U.S. Army and was sent overseas, yet the extended time away from his loved ones made life difficult. The single dad left the military, returned to Texas and began investigating his prospects. "My grandma passed away in a fire when I was getting ready to exit the military. I knew then that firefighting was my second career." He enrolled in TCC's Fire Academy at the Fire Service Training Center at the Northwest Campus. He was skeptical about his ability to work and stay in school, but his new dream is becoming a reality. "Everyone on this campus has been amazing," he said.



View the student testimonials and commercials  
at [tccd.edu/magazine/campaign](http://tccd.edu/magazine/campaign)



# JOIN THE CONVERSATION!

 **@TCCCollege:**  
#TCCStandswithOrlando



 **@TCCCollege:** Thanks  
@MayorBetsyPrice for stopping  
by our #MainSt2016 booth!



 **@TCCCollege:**  
Beautiful shot at #TCCSouth!



 **@RepVeasey:** Great convo w/  
@TCCCollege students about  
veterans, student debt & mental  
health #FutureForumDFW



 **@TCCCollege:** We love the  
bright colors in this shot from  
#TCCSoutheast!




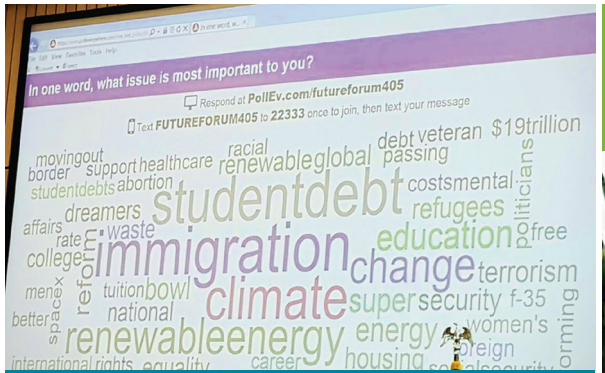
 **@FtWorthSoccer:**  
At the @TCCCollege Northwest  
Campus for the Walsh Library  
Annual Reading Festival!



 **@TarrantCountyCollege:**  
Culinary students serving beer  
cheese soup at #EmptyBowls




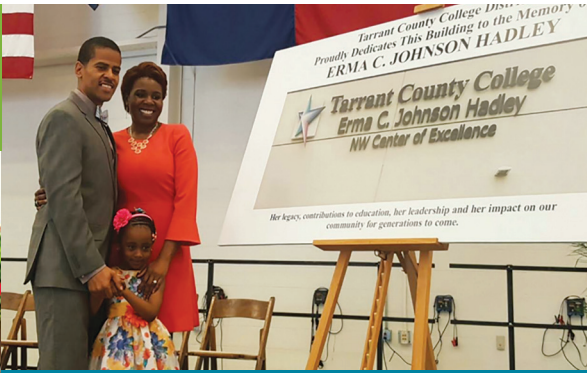
 **@TarrantCountyCollege:**  
Discussion topics submitted by  
students for the #FutureForum.



 **@TarrantCountyCollege:**  
Thank you filmmakers & guests of  
the #TCCTrinityRiver Film Festival!



 **@TarrantCountyCollege:**  
Naming of the Erma C. Johnson  
Hadley Northwest Campus CEATL



 **@TarrantCountyCollege:**  
Our #MainSt2016 booth! Come see  
us tomorrow, beginning at 10 a.m.!



 **@TarrantCountyCollege:**  
President Bill Clinton will be  
speaking today at TCC Trinity  
River Campus from 11-2.



 **@utarlington:** @UTA &  
@TCCCollege partner to open more  
pathways for transfer students.



 **@TarrantCountyCollege:**  
Great shot of the courtyard  
waterfall #TCCTrinityRiver!



 **@TarrantCountyCollege:**  
Student & staff artwork on display  
at #MainSt2016! Come see us!



 **@TarrantCountyCollege:**  
#TCCSouth has a petting zoo!  
Take a break from studying & enjoy.



 **@MayorBetsyPrice:** What a  
beautiful day for a @FitWorth  
#Fit15 at @TCCCollege!



 **@LegionOfDan:** #TCCNortheast  
speech and debate wins Lonestar  
sweepstakes at Phi Rho Pi regionals



 **@TarrantCountyCollege:**  
Love this shot of #TCCNortheast!



 **@TarrantCountyCollege:**  
Therapaws is back at the  
#TCCTrinityRiver library!!



 **@TarrantCountyCollege:** Happy  
Opening Day! TCC is an official  
partner of your Texas Rangers!





# Faculty AND Staff BRAGS

## Alaina Webb

*Adjunct Instructor, Sign Language Interpreting Program, Trinity River Campus*

Received the Trinity River Award Celebrating Excellence (TRACE) Adjunct Award.

## Amy Cooper

*Assistant Professor of Dental Hygiene, Northeast Campus*

Selected as a Tarrant County College Distinguished Alumni.

**Barbara Prellwitz**, *Web Communications Assistant,*

**Brandon Tucker**, *Web Design Coordinator,*

**& Sara Tucker**, *District Manager of Marketing,*

*District*

Received a Gold Award at the Case District IV Annual Awards Competition and a Gold Award at the Education Digital Marketing Awards for the #TCCGrads social media campaign. Won an Award of Excellence for Social Media Tactics at the PRSA Worthy Awards.

## Bill Coppola

*President, Southeast Campus*

Honored by Rice University’s OpenStax for his work promoting free textbooks. A conference room was named for him in their newly remodeled Houston offices. He was also invited to serve as a member of the Phi Theta Kappa (PTK) Presidential Advisory Board.

**Brandon Tucker**, *Web Design Coordinator,*

**& Stephen Fornal**, *Manager of Web Development*

*District*

Won a Bronze Award at the 31st Annual Educational Advertising Awards and an Award of Excellence at the PRSA Worthy Awards for the 50th Anniversary website design. Won three Gold Awards for Online Annual Report, WebAdvisor Redesign and CEET Touchscreen Display, a Silver Award for Magazine Website Redesign and a Bronze Award for the 50th Anniversary Microsite at the Education Digital Marketing Awards.

## Bryan Stewart

*Vice President for Academic Affairs, Trinity River Campus*

Nominated to serve on the Health Science Program of Study Career Cluster Advisory Committee by the Texas Higher Education Coordinating Board.

## Chris Campbell

*Director of Construction Project Management, Northeast Campus*

Appointed to the Dallas Fort Worth APPA Board of Directors.

## Christian deLeon

*Associate Professor of Art, Northwest Campus*

Presented with Outstanding Professor of the Year by the Student Government Association.

## Christina Palacios

*Financial Aid Specialist, Trinity River Campus*

Re-elected as vice president of membership by the Texas Association of Chicanos in Higher Education.

## Curtis Fukuchi

*Professor of English, Northwest Campus*

Written about in a chapter of *The Mentoring Continuum: From Graduate School through Tenure* by Leonard Cassuto, monthly column writer for The Chronicle of Higher Education.

## Daniela Kojouharov

*Professor of Mathematics, Southeast Campus*

Nominated to serve on The Texas Higher Education Coordinating Board Learning Outcomes Work Group for Developmental Education Mathematics.

## David Sallee

*Instructor of Geology and Geography, Northeast Campus*

Named as TCCD’s co-principal investigator for an ongoing National Science Foundation-funded partnership with UT Arlington.

**DeeDra Parrish**, *District Photographer,*

**Brandon Tucker**, *Web Design Coordinator,*

**& Sara Tucker**, *District Manager of Marketing,*

*District*

Received a Bronze Award for Billboard Campaign Photography at the Case District IV Annual Awards Competition. Won a Bronze Award for Billboard Campaigns at the 31st Annual Educational Advertising Awards, along with Suzanne Cottraux, executive director of communications, public relations & marketing.

## Edgar Estrada

*Financial Aid Associate, Trinity River Campus*

Elected as president of The Texas Association of Chicanos in Higher Education.

## Eduardo Rojas

*Music Adjunct, Northeast Campus*

Invited by the National University of the Arts in Taipei, Taiwan to perform a solo concert, give master classes and judge the Asian Pacific Piano Competition. Was the guest soloist with the Cali Philharmonic Orchestra in Cali, Colombia. Was featured in *Beyond Arts and More*, an international magazine.

## Eileen (Lynn) Preston

*Professor of Biology, Northwest Campus*

Voted in for another two-year term to chair of the Professional Development Committee of National Collegiate Honors Council.

## Erin Stafford

*Art Instructor, Trinity River Campus*

Featured in a solo exhibition, “Misbehaving,” at Kirk Hopper Fine Art in Dallas.

## Fred Spaulding

*Associate Professor of Art, Northwest Campus*

Had a Collage Assemblage Workshop and Lobby Installation featured at the Kimbell Art Museum. He was also featured in an art exhibition at Artspace 111.

## Irma Aguilar-Coker

*Professor of Nursing, Trinity River Campus East*

Received the Trinity River Award Celebrating Excellence (TRACE) Hallmark Award.

## James Craft

*Coordinator of Fire Services, Northwest Campus*

Won Training Officer of the Year at the Texas Association of Fire Educators Conference.

## Jason Clark-Miller

*Associate Professor of Criminal Justice, Northwest Campus*

Published “Three Phases of Juvenile Risk Assessment Development: Impressionistic, Actuarial and Holistic” in the *Texas Probation Quarterly*, Vol IV, No 1, published by Sam Houston Press and Copy Center in Huntsville, Texas for the Texas Probation Association.

## Jeanell Buck

*Associate Professor of Psychology, Northeast Campus*

Received the International Paragon Award for New Advisors at the PTK International Convention. Also awarded Advisor Hall of Honor in the Texas Region.

## Jeniesa Johnson

*Associate Professor of Radiology, Trinity River Campus East*

Recognized as the 2015 Living Legend by the North Texas Radiologic Technologists Society. Received the Sharon Coffey Educator of the Year Award from The Texas Society of Radiologic Technologists.

## Jesse Herrera

*Project Manager, Northeast Campus*

Awarded first place at the Annual Panther Den Design Competition, held by the Greater Fort Worth Real Estate Council.

## Joe Rode

*Vice President for Student Development Services,*

*Northwest Campus*

Featured at the following exhibitions: Nature’s First Green Is Gold Deadwest Open Range, 2016 Spring Gallery Night, Artspace 111 and 2016 Preservation is the Art of the City.

## Joshua Tarbay

*Associate Professor Kinesiology, Northwest Campus*

Acknowledged in text, as a professional editor for Pearson’s soon to be released 12th edition of *HEALTH: The Basics*.

## Jose Cubela

*Music Adjunct, Northeast Campus*

Served as president for the Fort Worth Music Teachers chapter of Music Teachers National Association and collaborated with Hsinyi Wang, associate instructor, who served as vice president of programming for the 2015-2016 year.

## Karen Parsons

*Department Chair of Music, Northeast Campus*

Served as vice president of events and programming for The Sonata Club, a Mid-Cities music organization that offers a TCC Music Scholarship. Also accepted an Excellence in Teaching award from a spring 2016 TCC graduate.

## Katharine Fuchshuber

*Assistant Professor of Nursing, Trinity River Campus East*

Received the Trinity River Award Celebrating Excellence (TRACE) President’s Award.

## Kathleen “Pert” Durapau

*Speech/Drama Department Chair, Southeast Campus*

Nominated for the Minnie Stevens Piper Foundation Award for outstanding academic and scholarly achievement.

## Laura Escamilla

*Coordinator of the Transfer Center, Trinity River Campus*

Selected and recognized by Texas A&M University as a Very Important Counselor.



Lauren Cross

Art Adjunct, Northwest Campus

Published in *Fort Worth Weekly* for the organization she founded, WoCA, Women of Color Artists.

LeeAnn Olivier

Assistant Professor of English, Northwest Campus

Her poetry chapbook, *Spindle, My Spindle* was accepted for publication by Hermeneutic Chaos and released in April 2016.

Lisa Englehart

Instructor of Dental Hygiene, Northeast Campus

Selected as a Tarrant County College Distinguished Alumni.

Lisa Uhler

Government Professor, Northeast Campus

Awarded the Student Government Teacher Appreciation Award for the Business and Social Science Division, voted on by Northeast students.

Lourdes Davenport

Coordinator of Transfer Center, Northwest Campus

Elected as president of the Executive Board of Directors for Proyecto Inmigrante ICS, Inc. for a two-year term. Lourdes is co-founder.

Magdalena De La Teja

Vice President for Student Development Services, Northeast Campus

Received the International Award of Distinguished College Administrator at the PTK International Convention in National Harbor, Md. Also awarded Hall of Honor for College Administrators in the Texas Region.

Mary Cinatl, Instructor of ESOL,  
Melissa Evans, Associate Professor of Kinesiology,  
& Thelisa Nutt, Associate Professor of Psychology,  
Southeast Campus

Recognized as outstanding faculty at both the secondary and post-secondary level by the Sunrise Rotary Club of Arlington at their annual Faculty Recognition Event.

Mary Virginia Hallak

Academic Advisor, Trinity River Campus

Received the Trinity River Award Celebrating Excellence (TRACE) Hallmark Award.

Patrick Jones

Music Adjunct, Northeast Campus

Sang the part of “Paul” in *The Empty House* with the Fort Worth Opera Frontiers, the part of “Ben” in Menotti’s *The Telephone* and baritone in the jazz trio of Bernstein’s *Trouble in Tahiti* with Tri-Cities Opera.

Philippe Baugh

Associate Professor of Music, Northeast Campus

His bass guitar composition, “Sunspot,” was selected for the 2017 Texas All-State Jazz Audition material for high school jazz students.

Rafael Perea

Criminal Justice Training Center Coordinator, Northwest Campus

Selected by Texas Commission on Law Enforcement to serve on the curriculum committee for the update of the Texas School Marshal program.

Rosalinda Nunez

Administrative Assistant for Department of Math and Science, Trinity River Campus

Received the Trinity River Award Celebrating Excellence (TRACE) Disney Award.

Sara Tucker

Manager of Marketing Communications, District

Received Honorable Mention for Best Article at the PR Daily Content Marketing Awards. Won gold in print advertising, silver in newspaper advertising and merit in poster advertising at the 31st Annual Educational Advertising Awards, along with Suzanne Groves, executive director of communications, public relations & marketing.

Scott Donaldson

Criminal Justice Training Center Coordinator, Northwest Campus

Received the Outstanding Faculty Award from Caruth Police Training Institute for their Civilian Leadership series.

Sean Madison

President, Trinity River Campus

Awarded the Educational Leadership Award of Excellence at the 2nd Annual UNCF Tarrant County Mayors’ Luncheon.

Sharon Covington

Assistant Professor of Art, Southeast Campus

Had two digital paintings accepted in the Dancing in the Wind Juried Art Exhibit at Mary Moody Northen Art Gallery, West Texas A&M University.

Shawna Gaccetta

Administrative Assistant and Phi Theta Kappa Advisor, Southeast Campus

Awarded the Phi Theta Kappa Horizon Award for Advisors at the state convention in Waco.

Sherrie Bodiford

Instructional Assistant for Sign Language Interpreting Program, Trinity River Campus

Received the Trinity River Award Celebrating Excellence (TRACE) Disney Award.

Shewanda Riley

Association Professor of English, Northeast Campus

Received the international award of Distinguished Advisor at the PTK International Convention in National Harbor, Md. Was also awarded Most Distinguished Advisor of the Texas Region.

Siobhan Flowers

On-Call Counselor, Southeast Campus

Selected by the National Board for Certified Counselors Minority Fellowship Program Foundation and awarded \$20,000 for funding and training to support her education and facilitate her service to underserved minority populations.

Sophia Garcia

Assistant Professor of Biology, Trinity River Campus

Received the Distinguished Community College Faculty Award from The Texas Association of Chicanos in Higher Education.

Stacy Stuewe

Professor of English, Northeast Campus

Received District II Hall of Honor from Phi Theta Kappa - Texas Region Level.

Susan Hamilton

Assistant Professor of Nursing, Trinity River Campus East

Received the Trinity River Award Celebrating Excellence (TRACE) Hallmark Award.

Suzanne Groves, Executive Director of Communications,  
Public Relations & Marketing,  
Sara Tucker, Manager of Marketing Communications,  
Rita Parson, Manager of Public Relations,  
Kendra Prince, Editorial Coordinator,  
DeeDra Parrish, District Photographer,  
Brandon Tucker, Web Design Coordinator,  
& Connie Wiebe, Administrative Office Assistant,  
District

Received an Award of Achievement for *REACH Magazine* at the PRSA Worthy Awards. Won a Silver Award for *REACH Magazine* at the 31st Annual Educational Advertising Awards. Received Honorable Mention for Best Publication and Best Marketing Campaign at the PR Daily Content Marketing Awards.

Terrell Shaw

Coordinator of the Transfer Center, Southeast Campus

Selected a 2016 Very Important Counselor by Texas A&M University. His participation in the program carried with it a \$1,000 scholarship awarded to a TCC student attending Texas A&M in fall 2016.

Trish Igo

Association Professor of Art, Northwest Campus

Awarded a Juror’s Pick Award and an online feature with Non-Fiction Gallery in Savannah, Georgia for her collaborative artwork with Jill O’Brien.

Tonya Blivens, Instructor of Speech,  
Carol White, Assistant Professor of Mathematics,  
& Gracie Williams, Instructor of Computer Science,  
Southeast Campus

Recipients for the 2016 National Institute for Staff and Organizational Development Excellence Award.

Tony Roberts

Professor of Philosophy and Religion, Trinity River Campus

Recognized at the Alpha Delta Delta, Texas Regional Convention Awards, as State of Texas Distinguish Advisor, for 14 years exemplary service to chapter, region and state.

Tyson McMillan

Professor of Computer Science, Northeast Campus

Published Chapter 12, “Micro-Feedback via the Cloud: Sustainable Monitoring of Online Student Responses” for the text, *Increasing Productivity and Efficiency in Online Teacher*.

Wes Rhodes

Fire Service Training Center Adjunct Instructor, Northwest Campus

Won Fire Instructor of the Year at the Texas Association of Fire Educators Conference.

Winter Rusiloski

Associate Professor of Art, Northwest Campus

Featured her solo exhibition, *Tempest* at at Weyland Gallery at Divine Word College. She and Angel Fernandez were interviewed by KERA (and NPR of North Texas). Winter won the Tracy Family Award (2015 Moncrief Cancer Institute Award). Rusiloski’s painting, “Frac-tured Vessel,” was on view at Artspace 111 Gallery, and was chosen by Anthony Mariani, editor of the Fort Worth Weekly, as one of the Top 5 Artwork of 2015.

Yolanda Jones

Children’s Center Teacher, Northeast Campus

Selected as a Tarrant County College Distinguished Alumni.

Yvonne Jocks

Instructor of English, Southeast Campus

Accepted into the National Western Writers of America.

This is not an exhaustive list of the many distinguished awards received recently by TCC faculty & staff. Please submit your awards to [TCC.Brags@tccd.edu](mailto:TCC.Brags@tccd.edu).



# CHANCELLOR'S 2015-2016 QUARTERLY *Employee Excellence Awards*

## FIRST QUARTER

Alyssa Petty  
Barbara Hester  
Beatriz Reyna  
Carisa Givens  
Carisa Givens  
Carol Hunsberger  
Carolina Reyes  
Casey Ramos  
Cheryl North  
Christina Guzman  
Christina Palacios  
Christine Lohrke  
Christopher Gulseth  
Darrell Rush  
Douglas Peak  
Ebony Alexander  
Edgar Estrada  
Elvis Martinez  
Frances Powell-stevens  
Frankie Ward  
Guadalupe Vargas  
Ivan Mino  
Jacquetta Clayton  
Jennifer Bustillos  
Jennifer Melendy  
Jennifer Villaire  
Jose Castro  
Juan Torres  
Karen Raulerson  
Krestin White  
LaTonya Price  
Lilian Mabry  
Lisa Benedetti  
Macario Villanueva  
Magdalena delaTeja  
Maggie Row

Maria Delgado  
Maria Delgado  
Maribel Gonzalez  
Mary Alvarado  
Michelle Griffith  
Misty Renteria  
Pedro Portillo  
Phillip Jenkins  
Rahma Aboutaj  
Ramon Mireles  
Ramon Moreno  
Richard Yamane  
Robert Rodriguez  
Rosemarie Hammon  
Samantha Estrada  
Serafin Garcia  
Sophia Garcia  
Stephanie Davenport  
Sylvia Hill  
Tracy White  
Victor Ballesteros  
Vivian Soto  
Wendi Pierce  
Yesenia Ayala

## SECOND QUARTER

Allegra Davis  
Amy Staley  
April Trafton  
Axel Leos  
Cherie Keplinger  
Cheryl Jones  
Cristi Pinson  
Cristina Sullivan  
Curtis Nash  
Donna Delancy  
Elena Martinez

Erika Rizo  
Eugenia Homeyer  
Jennifer Warren  
Kala Crouch  
Karl Ronacher  
Kiara Smith  
Lisa Uhler  
Maria Almendariz  
Maria Hernandez  
Megan Peck  
Noemi Vela  
Paula Ragsdale  
Rachel Lopez  
Sarah Diaz  
Shanna Brown  
Vicki Hutto

## THIRD QUARTER

Angel Carr  
Ann Nguyen  
Betty Goodridge  
Brandy Kelly  
Charlene Railsback  
Chelsey Brewer  
Cheryl Sohns  
Daryl Tate  
Deborah Sisley  
Irene Thrower  
Jane Sureshkumar  
Jennifer Jackson  
Kenya Wilson  
Leann Ellis  
Lisa Benedetti  
Martin Patrick  
Mary (Kathy) Nevins  
Mary Cinatl  
Meg Young

Megan Atchison  
Melissa Herrera  
Pamela Petro  
Paula Otterman  
Peggy Cobb  
Rebecca (Ashley) Tully  
Sammie Sheppard  
Scott January  
Sherrie Bodiford

## FOURTH QUARTER

Asante Buil  
Axel Leos  
Benjamin Avelar  
Brandon Tucker  
Danelle Toups  
Deedra Parrish  
Felicia Grimes  
Irene Thrower  
Joan Shriver  
Justin Brumit  
Kathy Burks  
Kelley Mills  
Melanie Gonzalez  
Michael Tribble  
Nichole Mancone  
Patricia Boudreau  
Ralph Bissey  
Ruth Engel  
Sara Tucker  
Sean Piganell  
Shawn Stewart  
Steven Buster  
Steven LeMons  
Suzanne Groves  
Tammie Cornelius  
Timothy Murphy  
Tyson McMillan  
Vanessa Walker



by Claire Olson

Tarrant County College Foundation has a rich history of funding Science, Technology, Engineering and Math (STEM)-related studies, as evidenced by the Foundation's Bolen Math Competition, which has awarded scholarships to TCC students since 1989.

The Bolen Math Competition spotlights TCC students who compete in the national Student Mathematics League competition. Top TCC competitors who are graduating have the opportunity to receive scholarships to area universities, while first-year top competitors may earn Foundation scholarships at TCC.

Since 1989, more than 1,000 TCC students have competed in the national math competition that involves more than 8,000 community college math students at 165 colleges in 35 states. Former Fort Worth Mayor Bob Bolen worked tirelessly to help endow the Bolen Math program in honor of his brother Jim, who initiated TCC's participation in the competition. Bolen continued his support of the program even after his lifetime through a bequest in his will to the TCC Foundation. The Bolen Math program receives strong support from the Miles Foundation, XTO Energy and many individual donors.

"The Miles Foundation recognizes the critical role of STEM education in readying the next generation workforce, and we honor our founder's legacy as a geologist through investments in these programs," said Sara Redington, communications director of The Miles Foundation.

A past Bolen Math competitor, Jared Hoag, credits TCC for starting him on a life-changing academic journey that would lead him to Texas Christian University (TCU) for his bachelor's degree and Dartmouth University for his master's and doctoral work. His memories of TCC go back a long way. He watched his mother act in plays there when he was three years old. His brother started taking art classes there when Hoag was 14. At the age of 17, Hoag enrolled at Tarrant County Junior College as an art major. He remembers later voting for the name change to Tarrant County College.

A fellow student said his artwork seemed very mathematical in nature and asked Hoag if he had considered majoring in math instead. Interested in computer animation, Hoag spent a semester as a computer science major before transitioning into math.

In a chemistry class at the Northeast Campus, a girl sitting next to Hoag said he should consider working in the math lab at the Northeast Campus. He went to the lab, and they hired him on the spot.

"That job ended up being my first W-2 job and was my foot in the door. I met interesting people and gained valuable professional and personal experience," Hoag said. "I treasure those memories."

While taking math classes at the Northeast Campus, Hoag developed a friendship with instructor Douglas Smith. "He was my college algebra instructor and was easily one of the best I ever had -- at TCC, TCU, Dartmouth or University of Arizona," Hoag said. "He had an obvious passion for mathematics and it showed. It was very motivating.

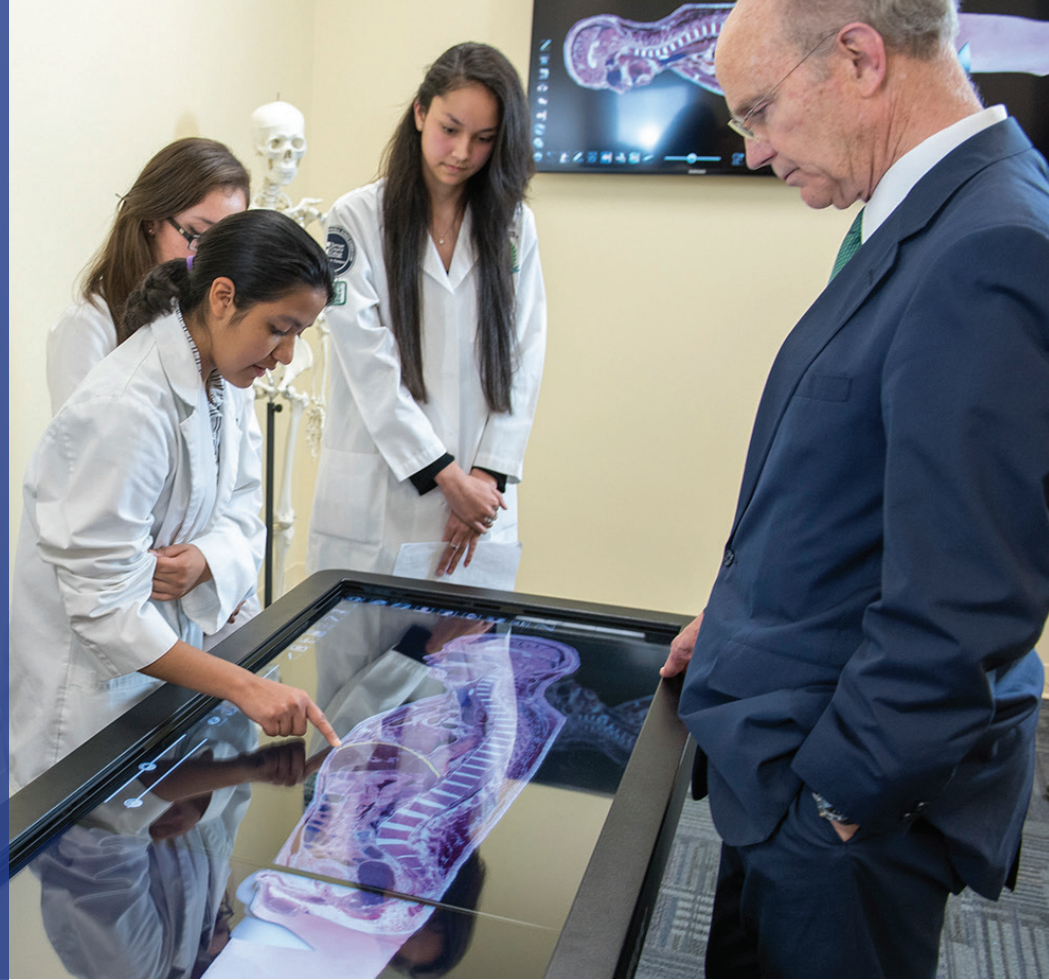
"He told me about the Bolen Math Competition and encouraged me to participate. I did, and it exposed me to a whole world of competitive mathematics that I barely knew existed," Hoag said.

At the Bolen awards ceremony, Hoag met the chairman of the Mathematics Department at TCU, Robert Doran, who asked Hoag if he had considered attending TCU. Hoag had not. Doran got Hoag into TCU past the official deadlines and procured scholarships and grants for him. From TCU, Hoag went to Dartmouth where he earned a master's degree and has completed most of his doctoral work.

"TCC changed my life for the better, dramatically," Hoag said. "It's a very valuable and high-quality institution for college students in the Dallas-Fort Worth area and basically cannot be beat in price-performance terms. The professors are the same caliber as at leading universities. I believe that many people who spend their first two years at four-year universities are wasting their money. They should consider the opportunity to explore their academic interests in the low-pressure, low-cost, high-quality environment that is TCC."



# FOUNDATION SUPPORTS ambitious STEM INITIATIVE



by Claire Olson

Tarrant County College's STEM (Science, Technology, Engineering and Math) initiative, which incorporates STEM concepts into traditionally non-STEM-related courses, and represents one of most important and ambitious programs in its history. The effort requires a complex collaboration among the College's strategic planners, faculty, administrators and students, and is expected to transform the future of TCC. Boosting the initiative is the equally complex support of Tarrant County College Foundation. The effort is a precise example of the Foundation's mission -- to raise, manage and provide philanthropic support for students and for the critical needs of the College's strategic planning process.

Through the Foundation, companies, organizations, individuals and TCC employees contribute generous funds for scholarships. Grants provide STEM students with valuable equipment and resources. Funds contributed support specific STEM programs -- the GenHope program, the Texas Academy of Biomedical Sciences (TABS), the Bolen Math Competition (see page 51) and other STEM efforts.

"Filling the need for individuals to enter STEM occupations is among the highest priorities of today's local and national economies," said Joe McIntosh, executive director of TCC Foundation. "As the TCC District continues to focus on STEM-related fields of programming for students, the Foundation is aggressively seeking support from individuals, organizations and

businesses to help students involved in this rigorous study."

Through the Foundation, donors have established eight specific scholarships supporting students pursuing studies in STEM fields:

- American Association of University Women's (AAUW) Fort Worth Branch Scholarship – mathematics and science
- AAUW's Tarrant County Branch STEM Scholarship – any STEM field of study
- Bates Container/Hardy Sanders Family Scholarship – computer and engineering technology
- Charter Communications – computer science and information technology
- Larry Darlage Scholarship – any STEM field of study
- Beverly and D. R. Lutton Endowed Scholarship – engineering-related fields of study
- Gloria Mills Scholarship – mathematics, natural and physical sciences
- Martin Stacy Scholarship – any STEM field of study

The Foundation has secured community financial support for GenHope, an after-school STEM-focused program orchestrated through the South Campus Community & Industry Education department. Originally begun by County Commissioner Roy Brooks (pictured right, with GenHope graduates) and transitioned to

TCC to administer in 2013, GenHope engages students at 14 Title One middle schools in Fort Worth, Crowley and Everman ISDs in rigorous curricula that nurture their STEM acumen.

Among those providing GenHope funding for the 2015-16 academic year are the Miles Foundation, Lockheed Martin, Tarrant County Credit Union, Southside Bank, Katrine Menzing Deakins Trust and Union Pacific Foundation.

Norman Robbins, director of communications for Lockheed Martin, a major GenHope donor, says his company must hire tens of thousands of scientists and engineers over the next five to 10 years to remain competitive, and they need to be U.S. citizens.

"We work to devote half of our philanthropy to STEM-related investments, and we can't wait until high school to get students interested in math and science. The early grades – elementary and middle school – provide a great gateway for stimulating interest in math and science, and support of TCC's GenHope program has been one of our most successful efforts."

..... Norman Robbins

Robbins said he has had personal experience observing GenHope students. "The GenHope kids are fully engaged and excited to be learning these subjects. They are developing a passion that will carry them into high school and college and provide them with the knowledge employers like Lockheed Martin need to remain cutting edge and keep our country competitive," he said.

Of course, TCC's STEM initiative wants to give students the opportunity to work with leading-edge technology, and companies and foundations are providing that technology.

TCC used a grant from the Sid W. Richardson Foundation to purchase an anatome table (pictured left). The special equipment

is used by students in the early college high school at the Trinity River Campus -- the Texas Academy of Biomedical Sciences (TABS), a partnership among TCC, Fort Worth ISD, the University of North Texas and the UNT Health Science Center.

"It's a virtual human cadaver, with no harsh chemicals and odors involved," said Randall Canedy, chair of the TCC Foundation Board. "I would say that there are few, if any, other high school students using this cutting-edge piece of equipment as they prepare for future healthcare careers."

The anatome table allows students to visualize skeletal tissues, muscles, organs and soft tissue. These various tissues can be customized by virtually slicing, layering and segmenting the anatomy.

TCC Foundation has secured other technologically advanced equipment for the TABS labs with private grant funding awarded specifically for the biomedical academy. The Robert D. and Alma Moreton Foundation awarded a \$10,000 grant for the support of TABS.

According to Bryan Stewart, vice president of academic affairs at the Trinity River Campus, this funding has been put to good use. "This special funding has been so appreciated," said Stewart. "For students to be able to use such advanced equipment increases the value of their education. They graduate from TABS prepared for rigorous education that will help them obtain promising careers in healthcare."

TCC employees helped bolster scholarship support by contributing over \$195,000 to TCC Foundation scholarship funds through the 2015-16 Employees Care Campaign. McIntosh said, "TCC employees know first-hand the value of a scholarship. TCC employees want to help their students succeed. Contributions from our TCC employees are highly valued."

People donate their time as well. "About 75 community volunteers commit a great deal of time reviewing scholarship applications and selecting recipients," said McIntosh. "This is a time-consuming process, and their work is immensely valuable."

The Foundation is preparing to administer and manage about \$1.5 million in total scholarship awards for the 2016-2017 academic year.

"STEM adds an exciting dimension to the great academic work of this College," McIntosh said. "Collectively, the generous gifts of time and money coming from so many sources create bright futures for our TCC students, the workforce of tomorrow."





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