Mission

"Alvin Community College exists to improve the lives of its constituents by providing affordable, accessible, high quality and innovative academic, technical, and cultural educational opportunities for the diverse communities it serves."

Vision

"As a premier college that provides high-quality academic, technical, and cultural programs, Alvin Community College's focus will be to promote student success, enhance quality of life, and support economic development."

Agenda

Board of Regents

Regular Meeting

July 23, 2020
6:00 PM

BOARD OF REGENTS
ALVIN COMMUNITY COLLEGE
3110 Mustang Road
Alvin, Texas 77511

OFFICIAL AGENDA OF REGULAR MEETING
July 23, 2020 at 6:00 PM
VIRTUAL

TABLE OF CONTENTS

---

1. **Call to Order**
   - A. **Certification of Posting of Notice** 4
   - B. **Pledge**
   - C. **Invocation**
   - D. **Citizen Inquiries**
     In accordance with ACC Board Policy BDB (Local), time will be allotted at each regular meeting of the Board of Regents for public comment. Persons who wish to participate in the public comment portion of the meeting must sign up before the meeting begins and must indicate the topic about which they wish to speak. No presentation may exceed five minutes.

     Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board may not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.

     A person addressing the Board who has a complaint or a concern who has not previously attempted to solve a matter administratively through resolution channels established by policy shall be referred to the appropriate policy to seek resolution.
2. **Board Chair Report/Board Comments**
3. **Minutes** 5
4. **Information Items**
   - A. ACC Employee Headcount 12
   - B. ACC Employee Resignation Report 13
5. **President's Report** 14
6. **Status Update Regarding Regular Maintenance and Renovation Projects - AGCM** 50
7. **Consider Approval of Spectra Contract Flooring to Replace Theatre Carpeting** 51
8. **Consider Approval of Texas Specialty Products for Filter Media Replacement and Cooling Tower Repair** 52
9. **Consider Approval of Contract with Howard Technology for the Addition of Classroom Technology to Four Classrooms in the "S" Building** 53
10. **Consider Approval of TSI Single Section Testing Fee Change Proposal** 54
11. **Consider Approval of Personnel Action (Replacement): Dean, Continuing Education and Workforce Development** 56

12. **Fourth Information Presentation of the Fiscal Analysis and Proposed 2020-21 Budget** 59
13. **Financial Report Ending June 2020** 62
14. **Executive Session**
    · *Private consultation with its attorney, when seeking the advice of its attorney in accordance with Section 551.071; Deliberate the evaluation of ACC employees, including, but not limited to, College President's goals as related to President's evaluation and contract, in accordance with Tex. Gov't Code Section 551.074.*
15. **Consider Approval of Amendments to President's Contract** 69
16. **Adjournment**
    Adjournment of meeting

CERTIFICATION OF POSTING OF NOTICE TO THE REGULAR MEETING OF THE ALVIN COMMUNITY COLLEGE DISTRICT BOARD OF REGENTS
JULY 23, 2020

It is hereby certified that a notice of this meeting was posted on the 16th day of July 2020, in a place convenient to the public on the Alvin Community College campus as required by Section 551.002, *Texas Government Code*.

Signed this 16th day of July, 2020.

Dr. Christal M. Albrecht
President

ALVIN COMMUNITY COLLEGE
REGULAR MEETING OF JUNE 25, 2020
OFFICIAL MINUTES

The Board of Regents of Alvin Community College met virtually in a regular session on the 25th day of June at 6:00 p.m., with the following members, administrative personnel, and guests present:

'Bel Sanchez	Chairman
Jody Droege	Vice-Chair
Patty Hertenberger	Secretary
Jim Crumm	Regent
Kam Marvel	Regent
Darren Shelton	Regent
Jake Starkey	Regent
Roger Stuksa	Regent
Andy Tacquard	Regent
Christal M. Albrecht	President, Alvin Community College
Jade Borne	Alvin Community College
Wendy Del Bello	Alvin Community College
Karen Edwards	Alvin Community College
Cindy Griffith	Alvin Community College
Karl Stager	Alvin Community College

Debbie Kraft	Amos Byington	Alan Phillips
Rick Morris	Tammy Giffrow	
Matt Graves	Steve Cabrera	

1. **Call to Order**
   The meeting was called to order by Chair Sanchez at 6:02 p.m.

   Chair Sanchez went on to state that on March 16, 2020, Governor Gregg Abbott granted a request by Attorney General Ken Paxton to temporarily suspend a limited number of open meetings laws to the extent necessary to allow telephonic or videoconference meetings in response to the Coronavirus (COVID-19). In accordance with those suspended rules, the board certifies the following:

   a) Although members of the Board are not gathered in a central, physical location, we do have a quorum in attendance at this meeting by video conference.

   b) This meeting is being held by video conference because the convening at one location of a quorum of the governmental body is not appropriate during the COVID-19 Public Health Emergency.

   c) Based on current guidance from federal, state, and county authorities concerning large gatherings and social distancing during the COVID-19 public health emergency, there is no established location for an audience to observe the meeting, however, the live meeting is accessible through a web link that was timely and appropriately provided to the public and media as part of the meeting posting and via the district's website.

d) As we would at any in-person meeting, members of the public who have followed the standard instructions for registering to speak during the public comment portion will be allowed 5 minutes to speak.

e) All other meeting procedures will adhere to board-adopted procedures to the extent practicable.

f) A video recording of this meeting is being made and will be available to the public on the College's website.

Tammy Giffrow took a roll call for attendance.

2. **Certification of Posting of Notice**
   Certification of the posting of the notice as listed in the agenda was acknowledged. Dr. Albrecht certified that a notice of the meeting was posted in accordance with Title 5, Chapter 551, *Texas Government Code*.

- **Pledge**
- **Invocation**
  Invocation by Mr. Marvel.

Citizen Inquiries
There were no citizen inquires.

Executive Session
- *Private consultation with its attorney, when seeking the advice of its attorney in accordance with Section 551.071; for the purpose of deliberating the purchase, exchange, lease or value of real property in accordance with Section 551.072.*

Executive Session ended at 6:57 p.m.

The meeting was called back into session by Chair Sanchez at 6:57 p.m.

Board Comments
The Regents thanked Dr. Albrecht and her staff and faculty for all their hard work and efforts in keeping the college operating and serving the students, thanked the IT Team for their negotiations in saving money for software, thanked the staff for the virtual graduations and Strive parade, thanked ACC staff for their representation at the Chamber of Commerce, thanked IT for the quick turnaround to a virtual Board meeting set up, and congratulated Regent Shelton's daughter on acceptance to the ACC Nursing program.

Approval of Minutes
Chair Sanchez said that if there were no corrections or additions to the minutes of the Regular Board meeting of May 12, 2020, Called Board Meeting of June 15, 2020 and Board Workshop of June 15, 2020 she would entertain a motion to approve. A motion to approve the minutes was made by Vice Chair Droege. Seconded by Dr. Crumm. Motion passed unanimously.

President's Report
Dr. Albrecht gave a summary that included the following:

The National Guard will host a COVID-19 testing site here at ACC on Friday. People who feel they may be infected can make an appointment to come to the S Building EMT bay to get tested for the virus.

Every day our students and staff members go through a daily screening process to help prevent the spread of the virus on campus. Anyone who is on campus must take training and has their temperature checked before coming to ACC.

So far this summer, we have had 222 students apply for assistance under the CARES Act.

Student Survey results are in and the forthcoming Faculty Survey will act as indicators for instruction for the Fall semester.

History instructor Ian Baldwin was recently contributed to a book about the history of LGBTQ civil rights in Los Angeles. The book, A Ray of Sunshine, is now available on Amazon.

This report was for information only.

Consider Approval of Personnel (Replacements): Psychology Instructor, Process Technology Instructor and Executive Director, Institutional Effectiveness and Research
The motion to approve Jennifer Shimek as Psychology Instructor, David Westmoreland as Process Technology Instructor and Dr. Pam Shefman as Executive Director of Institutional Effectiveness and Research was made by Dr. Hertenberger. Seconded by Mr. Marvel. Motion passed unanimously.

Consider Approval of of Carpet Contract for G Building
The motion to approve a contract to Spectra Contract Flooring for the G Building flooring project was made by Mr. Shelton. Seconded by Mr. Starkey. Motion passed unanimously.

Consider Approval of Microsoft Campus Agreement
The motion to approve the expenditure of funds for the Microsoft campus licensing agreement was made by Mr. Stuksa. Seconded by Mr. Tacquard. Motion passed unanimously.

Consider Ratification of Purchases Made by Emergency Procurement During the Covid-19 Pandemic
The motion to ratify the purchases made during COVID-19 by the President, through the authority delegated to her by the Board of Regents during the March 16 and March 26, 2020 meetings was made by Dr. Crumm. Seconded by Mr. Marvel. Vote For: Mr. Stuksa, Mr. Shelton, Mr. Starkey, Mr. Tacquard, Chair Sanchez, Mr. Marvel, Dr. Hertenberger and Dr. Crumm. Abstained: Vice Chair Droege. Motion passed.

Second Information Presentation of the Fiscal Analysis and Proposed 2020-21 Budget
Mr. Stager talked about the presentation of the Fiscal Analysis and proposed 2020-21 Budget that was held at the Board Workshop of June 15, 2020. The Regents had no further discussion or questions at this time. The next Board Workshop will be held on July 13, 2020 for further review of the budget. This report was for information only.

Consider Approval of 2020-2021 Board Meeting and Workshop Schedule

The motion the 2020-2021 Board Meeting and Workshop Schedule was made by Dr. Hertenberger. Seconded by Mr. Marvel. Motion passed unanimously.

Consider Approval of Board Policy Update 38, Affecting Local Polices (See attached list)

The motion to approve and adopt the revisions to the TASB Local Policies as provided in TASB Update 38 was made by Mr. Shelton. Seconded by Mr. Starkey. Motion passed unanimously.

Consider Approval of Revision to Board Policy FFAC (LOCAL) Regarding Wellness and Health Services and Communicable Diseases

The motion to approve the revision to Board Policy FFAC (LOCAL) as recommended was made by Mr. Stuksa. Seconded by Mr. Tacquard. Motion passed unanimously.

Consider Approval of Revision to Board Policy DBB (LOCAL) Regarding Employment Requirements and Restrictions, Medical Examinations and Communicable Diseases

The motion to approve the revisions to policy DBB (LOCAL) as presented was made by Dr. Crumm. Seconded by Vice Chair Droege. Motion passed unanimously.

Consider Approval of Revision to Board Policy DBF (LOCAL) Regarding Outside Employment

The motion to approve the revisions to policy DBF (LOCAL) as presented was made by Dr. Hertenberger. Seconded by Mr. Marvel. Motion passed unanimously.

Consider Approval of Resale of Trust Property

Action Items:

Account # 3690-0084-0000, Brazoria County Suit #8218*T99

The motion to approve the resale of property was made by Mr. Shelton. Seconded by Mr. Starkey. Motion passed unanimously.

Financial Report Ending May 2020

Mr. Stuksa made the motion to approve the financial and investment report for May 2020. Seconded by Mr. Tacquard. Motion passed unanimously.

Adjournment

There being no further business before the Board, the motion to adjourn was made by Mr. Tacquard. Seconded by Vice Chair Droege. Meeting was adjourned at 8:14 p.m.

_____ _____

Dr. Patty Hertenberger, Secretary **'Bel Sanchez, Chair**

ALVIN COMMUNITY COLLEGE
BOARD WORKSHOP OF JULY 13, 2020
OFFICIAL MINUTES

The Board of Regents of Alvin Community College met virtually in a Board Workshop on the 13th day of July, 2020 via video conference, with the following members, administrative personnel, and guests present:

'Bel Sanchez	Chair
Jody Droege	Vice-Chair
Patty Hertenberger	Secretary
Jim Crumm	Regent
Kam Marvel	Regent
Darren Shelton	Regent
Jake Starkey	Regent
Roger Stuksa	Regent
Andy Tacquard	Regent
Christal M. Albrecht	President, Alvin Community College
Jade Borne	Alvin Community College
Wendy Del Bello	Alvin Community College
Karen Edwards	Alvin Community College
Cindy Griffith	Alvin Community College
Karl Stager	Alvin Community College

Debbie Kraft Tammy Giffrow Dr. Jeff Ling
Kelly Klimpt Rick Morris

Call to Order

Tammy Giffrow took a roll call for attendance.

Chair Sanchez called the meeting to order at 12:03 p.m. and went on to state that on March 16, 2020, Governor Gregg Abbott granted a request by Attorney General Ken Paxton to temporarily suspend a limited number of open meetings laws to the extent necessary to allow telephonic or videoconference meetings in response to the Coronavirus (COVID-19). In accordance with those suspended rules, the board certifies the following:

a) Although members of the Board are not gathered in a central, physical location, we do have a quorum in attendance at this meeting by video conference.

b) This meeting is being held by video conference because the convening at one location of a quorum of the governmental body is not appropriate during the COVID-19 Public Health Emergency.

c) Based on current guidance from federal, state, and county authorities concerning large gatherings and social distancing during the COVID-19 public health emergency, there is no established location for an audience to observe the meeting, however, the live meeting is accessible through a web link that was timely and appropriately provided to the public and media as part of the meeting posting and via the district's website.

d) As we would at any in-person meeting, members of the public who have followed the standard instructions for registering to speak during the public comment portion will be allowed 5 minutes to speak.

e) All other meeting procedures will adhere to board-adopted procedures to the extent practicable.

f) A video recording of this meeting is being made and will be available to the public on the College's website.

Certification of Posting of Notice

Certification of the posting of the notice as listed in the agenda was acknowledged. Dr. Albrecht certified that a notice of the meeting was posted in accordance with Title 5, Chapter 551, *Texas Government Code*.

Citizen Inquiries

There were no citizen inquires.

Presentation of Evergreen Solutions Report

Dr. Jeff Ling with Evergreen Solutions presented a report on the findings of the Compensation Study. He talked about the phases of research and findings that included introduction meetings, outreach, internal analysis, external analysis and finally, solutions. He also talked about the focus groups with employees, data collected, the assessment of ACC's current conditions, external comparisons, market positioning, and implementing of various compensation options. This report was for information only.

Executive Session #1

Chair Sanchez announced that the Board of Regents were convening into Executive Session at 12:34 p.m.

- *Private consultation with its attorney, when seeking the advice of its attorney in accordance with Texas Gov't Code Section 551.071.*

Executive Session ended at 1:31 p.m.

The meeting was called back into session by Chair Sanchez at 1:35 p.m.

Third Presentation of the Fiscal Analysis and Proposed 2020-2021 Budget

Mr. Karl Stager presented the draft of the 2020-2021 budget along with the fiscal analysis. Included in the overview was state funding information, changes in estimated taxable values, estimated revenue, sources of revenue for the college and the effect that the pandemic could possibly have on the 2020-2021 budget. Mr. Stager talked about receiving the final budget amount and clarification of the tax rate process from the Brazoria County Tax Assessor Collector by the end of July. He also talked about the salary savings due to recent retirements and resignations. Adjustments will be made to the proposed budget to reflect salary savings and reduction in Athletic travel for the Fall semester.

The Regents agreed that the 2020-21 budget should reflect the phasing in of a new compensation plan/structure and Mr. Stager will send the Regents worksheet information regarding compensation adjustments of 1% and 1.5% for their review. Dr. Albrecht stated that there will be a Board meeting on July 23, 2020 for the next review of the budget.

Other Discussion

Dr. Albrecht was asked about the decision for instruction types for the Fall semester and she and Dr. Griffith gave a general overview of conversion of classes to Remote, Hybrid and Online. Dr. Griffith also talked about meetings with the ISDs to coordinate Dual Enrollment schedules and instruction. Dr. Albrecht will provide the results of the Faculty and Student surveys regarding course delivery modality at the July 23, 2020 meeting.

Dr. Hertenberger inquired about the Fitness Center's reopening and refunds to members who have paid to date. Dr. Albrecht stated that the Fitness Center would remain closed at least through November due to construction and Dr. Griffith will inquire about any refunds with Ms. Bonny Johnson.

Mr. Marvel asked about the status of filling the Dean of Student Services position and Mrs. Edwards informed him that the search committee is currently screening candidates and will be moving forward to interviews soon.

Executive Session #2

Chair Sanchez announced that the Board of Regents was convening into the second Executive Session at 2:11 p.m.

- *For the purpose of a private consultation with its attorney when seeking the advice of its attorney, in accordance with Tex. Gov't Code Section 551.071; Deliberate the evaluation of ACC employees, including, but not limited to, College President's goals as related to President's evaluation, in accordance with Tex. Gov't Code Section 551.074.*

Executive Session ended at 3:15 p.m.

The meeting was called back into session by Chair Sanchez at 3:20 p.m.

Adjournment

Dr. Crumm made the motion to adjourn. Seconded by Mr. Stuksa. Motion passed unanimously. The meeting was adjourned at 3:20 p.m.

Dr. Patty Hertenberger, Secretary **'Bel Sanchez, Chair**

ALVIN COMMUNITY COLLEGE

EMPLOYEE CATEGORIES JULY

SPRING 2020

	Budgeted 2019-20	JULY 2020	Funded Vacancies
Administrative	11	10	1
Professional	74	69	5
Faculty	113	104	9
Technical Support, Clerical & Maintenance (TSCM)	116	108	8
Total Full-Time (FT) Employees	**314**	**291**	**23**

Resignation/Termination Report

	Name	Department	Last Day Worked	Reason
1	None			

FALL 2020 PREFERENCES

A SUMMARY OF STUDENT AND FACULTY SURVEYS ON COURSE PREFERENCES

This document contains and overview of the data and recommendations for consideration as the decisions of the Fall 2020 followed by the full results of both surveys.

FALL 2020 PREFERENCES

A SUMMARY OF STUDENT AND FACULTY SURVEYS ON COURSE PREFERENCES

Executive Summary of the Student Survey

Summative outcomes from the student survey:

- A majority of students prefer on-line learning in some format.
- Students are most comfortable with classes on-line except in the case where hands-on instruction is necessary to learn.
- Students' top concern is safety/health followed by their ability to pay for classes.

Executive Summary of the Faculty Survey

Summative outcomes from the faculty survey:

- A majority of faculty prefer on-line learning in some format.
- Faculty are most comfortable with classes on-line except in the case where hands-on instruction is necessary to learn.
- The majority of faculty prefer convocation activities to be on-line or virtual.

Recommendations Based on the Summaries

- Define any curricular changes to Fall 2020 to account for the preferences and comfort levels.
- Use the recommendations from the Vice President of Instruction (included at the end of this document).

ACC C.A.R.E.S.

Community Asset

We are a strong community asset.

Accountable

We are accountable to all its stakeholders.

Responsive

We are responsive to the needs of students and the region.

Excellence

We strive for educational excellence in programs and services.

Student-centered

We take pride in being student-centered.

The results are shared by each question in full below. The tables of results and charts/graphs are included where available. The survey opened June 17th and closed on June 25th. Email and social media were used to advertise participation in the survey. In all, 578 respondents completed the survey to the end and only 3 respondents skipped the final question.

QUESTION ONE

All 578 respondents answered question one. Wording for question one: At the current time, ACC is trying to plan for how classes will be held for Fall 2020. From a student perspective, what is your preferred way to take classes this Fall 2020 (regardless of the class content)?

Options for question one:

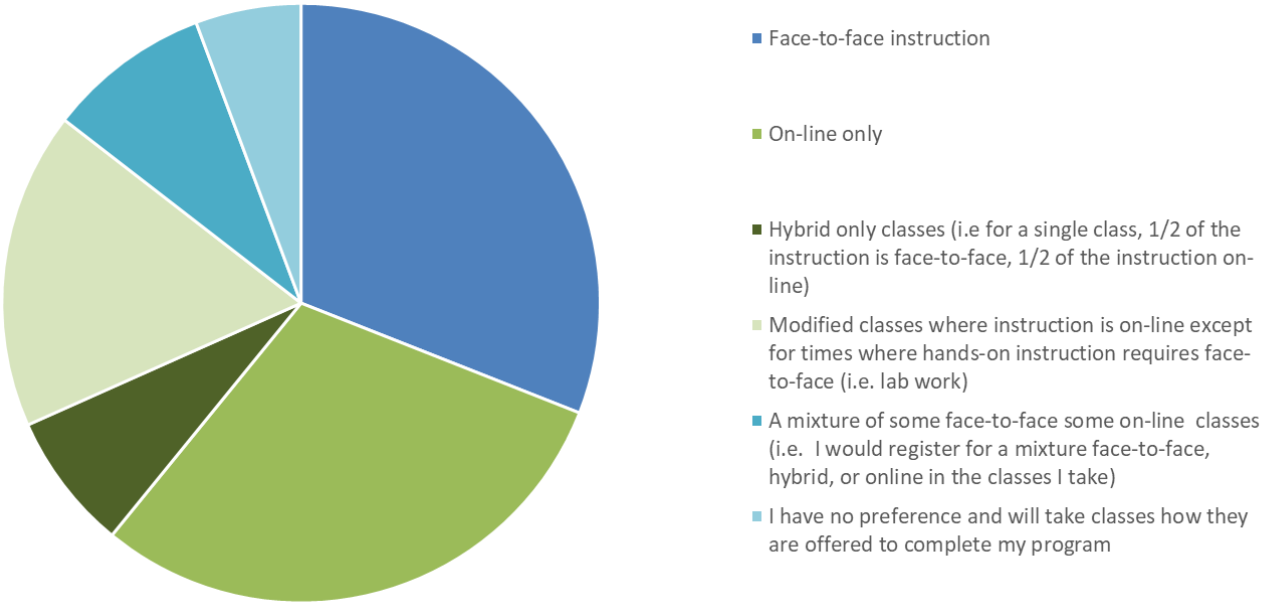
- Face-to-face instruction;
- On-line only;
- Hybrid only classes (i.e for a single class, 1/2 of the instruction is face-to-face, 1/2 of the instruction on-line);
- Modified classes where instruction is on-line except for times where hands-on instruction requires face-to-face (i.e. lab work);
- A mixture of some face-to-face some on-line classes (i.e. I would register for a mixture face-to-face, hybrid, or online in the classes I take); or
- I have no preference and will take classes how they are offered to complete my program

Summary of the data:

A majority (~54%) of students have a preference for on-line learning in some format.

Data:

ANSWER CHOICES	RESPONSES	
Face-to-face instruction	30.97%	179
On-line only	29.93%	173
Hybrid only classes (i.e for a single class, 1/2 of the instruction is face-to-face, 1/2 of the instruction on-line)	7.44%	43
Modified classes where instruction is on-line except for times where hands-on instruction requires face-to-face (i.e. lab work)	17.13%	99
A mixture of some face-to-face some on-line classes (i.e. I would register for a mixture face-to-face, hybrid, or online in the classes I take)	8.82%	51
I have no preference and will take classes how they are offered to complete my program	5.71%	33
TOTAL		578



Question Two

All 578 respondents answered question two. Wording for question two: Select your agreement with the following statements.

Options for question two:

- I will feel comfortable in a classroom with ~24 students.;
- I would prefer to have my classes split and attend face-to-face only with half the students present (10-12 students on rotating days) and then on-line for the second day of the week.;
- I do not feel comfortable attending face-to-face classes regardless of the number of students in the room.;or
- I am most comfortable with classes on-line except in the case where hands-on instruction (i.e. lab work) is necessary to learn.

Note that the first and third options are opposing views. In the first option, there is either agreement or disagreement with an assumption of a full classroom (worded positively). Therefore, agreement assumes comfortable in face-to-face class. In the third option, there is either agreement or disagreement with any face-to-face (worded negatively). Therefore, agreement assumes discomfort in face-to-face class.

<u>Summary of the data:</u>

Where some students are very uncomfortable (~27%) in a full classroom, some are uncomfortable (~30%) however, some (~15%) are comfortable.

The rotating schedule option is split where more strongly dislike the idea (~20%) than strongly like (~11%).

More students are very uncomfortable (~21%) in a classroom of any size; however, some (~29% & ~34%) are comfortable in a classroom of any size.

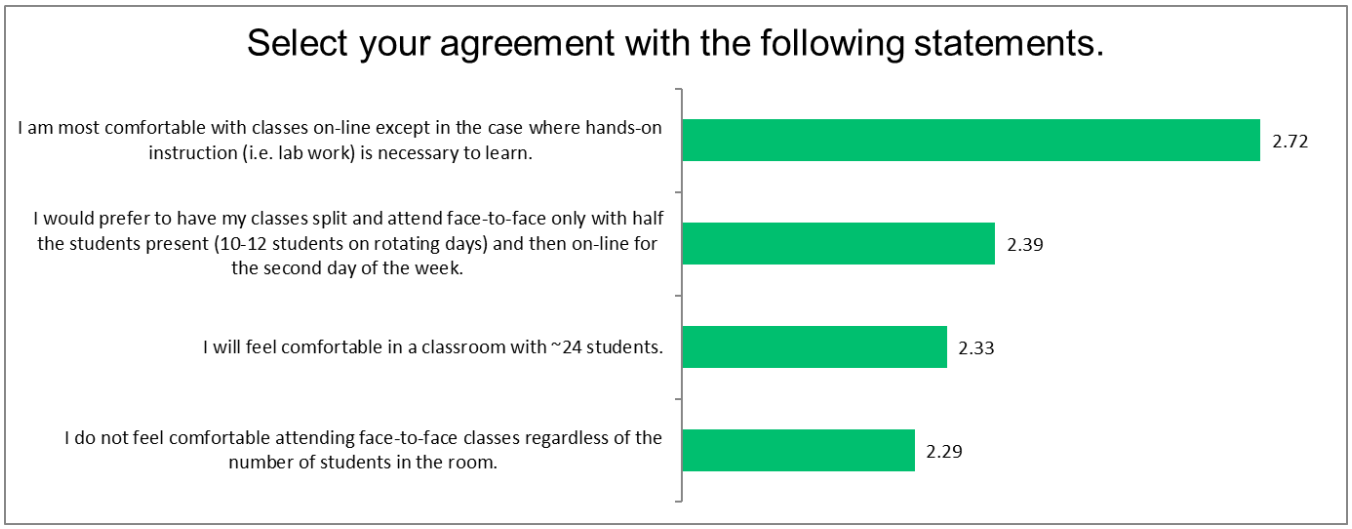
More students (~30%) are most comfortable with on-line except where face-to-face is necessary and another (~30%) are agreeable to that choice; some (~17%) strongly disagree with that choice.

Data:

4

	HIGHLY DISAGREE	DISAGREE	AGREE	HIGHLY AGREE	TOTAL
I will feel comfortable in a classroom with ~24 students.	26.50% 150	29.51% 167	28.80% 163	15.19% 86	566
I would prefer to have my classes split and attend face-to-face only with half the students present (10-12 students on rotating days) and then on-line for the second day of the week.	19.96% 113	32.16% 182	36.57% 207	11.31% 64	566
I do not feel comfortable attending face-to-face classes regardless of the number of students in the room.	29.38% 166	33.63% 190	15.93% 90	21.06% 119	565
I am most comfortable with classes on-line except in the case where hands-on instruction (i.e. lab work) is necessary to learn.	17.05% 97	23.37% 133	29.88% 170	29.70% 169	569

5



Question Three

551 respondents answered question three; 27 skipped.

Wording for question three: At this time what are the greatest need(s)/concern(s) you have as you plan for classes in Fall 2020? (choose all that apply)

Options for question three:

- Ability to cover cost of classes;
- Safety/health;
- Job/Work;
- Lack of food;
- Unstable housing;
- Paying my bills;
- Transportation; or
- Access to technology (internet/computer)

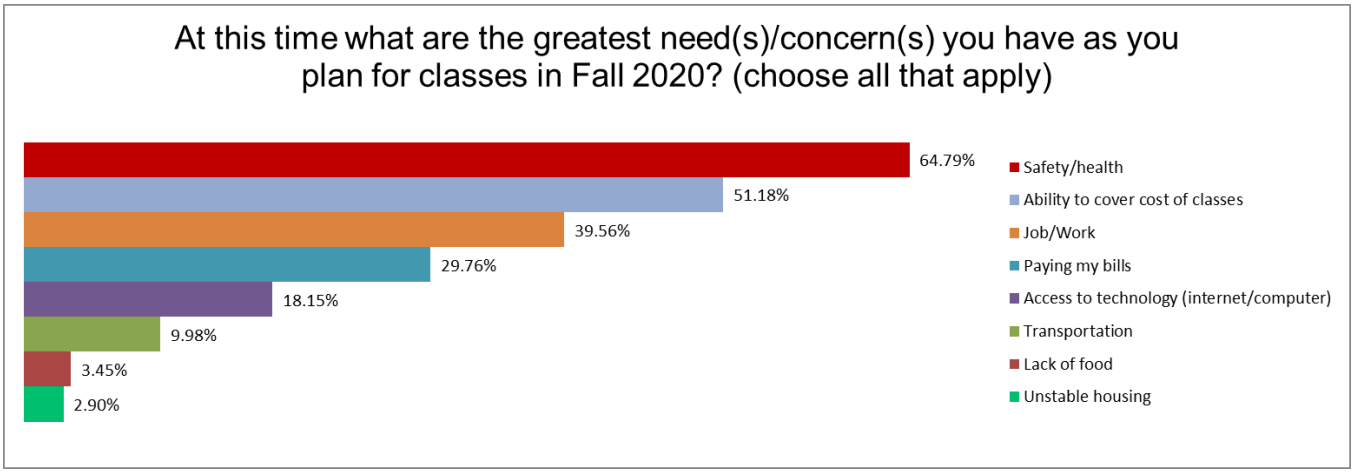
<u>Summary of the data:</u>

Students are more concerned (~64.8%) about their safety/health. They are also concerned about the ability to cover the cost of classes (~51.2%) and their job/work (~39.6%).

The lowest concerns for students are housing (~2.9%), lack of food (~3.5%), and transportation (~10%); however, technology is still a concern for some (~18.2%) while paying bills is a concern of others (~29.8%).

Data:

ANSWER CHOICES	RESPONSES	
Ability to cover cost of classes	51.18%	282
Safety/health	64.79%	357
Job/Work	39.56%	218
Lack of food	3.45%	19
Unstable housing	2.90%	16
Paying my bills	29.76%	164
Transportation	9.98%	55
Access to technology (internet/computer)	18.15%	100
Total Respondents: 551		



Question Four

576 respondents answered question four; 2 skipped.

Wording for question four: If ACC had laptops or hot-spots for internet connectivity, would you be interested in these items for the semester?

Options for question four:

- No, I have access to these items for the semester.;
- Yes, I would you be interested in purchasing these items through the bookstore using financial aid.;
- Yes, I would you be interested in purchasing these items through the bookstore using my own funds.;
- Yes, I would prefer to borrow those items (on-loan and return at the end of the semester).; or

- I am unsure, at this time, about accessing those items for the semester.

Summary of the data:

Most students (~66.2%) have technology needed for the Fall 2020 term.

Some students (~13.5%) may need to borrow technology for Fall 2020.

Data:

ANSWER CHOICES	RESPONSES	
No, I have access to these items for the semester.	66.15%	381
Yes, I would you be interested in purchasing these items through the bookstore using financial aid.	9.20%	53
Yes, I would you be interested in purchasing these items through the bookstore using my own funds.	1.56%	9
Yes, I would prefer to borrow those items (on-loan and return at the end of the semester).	13.54%	78
I am unsure, at this time, about accessing those items for the semester.	9.55%	55
TOTAL		576

Question Five

575 respondents answered question five; 3 skipped.

Wording for question five: Are you aware that enrolled ACC students may be eligible for CARES Act COVID-19 funding that can assist with financial needs beyond tuition, fees, etc. (required to have a completed FAFSA on file)?

Options for question five:

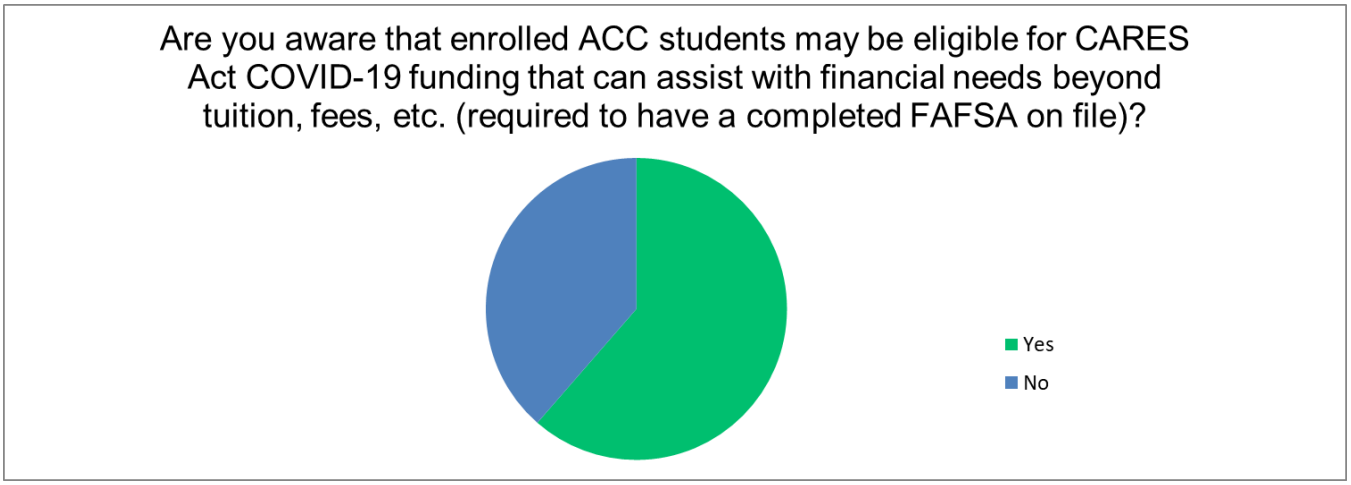
- Yes; or
- No

Summary of the data:

Most students (~61.7%) are aware of CARES funding.

Data:

ANSWER CHOICES	RESPONSES	
Yes	61.74%	355
No	38.78%	223
Total Respondents: 575		



6

The results are shared by each question in full below. Tables of results and charts/graphs are provided where available. The survey opened June 25th and closed on July 6th. Email was used to advertise participation in the survey. In all, 202 respondents completed the survey to the end and only 5 respondents skipped the final question.

Question One

All 202 respondents answered question one. Wording for question one: At the current time, ACC is trying to plan for how classes will be held for Fall 2020. From a faculty perspective, what is your preferred way to teach classes this Fall 2020 (regardless of the class content)?

Options for question one:

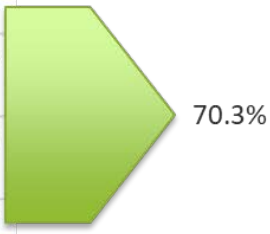
- Face-to-face instruction:
- On-line only;
- Remote instruction (i.e. where the class is mostly online and there is a designated time where synchronous instruction can occur);
- Hybrid only classes (i.e for a single class, 1/2 of the instruction is face-to-face, 1/2 of the instruction on-line)'
- Modified classes where instruction is on-line except for times where hands-on instruction requires face-to-face (i.e. lab work); or
- I have no preference and will teach classes how they are offered

Summary of the data:

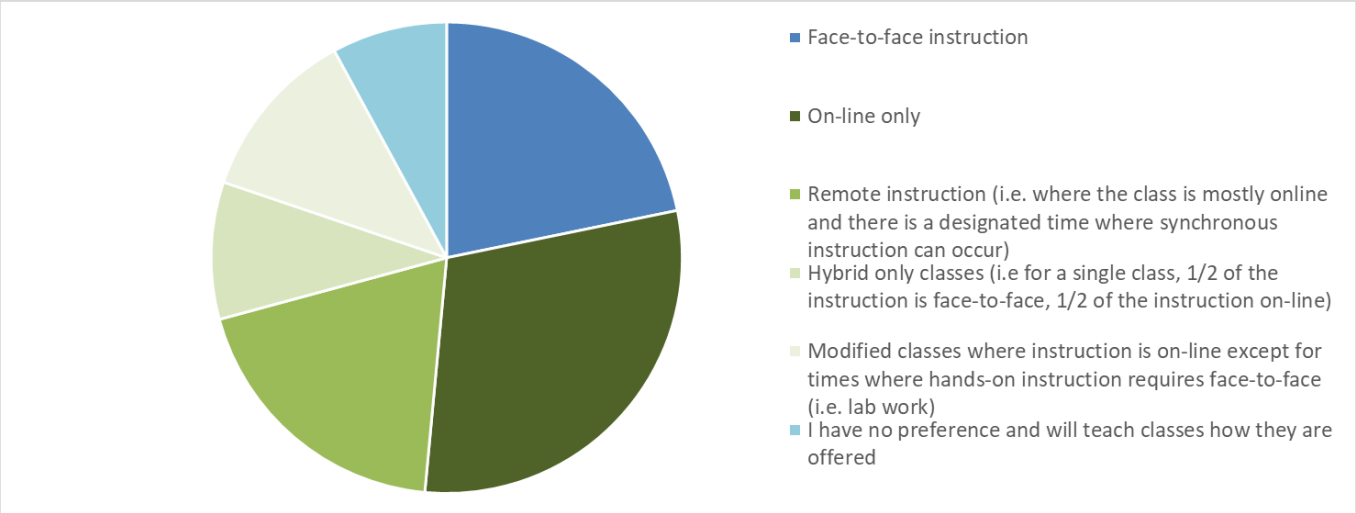
A majority (~70%) of faculty have a preference for on-line learning in some format.

Data:

ANSWER CHOICES	RESPONSES	
Face-to-face instruction	21.78%	44
On-line only	29.70%	60
Remote instruction (i.e. where the class is mostly online and there is a designated time where synchronous instruction can occur)	19.31%	39
Hybrid only classes (i.e for a single class, 1/2 of the instruction is face-to-face, 1/2 of the instruction on-line)	9.41%	19
Modified classes where instruction is on-line except for times where hands-on instruction requires face-to-face (i.e. lab work)	11.88%	24
I have no preference and will teach classes how they are offered	7.92%	16
TOTAL		202



10



Question Two

201 respondents answered question two; 1 skipped. Wording for question two: Please rank your preferred way to teach classes this Fall 2020 (regardless of the class content) where 1 is your most preferred choice and 6 is your least preferred.

Options for question two:

- Face-to-face instruction:
- On-line only;
- Remote instruction (i.e. where the class is mostly online and there is a designated time where synchronous instruction can occur);
- Hybrid only classes (i.e for a single class, 1/2 of the instruction is face-to-face, 1/2 of the instruction on-line)'
- Modified classes where instruction is on-line except for times where hands-on instruction requires face-to-face (i.e. lab work); or
- I have no preference and will teach classes how they are offered

<u>Summary of the data:</u>

Faculty rank teaching remote (score = 5.32 out of 6) only slightly higher than teaching online (score = 5.22).

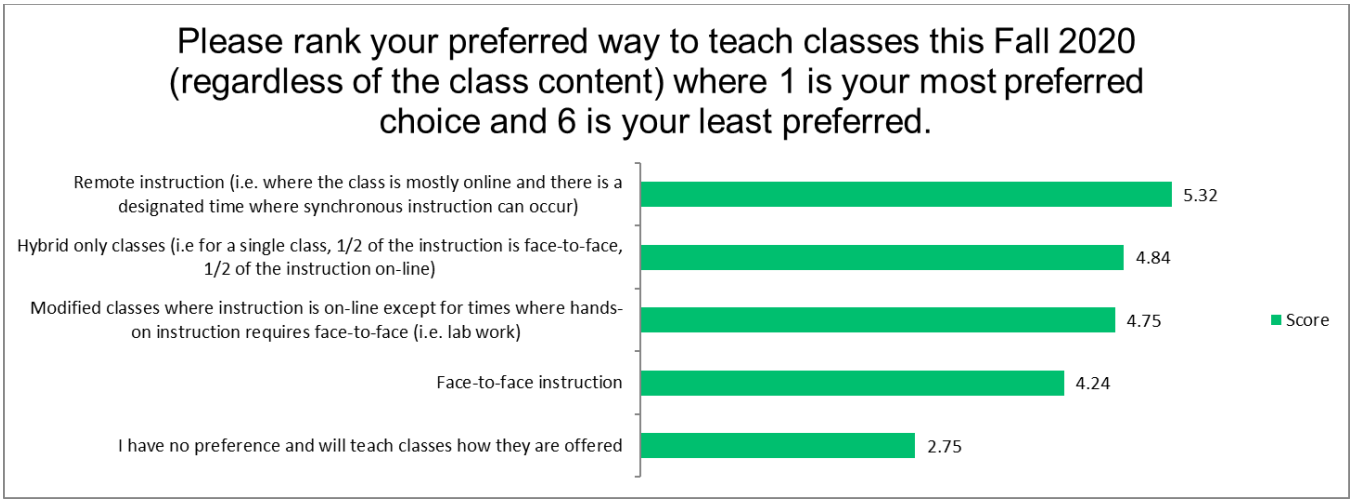
The lowest ranked option is teaching classes however offered (score = 2.75) with the next lowest as face-to-face (score = 4.24); however more than a quarter (~27.2%) ranked face-to-face as their first choice.

11

Data:

	1	2	3	4	5	6	TOTAL	SCORE
Face-to-face instruction	27.23% 52	5.24% 10	5.24% 10	5.76% 11	39.79% 76	16.75% 32	191	4.24
On-line only	36.32% 69	19.47% 37	8.42% 16	13.16% 25	11.05% 21	11.58% 22	190	5.22
Remote instruction (i.e. where the class is mostly online and there is a designated time where synchronous instruction can occur)	17.89% 34	31.05% 59	26.84% 51	13.68% 26	10.00% 19	0.53% 1	190	5.32
Hybrid only classes (i.e for a single class, 1/2 of the instruction is face-to-face, 1/2 of the instruction on-line)	7.25% 14	21.76% 42	29.02% 56	33.68% 65	6.22% 12	2.07% 4	193	4.84
Modified classes where instruction is on-line except for times where hands-on instruction requires face-to-face (i.e. lab work)	9.42% 18	18.85% 36	28.27% 54	28.80% 55	9.95% 19	4.71% 9	191	4.75
I have no preference and will teach classes how they are offered	4.84% 9	3.76% 7	2.69% 5	2.69% 5	22.04% 41	63.98% 119	186	2.75

12



Question Three

166 respondents (includes responses of N/A, etc.) answered question three; 36 skipped. Wording for question three: Are there concerns that you have about ensuring students are learning in your classes that should be considered in the planning of Fall 2020? Include any concerns about labs, clinicals, etc. that you may have. (open-response)

Summary of Responses:

The most common concerns (in alphabetical order):

- COVID/workplace safety/sanitation
- enforcement/making mandatory safety measures (i.e. wearing masks)
- face-to-face/classroom as best instructional method
- Hands-on/Clinical/Lab content
- High school/dual enrollment
- Issues of academic misconduct (i.e. online cheating)
- Student's access to technology
- TDCJ
- Technology with synchronous instruction

All Responses (in alphabetical order with N/A, None, etc. removed):

Are there concerns that you have about ensuring students are learning in your classes that should be considered in the planning of Fall 2020? Include any concerns about labs, clinicals, etc. that you may have.
95% of RSPT-2314 is taught in the lab, 5% in the classroom. The students need hands on time with the ventilators. They cannot do the skills virtually. I am comfortable with limiting the number of students in the lab to 5 at a time and cleaning the equipment between students. The clinical courses, I am concerned that the hospitals may not accommodate students for the whole semester.

Currently I have 4 sites that say the student can come. With the new curriculum, the incoming class will not have clinical.
After teaching a remote learning course this summer, I believe there should be at least a 1-2 hour minimum instruction requirement For each course. Students really do appreciate the virtual face to face and it helps so much to *hear about material and instruction.
Anatomy and physiology labs are very difficult to teach 100% online. If students could still spend in person time with the models and diagrams I think it would help tremendously.
As long as the college has a plan, we can come up with ways to help our students learn and retain the content that is being taught
Balancing the need for f2f/hands-on and student/staff safety
clinical areas not available , labs face to face with smaller groups
Clinical sites being available and safe for the students. Making sure the instructors and students have and know they will have enough PPE for any f2f portion of a course.
Clinical sites will be super hard to find, but online alternatives do not seem sufficient.
Clinicals and hands on labs are pivotal to the allied health programs. While COVID-19 is out of our control, the students abilities and skills are suffering.
Computer labs for those without the necessary hardware or software
Computer labs. I teach at Turner and my students struggled with total online instruction.
Concerned about dual credit courses and whether classes will be full (typically elbow to elbow).
covid 19
Delivery of Instructor materials to students
Distance learning is extremely hard for the students in TDCJ. Is there anyway to offer lecture via zoom or teams for them while still maintaining appropriate social distancing for them in the classroom?
Dual credit students can be undisciplined to keep up with class, grades, and ACC e-mail. It is not feasible for instructors to be calling each one every time each one misses an assignment. It can and does become begging by the instructor to get the student to do his/her work, and no accountability for the student (Also considering that Ds are considered failures by administration; however, some students' goals is to earn a D, so they work for a D and nothing more). Some parents also have the misconception of wanting the dual credit class follow high school protocols, such as be able to submit assignments whenever the students feel like it and complain about how frustrated they are because it is too much work and are getting low grades(logically it gets like that because the student chooses to procrastinate, letting work pile up, sometimes for weeks). Classes need to be set up since the beginning as the are going to be the whole semester, so students and parents know exactly what they are signing up for and there is no space for excuses).
EMT Courses are very "hands-on" courses. I have spent the past year working on a schedule that incorporates both lectures and skills in a single class period. For example, students spend 2 hours in the lecture learning about respiratory emergencies and then spend 2 hours in the lab learning to assess respiratory patients and perform skills related to respiratory emergencies such as oxygen administration. I have found this to be the most effective form of learning for this type of course. When we switched to fully online in the spring 75% of our EMT group dropped out of the course. The ones that remained showed a marked decrease in grades for the rest of the semester. I do not feel like our future medical professionals should be trained in an online format. Even speaking as the one who is training them I can't say that I would feel comfortable having someone who was taught that

14

way working on me or my loved ones. And if we can't say that we have any confidence in the professionals that we as an institution are putting into the workforce then why are we even bothering to hold classes except to collect money from our community and offer it nothing in return?
Everyone has to follow protocols.
Face to face is the best way for the students to learn. On line is not conducive to learning and absorbing my subject.
For me as a science instructor, I miss the face to face lab time, but I am greatly concerned that while we have an excellent plan in place, the execution is going to be difficult. 1) social distancing: our labs are best at 35-40% capacity for students, not 50% with the 6 feet social distancing requirement. 2) students cannot be trusted to wear their masks correctly nor clean items correctly prior to class 3) For my courses I feel that I have developed a strong remote instructional environment where students are able to access and learn content and use collaborate sessions to supplement their understanding through working of problem sets and reviewing key concepts. Its safer and prevents mass gatherings. Plus I can record and repost these videos later.
Getting their detailed questions answered
Hands-skills must be face-to-face. Clinicals can be done via simulation if affiliates cannot/will not host students. Small groups need to be a priority for health science classes.
I am concerned about close contact during instruction (hands-on) portions in lab. I feel some of this time is necessary. (e.g. learning how to operate telescopes, pointing out constellations, physics lab instruction,...)
I am concerned about having to utilize a high school classroom that has been used without being cleaned/sanitized prior to my arrival. I am also concerned about students not wearing masks.
I am concerned about students who need one on one time with me but lack the computer or high speed internet to do so.
I am concerned by the small size of the rooms with computers in the A building.
I am concerned that students do not have the technology to access our class materials and keep up due to other demands on their time.
I believe with Honorlock most of my concerns have been solved.
I don’t teach lab/clinical classes so I don’t have any personal concerns about my classes in that regard. What I do need to make sure of is that there are interactive assignments and modalities for instruction that encourage actual dialogue.
I don't have any concerns if I can teach my class on-line and meet to teach the Clinical portion when needed.
I have taught my course several times online at a different school with much success. We just switched textbooks, too, and there are TONS of awesome online resources for my students to use to help them with their learning, especially in an online platform.
I have a real concern relating to enforcement of social distancing with students in a closed environment that requires close observation of many of the models and instruments utilized in class instruction.
I have always been wary of online classes and generally prefer F2F. However due to the circumstances, I have listed online as my #1 preference. With that said, my main concern, for a composition instructor, is the authenticity of my students’ works.

I have concerns about the ability for effective social distancing during Science Labs. There is simply not enough space, nor is there enough time in the day to add enough sections of additional, smaller Lab sections.
I have had the normal behavior from dual credit in the virtual setting this summer. I have been a little too lenient about deadlines because of the situation, and have been really pushing it. (They are 16- and 17-year-olds, so I am not surprised.) Sometimes it is difficult to know where to draw the line.
I have no concerns
I have not used the new monitor system therefore don't know what is needed (system, webcam. Etc.) And if it will allow website access outside of testing. Are there restrictions on Macs or chromebooks? Students will need to know that they will need webcams. Last spring webcams were hard to find. Having good internet, etc. Used collaborate which was easy to use but had issues because of connection. Missed classes that had to be recorded at a later time because of bad connection.
I have one class that requires my observation between 2 or more students. I feel this will be most difficult to do online. I'm ok with Hybrid classes.
I have serious reservations regarding effectiveness of remote and/or online classes but reluctantly accepts this method as as consequence of COVID-19 precautions.
I hope that students will wear masks
I only teach online and have not had to update my teaching platform.
I teach labs, and in teaching all online for summer I, I think the students would do better if at least the lab component was face-to-face. I prefer teaching completely face-to-face, but realize the challenges we face and think online lecture works fine, but the hands-on component of lab is difficult in the online class. I would prefer to give the lecture exams face-to-face even if the lecture section was online, as even with Honorlock, I still would prefer to have proctored exams and would not mind proctoring them myself.
I teach mainly dual enrollment classes at high schools. Concerned about how they will handle classes.
I teach private piano lessons and feel that face to face instruction is by far best and can be accomplished in a safe and healthy manner without much difficulty.
I think we've answered many of those concerns by dealing with this pandemic.
I would like to be able to see my students so I can tell if they are 1) present and 2) understanding what I say.
I'm concerned that wearing a mask while speaking in class will negatively impact student learning. It's hard enough to hold their attention at times. Adding a muffling mask feature will just make it worse.
If my students are unable to return to clinical It would be extremely beneficial to add at least 1 hour on to existing lab time or an additional day to practice scanning. With cutting our normal 6 hour summer lab to 4 hours, it's very difficult to catch up from the time off due to COVID. Each student only receives 2 hours of scan time as no volunteers are allowed in. 2 hours a week is not sufficient to learn adult echo skills.
In the spring, I feel that I had no control over my class when we went online. The full-time faculty designed the lecture, the labs, the quizzes, and the exams. All I did was meet with the students via Collaborate and try to answer their questions. I was "teacher of record" in name only.
Inability to get placement for clinical.
Internet access and engagement

16

Just that the comprehension of the topics are understood completely
Just worry about internet access but I think they're okay
Lab and clinical are imperative to the progression through fall.
Lab classes are essential, we can do it safely.
Labs and clincials are my biggest concerns. Polysom and NDT need hands-on practice and clinicals are limited,if not completely unavailable at this time, so on campus instruction is desperately needed.
Labs and exam cheating in online courses
Labs have to be face to face.
Limited access to technology may hinder student learning
limited effectiveness for lab work when online
Maintaining a true 6 foot distance between students in the lab is difficult to achieve with the most compliant of students. Some will not be able to maintain this or will elect not to. This puts instructors in the position of having to enforce rules at the expense of instruction.
Minor concern with the distribution system at TDCJ. Progress has definitely been made. I believe we are still fine tuning the procedure
Mostly my concern is whether students have reliable access to computers, meaning either a desktop or laptop computer. Many of them use their phone, but that can present problems.
My biggest concern is their safety, as well as ours. With the constant rising numbers, it's really difficult to think of being face-to-face in the classroom not just because of the obvious risks, but the added stressors for both students and faculty which will come out of it.
My classes usually start with at least 35 students in G building. This doesn't seem feasible. I would much rather teach online given safety concerns, but with the amount of writing and interaction I have, the online classes also need to continue to be capped at 25. If face2face, smaller classes that are recorded for immunocompromised students might work. But testing would need to be online. So again, online seems to be the most straightforward. But hybrid would work.
My main concern is clinical experience for the students. But I think that the lecture portions would be best online. Even if our clinical affiliates were to allow students to clinical sites, who's to say that students would not be fearful of being exposed (even though in my mind this is great experience of how working in todays healthcare field will be like). I think we have to keep in mind that students may find it difficult to come to a face to face class, even if that is what we end up doing.
My main concern is still student access to technology.
My main concern is that students have access to technical support for access to online course work.
My only concerns are that my night time class is made up of special needs students who can't meet without hands-on & their parents are concerned about them being togethern
My primary concern is access to technology for my students. I am confident that with the assistance of technology and adequate WiFi connectivity that my course could be taught with scheduled instructional/lecture time via Zoom, WebEx, Skype or any other approves meeting tool. This would allow the students access to the instructor and dedicated time for lecture (similar to what has historically been done during in class lecture) without face to face contact. The electronic learning system provided by the publisher of my course materials (Pearson -MyMathLab) provides great virtual support for students as a supplement to the scheduled lecture. I would be so excited to try this new model with my students. I'd also be very interested in student outcomes and satisfaction data at the conclusion of the course.

17

MY students learn much better in a classroom setting especially regarding document drafting and application processes related to the law office environment
NDT program consists of labs and clinical courses. Graduation and board eligibility requirements are a concern.
Need access to hands-on learning for the nursing and allied health students.
Needs to be compatible with what PISD chooses to do. (Dual-enrollment at PHS)
No concerns, however I would be interested in teaching dual credit classes on SCHS campus.
No major concern. My classes can be taught entirely online.
No thanks.
No, I'm good. I'm an "online only" adjunct, so it's not an issue.
No, so long as we have our advisors as a liaison if we need to contact or intervene, online will be fine.
Not having enough room for student labs because the classroom we also use for lab has been given to another class
Online lab work is not as rigorous as in class lab work. The students aren't getting the hands on experience of doing the lab.
online labs are not the same as in person labs; however, we are discovering new materials that could be sufficient for online courses if need be
Only concern I have is where we will have clinical sites for students with the rise in COVID 19 cases.
Only that dual credit schools emphasize to students and parents that this is real college work and they need to stay focused and pay more attention than they did in spring. Fixing IT/Blackboard problems--lots in spring.
Other than a spread of COVID-19, I don’t have any pressing concerns. I have been able to run classes online since the college transferred to online instruction.
Our textbook selection is less than optimal. It seems to me we are catering to dual credit 18 years olds by selecting textbooks that lack detail, rigor and analysis.
Require students to have computer, web browsing, or technology skills to join online Classes!
Restrooms not being cleaned between students and that there are no seat covers available in restrooms. Also if students take any fever reducing medication and it wears off while their in class.
Safety for self, students and community. Our students will spread across county
Social distancing, masks, etc., whatever students are indicating as part of their concerns being addressed.
Some online lab work may be required but in small groups and with correct distancing
Some students don't have the necessary materials (laptop, computers)
Spread of coronavirus from clinical sites to school and then to community.
Spreading the virus
Student exam integrity.
Students don't have all of the technology needed to be successful in online only classes. Specifically, they do not have webcams.
students have difficulty setting up time to do online course work
Students need to better understand the need to keep in touch via student email accounts.
Students should be required to wear face mask during face-to-face instruction.
Students’ internet and technology access , learning lab and testing center access

18

Synchronous online classes are not workable in households with limited computing and different family members in school.
TDCJ delivery and return of assignments must be labeled or color coded to prevent mix ups and delays. I am concerned about contamination when exchanging papers too. Not sure how to handle this. I have used gloves and sprayed my area with Lysol before grading.
The accounting class in TDCJ has to have some video and or questioning time. It's not a class that the students can do without assistance in my past experiences.
The Hardware and Software to transition to full Distance Education (Taking the Classroom with you)
The Labs for the pipe fitting and welding groups are hands on only. Students have to demonstrate to their instructor that they can operate equipment safely and do certain task properly to receive credentials from our curriculum sponsor.
the majority of what I teach is lab based/ hands on.
The only concern is the designated lab sessions for my courses, the only method with virtual meetings is that BCIS can be monitored by the amount of time spent on the assignments.
They don't show up to live sessions and don't understand the material. They are not getting the point of lab exercises remotely without the ability for discussions in lab. My ability to do guided practice exercises is severely limited without the ability to force synchronous learning.
We need additional training for developing an effective online "classroom."
Without proper facility it will be difficult for students to gain the experience/knowledge they need. In person lab class size needs to be small enough to afford proper social distancing.
Yes - part of my classes are media studio labs that are very important to the students' learning experience.
Yes, concern about hands on training (labs) for Process Tech students
Yes, I have concerns about clinical and clinical sites. I am also worried about taking novice students into complex healthcare environments. I am worried about sick students coming on campus because they are afraid they are going to miss out on something.
Yes. 1. Concerns that on campus lab time will not be as effective as needed. Reason: instructor needs to be more “hands on” than 6 ft distancing will allow. Many in the health care profession/industry cannot practice social distancing (EMTs, phlebotomists, nurses, CNAs, etc). Instructors (only) should be able to be stringently compliant with FULL PPE, hand washing and be closer than 6 ft to students. Instructors only. 2. No matter what methods one utilizes to teach online, student attentiveness is absolutely less than what it would be face to face. They are often very distracted by their surroundings and attempt to function in two arenas at the same time. No matter how lively or interactive the course is. 3. A big concern that ACC has no control over: availability of off site clinical placements. Program governing bodies have rules concerning the allowable amount of simulation/remote clinical.
Yes. But concerns about workplace safety outweigh them.
Yes. Technology and internet access.

Question Four

All 202 respondents answered question four.

Wording for question four: Select your agreement with the following statements.

Options for question four:

- I will feel comfortable in a classroom with ~24 students.
- I would prefer to have my classes split and teach face-to-face only with half the students present (10-12 students on rotating days) and then on-line for the second day of the week.
- I do not feel comfortable teaching face-to-face classes regardless of the number of students in the room.
- I am most comfortable teaching classes on-line except in the case where hands-on instruction (i.e. lab work) is necessary to teach.

Note that the first and third options are opposing views. In the first option, there is either agreement or disagreement with an assumption of a full classroom (worded positively). Therefore, agreement assumes comfortable in face-to-face class. In the third option, there is either agreement or disagreement with any face-to-face (worded negatively). Therefore, agreement assumes discomfort in face-to-face class.

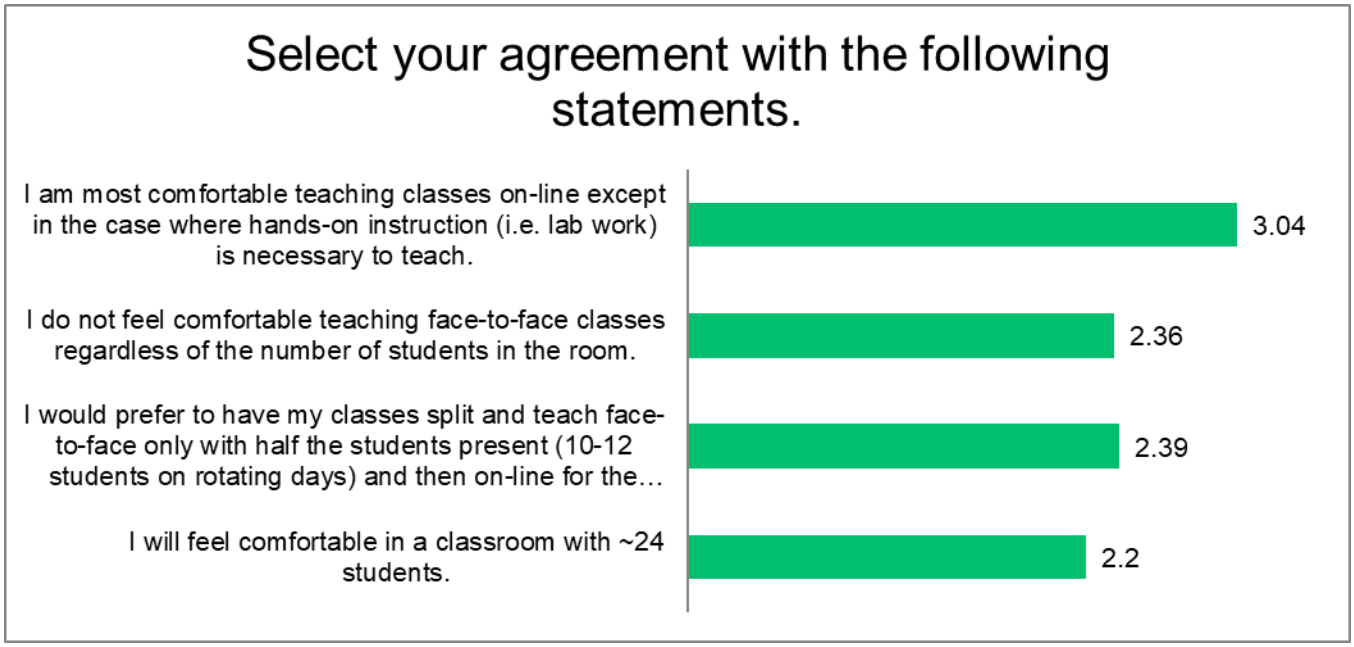
Summary of the data:

Faculty feel most comfortable teaching on-line except in the case where hands-on instruction is necessary (weighted average = 3.04) and do not feel comfortable teaching face-to-face regardless of the number of students in the room (weighted average = 2.36).

Data:

20

	HIGHLY DISAGREE	DISAGREE	AGREE	HIGHLY AGREE	TOTAL	WEIGHTED AVERAGE
I will feel comfortable in a classroom with ~24 students.	30.65% 61	33.67% 67	21.11% 42	14.57% 29	199	2.20
I would prefer to have my classes split and teach face-to-face only with half the students present (10-12 students on rotating days) and then on-line for the second day of the week.	22.11% 44	29.65% 59	35.68% 71	12.56% 25	199	2.39
I do not feel comfortable teaching face-to-face classes regardless of the number of students in the room.	26.53% 52	32.14% 63	20.41% 40	20.92% 41	196	2.36
I am most comfortable teaching classes on-line except in the case where hands-on instruction (i.e. lab work) is necessary to teach.	9.60% 19	15.15% 30	36.87% 73	38.38% 76	198	3.04



Question Five

193 respondents answered question five; 3 skipped.

Wording for question five: At this time what are the greatest Professional Development need(s)/concern(s) you have as you plan for classes in Fall 2020? (choose all that apply)

Options for question five:

- Blackboard skill development in using the Grade Center
- Blackboard skill development in using the Course Copy function
- Blackboard skill development in using Honorlock for online testing
- Blackboard skill development in using Discussion Boards
- Blackboard skill development in using Sharestream (i.e. using audio and video in courses)
- Blackboard skill development in using Group Assignments
- General Online Teaching concepts of Course Design
- General Online Teaching concept on Facilitation
- General Online Teaching concepts on increasing Student Engagement
- General Online Teaching concepts of using Technology (i.e automated feedback, video, etc.)
- Other (please specify)

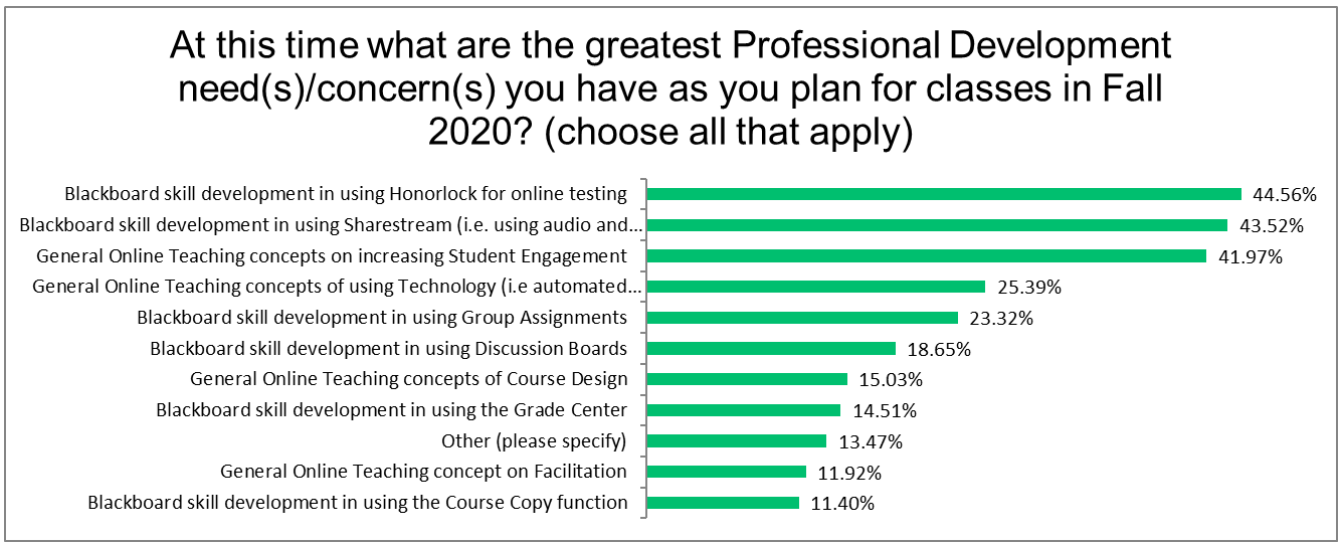
<u>Summary of the data:</u>

Faculty chose both Blackboard tools (using Honorlock and Sharestream) and general on-line teaching skills (student engagement and automation) as the preferred professional development needed at this time.

22

Data:

ANSWER CHOICES	RESPONSES	
Blackboard skill development in using the Grade Center	14.51%	28
Blackboard skill development in using the Course Copy function	11.40%	22
Blackboard skill development in using Honorlock for online testing	44.56%	86
Blackboard skill development in using Discussion Boards	18.65%	36
Blackboard skill development in using Sharestream (i.e. using audio and video in courses)	43.52%	84
Blackboard skill development in using Group Assignments	23.32%	45
General Online Teaching concepts of Course Design	15.03%	29
General Online Teaching concept on Facilitation	11.92%	23
General Online Teaching concepts on increasing Student Engagement	41.97%	81
General Online Teaching concepts of using Technology (i.e automated feedback, video, etc.)	25.39%	49
Other (please specify)	13.47%	26
Total Respondents: 193		



Question Six

107 respondents answered question six; 95 skipped.

Wording for question six: Based on your experiences using Black Board, where are areas you feel students might need most support (leave blank if none)? (open-response)

23

Summary of Responses:

The most common concerns (in alphabetical order):

- ACC email
- Blackboard on mobile platforms
- Discussion board use
- Documents/PDFs/Word use
- Engagement/Motovation/Attendance
- General technology assistance
- Group assignments
- Navagation
- Specific Blackbaord tools: Collaborate, testing/proctoring, etc.
- Submitting assignemnts
- Using Teams
- Video use
- Work management (i.e. meeting deadlines, tracking deadlines, etc.)

All Responses (in alphabetical order with N/A, None, etc. removed):

1. Turning in Blackboard assignments 2. How to complete / access a Discussion Board 3. How to utilize the Learning Lab during remote learning or on-line course
1st year students (freshmen) need help learning to navigate Blackboard . They also need help understanding what Teams is for.
A few students had a difficult time navigating through Blackboard to find assignments.
ACC e-mail vs. Blackboard messages
Access re internet
Access to materials like Text Book or digital information. I had face to face classes and some students shared their text book then for online classes they had problem.
After the first week, students usually have a good grasp of how to access and complete assignments.
attend in the virtual classroom.
Attendance
Audio/video feeds into collaborate.
Blackboard Discussions
Clear navigation instructions
Collaborate
Collaborate. It does not function well for large groups, all students cannot be viewed at the same time, so I feel like if they are quiet students, it is hard to engage
Course layout and navigation
Developing adequate IT skills. Ensuring student has adequate IT resources.
Discussion board
Discussion boards and Collaborate
Encouragement to participate in groups, doing lab assignments, watching and reporting on videos

Encouragement to use it with proper instruction on how to do so.
Engagement, and taking responsibility for checking the Blackboard page and their ACC emails.
Finding and using Blackboard collaborate sessions and recordings
General Intro to BB
Generally how to maneuver around Black Board. How to Call in, using discussion board.
Getting to the Blackboard class through the Pod. CEWD does not have a formal Orientation. As simple as a flyer with direct steps to help get the students started.
Group assignments, timliness, discussion board.
guided videos on how to navigate Bb course & how to submit assignments.
hands on technology - teaching to "where they are"
Have doc/ pdf as file in Submitting assignments. Students need to learn to compose Assignments outside textbox for better substance and insights.
Honorlock, time management, group communication between students.
Honorlock.
How to navigate and find course items
How to navigate Blackboard. So long as they have tech support, they will be fine.
how to navigate using collaborate on blackboard
How to submit files correctly
I do not have enough experience to answer this question, it depends on the individual student.
I don't have many student issues with blackboard.
I haven't run into too many issues with students and Blackboard, but I think the biggest thing is trying to replicate the classroom experience as best we can, getting them to participate with each other, having conversations etc.
I teach HS students who often get a little turned around inside of Blackboard because it's a new platform to them. I label everything very clearly and use course links to minimize confusion .
I think I students need the most support in engagement and motivation--I think this was true of our student pre-covid 19 and is even more true with the significant pressures caused by the pandemic. Our student also need support in using technology--LMS, Micro-Soft suite, Teams and Blackboard collaborate.
I think the students need help with posting things and turning assignments in in blackboard.
Internet access
Internet connection
It works well in conjunction with meeting the class live on Teams--when it is working! To be fair, it works most of the time.
Just in general knowing where things are they need to complete.
Just meeting deadlines because there is not face-to-face instruction and the students do not see the importance of completing assignments by due date.
Keeping up with the reading and general motivation. Not a very good substitute for live interaction and learning.
Knowing where to find content and how to know when something new is posted
Knowing where to find information
Labs
Labs, organizing online classes

25

Learning Honorlock for testing.
Locating all content that is placed there for them. Despite instuctors' best efforts, some content is never accessed.
Mainly they need to know we as instructors are still there and available to them which can be done in an online environment t with virtual meetings and virtual office hours.
Making sure that they have access to a computer, internet, be able to download office 365 on their computer. Make sure they have the right system to be able complete their work. Dual Credit may need extra help especially if it the first time attending college.
Mandatory online course training for all students.
MY students have told me they do not know how to access Microsoft teams or Blackboard Collaborate. They want step by step instructions put in the syllabus for them
My students seem to very comfortable with black board since we use it from day 1 of our program (even before COVID). Honorlock would be needed as it is new to our students
Navigating and Discussion Board engagement.
Navigating class materials. We as instructors all organize things differently. I think that is probably very hard for students.
Navigating each class
Navigating the features of BlackBoard for maximum benefit. Perhaps a Quick Tips or BlackBoard users “cheat sheet” could be developed and distributed to assist students.
Navigating through BlackBoard
Navigation
Primarily they need to know I'm watching their work and i care about them succeeding. lots of emails -
Proctored exams
Quick tutorial on how to access different features, especially new college students. They need the reminder to check BB.
same as above in question # 5
Self-Motivation or remembering due dates. I think they also just want to feel some sort of connection to the class.
Skills with using BB and computers (sometime even simple things like how to upload a document). Having support when they need it. Respondus was an issue for many - not sure how Honorlock will work yet.
Staying in contact with their ACC email and Blackboard.
Streaming & Video Uploading
Student Specific Training for all new programs (like Honorlock)
Students may need support on how to submit assignments.
Students most need help with their internet connectivity and home tech needs. On BlackBoard, students most need help navigating an instructors BB course. As an instructor, we need to use the first day to teach our students how to navigate and find what they're looking for. We need to do a better job of organizing our classes so students can find content, exams, groups, grades, etc.
Students need support in understanding the Blackboard Grade system and how it works with other learning websites.
Submitting assignments
Submitting assignments

26

Submitting assignments
Technical issues. Many students do not have very good internet and/or computers or printers, of which makes it more challenging for them to do an online course.
technology, internet connection
Testing
Testing software and hardware
That they need access to computers.They try using blackboard on their cell phones because they do not have laptops or computers at home.
The Distance education tech support needs to be available for students on weekends and after hours.
The students need to be able to have hands on, face to face instruction. On line courses serve their purpose, but in healthcare they are required to have hands on skills both in the lab and with live patients in order to be successful.
There needs to be a student tutorial; even in face to face classes, I end up spending a lot of time explaining how to use blackboard.
They need extra help with actual f2f lectures. I know they don't want to attend them and will choose not to unless they're for a grade. Additionally, tied to that subject, students tend to rate instructors poorly based off of the online experience even if they chose not to participate in the online lectures, and I am concerned about the student evals regarding the fall semester if everything is changed from f2f to online or some form of hybrid. It was unfair to have the students evaluate us during the spring semester when we knew there would be many disgruntled students.
They need to understand that a phone or tablet is not going to work with all BB functions. Some students are trying to do a course in their phone but they can’t see PowerPoint lectures and many testing features are not enabled on a phone.
this summer session, many of my students seemed to have repeated issues with Blackboard allowing them to login and access the classroom pages so that they could then join the Virtual Classroom for discussions. This was not a question of students not knowing what to do, it was a question of Blackboard not functioning properly and becoming a source of frustration.
Time management and accessibility
Tutorial availability
Tutorials on how to see their feedback on monitored tests, and third party software that is linked with blackboard. Most importantly proctored tests and papers.
Understanding the difference between remote and WWW classes. A lot don't get it.
Uploading Video
Uploading videos, accessing instructors comments in Turnitin, accessing feedback in assessments.
Use of technology and virtual tutorial.
video streaming
Written communication

Question Seven

27

201 respondents answered question seven; 1 skipped.

Wording for question seven: Do you have any technology or connectivity issues that would prevent you from effectively using online teaching methodologies for Fall 2020?

Options for question seven:

- No, I have access to internet, computers, and periphery items needed for the semester.
- Yes, I do not have access to internet, computers, and periphery items needed for the semester.
- Yes, I have some issues but have access to resources to make it work.
- Yes, I would prefer to borrow those items (on-loan and return at the end of the semester).
- I am unsure, at this time, about accessing those items for the semester.

Summary of the data:

Most faculty (~80%) have technology needed for the Fall 2020 term.

Some faculty (~4%) may need to borrow technology and few (~1%) do not have technology needed for Fall 2020.

Data:

ANSWER CHOICES	RESPONSES	
No, I have access to internet, computers, and periphery items items needed for the semester.	80.10%	161
Yes, I do not have access to internet, computers, and periphery items items needed for the semester.	1.00%	2
Yes, I have some issues but have access to resources to make it work.	12.44%	25
Yes, I would prefer to borrow those items (on-loan and return at the end of the semester).	3.98%	8
I am unsure, at this time, about accessing those items for the semester.	2.49%	5
TOTAL		201

Question Eight

200 respondents answered question eight; 2 skipped. Wording for question eight: Do you have any technology or connectivity issues that would prevent you from effectively using online teaching methodologies for Fall 2020?

Options for question eight:

28

- Face to Face (with appropriate social distancing, masks, and other safety protocols)
- Virtual (i.e online or via conference tools)
- Hybrid option of both face to face and virtual

Summary of the data:

Fewer faculty (~9%) feel most comfortable with a face-to-face convocation speaker than prefer virtual (~70.5%) or hybrid (~23.5%).

Data:

ANSWER CHOICES	RESPONSES	
Face to Face (with appropriate social distancing, masks, and other safety protocol)s	9.00%	18
Virtual (i.e online or via conference tools)	70.50%	141
Hybrid option of both face to face and virtual	23.50%	47
Total Respondents: 200		

Question Nine

201 respondents answered question nine; 1 skipped.

Wording for question nine: In preparation for the Fall 2020 Convocation, which of the following would be your preferred format for the breakout sessions?

Options for question nine:

- Face to Face (with appropriate social distancing, masks, and other safety protocols)
- Virtual (i.e online or via conference tools)
- Hybrid option of both face to face and virtual

Summary of the data:

Fewer faculty (~8%) feel most comfortable with a face-to-face convocation breakout sessions than prefer virtual (~69.2%) or hybrid (~25.9%).

Data:

ANSWER CHOICES	RESPONSES	
Face to Face (with appropriate social distancing, masks, and other safety protocol)s	7.96%	16
Virtual (i.e online or via conference tools)	69.15%	139
Hybrid option of both face to face and virtual	25.87%	52
Total Respondents: 201		

Question Ten

104 respondents answered question ten; 98 skipped.

Wording for question ten: Please provide suggestions or topics for the breakout sessions for Fall 2020 Convocation. (open-response)

All Responses (in alphabetical order with N/A, None, etc. removed)**:**

1) BlackBoard training on how to set up a "clean" and easy to navigate course (I'm open to leading that session) 2) Grade center training for how to organize the gradebook. 3) The "assignment" tool item is heavily underutilized in BlackBoard--> talk about the different assignment options including Turnitin.com integration and our SafeAssign. 4) How to effectively use BlackBoard collaborate: what are the do's and do not's for a session with students. 5) How to use Microsoft Teams for 1-on-1 or individual office hours. How to create a group in Teams that allows students to interact together and build a space where they can ask questions about assignment topics.
1. concerns about presentation of material online
1. Interactive / online instruction 2. Scaffolding assignments 3. General accommodations information / question & answer session - info about course recordings, potential violation of privacy when students are authorized to record a class lecture/discussion - any additions regarding accommodations that faculty should consider / are allowed to put in the syllabus 4. Honors Program
Advanced Sharestream, advanced video creation (More than just basic screencastomatic), round table with our department, advanced Microsoft Teams
Although some faculty and staff may be adept in Black Board tools, it never hurts to reemphasize.
As an adjunct, I've never attended and I don't know what the purpose of Convocation is. I'd think, though, that sessions could address technology issues for creating online classes, the emotional and psychological toll of the pandemic/social distancing/online education, and how to introduce non-book material while also assessing basic learning outcomes.
Back safety (ergonomics) while teaching online.
Basic First Aid, CPR/AED
blackboard course design
Cengage, Pearson, and McGraw Hill Training (Specifically for Activity Logs, Grade books, and Tracking Student Activity to keep them engaged in the classroom)

class room management of a total online class
clinical teaching without use of a facility to teach at
College Algebra's new book publisher and the format and structure of Hawkes.
Concepts relating to personal motivation and general attitudes toward learning and personal development.
Coping to Learning - Teaching Challenges —Seeing from Learners' Perspectives
COVID resource training to mitigate false information and to clarify the truth about the virus
COVID safety in general
Culturally relevant: online conversion, future plan of action and/or contingency plans, a new perspective/philosophy/pedagogy....
Current racial climate
Different technologies that are available to us
Distance online education tools to successfully teach online.
Duel enrollment
Economic growth/present stability issues
Emotional health, Blackboard training (various topic), Basic Microsoft training.
Engagement via online instruction
Engaging students online
Gaining employment and being a productive and valuable employee.
Honorlock College plans for COVID Online teaching and learning
Honorlock New features coming on Blackboard
How do I handle the anxiety associated with the pandemic?
How faculty can best deal with overwhelming stress.
How to develop personal and organizational resilience during crisis
How to ensure learning is taking place. Best practices for engaging students remotely. Methods to support all learning styles. Group activities.
how to facilitate group work online using Blackboard, copyright concerns posting information on Blackboard, using outside technologies to assist in instruction (prezi, adobe suite, etc.)
How to help students in stress or crisis situations. Especially now
how to record when you breakout into groups on blackboard collaborate and/or don't lose the recording when you break out into groups and come back into the main window
I am actually somewhat hesitant about going to campus for Convocation.... How exactly will social distancing work?
I cannot attend because it interferes with my high school classes.
I do not want to be corralled into a room with everyone else. That defeats the point of everything we have done for the last 5 months to stay healthy. It is not necessary to have a successful Fall semester.
I want to know what students say they need in an online environment to be successful
Internship for students
Managing stress--fear of the unknown. Collaborative Learning Synchronous Online Instruction Making personal connections online
New instructor, I've never attended so I can't provide feedback on it.

Online asynchronous student engagement. How to get students to do their work without looking up every answer.
online instruction
Online learning
Online teaching
Online teaching technology. Student engagement.
Online tools for success
Online virtual classroom enhancement.
Preparation to go online even if this not the plan at first, so everyone will be prepared.
Proper organizational skills
Remote zoom, GoToMeeting, Skype ect. Sessions
Safety while learning, the importance of providing quality learning through distance and virtual teaching
skill development in blackboard
Small groups large classrooms - same for teaching. I don't mind 24 students in a LARGE classroom where students can spread out.
Strategic planning involvement
student engagement
Student engagement in Blackboard, ideas for creative tools to use to make the online experience easier/more exciting for students.
Student Engagement in the online environment Culturally Sensitive Critical Conversation
Student engagement through Blackboard.
Student engagement, group projects and Core Assessment logisitics in online classes
Student engagement.
Successful online group and active learning strategies
TDCJ professional development for instructors. Increased enrollment of TDCJ students
Teaching people the best practices to prevent instructors from getting the virus
Testing. Not all students are able to use the hone lock system or lockdown browser.
Tips on Introducing Black Board to Students Tips on making the online experience more interactive
Using Blackboard features- specific tools in Blackboard
Virtual lab simulations for Science courses
Wellness related topics. How-to work with Teams; How-to demonstrations for SoftChalk.
Why masks work

Question Eleven

575 respondents answered question eleven; 3 skipped. Wording for question eleven: Are you full-time or part-time faculty?

Options for question five:

- Full-time; or

- Part-time

Data:

ANSWER CHOICES	RESPONSES	
Full-time	51.27%	101
Part-time	48.73%	96
Total Respondents: 197		

33

Recommendations from the Vice President of Instruction

- Four proposed course options:
    - **Face-to-Face** = instruction will be on campus or at an off-site location on the days/times listed in the class schedule. Courses or programs require students and faculty to be physically present for classes due to instructional or licensure requirements.
    - **Hybrid** = the majority of class instruction will be online, although students will come to campus in small groups on days/times listed in the class schedule or as scheduled by faculty to complete hands-on skills instruction and competency testing.
    - **Remote** = instruction will be online with lectures and virtual instruction occurring on specific days/times as listed in the course schedule. Students have the flexibility to be off campus while still experiencing live and/or recorded lectures, labs, and class interactions in a virtual setting.
    - **Online** = instruction will be the traditional online delivery with classes being taken at any time with virtual student/faculty interactions. This option provides the greatest flexibility for students who have variable schedules due to work or personal commitments.
- The majority of previously scheduled face-to-face classes for Fall 2020 term sessions (16 weeks, 12 weeks, both 8 weeks) will be converted to Remote, Hybrid, or Online instruction.
- The following classes will require face-to-face classes:
    - ESOL
    - Math 0310
    - Math 0314
    - Math 0324
    - CHEM-1411-01 and CHEM-1411-02
    - CHEM-1412-01
    - CHEM-2423-01
    - CJSA and CJLE (Police academy)
    - HIST 2301-HON
    - PSYC 1300- 01, 02, 05, 06, 08, 09, 10 (these sections only)
    - Enrichment Courses (not mixed with hybrids) Students would have PPE and maintain social distance.
- The following classes will require Hybrid delivery for technical lab instruction:
    - ARTS studio only
    - CHEF, HAMG, IFWA, PSTR, RSTO (Culinary Arts)
    - DRAM
    - DCVS, DSAE, DSPE (Diagnostic Sonography)
    - ENDT (Neurodiagnostic)
    - EMSP (Emergency Services)
    - MUEN
    - MUAP
    - PHAR (Pharmacy Tech)
    - POLY (Polysomnography)
    - RNSG (Associate Degree Nursing)
    - VNSG (Vocational Nursing)
    - CEWD programs (CDL, Certified Nursing Assistant, CPR, Dental Assisting, Medication Aide, License to Carry, Medical Assisting, Phlebotomy, Pipefitting, Vet Tech, Welding)
- TDCJ:
    - Distance Learning format to continue with exception of AUTO, DFTG, CIT, CHEF

- Dual Enrollment:
    - Academic courses will be converted to Remote instruction.
    - Technical courses will be converted to Hybrid instruction.
    - Courses taught by an ISD employee will remain Face to Face instruction.
- Convocation and Professional Development Sessions:
    - Virtual format preferred

35

ALVIN COMMUNITY COLLEGE 3110 Mustang Road Alvin, Texas 77511-4898

Dr. Christal M. Albrecht
President
Office 281 756 3598
Fax 281 756 3858

MEMORANDUM NO: 95-2020

TO: Board of Regents

FROM: Dr. Christal M. Albrecht

DATE: July 14, 2020

SUBJECT: Status Update Regarding Maintenance and Renovation Projects

Mr. Amos Byington, Program Manager, AGCM, Inc., will provide an update on the status of the maintenance and renovation projects for Alvin Community College.

CMA:tg

ALVIN COMMUNITY COLLEGE 3110 Mustang Road Alvin, Texas 77511-4898

Dr. Christal M. Albrecht
President
Office 281 756 3598
Fax 281 756 3858

MEMORANDUM NO: 91-2020

TO: Board of Regents

FROM: Dr. Christal M. Albrecht

DATE: July 13, 2020

SUBJECT: Consider Approval of Spectra Contract Flooring to Replace Theatre Carpeting

An item that was approved in the maintenance bond is the complete carpeting of the theatre. This project replaces all carpet in the theater, the adjacent access corridors, and the ticket office. This is a turn-key flooring package except for the wall base which will be abated by the current General Contractor. The nosing (projecting part of a step) will comply with new building codes so that occupants can see the treads in low light.

The College will contract with Spectra Contract Flooring for this project at a cost of $ 49,812.67. Spectra is the largest dealer and installer of commercial carpet in the United States and is a provider under the BuyBoard Cooperative # 561-18 with whom the College is permitted to purchase through based on Texas Government Code 791.011. Funding for this project will come from the maintenance tax note.

It is recommended that the Board of Regents approve a contract to Spectra Contract Flooring for the removal and replacement of carpeting in the ACC Theatre in the amount of $ 49,812.67.

CMA:tg

ALVIN COMMUNITY COLLEGE 3110 Mustang Road Alvin, Texas 77511-4898

Dr. Christal M. Albrecht
President
Office 281 756 3598
Fax 281 756 3858

MEMORANDUM NO: 92-2020

TO: Board of Regents

FROM: Dr. Christal M. Albrecht

DATE: July 13, 2020

SUBJECT: Consider Approval of Texas Specialty Products for Filter Media Replacement and Cooling Tower Repair

In the original list of bond projects there was an allocation of $ 58,823.00 for the filter media replacement of the central/main cooling towers located at central plant, near Building D. After a recent inspection of the tower, additional items were identified for repair. The new total for the filter media replacement and the additional repairs is $ 97,193.00. The difference in cost will come from the "Additional Projects" budget and Board-approved line item for the current year.

AGCM and the College contacted Texas Specialty Products (TSP) for the repair of this equipment. TSP is authorized by EVAPCO, Inc. (OEM) as the sole representative for parts, units and service in the greater Houston area. Further, TSP is a provider under the BuyBoard Cooperative # 552-117 with whom the College is permitted to purchase based on Texas Government Code 791.011.

It is recommended that the Board of Regents approve a contract to Texas Specialty Products for the filter media replacement and repair of the College cooling towers in the amount of $97,193.00.

CMA:tg

ALVIN COMMUNITY COLLEGE 3110 Mustang Road Alvin, Texas 77511-4898

Dr. Christal M. Albrecht
President
Office 281 756 3598
Fax 281 756 3858

MEMORANDUM NO: 93-2020

TO: Board of Regents

FROM: Dr. Christal M. Albrecht

DATE: July 13, 2020

SUBJECT: Consider Approval of Contract with Howard Technology for the Addition of Classroom Technology to Four Classrooms in the "S" Building

---

In response to the need to ensure academic social distancing in the S Building, staff have contacted Howard Technology Solutions to assist in adding technology in four classrooms/lecture halls while leveraging Microsoft Teams to provide quality and equitable instruction to students either onsite or in remote locations. Howard Technology Solutions has successfully worked with multiple Texas community colleges and had provided a robust scope of work and supporting quotes to provide the college with this capability.

Classrooms S103, S105, S203, and S205 will be outfitted with technology to split S-105 and S-103 and S-205 and S-203 to separate the number of students in either room, allowing the instructor to deliver content to both rooms simultaneously, as well as students in a remote setting. IT and instructional staff believe that this technology will not only enhance these spaces for the interim crisis but serve the College for many years to come.

College IT staff contacted Howard Technology Solutions for this comprehensive classroom modification. Howard Technology Solutions is a provider under the BuyBoard Cooperative # 579-19 with whom the College is permitted to purchase through based on Texas Government Code 791.011.

It is recommended that the Board of Regents approve a contract to Howard Technology Solutions for the addition of technology to classrooms in the "S" Building in the amount of $153,465.00.

CMA:tg

ALVIN COMMUNITY COLLEGE 3110 Mustang Road Alvin, Texas 77511-4898

Dr. Christal M. Albrecht
President
Office 281 756 3598
Fax 281 756 3858

MEMORANDUM NO: 94-2020

TO: Board of Regents

FROM: Dr. Christal M. Albrecht

DATE: July 14, 2020

SUBJECT: Consider Approval of Fee for Online TSI Test

The current price for face-to-face TSI testing is $15 per single test and $39 for all three tests.

When a student registers to take the TSI in an online format, the test must be proctored by an online proctoring company called Examity, which currently charges the college a $20 fee to proctor the test.

This proposal is to raise the price of a one or two unit online TSI test from the current $15 to $30. This would allow the Testing Center to accommodate online testing for students with less revenue loss. This price is proposed to go into effect on August 1, 2020.

It is recommended that the Board approve the proposed fee increase for online TSI testing.

CMA:tg

2020 - 2021 Fee Recommendations (Pending Board Approval)

Department	Requested By	Description of Request	Old Fee	Amt of Increase/ Decrease	Updated or New Fee	Rationale	Effective Date	Tuition Fee Course Fee Cashier Fee Bookstore Charge
Admin	Karl Stager	TSI Single and Double Section Online Testing Fee	$15	$15	$30	TSI Single or Double Section, Proposed price will help to match the cost paid to the Testing Company, Examity. Currently the College pays Examity $20. This price will be reviewed yearly to make sure the price for a TSI Single or Double Section matches the cost paid by the College.	Fall, 2020 to Begin 8/1/2020	Testing Fee

ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title:	Dean, Continuing Education/Workforce Development		
Department:	Continuing Education/Workforce Development	**Reports to:**	Vice President, Instruction
Grade Level:	10	**Job Category:**	Full-Time
Salary Range:	Professional Salary Schedule	**FLSA Status:**	Exempt
HR Approved:		Date:	
Last Updated by:	Cynthia Griffith	Date:	01/22/2020

SUMMARY
The Dean of Continuing Education and Workforce Development (CEWD) provides leadership in the planning, development, implementation, operation, supervision, and evaluation of all non-credit Continuing Education and Workforce Development courses and instructional programs, Special Interests programs, and Leisure Learning programs. The division is a revenue center responsible for covering direct expenses.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following.

- Provide division leadership to develop a culture of success and foster a culture of evidence.
- Ensure compliance with THECB, WECM, SACSCOC, programmatic accreditors, and other regulatory agencies. Serves as a resource to THECB on assigned educational programs.
- Recruit, interview, and recommend appointment of highly qualified division instructors and staff. Provide orientation session(s) for all new full-time instructors and staff.
- Participate in the selection process of CEWD Directors to provide leadership for division disciplines/programs. Participates in other College screening committees for the selection of employees, as requested.
- Supervise, mentor, and evaluate full-time instructors, Directors, and staff according to College guidelines.
- Coordinate and collaborate with Directors and instructors to facilitate curricular planning; program/course development, implementation, and revision; program/course outcomes assessment and evaluation; and instructional resources.
- Oversight of enrollment management processes to meet student needs and ensure efficiency in course scheduling, classroom utilization, class section combinations/cancellations, and distribution of class loads.
- Provide instructional leadership for ongoing development of an innovative and current curriculum that incorporates interactive learning, technology, and effective pedagogies focused on student success.
- Participate in college-wide strategic planning processes to provide leadership and accountability for division unit planning and outcomes.
- Communicate effectively to implement division programs, advocate for growth, and meet the needs of students and the community.
- Provide instructional and administrative leadership for all activities, programs, and personnel of assigned departments and the departmental and college-wide student success initiatives.
- Assess instructional effectiveness and plans for continued improvement.
- Develop budget recommendations and manage division allocations for effective, efficient, and productive educational programs and support services.
- Provide oversight of division expenditures, maintains financial reports, and records to ensure the division is fiscally sound and generating profit.
- Develop new programs, evaluate, and revise existing programs.
- Approve payroll compensation for division instructors, Directors, and division staff.
- Participate as a member of the Instructional Leadership Team.

- Provide assistance to the Vice President of Instruction to ensure program compliance with accrediting guidelines and external agencies.
- Represent the College at meetings as designated by executive administration.
- Develop and administer adult vocational programming and contact hour funded classes, including those offered through contract training and grants.
- Oversee the planning, development and coordination of special workshops, seminars to support workforce and economic development, business and industry training, programming for professional development, certification and awarding the continuing education unit/professional development contact hours.
- Develop, maintain, and provide various enrollment reports to the Vice President of Instruction each quarter for assigned departments.
- Coordinate discussions, meetings with, and prepare reports for accrediting agencies and external organizations.
- Provide mediation and conflict resolution for student and personnel concerns. Responsible for oversight of the academic appeal process, as appropriate.
- Coordinate, maintain, and assure currency of all formalized agreements related to division programs/disciplines.
- Monitor systems, policies, and procedures in order to ensure consistent delivery of division programs and services.
- Develop, maintain, and expand collaborative partnerships with businesses, industries, school districts, and others to facilitate the responsiveness of division programs.
- Participate in research, creation, and submission of institutional grant proposals. Responsible for oversight, administration, outcomes, and reporting of grants associated with division programs/disciplines
- Facilitate communication among all departments within the college.
- Serve on institutional committees, attend community functions, and serve on external committees for betterment of the college and community relations.
- Develop innovative and entrepreneurial partnerships to leverage college resources.
- Perform other duties of a similar nature or level as assigned.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform the essential duties and responsibilities listed above. The qualifications listed below are representative of the education, experience, knowledge, skills, and/or abilities required.

EDUCATION

- Master's degree in education, education administration, adult education, training and development or a related field from an accredited institution
- Doctorate degree preferred

EXPERIENCE

- A minimum of three (3) years of teaching experience at a community college/university or experience in workforce training/corporate training in a college or business setting required.
- A minimum of three (3) years of progressive administrative experience with at least three (3) years of equivalent supervisory experience in higher education or a business setting required.
- Three (3) years of work experience in a continuing education, workforce training or corporate training.
- Experience in budget, supervision, and educational planning at a community college, university, or similar organization required.

KNOWLEDGE, SKILLS, AND ABILITIES

- Demonstrated success in an administrative leadership role within an educational, governmental, or business/industry setting
- Experience and proven skills in leadership, strategic planning, program and/or curriculum design and development, core course and program level outcomes assessment, budget development and management, personnel hiring and evaluation, interpersonal relationships and conflict resolution, and effective written and oral communication
- Knowledge and recent experience with accreditation processes for continuing education/workforce development programs (NCCER, etc.)

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by their supervisor.

This job description may be revised upon development of other duties and changes in responsibilities.

X	X
EMPLOYEE PRINTED NAME	SUPERVISORS PRINTED NAME
X	X
EMPLOYEE SIGNATURE AND DATE	SUPERVISOR SIGNATURE AND DATE

Sign and return to HR for placement into employee personnel file.

ALVIN COMMUNITY COLLEGE 3110 Mustang Road Alvin, Texas 77511-4898

Dr. Christal M. Albrecht
President
Office 281 756 3598
Fax 281 756 3858

MEMORANDUM NO: 96-2020

TO: Board of Regents

FROM: Dr. Christal M. Albrecht

DATE: July 14, 2020

SUBJECT: Fourth Presentation of the Fiscal Analysis and Proposed 2020-2021 Budget

Mr. Karl Stager presented the third draft of the Fiscal Analysis and Proposed 2020-2021 Budget, and discussed some changes that resulted in salary savings, at the July 13, 2020 Board Workshop. During the fourth presentation, Mr. Stager will provide information on the impact of the recent compensation study and propose several options. The leadership team continues to review the budget for areas that could be reduced, such as a reduction in the travel budget for athletics. A portion of the $1.38 million Institutional CARES Act funds is being proposed to offset revenue losses and additional expenses due to the pandemic.

This item is for information and discussion only. The Board will have an additional opportunity to review the budget at the August 13, 2020 Board meeting where action will be taken.

CMA:tg

ALVIN COMMUNITY COLLEGE

Changes in Maintenance and Operations Budget
2019-20 to 2020-21

Type of Expenses	Detail Line Items	Summary Line Items	Explanation
Budget Fiscal Year 2019-20	**34,533,568**	**34,533,568**	
Adjustments for salary changes during the year	(44,023)	(44,023)	Bring salaries up-to-date
Longevity/Hazard Duty Pay	7,600	7,600	Tier level changes to longevity and hazard duty pay
STEM salaries increased to 35%	24,443	24,443	STEM grant contract requires 35% be paid from Fund 11 in FY20/21
Changes to part-time/student workers/lead stipends/OT	41,461	41,461	Increases and decreases in departments
Funds Available for Evergreen Changes	389,178	389,178	Previous amount of step increase of $287,884 plus savings from recent retirements
Step Increase	-	-	~~One step reclassification for full-time employees in Steps 1-14~~
Travel Reductions	(66,468)	(66,468)	Decrease travel costs (VP of Student Services was overstated by $7,000)
VP, Administrative Services		**273,648**	
Purchasing	4,300		Increase in advertising and supplies
Information Technology and new IT Cyber Security Dept	348,803		Purchase of new software for Student Services and Distance Education and shift software costs to IT Dept. from Distance Education. Budget expenses in new dept. called IT Cyber Security.
General Institutional	(136,513)		No budget for elections (-$40,000), budget for supplies (-$2,000), decrease postage (-$7,500), increase reserve for tax maintenance note payment ($3,750), increase budget for institutional scholarships ($11,000), increase contract services ($3,000), increase bank charges ($240), decrease auditing fees (-$3), increase insurance ($25,000) and decrease funds to institutional reserve (-$130,000)
Benefits	57,058		Change in benefit costs
Assistant to President		**81,524**	
General Institutional	(3,000)		Decrease in supplies and increase in office supplies, increase association fees ($2,000) and transfer TSCM staff development to HR.
Marketing	89,351		Reduce supplies (-$4,000), increase office supplies ($500), increase software ($6,651), increase advertising ($94,200) and eliminate contract services.
Media Services	5,000		Increase equip maint by $5,000 for new videographer's equipment
Print Services	(7,631)		Decrease supplies (-$13,250), increase maint ($6,619) and remove software (-$1000)
Graphic Services	(416)		Reduce software
Web	(1,780)		Decrease supplies (-1,500) and contract services (-$280)
Executive Director, Human Resources		**(47,500)**	
HR	(51,500)		Remove contract services
General Institutional/HR	4,000		Transfer of TSCM staff development from Asst. to President
VP, Instruction		**29,460**	
Institutional Effectiveness	16,541		Increase software ($541) and contract services ($16,000)
Grants Department	(439)		Ramona Munsell fees decreased
Dean of General Education and Academic Support	(1,000)		Decrease supplies (-$1,000)
QEP	1,050		Increase supplies
Center for Success	(350)		Reduce supplies/office supplies (-$750) and increase software ($400)
Distance Education	(21,200)		Increase office supplies ($500) and transfer software to IT (-$21,700)
VP, Instruction	(1,000)		Reduce supplies
TDCJ	(5,000)		Reduce computer equipment
Cardiovascular	(9,000)		Reduce supplies and equip maint
Computer Information Tech	(12,270)		Reduce hardware, supplies/office supplies and software
Criminal Justice	(500)		Reduce supplies
Culinary Arts	6,876		Increase in cost of food for classes
Industrial Design Technology	(3,100)		Decrease in supplies/office supplies and equip maint
EMT	5,172		Increase in supplies and contract services and decrease in software
Law Enforcement	(8,000)		Decrease in supplies
Human Services	(750)		Decrease in supplies
Management Development	(1,000)		Decrease supplies
ADN Nursing	12,000		Reduce supplies and increase equip maint
VOC Nursing	(4,650)		Decrease supplies and equip maint
END	(1,500)		Decrease supplies/office supplies
Polysomnography	90		Increase equip maint
Process Technology	4,000		Increase equip maint
Health Information Program	11,000		Increase supplies
Cyber Security Program	7,000		Increase supplies/office supplies
Respiratory Care	(2,000)		Decrease supplies/office supplies
Television	3,300		Increase equipment
Athletic Programs	3,050		Increase in contract services and supplies
Softball	160		Increase supplies
Baseball	13,660		Transfer cost for housing from Student Activities and increase contract services (Cost of extra housing $7,560 [3 Students] and meal scholarships $4,500 [3 Students] increase over previous) **LESS** $6,560 savings in travel = $5,500 net increase over previous iteration.
Biology	5,000		Increase contract services

ALVIN COMMUNITY COLLEGE

Changes in Maintenance and Operations Budget
2019-20 to 2020-21

Type of Expenses	Detail Line Items	Summary Line Items	Explanation
Chemistry	100		Increase office supplies
Economics	50		Increase office supplies
Government	(300)		Reduce supplies and increase office supplies
Math	(100)		Reduce supplies
Music	260		Increase office supplies and contract serv
Physics	250		Increase software
Drama	8,800		Increase contract services
Library	(2,740)		Decrease software, books, periodicals and subscriptions
Learning Commons	6,000		Increase contract services
VP, Student Services		**27,125**	
VP Student Services	6,167		Increase supplies/office supplies, software and contract services (Overstated $1,500)
Dean of Student Services	2,500		Increase supplies/office supplies for new department
Student Retention	(1,092)		Eliminate department
Student Recruitment	10,500		Increase supplies
Registrar	2,700		Increase supplies/office supplies and equip maint
Academic Advising	1,000		Increase software
TDCJ Advising	4,000		Increase office supplies
Financial Aid	1,350		Increase contract serv
New Positions		**-**	
Budget Fiscal Year 2019/20	**35,250,016**	**35,250,016**	

Alvin Community College
Consolidated Statement of Net Assets

	June 30, 2020	June 30, 2019	Variance	Explanations/Descriptions
Current Assets				
Cash and cash equivalents	2,679,453	1,982,385	697,068	
Short-term investments	34,583,876	36,935,321	(2,351,445)	
Accounts receivable, net	1,379,610	2,086,939	(707,329)	Installment Plans outstanding, billing outstanding to sponsors and third parties, grant billings, and CE billings
Inventories	285,670	296,490	(10,820)	
Prepaids	481,112	502,502	(21,390)	Travel advances and prepaid expenses
Total Current Assets	39,409,721	41,803,637	(2,393,916)	
Noncurrent assets				
Long-term investments	1,750,000	1,500,000	250,000	
Capital assets, net	26,458,542	27,157,972	(699,430)	
Total Assets	67,618,263	70,461,609	(2,843,346)	
Deferred Outflows of Resources				
Deferred charge on refunding	151,897	303,794	(151,897)	Bonds
Deferred outflows - pensions	4,093,008	673,306	3,419,702	TRS pension
Deferred outflows - OPEB	3,241,398	793,739	2,447,659	OPEB
Total Deferred Outflows of Resources	7,486,303	1,770,839	5,715,464	
Liabilities				
Accounts payable & accrued liabilities	(56,242)	(78,572)	22,330	
PARS	-	327,043	(327,043)	
Net pension liability	9,552,203	5,761,791	3,790,412	
Net OPEB liability	23,714,290	28,072,470	(4,358,180)	
Funds held for others	46,228	39,207	7,021	Agency funds - groups, clubs, etc on campus
Deferred revenues	1,037,835	1,531,530	(493,695)	Grants paid in advance and fall registrations
Compensated absences	414,719	428,516	(13,797)	Entry made annually for change in liability
Bonds payable	8,081,965	9,521,486	(1,439,521)	Annual payment
Tax note payable	21,165,000	21,870,000	(705,000)	Annual payment
Total Liabilities	63,955,998	67,473,471	(3,517,473)	
Deferred Inflows of Resources				
Deferred inflows - pensions	806,580	806,996	806,580	TRS pension
Deferred inflow - OPEB	9,178,950	6,206,958	8,371,954	OPEB
Deferred inflows - premium on tax note	2,598,024	2,734,762	(3,608,934)	Tax Note
Total Deferred Inflows of Resources	12,583,554	9,748,716	5,569,600	
Net Assets				
Fund Balance - Equity	(1,434,986)	(4,989,739)	(4,169,748)	
Total Net Assets	(1,434,986)	(4,989,739)	(4,169,748)	

Alvin Community College

Consolidated Statement of Revenue and Expense

June 30, 2020 and June 30, 2019

	Year-To-Date					Prior Year-To-Date				
	All Other Funds Actual	M&O Actual	Amended M&O Budget	Remaining Budget	% of Budget	All Other Funds Actual	M&O Actual	Amended M&O Budget	Remaining Budget	% of Budget
Revenues										
Operating revenues										
Tuition and fees	2,429,565	6,899,765	7,195,698	(295,933)	95.89%	2,107,129	7,231,691	7,546,142	(314,451)	95.83%
Federal grants and contracts	6,946,170	-	-	-	0.00%	6,505,593	-	-	-	0.00%
State grants	580,502	-	-	-	0.00%	608,837	-	-	-	0.00%
Local grants	487,814	-	-	-	0.00%	305,568	-	-	-	0.00%
Auxiliary enterprises	1,744,388	-	-	-	0.00%	1,830,159	-	-	-	0.00%
Other operating revenues	226,098	48,589	105,000	(56,411)	46.28%	282,919	86,694	105,000	(18,306)	82.57%
Total operating revenues	12,414,537	6,948,354	7,300,698	(352,344)	95.17%	11,640,205	7,318,385	7,651,142	(332,757)	95.65%
Expenses										
Operating expenses										
Administrative	-	4,975,009	6,466,153	1,491,144	76.94%	-	4,612,159	5,811,407	1,199,248	79.36%
Institutional	-	4,868,823	6,792,057	1,923,234	71.68%	-	4,591,655	6,553,258	1,961,603	70.07%
Designated for Institutional Reserve	-	-	280,000	280,000	0.00%	-	-	150,000	150,000	0.00%
Occupational Technical Instruction	-	4,483,559	6,022,650	1,539,091	74.44%	-	4,640,977	6,111,901	1,470,924	75.93%
University Parallel Instruction	-	5,832,985	7,279,530	1,446,545	80.13%	-	5,523,800	6,991,658	1,467,858	79.01%
Student Services	-	3,247,136	4,478,128	1,230,992	72.51%	-	3,285,701	4,249,129	963,428	77.33%
Physical Plant	-	2,218,675	3,215,050	996,375	69.01%	-	2,156,658	3,054,853	898,195	70.60%
Unbudgeted Unrestricted	1,113,370	-	-	-	0.00%	1,126,029	-	-	-	0.00%
Continuing Ed (Fund 13)	1,293,908	-	-	-	0.00%	986,196	-	-	-	0.00%
Auxiliary enterprises	1,554,366	-	-	-	0.00%	1,689,587	-	-	-	0.00%
Local Grants	175,010	-	-	-	0.00%	18,127	-	-	-	0.00%
TPEG	241,041	-	-	-	0.00%	134,104	-	-	-	0.00%
Institutional Scholarships	130,943	-	-	-	0.00%	97,190	-	-	-	0.00%
State Grants	580,502	-	-	-	0.00%	608,837	-	-	-	0.00%
Federal Grants	6,946,170	-	-	-	0.00%	6,505,593	-	-	-	0.00%
Donor Scholarships	215,761	-	-	-	0.00%	180,445	-	-	-	0.00%
Unexpended Plant Fund	425,529	-	-	-	0.00%	818,572	-	-	-	0.00%
Depreciation	-	-	-	-	0.00%	-	-	-	-	0.00%
Debt Retirement	188,256	-	-	-	0.00%	713,432	-	-	-	0.00%
Gain on Sale of Property	-	-	-	-	0.00%	-	-	-	-	0.00%
Tax maintenance Note	3,327,305	-	-	-	0.00%	-	-	-	-	0.00%
Total operating expenses	16,192,161	25,626,187	34,533,568	8,907,381	74.21%	12,878,112	24,810,950	32,922,206	8,111,256	75.36%
Operating Gain/(Loss)	(3,777,624)	(18,677,833)	(27,232,870)	(9,259,725)		(1,237,907)	(17,492,565)	(25,271,064)	(8,444,013)	
Nonoperating revenues										
State appropriations*	-	6,308,864	7,772,636	(1,463,772)	81.17%	-	6,438,642	7,930,935	(1,492,293)	81.18%
Property tax revenue - Current	1,546,938	18,106,352	19,030,234	(923,882)	95.15%	1,504,621	16,193,014	17,065,129	(872,115)	94.89%
Property tax revenue/Instit Reserve	-	280,000	280,000	-		-	150,000	150,000	-	
Property tax revenue - Delinquent	20,295	198,866		198,866	0.00%	15,599	148,751		148,751	0.00%
Property tax revenue - Interest & Penalties	9,040	114,485		114,485	0.00%	7,408	96,306		96,306	0.00%
Investment income	243,580	197,904	150,000	47,904	131.94%	432,275	192,520	125,000	67,520	154.02%
Other non-operating revenues	342,499	15,505	-	15,505	0.00%	459,403	16,759	-	16,759	0.00%
Total nonoperating revenues	2,162,352	25,221,976	27,232,870	(2,010,894)	92.62%	2,419,306	23,235,992	25,271,064	(2,035,072)	91.95%
Provided by the State										
Revenue for Insurance and Retirement	-	1,995,824	-	1,995,824	0.00%	-	1,821,807	-	1,821,807	0.00%
State Insurance Match	-	(942,338)	-	(942,338)	0.00%	-	(908,665)	-	(908,665)	0.00%
State Retirement Match	-	(557,100)	-	(557,100)	0.00%	-	(485,397)	-	(485,397)	0.00%
State Retiree Insurance	-	(496,386)	-	(496,386)	0.00%	-	(427,745)	-	(427,745)	0.00%
Increase/(decrease) in net assets	(1,615,272)	6,544,143	-	(11,270,619)		1,181,399	5,743,427	-	(10,479,085)	
* State Approp portion generated by CE =	178,541					256,258				
* Institutional Reserve	7,610,059					6,771,294				

Alvin Community College

Consolidated Statement of Revenue and Expense

June 30, 2020 and June 30, 2019

	Year-To-Date					Prior Year-To-Date				
	All Other Funds Actual	M&O Actual	Amended M&O Budget	Remaining Budget	% of Budget	All Other Funds Actual	M&O Actual	Amended M&O Budget	Remaining Budget	% of Budget
Revenues										
Operating revenues										
Total operating revenues	12,414,537	6,948,354	7,300,698	(352,344)	95.17%	11,640,205	7,318,385	7,651,142	(332,757)	95.65%
Nonoperating revenues										
Total nonoperating revenues	2,162,352	25,221,976	27,232,870	(2,010,894)	92.62%	2,419,306	23,235,992	25,271,064	(2,035,072)	91.95%
Less Expenses										
Operating expenses										
Total operating expenses	(16,192,161)	(25,626,187)	(34,533,568)	(8,907,381)	74.21%	(12,878,112)	(24,810,950)	(32,922,206)	(8,111,256)	75.36%
Increase/(decrease) in net assets	(1,615,272)	6,544,143	-	(11,270,619)		1,181,399	5,743,427	-	(10,479,085)	

- State Approp portion generated by CE = 178,541 256,258
- Institutional Reserve 7,610,059 4,069,964

Alvin Community College

Consolidated Detail Expense by Type

June 30, 2020 and June 30, 2019

	Year-To-Date					Prior Year-To-Date				
	All Other Funds Actual	M&O Actual	Amended M&O Budget	Remaining Budget	% of Budget Expended	All Other Funds Actual	M&O Actual	M&O Budget	Remaining Budget	% of Budget Expended
Administrative Sal	51,324	1,099,111	1,309,260	210,149	83.95%	88,120	1,044,791	1,303,599	258,808	80.15%
Professional Sal	892,442	3,714,935	4,920,751	1,205,816	75.50%	859,682	3,539,794	4,608,193	1,068,399	76.82%
Tech/Clerical Sal	672,400	3,725,364	4,679,950	954,586	79.60%	699,989	3,454,522	4,384,603	930,081	78.79%
Faculty Sal	429,888	8,927,869	11,291,202	2,363,333	79.07%	471,210	8,784,418	11,119,932	2,335,514	79.00%
Misc Sal	58,780	66,200	71,245	5,045	92.92%	64,077	76,266	79,195	2,929	96.30%
Reg Students Sal	37,257	100,899	214,089	113,190	47.13%	29,645	75,953	200,028	124,075	37.97%
Work Study Students Sal	78,059	-	-	-	0.00%	50,674	-	-	-	0.00%
Staff Benefits	307,966	2,943,388	3,943,717	1,000,329	74.63%	339,834	2,775,032	3,844,695	1,069,663	72.18%
Subtotal	2,528,116	20,577,766	26,430,214	5,852,448	77.86%	2,603,231	19,750,776	25,540,245	5,789,469	77.33%
Equipment	389,414	20,187	25,000	4,813	80.75%	267,474	38,672	20,000	(18,672)	193.36%
Computer Hardware	241,008	3,973	108,810	104,837	3.65%	325,260	22,408	52,460	30,052	42.71%
Capital Improvements	31,761	-	-	-	0.00%	-	-	-	-	0.00%
Designated for Instit Reserve	-	-	280,000	280,000	0.00%	-	-	1,917,000	1,917,000	0.00%
Travel/Prof Development	59,572	237,588	507,192	269,604	46.84%	115,764	359,824	479,411	119,587	75.06%
Supplies & Exp	2,116,710	3,398,031	5,009,477	1,611,446	67.83%	1,715,750	4,562,688	4,797,760	235,072	95.10%
Institutional Scholarships	130,943	136,892	292,000	155,108	46.88%	145,951	76,582	115,330	38,748	66.40%
Financial Aid	5,924,389	-	-	-	0.00%	5,340,851	-	-	-	0.00%
Donor Scholarships	215,761	-	-	-	0.00%	180,445	-	-	-	0.00%
Purchases (Store/Concession)	613,397	-	-	-	0.00%	648,982	-	-	-	0.00%
Contingency Expense	-	-	100,000	100,000	0.00%	2,400	-	-	-	0.00%
Depreciation	-	-	-	-	0.00%	-	-	-	-	0.00%
Debt Retirement (Int & Amort)	188,256	-	-	-	0.00%	713,432	-	-	-	0.00%
Tax Maintenance Note	3,327,305	1,251,750	1,780,875	529,125	70.29%	-	-	-	-	0.00%
Unexpended Plant	425,529	-	-	-	0.00%	818,572	-	-	-	0.00%
	16,192,161	$ 25,626,187	$ 34,533,568	$ 8,907,381	74.21%	$ 12,878,112	$ 24,810,950	$ 32,922,206	$ 8,111,256	75.36%
State Insurance Match	-	942,338	-	(942,338)	0.00%	-	908,665	-	(908,665)	0.00%
State Retirement Match	-	557,100	-	(557,100)	0.00%	-	485,397	-	(485,397)	0.00%
State Retiree Insurance	-	496,386	-	(496,386)	0.00%	-	427,745	-	(427,745)	0.00%

Alvin Community College

Continuing Education Statement of Revenue and Expense (Fund 13)

June 30, 2020

	Year-To-Date					
	Actual Revenue	TPEG	Exemptions	Net Revenue	Actual Expense	Net Margin
Administration	178,541			178,541	351,959	(173,418)
Motorcycle Safety	3,225			3,225	5,315	(2,090)
GED	8,447			8,447	5,346	3,101
Law Enforcement	-	-		-	-	-
Academic Overlay	-	-		-	-	-
Real Estate	426			426	-	426
Dental Assistant	78,910	(4,707)		74,203	60,095	14,108
Information Technology Training	-	-		-	-	-
Phlebotomy	51,975	(3,060)	(973)	47,942	14,726	33,216
Medication Aide	38,920	(2,335)		36,585	7,662	28,923
Welding	177,260	(8,938)	(15,165)	153,157	178,647	(25,490)
Certified Nursing	25,626	(1,444)	(1,440)	22,742	63,512	(40,770)
Truck Driving	68,167	(2,865)		65,302	83,595	(18,293)
Center for Professional Workforce Dev	479			479	-	479
Education to Go	3,057			3,057	2,295	762
Concealed Handguns	-			-	33	(33)
Occupational Health & Safety	5,926	-		5,926	1,444	4,482
Community Programs	6,726	(289)		6,437	1,663	4,774
Clinical Medical Assistant	52,915	(2,799)	(6,273)	43,843	11,190	32,653
Vet Assistant	33,670	(1,980)		31,690	15,169	16,521
Yoga	4,350			4,350	3,611	739
Human Resource Program	-	-		-	-	-
Activity Director Program	2,040	(122)		1,918	74	1,844
Machinist Program	7,714	(463)		7,251	40,833	(33,582)
TWC Pipefitter Program	38,626	(2,318)		36,308	63,714	(27,406)
STRIVE	90,974	(5,045)		85,929	60,977	24,952
TWC INEOS/TEAM	378,819	(14,022)		364,797	295,591	69,206
TWC Ascend	-	-		-	38	(38)
Industrial Maintenance	-	-		-	97	(97)
TWC Building Construction Trades	89,614	(5,377)	-	84,237	26,322	57,915
Total	1,346,407	(55,764)	(23,851)	1,266,792	1,293,908	(27,116)

*2.83% of the state appropriation for FY19/20 is attributed to CE hours. This funding is used to offset administrative costs.

Departments highlighted generate the GE hours that contribute to the calculation of ACC's state appropriations.

Alvin Community College
Auxiliary Profit/(Loss) Statement as of June 30, 2020 and June 30, 2019

	Unaudited							
	Parking	Student Activities	Bookstore	Vending	Childcare	Fitness Center	Total	Prior Year-To-Date
Revenue								
Sales & services	260,957		999,747	4,295	204,078	16,260	1,485,337	1,554,967
Student Fees		259,051					259,051	275,192
	260,957	259,051	999,747	4,295	204,078	16,260	1,744,388	1,830,159
Expenses								
Purchases & Returns			613,009	388			613,397	648,983
Salaries	84,009	68,709	173,314		185,402	19,566	531,000	518,552
Staff Benefits	20,445	10,960	43,838		74,051	547	149,841	160,475
Supplies & Other Operating Expenses	99,903	58,395	59,656		16,607	425	234,986	316,822
Equipment			2,115				2,115	3,304
Building Repairs							-	-
Bank Charges			13,120		1,862	45	15,027	16,651
Contingency							-	2,400
Scholarships		8,000					8,000	22,400
	204,357	146,064	905,052	388	277,922	20,583	1,554,366	1,689,587
Excess revenue over expenses	**56,600**	**112,987**	**94,695**	**3,907**	**(73,844)**	**(4,323)**	**190,022**	**140,572**
Assets:								
Cash & Petty Cash			12,013			55	12,068	12,068
Accounts Receivable							-	2,665
Interfund Receivables	259,172	323,887	379,385	6,657	(69,102)	46,989	946,988	1,611,706
Prepaid Expenses							-	-
Inventory			285,364	306			285,670	296,490
Total Assets	**259,172**	**323,887**	**676,762**	**6,963**	**(69,102)**	**47,044**	**1,244,726**	**1,922,929**
Liabilities:								
Accounts Payable/Gift Certificates	1,911		35,967		6,971		44,849	50,720
Deferred Revenue	27,390	27,390				330	55,110	80,380
Deposits							-	-
Total Liabilities	29,301	27,390	35,967	-	6,971	330	99,959	131,100
Restricted Fund Balance (includes inventories)		-	285,364	306			285,670	296,490
Unrestricted Fund Balance	229,871	296,497	355,431	6,657	(76,073)	46,714	859,097	1,495,339
Total Liabilities & Fund Balance	**259,172**	**323,887**	**676,762**	**6,963**	**(69,102)**	**47,044**	**1,244,726**	**1,922,929**

Alvin Community College
Auxiliary Profit/(Loss) Statement as of June 30, 2019

	Parking	Student Activities	Bookstore	Vending	Childcare	Fitness Center	Total
Revenue							
Sales & services	276,756		988,714	6,475	260,416	22,606	1,554,967
Student Fees		275,192					275,192
	276,756	275,192	988,714	6,475	260,416	22,606	1,830,159
Expenses							
Purchases & Returns			648,200	783			648,983
Salaries	65,986	57,561	199,932		170,268	24,805	518,552
Staff Benefits	17,061	15,896	60,038		66,822	658	160,475
Supplies & Other Operating Expenses	169,464	43,344	75,312	4,365	24,303	34	316,822
Equipment	3,304						3,304
Building Repairs							-
Bank Charges			15,974		548	129	16,651
Contingency		2,400					2,400
Scholarships		22,400					22,400
	255,815	141,601	999,456	5,148	261,941	25,626	1,689,587
Excess revenue over expenses	**20,941**	**133,591**	**(10,742)**	**1,327**	**(1,525)**	**(3,020)**	**140,572**
Assets:							
Cash & Petty Cash			12,013			55	12,068
Accounts Receivable			2,665				2,665
Interfund Receivables	314,552	370,453	871,174	1,345	5,514	48,668	1,611,706
Prepaid Expenses							-
Inventory			296,490				296,490
Total Assets	**314,552**	**370,453**	**1,182,342**	**1,345**	**5,514**	**48,723**	**1,922,929**
Liabilities:							
Accounts Payable/Gift Certificates	2,744	733	42,422	18	4,557	246	50,720
Deferred Revenue	39,960	39,960				460	80,380
Deposits							-
Total Liabilities	42,704	40,693	42,422	18	4,557	706	131,100
Restricted Fund Balance (includes inventories)		-	296,490	-			296,490
Unrestricted Fund Balance	271,848	329,760	843,430	1,327	957	48,017	1,495,339
Total Liabilities & Fund Balance	**314,552**	**370,453**	**1,182,342**	**1,345**	**5,514**	**48,723**	**1,922,929**

ALVIN COMMUNITY COLLEGE 3110 Mustang Road Alvin, Texas 77511-4898

Dr. Christal M. Albrecht
President
Office 281 756 3598
Fax 281 756 3858

MEMORANDUM NO: 97-2020

TO: Board of Regents

FROM: Dr. Christal M. Albrecht

DATE: July 14, 2020

SUBJECT: Consider Approval of Fifth Amendment to President's Contract

Dr. Albrecht began her tenure as the sixth president of Alvin Community College on May 19, 2014 and was provided a three-year contract through May 19, 2017. Each year since then she has received a favorable evaluation and an additional year has been added to her contract. Her current contract is through August 31, 2022.

It is recommended that the Board of Regents consider the amendment to the president's contract as discussed during executive session.

CMA:tg