

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

**OFFICIAL AGENDA OF REGULAR MEETING
November 19, 2020 at 6:00 PM
ALVIN COMMUNITY COLLEGE
3110 MUSTANG ROAD
ALVIN, TX 77511**

TABLE OF CONTENTS

1.	<u>Call to Order</u>	
	A. <u>Certification of Posting of Notice</u>	2

**CERTIFICATION OF POSTING OF NOTICE TO THE
REGULAR MEETING OF THE
ALVIN COMMUNITY COLLEGE DISTRICT
BOARD OF REGENTS
NOVEMBER 19, 2020**

It is hereby certified that a notice of this meeting was posted on the 13th day of November 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 13th day of November, 2020.



Dr. Christal M. Albrecht
President

2. **Executive Session**
 - A. **Call to Order**
 - B. **Pledge**
 - C. **Invocation**
 - D. **Citizen Inquiries**
3. **Board Chairman Report/Comments**
4. **Minutes**

4

**ALVIN COMMUNITY COLLEGE
REGULAR MEETING OF OCTOBER 22, 2020
OFFICIAL MINUTES**

The Board of Regents of Alvin Community College met in a regular session on the 22nd day of October at 6:00 p.m., with the following members, administrative personnel, and guests present:

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

Jonathan Brush
Shirley Brothers
Kyle Marasckin
Tammy Giffrow
Virtual Attendees:

Kelly Klimpt
Akilah Martin
Amos Byington
Alan Phillips
Pam Shefman

Esther Kempen
Debbie Kraft
Cherlyn Crawford
Eberechi Onye Franklin
Paloma Garcia

1. Call to Order

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

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.

Executive Session

- *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; To deliberate the appointment of Regents and staff to the Presidential screening committee, as in accordance with Tex. Gov't Code Section 551.074.*

Executive Session ended at 6:33 p.m.

The meeting was called back into session by Chair Sanchez at 6:40 p.m.

- **Pledge**
- **Invocation**
Invocation by Mr. Shelton.

Citizen Inquiries

There were no citizen inquiries.

Board Comments/Recognitions

The Regents thanked the staff and faculty for all their continued hard work and efforts in keeping the college operating and serving the students.

Recognitions

The first line of defense in keeping the ACC campus safe during the COVID-19 pandemic is the check in team. Under the direction of Events Coordinator Robin Dahms, this group of employees and student workers check symptoms and temperatures of everyone who enters the campus.

The team members include Robin Dahms, Adebola Victoria Adebambo, Bailey Grasso, Blaine Holesovsky, Brooke Koons, Carol Fuller, Eberechi Estina Onye-Franklin, Emily Ford, Janisha Stewart, Melissa Mazzeno, Paloma Garcia, Priscila Delapaz and Sam Adamo.

SACS/QEP

The team of employees led by Vice President of Instruction Dr. Cindy Griffith worked to prepare for the accreditation reaffirmation report and the site visit. The SACS team members include: Dr. Griffith, Dean of Arts and Sciences John Matula, Institutional Effectiveness and Research Executive Director Dr. Pam Shefman, Institutional Effectiveness and Research Director Pat Sanger, Institutional Effectiveness and Research Associate Tammy Braswell and Administrative Assistant Juanita Marasckin.

The accreditation reaffirmation process also includes the development and implementation of the Quality Enhancement Plan. Team members instrumental in developing the QEP include: Vice President of Student Services Dr. Jade Borne, Institutional Effectiveness and Research Executive Director Dr. Pam Shefman, Speech faculty Dr. Maria Starling, History faculty Dr. Alex Marriott, adjunct faculty Regan Metoyer.

Relocation Team

The relocation team has been coordinating all employee moves over the past year, due to construction and renovations to the campus, to insure employees are able to do their job effectively in an alternate location. The team members include: Vice President of Outreach and Development Wendy Del Bello, Vice President of Fiscal and Administrative Services Karl Stager, IT Executive Director Kelly Klimpt, Network Administrator Steve Cabrera, Physical Plant Director Hameedah Majeed and Institutional Support Specialist Lori King.

Bookstore

The ACC College Store was recently honored by the education technology firm Redshelf for having the largest inclusive access for the Fall 2020 term. The college store saw a 196 percent growth for the semester. Those who helped implement the Redshelf platform for the College Store include: Manager Vicki Marvel, College Store employees Carol Pounds, Mark Simpson, and David Martinez. Assisting them were: IT Analyst Ben Deadwyler, Institutional Support Specialist Lori King and Distance Education Director Daniel Gonzalez Jr.

Surprise Recognition

The final recognition for the evening was presented to Dr. Christal Albrecht from U.S. Congressman Pete Olson. He surprised her with the framed Congressional record that he presented on the floor of the U.S. House in honor of her service at ACC and her upcoming retirement.

Approval of Minutes

Chair Sanchez said that if there were no corrections or additions to the minutes of the Public Tax Hearing of September 17, 2020, Regular Board meeting of September 17, 2020, Called Meeting of October 2, 2020 and the Board Workshop of October 12, 2020 she would entertain a motion to approve. A motion to approve the minutes was made by Mr. Marvel. Seconded by Vice-Chair Droege. Motion passed unanimously.

Student Report

SGA officers, President, Cherlyn Crawford, Vice President, Eberechi Onye Franklin, Secretary, Paloma Garcia presented a personalized introduction of themselves and a summary of what they will be presenting at the future meetings for the fall semester. Ms. Crawford reported that a call went out for students interested in becoming candidates for SGA officer positions and on September 22 candidates introduced themselves during a virtual, meet and greet and students elected officers on September 30. The SGA officers the 2020-21 academic year include: President, Cherlyn Crawford, Vice President, Eberechi Onye Franklin, Secretary, Paloma Garcia, Treasurer, Kidest Melak, Historian, Allie Lawson, Parliamentarian, Adebola Adebambo, and Chief of Staff, Octavio Najera. This report was for information only.

Faculty Senate Report

Faculty Senate President, Dr. Esther Kempen, presented the fall semester update. She thanked the SACSCOC team for working so hard on the successful accreditation visit, thanked the Distance Education Committee along with the ELT and the Board of Regents for approving the use and purchase of the Honorlock Proctoring software system for the use with students and thanked Dr. Griffith for being such a great advocate for the Faculty Senate. She also reported that their group will be providing a \$250 scholarship and will continue to raise funds this semester through a decorating contest in lieu of their usual Fall Festival booth. This report was for information only.

President's Gaol #1 Report on SACSCOC Virtual Site Visit

Dr. Albrecht informed the Regents that the SACSCOC site visit occurred October 13-15, 2020 and reported the good news that the college was found in compliance for all 104 standards and that there were no recommendations. The Quality Enhancement plan was also found in compliance with no recommendations as well. An in person site visit may be scheduled for the SACSCOC committee later in 2021. This report was for information only.

Consider Approval of Resolution of Payment for Personnel during Closure – Tropical Storm Beta

The motion to approve the formal resolution that authorizes the payment of employees for the three-day period, noting that many employees were able to work remotely on Tuesday and Wednesday September 22nd and 23rd. was made by Dr. Crumm. Seconded by Mr. Tacquard. Motion passed unanimously. The resolution also included one and a half times premium pay for Police Officers for Monday September 21.

Access and Accountability Report (AFA)

Dr. Pam Shefman provided the annual Access and Accountability report to the Board of Regents. The report included affordability of tuition and fees, statistical information on gross family income required to pay tuition and fees, criteria for admission to the college, awarding of financial aid guidelines, race or ethnicity and gender of students, in and out of district region comparison and finally a comparison of where Alvin Community College ranks in affordability amongst Gulf Coast region peer intuitions.

Grant Report

Mr. Gayland Capps presented the annual grant update detailing all grants that the college has awarded, future planned grants, submitted grants, formula or non-competitive grants award and sub-recipient grants awarded. This report is for information only.

Consider Approval of the Executive Search Firm and Contact

The motion to approve Greenwood/Asher and Associates to conduct the search for the seventh President of Alvin Community College and delegate authority to the President to sign the contract was made by Mr. Starkey. Seconded by Mr. Stuksa. Motion passed unanimously.

Consider Approval of the Composition of the Screening Committee for the Selection of the Next President

The motion to approve the committee membership and authorize Chair Sanchez to appoint the members was made by Mr. Marvel. Seconded by Mr. Tacquard. Motion passed unanimously.

Consider Approval of Personnel

The motion was made to approve Dr. Karen White-Goyzueta as the Dean of Continuing Education and Workforce Education, Akilah Martin as the Dean of Student Support Services and Marcolin Eakins as Computer Information Technology faculty by Mr. Tacquard. Seconded by Vice Chair Droege. Motion passed unanimously.

Consider Approval of Door Control System and Hardware

Mr. Marvel made the motion to approve a contract with TouchNet for the provision of software, equipment and related services to provide and automated building door access control system utilizing OneCard badges. Seconded by Dr. Crumm. Motion passed unanimously.

Consider Approval of Purchase of Kitchen Equipment for the Nolan Ryan Center

Vice Chair Droege made the motion to approve the purchase of commercial kitchen equipment in the amount of \$67,336.32 from ISI Commercial Refrigeration. Seconded by Mr. Starkey. Motion passed unanimously.

Consider Approval of Consolidation and Upgrade of Existing Blackboard Contracts

Mr. Tacquard made the motion to approve the multi-year Blackboard contract and approve payment according to the payment scheduled outlined and presented. Seconded by Mr. Marvel. Motion passed unanimously. Discussion included that the usage of Blackboard had increased significantly due to the movement of courses to an online format caused by the pandemic.

Consider Approval of Simtronics Software

The motion to approve the purchase of licenses from Simtronics in the amount of \$80,000.00 was made by Mr. Tacquard. Seconded by Mr. Marvel. Motion passed unanimously. Discussion included that the money to pay for the licenses for the Process Technology department software would be funded by the Perkins Basic grant fund.

Consider Approval of Proposed Fees for 2020-2021 Fiscal Year and 2021-2022 Fiscal Year

The motion to approve the fees as proposed for the 2020-2021 and 2021-2022 fiscal years was made by Dr. Crumm. Seconded by Mr. Marvel. Motion passed unanimously.

Consider Approval of Budget Amendment for 2019-2020 and Budget Amendment for 2020-2021

The motion to approve the budget amendment for Fiscal Year 2020 and Fiscal Year 2021 as presented was made by Mr. Tacquard. Seconded by Vice Chair Droege. Motion passed unanimously.

Financial Report Ending September 2020

Mr. Marvel made the motion to approve the financial report ending September 2020. Seconded by Mr. Starkey. Motion passed unanimously.

Adjournment

There being no further business before the Board, the motion to adjourn was made by Mr. Tacquard. Seconded by Mr. Marvel. Meeting was adjourned at 8:10 p.m.

Dr. Patty Hertenberger, Secretary

'Bel Sanchez, Chair

**ALVIN COMMUNITY COLLEGE
SPECIAL BOARD MEETING OF NOVEMBER 9, 2020
BOARD OF REGENTS
OFFICIAL MINUTES**

The Board of Regents of Alvin Community College met virtually in a Special Board Meeting on the 9th day of November, 2020 at 6:00 p.m., with the following members, administrative personnel, and guests present:

'Bel Sanchez	Chairman
Jody Droege	Vice-Chair
Jim Crumm	Regent
Kam Marvel	Regent
Darren Shelton	Regent
Jake Starkey	Regent
Roger Stuksa	Regent
Christal M. Albrecht	President, Alvin Community College

Betty Asher	Kelly Klimpt
Itza Walters	Tammy Giffrow

1. Call to Order

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

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*.

Citizens Inquiry

There were no inquiries.

Executive Session

The Board of Regents went into Executive Session at 6:13 p.m. to deliberate the qualifications and attributes of the next President of Alvin Community College and the advertising plan to recruit the next President, as in accordance with Tex. Gov't Code Section 551.074. President Albrecht and Tammy Giffrow exited the meeting when the Board went into Executive Session.

Adjournment


There being no further business before the Board the meeting was called back into open session and adjourned at 7:15 p.m.

Dr. Patty Hertenberger, Secretary

'Bel Sanchez, Chairman



MEMORANDUM NO: 168-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 4, 2020
SUBJECT: Personnel Action (Replacement): Academic Coach HSI Grant

The individual listed below has been recommended to fill the full-time position for the Academic STEM Coach HSI Grant.

Candidate

Recommended: Lauren Nolte

Education: *Texas A&M University*
Master of Education, Curriculum & Instruction

Texas A&M University
Bachelor Science

Experience:

- Alvin Community College July 2020 - Present
PT Academic Coach
- College Station ISD December 2019 – April 2020
Long-term Substitute
- Wild Peach Elementary June 2019 – November 2019
Teacher
- Barrow Elementary August 2018 – May 2019
1st Grade ELAR Teacher
- College Station ISD January 2018 – June 2018
Long-term Substitute

Salary: \$48,233
Grade 202 - 2020-21 Admin/ Professional Salary Schedule

CMA:tg



ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title: STEM Coach			
Department: HSI STEM Grant		Reports to: Project Manager, HSI STEM Grant	
Grade Level: 202		Job Category: Full-Time	
Salary Range: Professional Salary Schedule		FLSA Status: Exempt	
HR Approved:		Date: 09/01/2020	
Last Updated by:		Date: 3/3/2017	

SUMMARY

Lead the design and pilot of a proactive advising process for low skilled Math students.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Design and implement a proactive advising process for low-skilled math students
- Work with Math Success Center (MSC) Coordinator to provide high quality and consistent support for at-risk students
- In cooperation with the MSC Coordinator, design STEM Bridge program
- Assist in the implementation and evaluation of a math student support program
- Assist students in developing career/education plans and monitor student progress in that plan through individualized meetings during the semester
- Work with MSC Coordinator to address challenges in meeting advisor-related objectives in the grant and design remedies, as needed.

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

- Bachelor's degree in Education or related field, with emphasis on advising and/or tutoring

EXPERIENCE

- Experience in advising diverse student population (3 or more years preferred)
- Demonstrated experience in developing and implementing student support programs
- Demonstrated experience in higher education (STEM program coordination preferred)

KNOWLEDGE, SKILLS, AND ABILITIES

- Knowledge of and proficiency in use of technology to support advising
- Bilingual (Spanish) preferred
- Excellent communication and leadership skills
- Able to work effectively within a team
- Able to provide effective STEM career advisement
- Able to advise college students on application of math principles to STEM degree programs and classes
- Able to coordinate student service needs of math students with college advisement office

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

EMPLOYEE PRINTED NAME

X

SUPERVISORS PRINTED NAME

X

EMPLOYEE SIGNATURE AND DATE

X

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: 182-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 11, 2020
SUBJECT: Personnel Action (Replacement): Custodian

The individual listed below has been recommended to fill the full-time position for the Custodian.

Candidate

Recommended: Maria Fernandez

Education: High School Diploma

Experience:

Alvin Community College June 2018 – Present
Custodian (Substitute)

Salary: \$22,790
Grade 102
2020-21 TSCM Salary Schedule

CMA:tg



ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title:	Custodian	
Department:	Physical Plant	Reports to: Custodial Supervisor
Grade Level:	102	Job Category: Full-Time
Salary Range:	TSCM Salary Schedule	FLSA Status: Non-Exempt
HR Approved:	Human Resources	Date: 09/1/2020
Last Updated by:	Director, Physical Plant	Date: 12/1/2019

SUMMARY

Performs duties related to the cleanliness and orderly condition of all College facilities. All other duties as assigned

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Properly cleans and maintains all institutional facilities including offices, classrooms, restrooms, janitorial and storage rooms, floors, walls, furniture, and so forth
- Sweeps, mops, scrubs, and vacuums all hallways, floors, and stairs; cleans dirt and other debris from stairs, sidewalks, and walkways
- Cleans and polishes light fixtures, marble, restroom fixtures, and other furnishings requiring attention.
- Empties institutional trash and garbage containers
- Moves and rearranges furniture and equipment, and transports supplies and products as required by the physical plant
- Cleans, waxes, and polishes floors by hand or machine; removes dirt and blemishes from floor with various cleaning solvents and compounds according to the composition of flooring; and applies paste or liquid wax to floor with rags or machines. Polishes floor with electric polishing machine
- Performs setup and take down duties for all special events
- Other duties 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

- High school education or equivalent preferred

EXPERIENCE

- Some in-service training courses in institutional housekeeping and related subjects preferred

KNOWLEDGE, SKILLS, AND ABILITIES

- Must be able to effectively communicate with their supervisor, students, staff, and faculty
- Must have and pass a complete physical
- Must be able to work un-supervised
- The Housekeeper must be able to analyze situations and perform routine cleaning of each building between class and lab use.
- Must be able to work flexible schedules which not only will be covered by weekly internal use of buildings, but weekend use by external organizations.

- It is the responsibility of the incumbent to exercise innovative ideas such as time and laborsaving techniques.

WORKING CONDITIONS

- Works inside office buildings
- Some outside work is required in the performance of duties; i.e., sweeping walkways, the cleaning of handrails, and the emptying of outside ash receivers and trash receptacles
- Other environmental exposures include noise, heat, dirt, grease, cold, dampness, cleaning agents and chemicals, and exposure to some mechanical cleaning equipment; i.e., vacuum cleaners, scrubbers, and buffers

DEXTERITY

- The Custodian is exposed from moderate to heavy lifting up to 50 lbs., along with an extreme amount of walking, bending, pushing, pulling, standing, stooping, and reaching.

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

EMPLOYEE PRINTED NAME

X

SUPERVISORS PRINTED NAME

X

EMPLOYEE SIGNATURE AND DATE


X

SUPERVISOR SIGNATURE AND DATE

<p>Sign and return to HR for placement into employee personnel file.</p>



MEMORANDUM NO: 181-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 11, 2020
SUBJECT: Personnel Action (Replacement): Custodian

The individual listed below has been recommended to fill the full-time position for the Custodian.

Candidate

Recommended: Paula Leija

Education: *Escuela Secundaria Benito Juarez*
High School Diploma

Experience:

Alvin Community College
Custodian (Substitute)

May 2016 – Present

Alvin ISD
Custodian

October 2008 – October 2016

Salary: \$22,790
Grade 102
2020-21 TSCM Salary Schedule

CMA:tg



ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title:	Custodian	
Department:	Physical Plant	Reports to: Custodial Supervisor
Grade Level:	102	Job Category: Full-Time
Salary Range:	TSCM Salary Schedule	FLSA Status: Non-Exempt
HR Approved:	Human Resources	Date: 09/1/2020
Last Updated by:	Director, Physical Plant	Date: 12/1/2019

SUMMARY

Performs duties related to the cleanliness and orderly condition of all College facilities. All other duties as assigned

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Properly cleans and maintains all institutional facilities including offices, classrooms, restrooms, janitorial and storage rooms, floors, walls, furniture, and so forth
- Sweeps, mops, scrubs, and vacuums all hallways, floors, and stairs; cleans dirt and other debris from stairs, sidewalks, and walkways
- Cleans and polishes light fixtures, marble, restroom fixtures, and other furnishings requiring attention.
- Empties institutional trash and garbage containers
- Moves and rearranges furniture and equipment, and transports supplies and products as required by the physical plant
- Cleans, waxes, and polishes floors by hand or machine; removes dirt and blemishes from floor with various cleaning solvents and compounds according to the composition of flooring; and applies paste or liquid wax to floor with rags or machines. Polishes floor with electric polishing machine
- Performs setup and take down duties for all special events
- Other duties 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

- High school education or equivalent preferred

EXPERIENCE

- Some in-service training courses in institutional housekeeping and related subjects preferred

KNOWLEDGE, SKILLS, AND ABILITIES

- Must be able to effectively communicate with their supervisor, students, staff, and faculty
- Must have and pass a complete physical
- Must be able to work un-supervised
- The Housekeeper must be able to analyze situations and perform routine cleaning of each building between class and lab use.
- Must be able to work flexible schedules which not only will be covered by weekly internal use of buildings, but weekend use by external organizations.

- It is the responsibility of the incumbent to exercise innovative ideas such as time and laborsaving techniques.

WORKING CONDITIONS

- Works inside office buildings
- Some outside work is required in the performance of duties; i.e., sweeping walkways, the cleaning of handrails, and the emptying of outside ash receivers and trash receptacles
- Other environmental exposures include noise, heat, dirt, grease, cold, dampness, cleaning agents and chemicals, and exposure to some mechanical cleaning equipment; i.e., vacuum cleaners, scrubbers, and buffers

DEXTERITY

- The Custodian is exposed from moderate to heavy lifting up to 50 lbs., along with an extreme amount of walking, bending, pushing, pulling, standing, stooping, and reaching.

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

EMPLOYEE PRINTED NAME

X

SUPERVISORS PRINTED NAME

X

EMPLOYEE SIGNATURE AND DATE

X

SUPERVISOR SIGNATURE AND DATE

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

	Budgeted 2020-21	NOVEMBER 2020	Funded Vacancies
Administrative	11	11	0
Professional	74	69	5
Faculty	113	104	9
Technical Support, Clerical & Maintenance (TSCM)	116	109	7
Total Full-Time (FT) Employees	314	293	21

Resignation/Termination Report


	Name	Department	Last Day Worked	Reason
1	None	None		

6. **Student's Report**
7. **President's Report**
8. **President's Goal #4 - ACC Crisis Communication Plan**

23



MEMORANDUM NO: 161-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 2, 2020
SUBJECT: Presidents Goal #4: Crisis Communication Plan


On August 13, 2020, Alvin Community College Board of Regents approved eight goals for the President for the 2020-21 year. Goal # 4 states:

“Working with the communications Department, develop a Crisis Communication Plan to ensure consistent and thorough communications to the campus, community and stakeholders by November 2020.”

A Crisis Communication Administrative Procedure (cgc-01) was developed and approved by the Executive Leadership Team on November 3, 2020 (see attached).

This report is for information only.

CMA:tg

		ADMINISTRATIVE PROCEDURE MANUAL	
Section Title: Crisis Communication		Number: cgc-01	Page: 1 of 6
BASED ON BOARD OF REGENTS POLICY			
Policy Title: Safety Program – Plans and Alerts		Policy Number: CGC	
Local	Date Adopted by ELT: November 3, 2020		

Purpose: The purpose of this procedure is to establish a Crisis Communication Plan to properly disseminate the most complete and accurate information to the public during a crisis situation on campus or in the community after taking direction from the ACC Emergency Management Team.

Initiation: The Crisis Communication Plan can be enacted for any situation, including but not limited to: active shooter, weather disaster, immediate closure, pandemic, and more. A crisis can be any circumstance identified by the president as having a significant impact on the college or the community. Each crisis will require a specific approach depending on the circumstances and who needs to be notified.

Personnel: The dissemination of information is the exclusive responsibility of the ACC Crisis Communication Team (CCT).

Members:

- President
- Vice President of Development and Outreach, Public Information Officer
- Director of Marketing
- Communications Coordinator
- Digital Marketing Specialist
- Web Services Team
- Graphic Designers
- Legal Counsel as needed

When a crisis situation has been determined, the President or designated representative shall activate the Crisis Communication Team.

The Vice President of Development and Outreach shall coordinate with the Director of Marketing, Communications Coordinator, Digital Marketing specialist and Web Department to ensure the timely release of information to the public. Coordination with other college departments and personnel may also be required depending upon the crisis.

All information released shall be drafted and finalized in coordination with the college president and/or the campus police chief if necessary. Legal counsel will be consulted as needed.

Emergency contact information for Crisis Communication Team members shall be maintained and distributed by Vice President of Development & Outreach.

If feasible, members of the team should meet in person. If an in-person meeting is not feasible, the team may convene virtually or by phone.

The designated senior administrator will invite other individuals to participate in the initial meeting as necessary.

Once activated, all members of the CCT should be available by cell phone at all times.

If warranted, the designated senior administrator will identify a dedicated space and resources for use by the CCT for the duration of the crisis.

Duties: The CCT shall assess the facts of the crisis and formulate any institutional response. They will collaborate on a plan of action for both internal and external communications. They will determine what, how and when messages will be communicated.

The Vice President of Development and Outreach along with the Communications Coordinator shall serve as the liaison and the spokespersons between the media and the college for the duration of the crisis response. They shall stay informed of the latest developments and messages to be conveyed. Only spokespersons shall release information to the media and the public after approval from the President or designated representative.

The team shall bear in mind that as the crisis evolves and circumstances change, so too will the messaging.

They shall identify all internal and external audiences and adjust the messages accordingly. The audiences can include:

- Students
- Faculty
- Staff
- Parents of students
- Board of Regents
- Media
- Public/Government officials
- Alumni
- General public
- TDCJ
- Dual Enrollment
- Lab School
- ISD's and University Partners

Communication Tools: The Communications Crisis Team shall identify all available tools necessary for each crisis. The tools utilized will depend on the crisis at hand. Recommended tools are as follows:

- ACC Website
- ACC Intranet
- News media call list
- System-wide emails
- Text messaging
- Emergency messaging system (RAVE)
- Video message boards (Blue tube, marquee)
- Social media (Facebook, Twitter)
- KACC
- Phone messaging system

Member responsibilities/backup: Crisis Communications Team members will be assigned particular outlets to disseminate emergency messaging. Backups also will be assigned in the event the primary member is not available.

Area of Responsibility	Primary Member	Backup
ACC Website	Web Services	Director of Marketing
ACC Intranet	Director of Marketing	Web Services
News media call list	Communications Coordinator	VP of Development & Outreach
System-wide emails	Communications Coordinator	VP of Development & Outreach
Text messaging	Communications Coordinator	VP of Development & Outreach
Emergency messaging system	Communications Coordinator	VP of Development & Outreach
Video message boards (Blue tube, marquee)	Graphic Designers	Media Technology Specialist
Social media (Facebook, Twitter)	Digital Marketing Specialist	Communications Coordinator
KACC	Communications Coordinator	VP of Development & Outreach
Phone messaging system	Communications Coordinator	VP of Development & Outreach

Order of Release: Whenever possible, students, faculty and staff shall be given first priority as to the details of the crisis and the college response thereof. Members of the public who shall be contacted include:

1. Students, employees and families/emergency contacts
2. Board members
3. Alumni, friends, community leaders and public/government officials, ISD's and University Partners
4. Media

Privacy: In all instances of a crisis response, the college shall comply with the Federal Educational Rights and Privacy Act (FERPA).

Details about students or college employees shall not be released in compliance with FERPA.

In the event of a crisis that may include a current or pending criminal investigation, the Crisis Communication Team will exercise caution in what information is released as to not interfere with said investigation or legal proceeding.

In the event of injury or death, the college will not release the names involved until notification of family/next of kin has been achieved. Any such information may then be released according to FERPA guidelines.

Legal counsel: When necessary, the Crisis Communication Team shall consult with the college legal counsel to determine what and to who information should be released.

Information to be released: All information released to the public by the Crisis Communications Team shall be appropriately proven and verified prior to release. No information based on speculation shall be released including the following:

1. Number of deaths/injuries
2. Damage to campus property
3. Estimates of damage to campus property
4. Estimates on the length of time it will take to repair damage
5. Cause of deaths, injuries or damage
6. Estimates of original costs
7. Status of criminal investigation or legal proceeding
8. College shutdown
9. The possibility of policy violation by college staff
10. The possible effect on the community
11. Events as they transpire
12. Information involving military or DoD personnel, facilities or contracts related to the disaster without the prior approval of appropriate public affairs personnel
13. Information related to any government agency associated with the college without prior approval from appropriate public affairs personnel

Information that may be released as long as they are verified may include:

1. Factual account of events as known
2. Background information
3. Updates on the events as they transpire
4. Cause of crisis
5. Course of action
6. Extent of physical damages
7. Availability of grief counseling or mental health services

Information outlets: All information shall be edited so as to be consistent between the various outlets for dissemination to media outlets, social media platforms, website, and phone messaging among others.

Media release: The President, Vice President of Development and Outreach and the Communications Coordinator shall draft, edit and issue a release to the members of the media maintained as current as possible.

Social media release: The Vice President of Development and Outreach, Director of Marketing, Digital Marketing Specialist and Communication Coordinator shall draft, edit and issue content that shall be released to the various ACC social media outlets maintained by college personnel.

Web page: The Vice President of Development and Outreach, Director of Marketing and Web Services Team shall produce, edit and issue information on the ACC website as quickly as possible.

Phone messaging: ACC shall maintain an emergency contact system for students and staff members that has the capability of sending out an immediate message through texting, voice calls and/or e-mail addresses. The Vice President of Development and Outreach shall coordinate with the Communications Coordinator or other designated staff member to write the message and disseminate when appropriate. The ACC phone answering systems shall also be updated with an emergency message.

KACC announcement: If possible, the Crisis Communication Team shall coordinate with KACC to issue a release on the air.

Media communications center: When appropriate, the Communications Crisis Team shall set up a media communications center at the Nolan Ryan Center or other designated location where all media members shall be directed. A spokesperson will issue periodic statements to the media at the center.


Press conferences: If warranted, the Chair of the Board of Regents, the President, the Police Chief, the Vice President of Development and Outreach, the Communications Coordinator and/or other appropriate personnel shall set up press conferences as required. The press will be provided with all verified information deemed appropriate regarding the crisis.

Training/Review: The Crisis Communication Team members will implement regular training in crisis response.

The Crisis Communication Team will also meet after a crisis to evaluate its effectiveness related to the incident and determine whether the plan shall be adjusted for future crises.



MEMORANDUM NO: 169-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 5, 2020
SUBJECT: Presidents Goal #7: Budget Procedure Manual

On August 13, 2020, Alvin Community College Board of Regents approved eight goals for the President for the 2020-21 year. Goal # 7 states:

“Work with the CFO and Business Office to create and compile all documents related to the budget process into an ACC Budget Procedure Manual by November 2020.”

A Budget Procedure Manual continuing board policies, administrative procedures, timelines and processes was developed and approved by the Executive Leadership Team on November 3, 2020 (see attached). This manual will serve as a resource for all budget managers as they undergo the annual budget development process. The manual is designed to be updated in October of each year. All related forms have been moved to the college’s intranet portal for easy access.

This report is for information only.


CMA:tg

10. **Consider Approval of Consultant for the Development of the 2022-2027 Strategic Plan**

33



MEMORANDUM NO: 162-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 3, 2020
SUBJECT: Consulting Firm for the Development of the 2022-2027 Strategic Plan

On August 13, 2020, Alvin Community College Board of Regents approved eight goals for the President for the 2020-21 year. Goal # 2 states:

“Work with Consultant to compile documents, complete research and schedule interviews with faculty, staff, students, ISD partners, University partners, local businesses, community members and other stakeholders to produce the Discovery Report, in preparation for the creation of the 2022-2027 Strategic Plan. by May 2021.”

RFP # 21-03 was released on August 25, 2020 with a due date of September 22, 2020. Staff members scored the eleven proposals based upon 1) Cost, including total long-term cost to ACC to acquire Vendor’s services; 2) Market Reputation of Vendor and of Vendor’s services; 3) Quality of Vendor’s services; 4) Extent to which the services meet ACC’s needs; 5) Vendor’s past relationship with ACC or other similar institutions; and 6) Vendor’s ultimate parent company or majority owner has its principal place of business in this state or employs at least 500 persons in this state.

There clear number one choice based on scoring of the proposals was Collaborative Brain Trust (CBT). While Legal Counsel advised that we could end deliberations and recommend the top scored firm, the screening committee agreed to interview the top four firms, which occurred on virtually on October 28, 2020. The interviews did not change the outcome of CBT being selected as the best value for the college.



The providers and the cumulative scores are as follows:

1	Collaborative Brain Trust	1,907.50
2	Campus Works	1,672.50
3	Strategy Management Group	1,660.00
4	Plante Moran	1,640.00
5	MGT Consulting	1,585.00
6	Berkeley Research Group	1,375.00
7	Public Works, LLC	1,217.50
8	Four Point	1,197.50
9	Page Southerland Page	1,125.00
10	Performance Works	912.50
11	Transform Ed Consulting	735.00


Prices ranged from a high of \$210,000 to a low of \$93,802.

It is recommended that the Board of Regents approve the selection of CBT for the development of the 2022-2027 Strategic Plan at a negotiated rate of \$139,000.00. This price includes the Discovery Report, the Strategic Plan and the Implementation Plan. Payments will be made over two fiscal years. This approval includes the authorization for the President to execute a contract with CBT for the College.

Note: Goal #2 will be presented to the Board of Regents again during the May 27, 2021 Board Meeting upon completion of the creation of the first phase of the project, the Discovery Report.



MEMORANDUM NO: 170-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 5, 2020
SUBJECT: Annual Report on Required Board Training

According to Board Policy BBD (LEGAL), the minutes of the last regular meeting held by the Board of Regents during a calendar year must reflect whether each member of the Board has completed any required training required as of the meeting date, under Education Code 61.084.

The following chart indicates various trainings available to Regents and the “x” in the column indicates that the particular Regent has taken the training.

This report is for information only.

CMA:tg

Training Requirements for Governing Board Members of Texas Public Institutions and Systems of Higher Education

Texas statutes require certain training for governing board members of Texas public institutions and systems of higher education. The information summarized in the table below and on subsequent pages is provided by the Texas Higher Education Coordinating Board (THECB) to assist new governing board members in complying with these training requirements.

Legal Requirement	Satisfied By	Texas Statute
<p>Before voting on a budgetary or personnel matter, each governing board member who <u>holds an appointive</u> position and whose first year of service on the governing board begins on or after January 1, 2016, must complete the intensive short orientation course that includes best practices and transparency in trusteeship and governance.</p>	<p>The THECB offers a free online Intensive Short Orientation Course. Satisfactory completion of an assessment test (70%) subsequent to completing the course satisfies this legal requirement.</p> <p>(See page 3.)</p>	<p>Texas Education Code, Section 61.0841 (Intensive Short Course for Appointed Members of Governing Boards)</p>
<p>During the member's first year of service as a member of a governing board, each governing board member who <u>holds either an elective or appointive position</u> must attend a training program that is focused on the official role and duties of the members of governing boards and that provides training in the areas of budgeting, policy development, and governance.</p>	<p>1) Attendance at the day-long orientation that is offered annually in the fall as part of the THECB's annual Higher Education Leadership Conference satisfies this legal requirement; or 2) Videos from the THECB's orientation for newly appointed regents and elected trustees are available online approximately one month after the Leadership Conference for those who are unable to attend the conference in person. Satisfactory completion of an assessment test (70%) subsequent to watching the videos satisfies this legal requirement.</p> <p>(See page 4.)</p>	<p>Texas Education Code, Section 61.084 (Training for Members of Governing Boards)</p>
<p>Not later than the 90th day after the date the member takes the oath of office or otherwise assumes responsibilities as a member of the governmental body, each governing board member who <u>holds either an elective or appointive position</u> must complete a course of training regarding the responsibilities of the governmental body and its members under the Open Meeting Act and the Public Information Act.</p>	<p>The Office of the Attorney General offers free online video training courses that satisfy this legal requirement.</p> <p>(See page 5.)</p>	<p>Texas Government Code, Section 551.005 (Open Meetings Training)</p> <p>Texas Government Code, Section 552.012 (Open Records Training)</p>

Legal Requirement	Satisfied By	Texas Statute
<p>Within six months after taking office or assuming duties, each governing board member who <u>holds either an elective or appointive position</u> must attend at least one training session relating to the person's investment responsibilities.</p>	<p>The University of North Texas, Center for Public Management offers for order the video "Protecting Public Funds: The Responsibilities of Governing Boards under the Public Funds Investment Act" that satisfies this legal requirement.</p> <p>(See page 5.)</p>	<p>Texas Government Code, Section 2256 (Public Funds Investment)</p>
<p>At least once each year, each governing board member who <u>holds either an elective or appointive position</u> must complete a certified cybersecurity training program.</p>	<p>The Department of Information Resources offers a free online video training course that satisfies this legal requirement.</p> <p>(See page 6.)</p>	<p>Texas Government Code, Section 2054.5191 (Cybersecurity Training), as certified under Section 2054.519 [or offered under Section 2054.519(f)]</p>

Board Member Training December 2019 – November 2020

Regent	Online THECB Training For New Regents*	COVID-19 Safe Colleges Training	Public Information Act/Open Meeting Act Training*	Public Funds Investments*	Intensive Short Orientation Course	Cybersecurity Training
Dr. Jim Crumm		X				X
Jody Droege		X				X
Patty Hertenberger		X				X
Kam Marvel		X				X
'Bel Sanchez		X				X
Darren Shelton*		X	X	X	★	X
Jake Starkey*		X	X	X		X
Roger Stuksa		X				X
Andy Tacquard		X				X


*Only Regents Shelton and Starkey were required to take these trainings. Other Regents completed the training in their initial year of service.

12. **Consider Approval of Revision to Board Policy FLA (Local)**

41



MEMORANDUM NO: 167-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 4, 2020
SUBJECT: Revisions to Board Policy FLA (LOCAL)

On February 27, 2020 the Board of Regents adopted revisions to Board Policies created with the assistance and guidance of Texas Association of School Board's (TASB) Policy Service. One of the adopted policies was FLA (LOCAL), which is guided by Education Code 51.9315 that requires us to "...adopt a policy detailing students' rights and responsibilities regarding expressive activities at the institution...."

It has come to our attention that FLA (LOCAL) requires modification to include a definition of "Expressive Activities". The proposed changes reflect the language for that definition and will improve overall understanding of this Board Policy.

It is recommended that the Board of Regents approve the revisions to policy FLA (LOCAL).

CMA:tg

Note: For expression and use of College District facilities by employees and employee organizations, see DGC. For expression and use of College District facilities by the community, including by nonstudents and organizations that are not registered student organizations, see GD.

Distribution of
Literature

Expressive Activities

Distribution of
Literature

"Expressive activities" means any speech or expressive conduct protected by the First Amendment to the United States Constitution or by Section 8, Article I, Texas Constitution, and includes assemblies, protests, speeches, the distribution of written material, the carrying of signs, and the circulation of petitions. The term does not include commercial speech.

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the College District shall not be sold, circulated, distributed, or posted on any College District premises by any College District student or registered student organization [see FKC], except in accordance with this policy.

The College District shall not be responsible for, nor shall the College District endorse, the contents of any materials distributed by students or registered student organizations that is not sponsored by the College District.

Materials distributed under the supervision of instructional personnel as a part of instruction or other authorized classroom activities shall not be governed by this policy.

Limitations on
Content

Materials shall not be distributed by students or registered student organizations on College District property if:

1. The materials are obscene.
2. The materials contain defamatory statements about public figures or others.
3. The materials advocate imminent lawless or disruptive action and are likely to incite or produce such action.
4. The materials are considered prohibited harassment. [See DIAA, DIAB, FFDA, and FFDB]
5. The materials constitute nonpermissible solicitation. [See FI]
6. The materials infringe upon intellectual property rights of the College District. [See CT]

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT EXPRESSION AND USE OF COLLEGE FACILITIES

FLA
(LOCAL)

Time, Place, and
Manner Restrictions

Distribution of the materials shall be conducted in a manner that:

1. Is not disruptive; [See FLB]
2. Does not impede reasonable access to College District facilities;
3. Does not result in damage to College District property;
4. Does not coerce, badger, or intimidate a person;
5. Does not interfere with the rights of others; and
6. Does not violate local, state, or federal laws or College District policies and procedures.

The distributor shall clean the area around which the literature was distributed of any materials that were discarded or leftover.

The vice president, administrative services shall designate times, locations, and means by which materials that are appropriate for distribution, as provided in this policy, may be made available or distributed by students or registered student organizations to students or others in College District facilities and in areas that are not considered common outdoor areas.

Posting of Signs

For the purposes of this policy, "sign" shall be defined as a billboard, decal, notice, placard, poster, banner, or any kind of hand-held sign; and "posting" shall be defined as any means used for displaying a sign.

Except for signs that violate the restrictions in this policy and administrative procedures, a student or registered student organization may publicly post a sign on College District property in common outdoor areas and in areas or locations designated by the student activities coordinator. No object other than a sign may be posted on College District property.

Restrictions

A sign shall not be larger than 22 inches by 28 inches, unless authorized by the student activities coordinator. A sign shall not be attached or posted:

1. To a shrub or plant;
2. To a tree, except by string to its trunk;
3. To a permanent sign installed for another purpose;
4. To a fence or chain or its supporting structure;
5. To a brick, concrete, or masonry structure;
6. To a statue, monument, or similar structure;

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT EXPRESSION AND USE OF COLLEGE FACILITIES

FLA
(LOCAL)

7. On or adjacent to a fire hydrant; or
8. In a College District building, except on a bulletin board designated for that purpose.

Removal

A student or registered student organization shall remove each sign not later than 14 days after posting or, if it relates to an event, not longer than 24 hours after the event to which it relates has ended.

A sign posted in accordance with this section shall not be removed without permission from the student activities coordinator, the student, or the registered student organization.

Disclaimer

Materials distributed by a registered student organization must include a disclaimer indicating that the materials are not sponsored by the College District and do not represent the views of the College District or College District officials, faculty, or staff.

Facilities Use

The grounds and facilities of the College District shall be made available to students or registered student organizations [see FKC] when such use does not conflict with use by, or any of the policies and procedures of, the College District. The requesting students or student organization shall pay all expenses incurred by their use of facilities in accordance with a fee schedule developed by the Board.

Requests

To request permission to meet in College District facilities, interested students or registered student organizations shall file a written request with the student activities coordinator in accordance with administrative procedures.

The students or the registered student organization making the request shall indicate that they have read and understand the policies and rules governing use of College District facilities and that they will abide by those rules.

Approval

The vice president, student services or designee shall approve or reject the request in accordance with provisions and deadlines set out in this policy and administrative procedures, without regard to the religious, political, philosophical, ideological, academic viewpoint, or other content of the speech likely to be associated with the student's or registered student organization's use of the facility.

Approval shall not be granted when the official has reasonable grounds to believe that:

1. The College District facility requested is unavailable, inadequate, or inappropriate to accommodate the proposed use at the time requested;

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT EXPRESSION AND USE OF COLLEGE FACILITIES

FLA
(LOCAL)

2. The applicant is under a disciplinary penalty or sanction prohibiting the use of the facility;
3. The proposed use includes nonpermissible solicitation [see FI];
4. The proposed use would constitute an immediate and actual danger to the peace or security of the College District that available law enforcement officials could not control with reasonable efforts;
5. The applicant owes a monetary debt to the College District and the debt is considered delinquent;
6. The proposed activity would disrupt or disturb the regular academic program;
7. The proposed use would result in damage to or defacement of property or the applicant has previously damaged College District property; or
8. The proposed activity would constitute an unauthorized joint sponsorship with an outside group.

The vice president, student services or designee shall provide the applicant a written statement of the grounds for rejection if a request is denied.

*Common
Outdoor Area
Exception*

Common outdoor areas are traditional public forums and are not subject to the approval procedures. Students and student organizations may engage in expressive activities in common outdoor areas, unless:

1. The person's conduct is unlawful;
2. The use would constitute an immediate and actual danger to the peace or security of the College District that available law enforcement officials could not control with reasonable efforts;
3. The use would materially or substantially disrupt or disturb the regular academic program; or
4. The use would result in damage to or defacement of property.

Announcements
and Publicity

In accordance with administrative procedures, all students and registered student organizations shall be given access on the same basis for making announcements and publicizing their meetings and activities.

Identification

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT EXPRESSION AND USE OF COLLEGE FACILITIES

FLA
(LOCAL)

Students or registered student organizations distributing materials on campus or using College District facilities shall provide identification when requested to do so by a College District representative.

Violations of Policy

Failure to comply with this policy and associated procedures shall result in appropriate administrative action, including but not limited to, confiscation of nonconforming materials, suspension of a student's or registered student organization's use of College District facilities, and/or other disciplinary action in accordance with the College District's discipline policies and procedures [see FM and FMA].

**Interference with
Expression**

Faculty members, students, or student organizations that interfere with the expressive activities permitted by this policy shall be subject to disciplinary action in accordance with the College District's discipline policies and procedures [see DH, FM, and FMA].

Appeals

Decisions made by the administration in accordance with this policy may be appealed in accordance with DGBA(LOCAL) or FLD(LOCAL), as applicable.

Publication

This policy and associated procedures must be posted on the College District's website and distributed in the student and employee handbooks and other appropriate publications. They must also be distributed to students at orientation.



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: 159-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 2, 2020
SUBJECT: Annual College Data Report (2019-2020)

Each year the Board of Regents receives the College Data Annual Report (formerly known as the Annual Fact Book). The report is based on data from the 2019-2020 academic year. The 2019-2020 report has an added section on achievement gaps of various demographic groups.

This report is for information only.

CMA:tg

College Data

Annual Report
2019-2020



**ANNUAL REPORT
COLLEGE DATA

2019-2020**

**Office of Institutional Effectiveness and Research
Alvin Community College
3110 Mustang Road
Alvin, TX 77511**

Alvin Community College is an equal opportunity institution and does not discriminate against anyone on the basis of race, religion, color, sex, pregnancy, gender equity, sexual orientation, parental status, national origin, age, disability, family medical history or genetic information, political affiliation, military service or veteran's status.

CONTENTS

CONTENTS.....	I
PREFACE	III
GENERAL DESCRIPTION.....	III
MAP OF ALVIN COMMUNITY COLLEGE DISTRICT AND SERVICE AREA.....	IV
INSTITUTIONAL PROFILE	1
ALVIN COMMUNITY COLLEGE HISTORY	2
BOARD OF REGENTS.....	4
ORGANIZATIONAL STRUCTURE	5
MISSION, VISION, CORE VALUES, AND PURPOSE.....	6
GENERAL INFORMATION.....	9
ALVIN COMMUNITY COLLEGE FOUNDATION, INC.....	11
ALVIN COMMUNITY COLLEGE	12
FALL 2020 STUDENT DATA FACTS.....	13
STUDENT CHARACTERISTICS	14
ENROLLMENT BY LOCATION – UNDUPLICATED,	14
ENROLLMENT BY AGE - FALL 2020 ALL TERMS	15
ENROLLMENT BY RESIDENCY STATUS - FALL 2020 ALL TERMS.....	16
GEOGRAPHICAL LOCATION OF STUDENTS - FALL 2020 ALL TERMS	17
ENROLLMENT BY GENDER AND STATUS -	18
ENROLLMENT BY ETHNICITY.....	19
DUAL ENROLLMENT (UNDUPLICATED) - FALL 2020 ALL TERMS.....	20
DUAL ENROLLMENT BY LOCATION.....	20
DUAL ENROLLMENT BY GENDER.....	20
DUAL ENROLLMENT BY ETHNICITY - FALL 2020 ALL TERMS	21
DUAL ENROLLMENT LOCATION BY ETHNICITY BREAKDOWN	21
ENROLLMENT BY COURSE TYPE -	22
ENROLLMENT BY INTERNET -	22
COLLEGE DATA	23

STUDENT DATA.....	24
ENROLLMENT BY UNDUPLICATED HEADCOUNT – 2019 ALL FALL SEMESTERS	24
ENROLLMENT BY TERM CERTIFIED UNDUPLICATED HEADCOUNT	25
ANNUALIZED UNDUPLICATED HEADCOUNT	25
DUAL ENROLLMENT 2019-2020	26
TDCJ FALL 2019 & FALL 2020 ENROLLMENT	26
STUDENT CHARACTERISTICS	27
FALL RACE/ETHNICITY AND TUITION TRENDS OF ALL STUDENTS.....	28
CONTACT HOURS - CERTIFIED	29
DEGREES AND CERTIFICATES.....	30
CONTINUING EDUCATION WORKFORCE DEVELOPMENT	31
CEWD EXECUTIVE SUMMARY	31
CEWD STUDENT ENROLLMENT	31
CEWD STUDENT DEMOGRAPHICS.....	32
CEWD CERTIFIED CONTACT HOURS	34
CEWD FINANCIAL AID	34
STUDENT SERVICES.....	35
OFFICE OF ACADEMIC ADVISING.....	35
TESTING CENTER.....	36
FINANCIAL ASSISTANCE	37
STUDENT RECORDS.....	38
LIBRARY.....	39
OFFICE OF STUDENT ACTIVITIES.....	40
PERSONNEL	42
EEO POLICY STATEMENT	42
DEMOGRAPHICS OF FACULTY AND STAFF, 2019-20	42
TEXAS COMMUNITY COLLEGE TAX AND CONTACT HOURS INFORMATION 2019-20	43
SOURCES	49
APPENDIX – FTIC GAP ANALYSIS 2020	50

PREFACE

The *Alvin Community College Annual Report – College Data* is intended to serve as a single, easily accessible source of information about the College.

This document is the successor to the Fact Book and marks the 37th year of student and college data being compiled into a single narrative. The document is organized in three sections: Fall student data, the institutional profile, and College data over time. This report continues to evolve while continuing to be a significant source of information about the College.

The report is developed by the Office of Institutional Effectiveness and Research and is updated annually in the Fall semester.

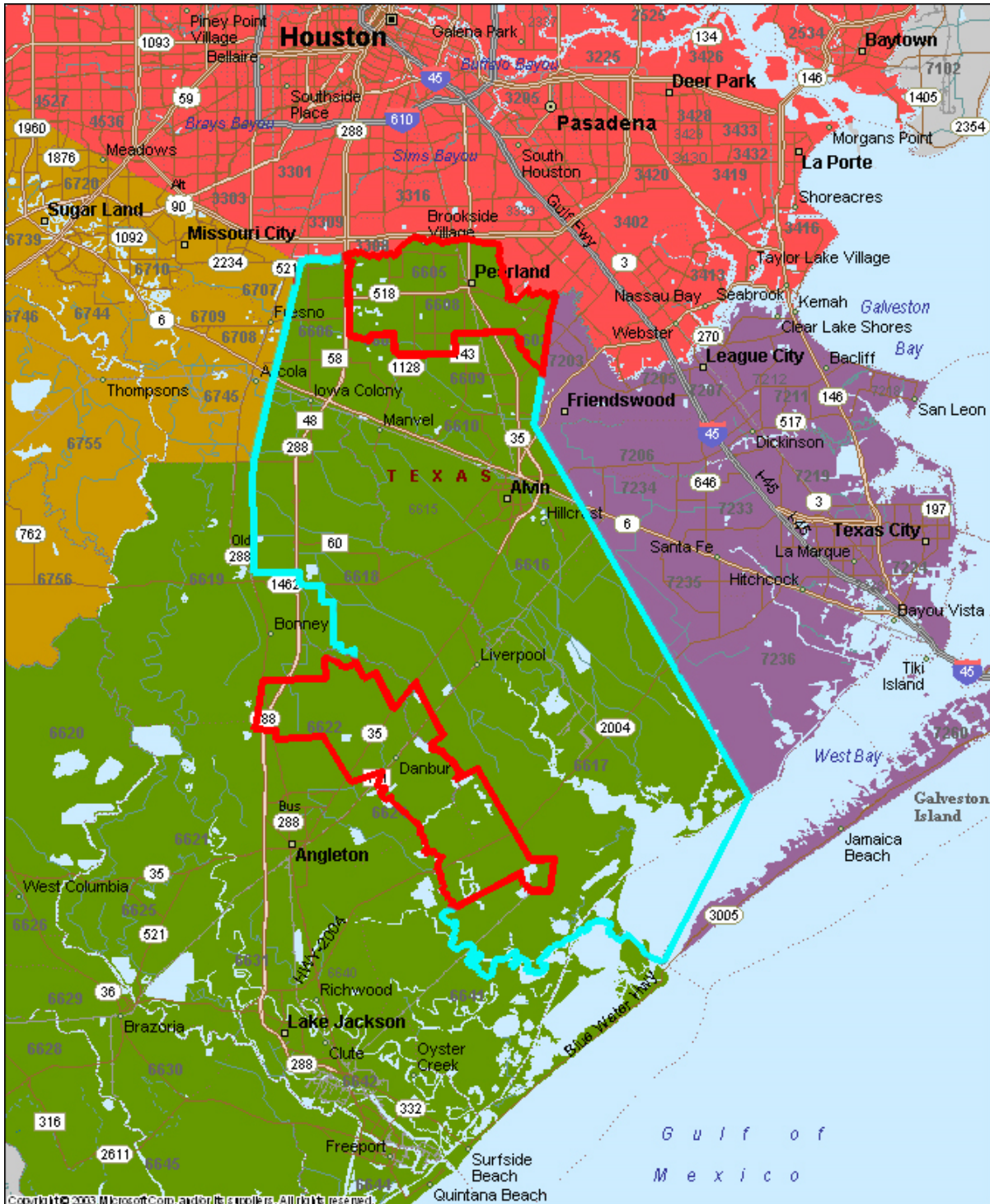
GENERAL DESCRIPTION

The Alvin Community College District includes 421.8 square miles and covers approximately the eastern third of Brazoria County. Major transportation corridors are: 288 corridor, Highway 6, running WNW (toward San Antonio) and ESE (toward Texas City); and Highway 35, running north to Houston and south toward Angleton and Freeport. A significant geographical feature is Chocolate Bayou, which runs nearly the length of the District. Major cities within the district service area are Alvin, Danbury, Manvel, and Pearland, Texas.

Brazoria County is a Gulf Coast county, the seat of which is located in Angleton. Geographically, the area is a coastal plain, which is interlaced with numerous lakes, rivers, and bayous. The county's economy rests on agriculture, healthcare, oil and gas production, and petrochemical manufacturing.

There are 16 buildings on the main campus of Alvin Community College. It is situated on 114 acres of land between Hwy 35 Bypass and Mustang Road in Alvin.

MAP OF ALVIN COMMUNITY COLLEGE DISTRICT AND SERVICE AREA



Each county is a different color.

The District is denoted by a blue line and the service area is denoted by a red line.

INSTITUTIONAL PROFILE

INSTITUTIONAL PROFILE

ALVIN COMMUNITY COLLEGE HISTORY

The Alvin Community College District was approved by the qualified voters of the Alvin Independent School District on November 2, 1948. From its inception until the 1971-72 academic year, the College was administered by officials of the Alvin Independent School District. The 1971-72 academic year marked the beginning of a new era in the history of Alvin Community College. A separate administration, tax district, and college board were established to assume the management, control, and operation of a newly created Alvin Junior College District.

Initially, when the College and public schools were in the same system, the College was part of Alvin High School. The first classes began on September 12, 1949, in facilities which grouped grades 11 through 14 in one building and which placed Alvin under a system known as the 6-4-4 plan. One of the more important changes in the program of Alvin Community College was the building of a separate physical plant for academic work at the college level and dropping of the 6-4-4 plan in favor of a 6-3-3-2 arrangement. The college program was strengthened by additional facilities, by an enlarged faculty, and by successfully meeting the standards of the Southern Association of Colleges and Secondary Schools (1959). Alvin Community College moved to its present campus in the summer session of 1963.

ACC first offered TDCJ courses in 1965, and 90 students enrolled. Although enrollment can fluctuate substantially from one year to the next, these changes seem to result from internal conditions at the units and revisions of TDCJ policies and procedures. Alvin Community College provides postsecondary educational services to incarcerated students in the following TDCJ units: Clemens, Jester III, Jester IV, Ramsey I, and Stringfellow. Programs offered at TDCJ are also impacted by state and national budget changes. ACC offers the following certifications and degree plans in the TDCJ units: Culinary Arts, in General Studies, Human Services, Industrial Design, Management, Computer Information Technology – Programming. ACC also offers an Automotive Technology Certificate at TDCJ.

By a vote of both the original district and voters of adjoining territories, the college district was enlarged to nearly twice its geographical size in 1974. Then, in the spring of 1975, an \$8 million bond issue was approved, providing funds for the facilities necessary to meet an expanding enrollment. In 1998 the College expanded into its service area with the establishment of the Pearland Center in the former C.J. Harris Elementary School in Pearland. The Pearland Center was closed in 2013 and the campus was sold in 2016. In 2005, a \$19.9-million-dollar bond issue was approved, providing funds for a new science/health science building to meet the needs of expanding health programs, to provide relief for overcrowded classrooms, and to update technology and simulation labs.

ACC began to offer some courses for Dual Enrollment in 2004. Receiving accreditation approval from SACSCOC in 2007, the College began offering 50% or more of degree offerings to dual enrollment and online. Currently ACC offers dual enrollment courses at the following locations:

Alvin High School, Danbury High School, Glenda Dawson High School, JB Hensler, Manvel High School, Pearland High School, Shadow Creek High School, and Turner High School.

In 2016, the college was named a Hispanic Serving Institution (HSI) by the U.S. Department of Education. The college also received a \$3.8 million HSI grant to expand its offerings in Science, Technology, Engineering and Math fields. That same year, the college was one of 67 pilot colleges in the United States to be named part of the Second Chance Pell program, which offers scholarship assistance for incarcerated students.

The enrollment of Alvin Community College has grown from 134 students in 1949 to almost 6,000. During this period of growth, Alvin Community College has had six presidents.

<i>Mr. A.G. Welch</i>	<i>1949-1954</i>	<i>Dr. T.V. Jenkins</i>	<i>1971-1976</i>
<i>Dr. A.B. Templeton</i>	<i>1954-1964</i>	<i>Dr. A. Rodney Allbright</i>	<i>1976-2014</i>
<i>Mr. D.P. O'Quinn</i>	<i>1964-1971</i>	<i>Dr. Christal M. Albrecht</i>	<i>2014-present</i>

BOARD OF REGENTS

Number of Regents: Nine

Term of Service on Board: Six years (consecutive terms are allowed)

Selection of Regents: Majority vote of District residents. Regents are selected in biennial elections held in even numbered years.

Regular Meetings: Monthly

Board Officers: Chairman, Vice Chairman, Secretary

General Board Responsibility: The Board of Regents derives its legal status from the Texas Constitution and the State Legislature. In discharging its duties, the Board functions in accordance with applicable state and federal statutes, controlling court decisions, and applicable regulations promulgated pursuant to statute by state and federal agencies. Opinions of the Attorney General shall be used for guidance and interpretation of applicable law. The College Board shall constitute a body corporate and shall govern the community college district. The Board of Regents shall establish policy for the operation of affairs of the college in such a manner as will accomplish the efficient objectives and purposes of higher education for which the college district was created.

2019-2020 Regents:

Mike Pyburn, Chairman
Term Expires – May 2020

'Bel Sanchez, Vice Chair
Term Expires – May 2024

Jody Droege, Secretary
Term Expires – May 2020

Dr. Jim Crumm
Term Expires – May 2024

Kam Marvel
Term Expires – May 2024

Dr. Patty Hertenberger
Term Expires – May 2022

Roger Stuksa
Term Expires – May 2022

Cheryl Knappe
Term Expires – May 2020

Andy Tacquard
Term Expires – May 2022

ORGANIZATIONAL STRUCTURE

**Alvin Community College
Organizational Chart
2019-20120**



MISSION, VISION, CORE VALUES, AND PURPOSE

Mission Statement:

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 Statement:

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.

Core Values:

With input from the community, students, faculty, and staff, Alvin Community College adopted the following Core Values in Fall 2019. The Board of Regents approved these values and statements November 21, 2019 as an addition to the College's Mission and Vision statements.



Community Asset • Accountable • Responsive • Excellence • Student-centered

Community Asset:

Alvin Community College is a strong community asset.

We are the primary resource for lifelong learning opportunities in our community.
We are committed to effective collaborations with our community partners.

Accountable:

Alvin Community College is accountable to all its stakeholders.

We commit to fiscal transparency and responsible stewardship of resources.
We provide innovative quality education as an affordable and worthwhile investment for our community and students.

Responsive:

Alvin Community College is responsive to the needs of students and the region.

We support all students and staff as individuals; we are responsive, caring, inclusive, and

welcoming; we value all members of the ACC family.

We are a growing community that offers flexibility and innovation, responding to a wide array of community and workforce needs, all in a friendly atmosphere.

Excellence:

Alvin Community College strives for educational excellence in programs and services.

We achieve educational excellence by offering diverse curricula, opportunities in workforce education, and a quality student experience.

We provide a variety of innovative career pathways through programs and services to meet the unique needs of our community, lifelong learners and the future workforce in an ever-changing global economy.

Student-centered:

Alvin Community College prides itself on being student-centered.

Our quality faculty and staff put students first.

We are success-oriented, providing a supportive environment that guides students to reach their full potential.

Purpose Statement:

In addition to the goals described above, Alvin Community College subscribes to the purpose of the public community college as outlined in Section 130.003 of the *Texas Education Code*. The purpose of each public community college shall be to provide:

1. Technical programs up to two years in length leading to associate degrees or certificates;
2. Vocational programs leading directly to employment in semi-skilled and skilled occupations;
3. Freshman and sophomore courses in arts and sciences;
4. Continuing adult education programs for occupational or cultural upgrading;
5. Compensatory education programs designed to fulfill the commitment of an admissions policy allowing enrollment of disadvantaged students;
6. A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
7. Workforce development programs designed to meet local and statewide needs;
8. Adult literacy and other basic skills programs for adults; and
9. Such other purposes as may be prescribed by the Texas Higher Education Coordinating Board or local governing boards in the best interest of post-secondary education in Texas.

STRATEGIC PLAN 2016-2021 BREAKTHROUGH STRATEGIC GOALS:

- #1** Alvin Community College will develop itself as an evidence-based, data-driven organization to improve organizational efficiency and increase student achievement, completion and success.
- #2** Alvin Community College will plan and develop a campus in the vicinity of the west side of the college taxing district, and address facilities' needs and technology update for existing campus.
- #3** Alvin Community College will develop branding that will be an effective representation of the institution and its mission, and will be used to market the college.
- #4** Alvin Community College will develop programs and partnerships to meet employment needs of the community.
- #5** Alvin Community College will maximize the acquisition of revenue, taking into consideration the interest and values of all stakeholders, and allocate them efficiently to the highest and best value for the institution.
- #6** Alvin Community College will strengthen its human resources' capacity to promote a strategically-staffed and nimble organization that embraces change, supports open communication, and provides for ongoing professional development.

ACCREDITATION:

Alvin Community College is a public community college in Brazoria County, Texas. The College provides educational opportunities in workforce training, academics, technical fields, adult basic education, and personal development.

Alvin Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees and certificates.

Contact the Southern Association of Colleges and Schools Commission on Colleges for questions about the accreditation of Alvin Community College:

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
1866 Southern Lane
Decatur, Georgia 30033-4907
404-679-4500

GENERAL INFORMATION

Degrees Granted:

- Associate of Arts
- Associate of Science
- Associate of Applied Science
- Associate of Arts in Teaching

Certificates Granted:

- Certificate One – Less than one-year Programs
- Certificate Two – One-year Programs
- Advanced Technical Certificate – Enhanced Skills Programs

Divisions:

- Arts and Sciences
- General Education and Academic Support
- Legal and Health Sciences
- Professional, Technical, and Human Performance
- Continuing Education and Workforce Development

Member:

- ACEN Accreditation Commission for Education in Nursing
- AACRAO American Association of Collegiate Registrars and Admissions Officers
- American Association of Community Colleges
- Association of Community College Trustees
- Association of Higher Education and Disabilities
- Association of Title IX Administrators
- CAAHEP Commission on Accreditation of Allied Health Education Programs
- CoAEMSP Committee on Accreditation of Educational Programs for the EMS
- CoARC Commission on Accreditation for Respiratory Care
- CoA-NDT Committee on Accreditation for Neurodiagnostic Technology
- CoA-PSG Committee on Accreditation for Polysomnographic Technology
- Ellucian - Texas State Reporting Solutions Team
- FCC Federal Communications Commission
- Gulf Coast Intercollegiate Honors Council
- Houston Guided Pathways to Success (GPS)
- JBCC - Judicial Branch Certification Commission
- JRC-DMS Joint Review Committee for Diagnostic Medical Sonography
- NAPTA North America Process Technology Alliance
- NASFAA National Association of Student Financial Aid Administrators
- NAFSA: Association of International Educators
- NASPA: Student Affairs Administrators in Higher Education

- National Council for Workforce Education
- National Institute for Staff and Organizational Development
- National Junior College Athletic Association
- NCRC National Certification Reciprocity Consortium
- Region XIV Athletic Conference
- TAP Texas Addiction Professional
- TBON Texas Board of Nursing
- TCOLE Texas Commission on Law Enforcement
- Texas Association Against Sexual Assault
- Texas Association of College Technical Educators
- Texas Association of Collegiate Registrars and Admissions Officers (TACRAO)
- Texas Association of Collegiate Veteran Program Officials
- Texas Association of Community Colleges
- Texas Community College Teachers Association
- Texas Counseling Association
- Texas Department of Family & Protective Services (License)
- Texas State Department of Health Services
- TSSB Texas Skills Standards Board

ALVIN COMMUNITY COLLEGE FOUNDATION, INC.

The Alvin Community College Foundation was established to support the College and its educational mission. Incorporated in 1974 under Texas law as a 501(c)(3) non-profit corporation, the Foundation is an independent entity that can receive donations and bequests. The foundation also sponsors projects that support student scholarships, faculty development, Innovative Grants, cultural events, and other advancement programs for the College.

The Foundation is organized to aid the College in two major areas: scholarships for students, and support of programs at ACC. In addition, the Foundation is continually seeking ways to assist the college and community through special projects.

All contributions and donations to the Foundation are tax-deductible, to the extent of the law. Donations and gifts from individuals or corporations are solicited for any ongoing program or for new programs which will benefit students and community citizens. The Foundation also accepts bequests and scholarships established as memorials.

Donors have the option of specifying whether their gifts will be for restricted or unrestricted use. Restricted gifts are designated by the donor for a specific purpose such as the Student Scholarship Fund. Unrestricted gifts become part of the Foundation's General Fund and are utilized for those purposes which the Foundation Directors deem the worthiest.

For the 2019-2020 year, David Jircik is President of the Foundation, and Shirley Brothers is Vice President. Other officers are Dr. Christal M. Albrecht, Secretary; Joel Marin, Treasurer; and Wendy Del Bello, Executive Director. Dr. Jim Crumm is immediate Past President of the organization.

Foundation Board Members include Michele Adams, Brenda Brown, Delores McKenzie Calhoun, Donna Coneley, Michael A. Culling, Julie Pyburn, Jody Droege, Chad Dudley, Debra Fontenot, Richard "Jay" Hawkins, Rachel de Jongh Collins, Terri Helpenstill, Barbara Lewis, Melinda Moore, Sheila Olson, Yvette Reyes-Hall, Matt Rickaway, Brenda Schibi, Jarrod Smith, Freddie Thompson, Fernando Valdes, and Brenda Weber.

The Foundation's last audit was completed for the year ending December 31, 2019.

ALVIN COMMUNITY COLLEGE

Type: Public Comprehensive Community College

Headcount: Academic and Technical – (certified, unduplicated)

Fall 2019	5,985
Spring 2020	5,365
Summer 2020	2,572
Fall 2020	5,591

Headcount: Continuing Education – (annual, unduplicated)

2018-2019	637
2019-2020	686

Faculty:

Fall 2019	114 Full-time Academic and Technical Faculty positions
Fall 2020	113 Full-time Academic and Technical Faculty positions

Finances:

2019-2020	Operating Budget = \$34,553,568
2020-2021	Operating Budget = \$36,685,421

FALL 2020 STUDENT DATA FACTS

FALL 2020 STUDENT DATA FACTS



55% of ACC's students are female



71% of ACC's students are 21 years old and younger



50% of ACC's students live Out-of-District



78% of ACC's students are Part-Time

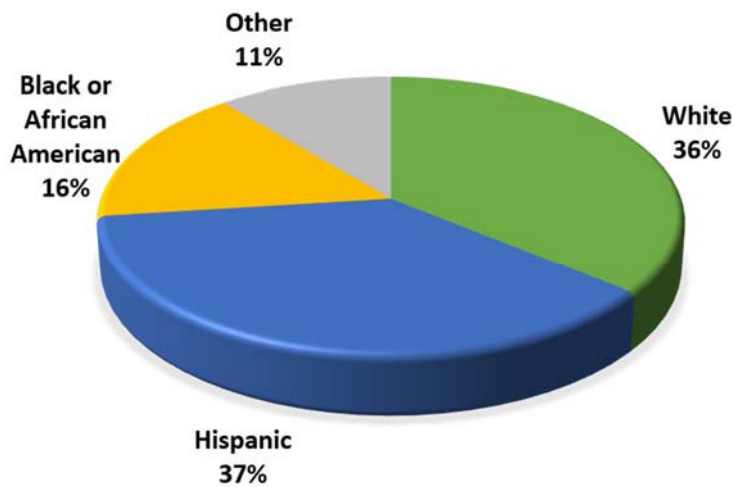


41% of ACC's students are Dual Enrolled



33% of ACC's students are new to the college

RACE/ETHNICITY BREAKDOWN



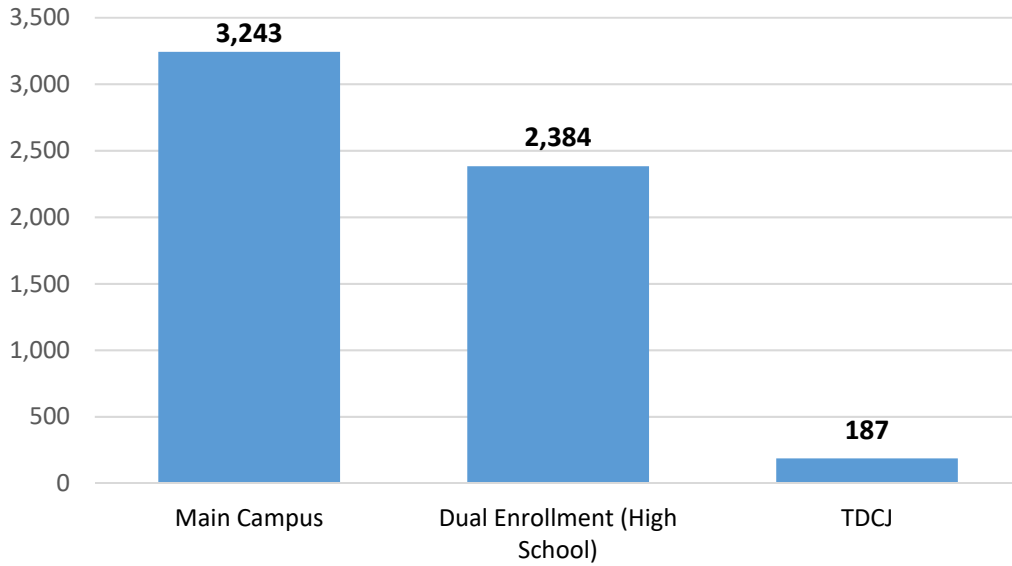
STUDENT CHARACTERISTICS

(All Terms as of October 26, 2020 from Zogotech)

Fall 2020 certified headcount: 5,591

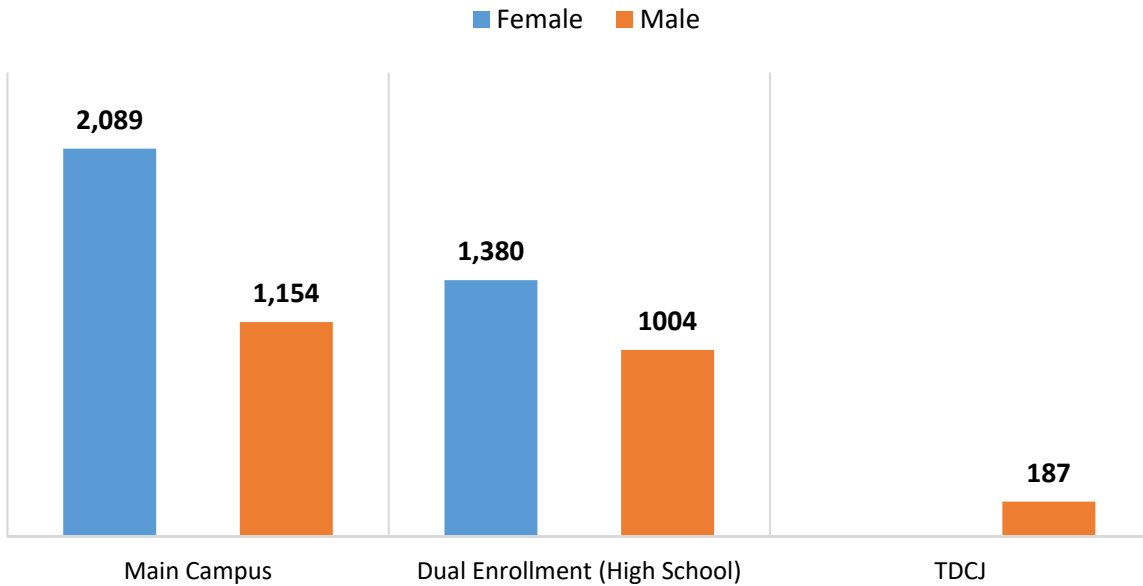
Fall 2020 All Terms headcount: 5,762

ENROLLMENT BY LOCATION – UNDUPLICATED, FALL 2020 ALL TERMS



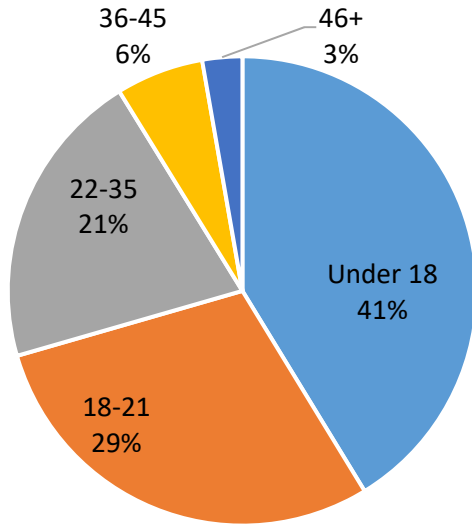
Main Campus category includes remote, internet, and hybrid enrollments.

ENROLLMENT BY GENDER - UNDUPLICATED, FALL 2020 ALL TERMS

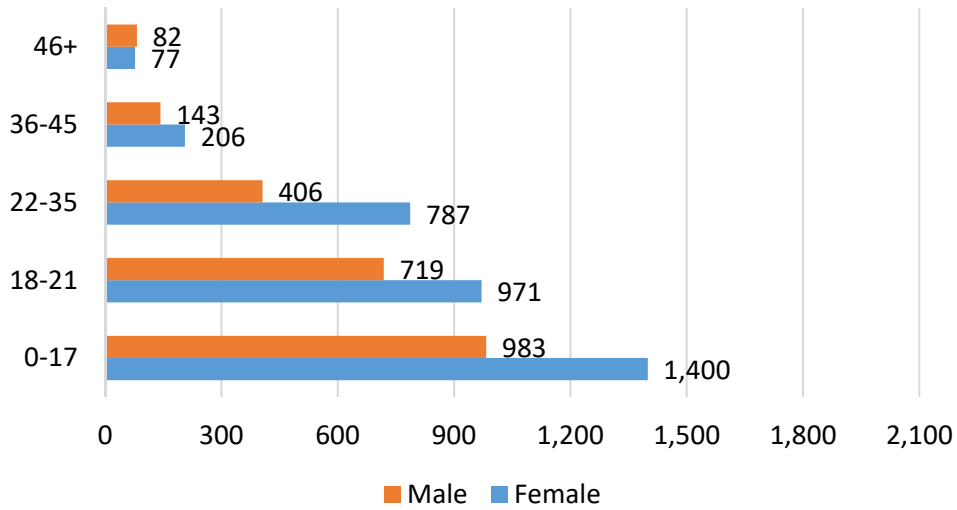


Students are counted in each location they are enrolled in which allows for some duplication.

ENROLLMENT BY AGE - FALL 2020 ALL TERMS

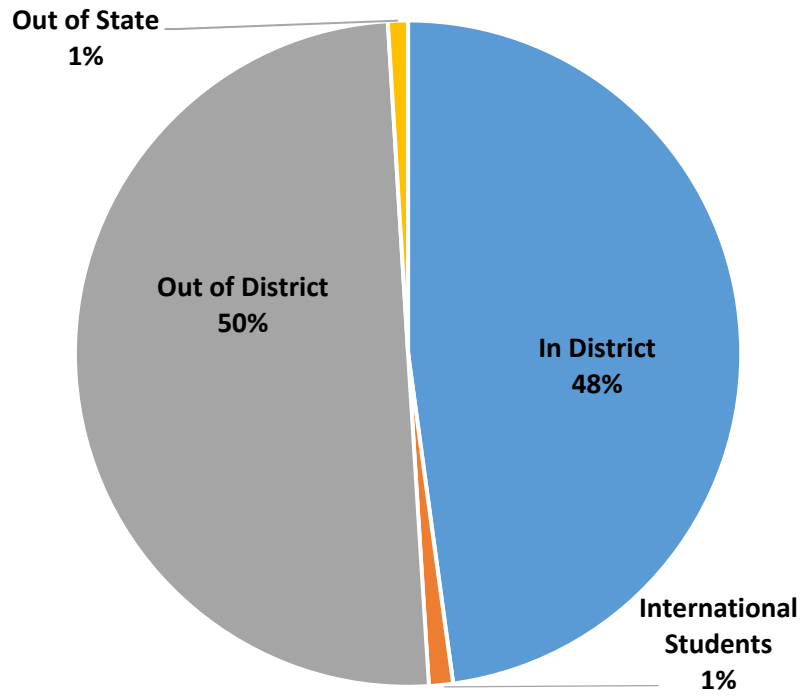


ENROLLMENT AGE BY GENDER - Fall 2020 All Terms

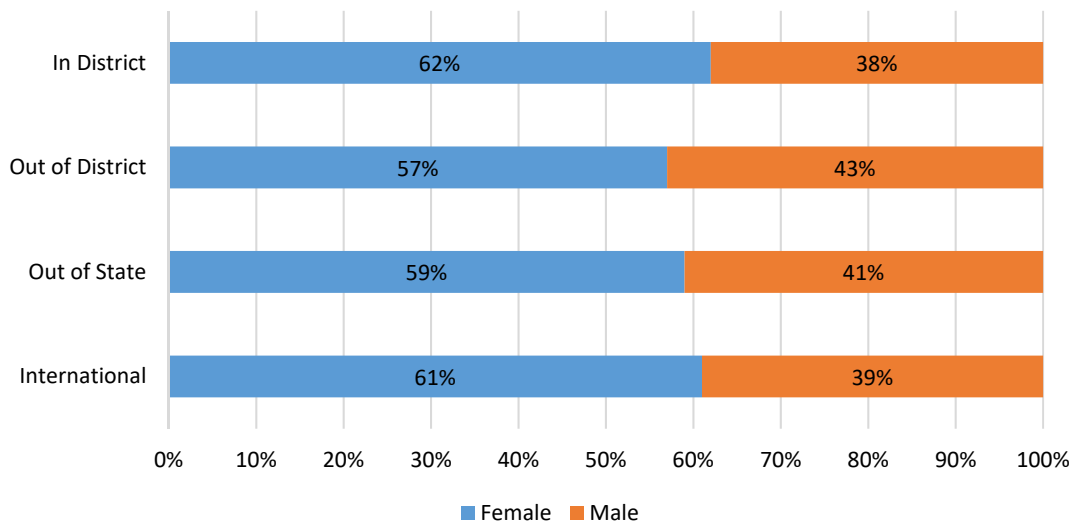


Students can be counted in two age categories if they have a birthday during this semester.

ENROLLMENT BY RESIDENCY STATUS - FALL 2020 ALL TERMS

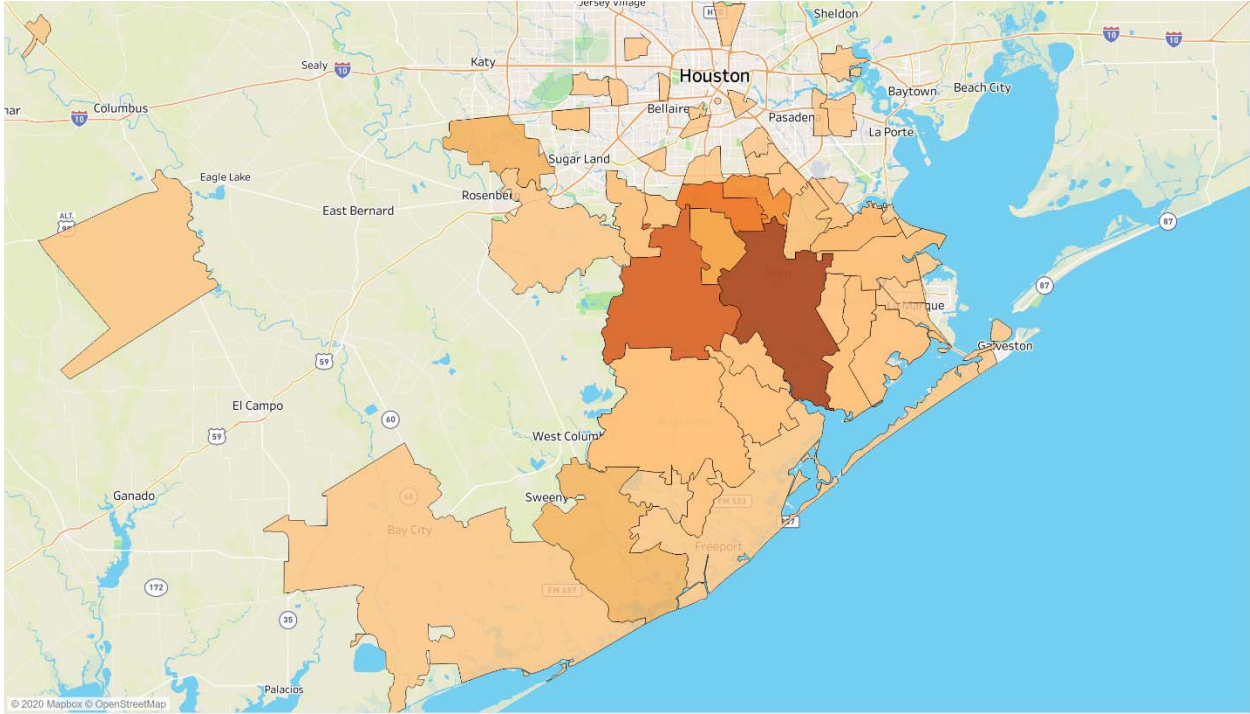


ENROLLMENT RESIDENCY STATUS BY GENDER- Fall 2020 All Terms

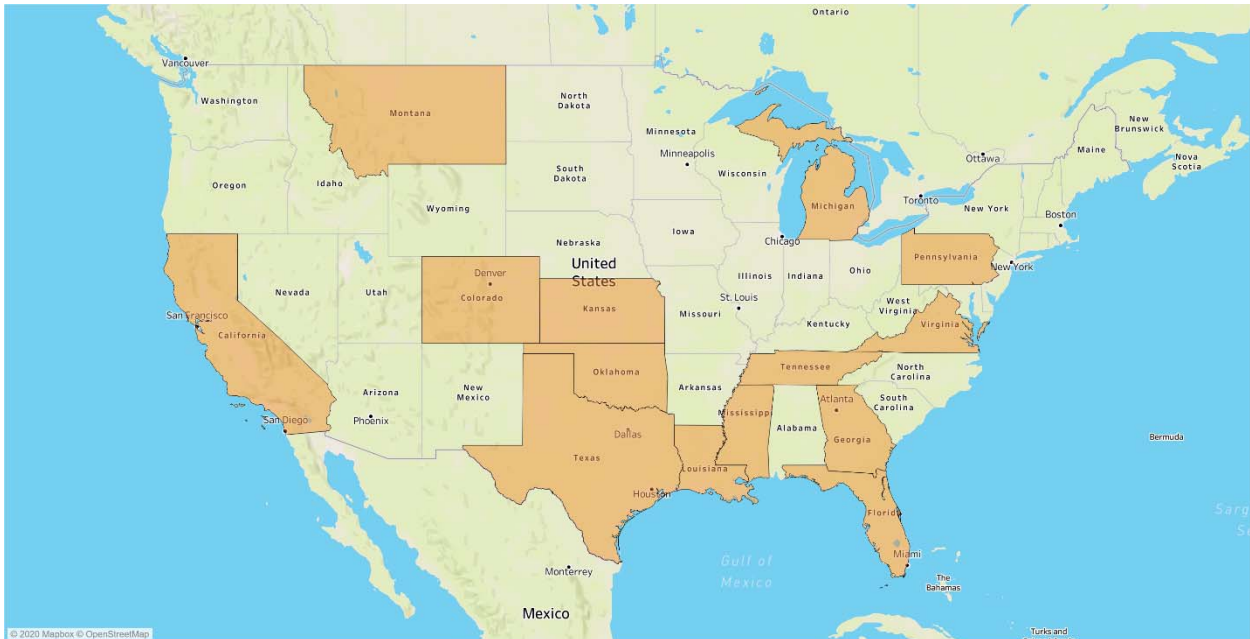


GEOGRAPHICAL LOCATION OF STUDENTS - FALL 2020 ALL TERMS

LOCAL AREA

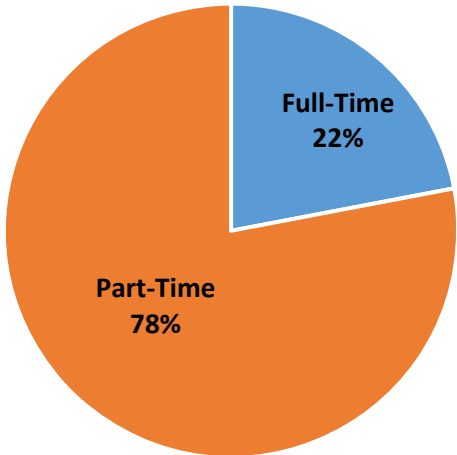


UNITED STATES

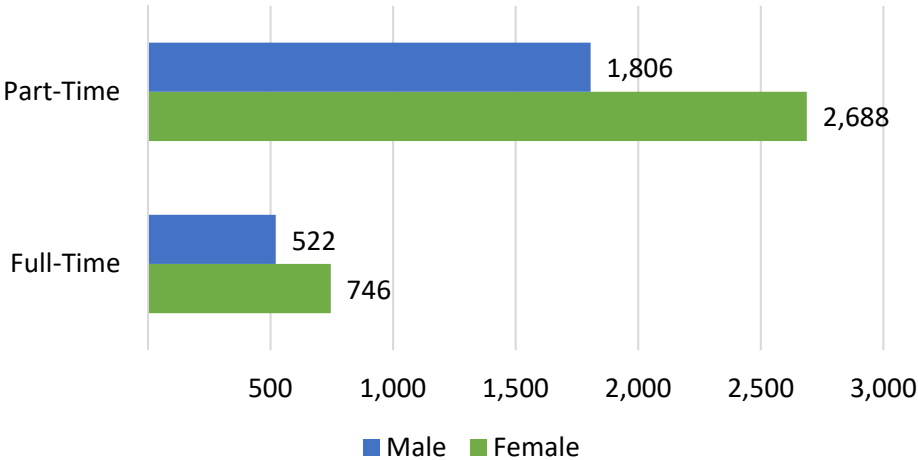


ENROLLMENT BY GENDER AND STATUS - FALL 2020 ALL TERMS

PART-TIME/FULL-TIME ENROLLMENT

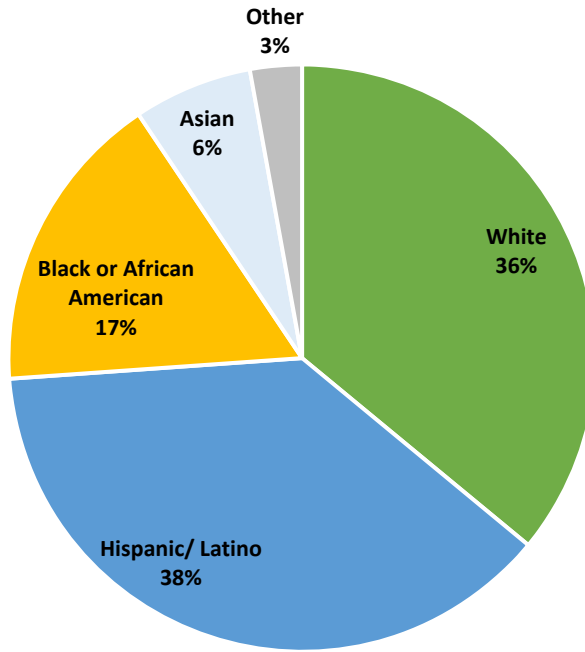


FULL-TIME/PART-TIME ENROLLMENT BY GENDER

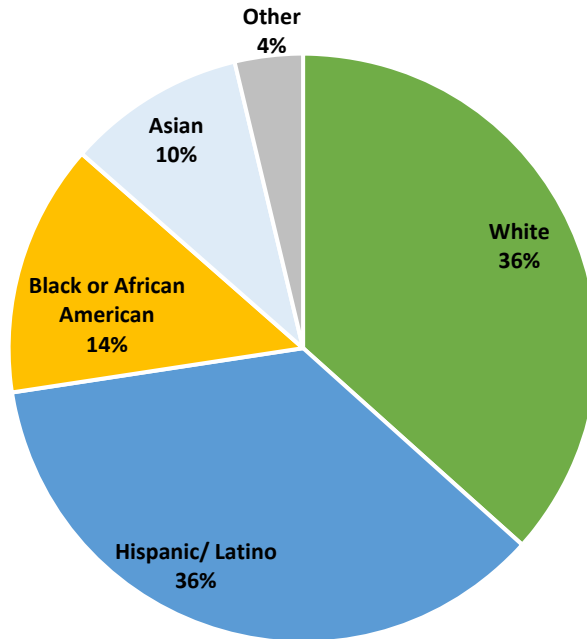


ENROLLMENT BY ETHNICITY - FALL 2020 ALL TERMS

FEMALE

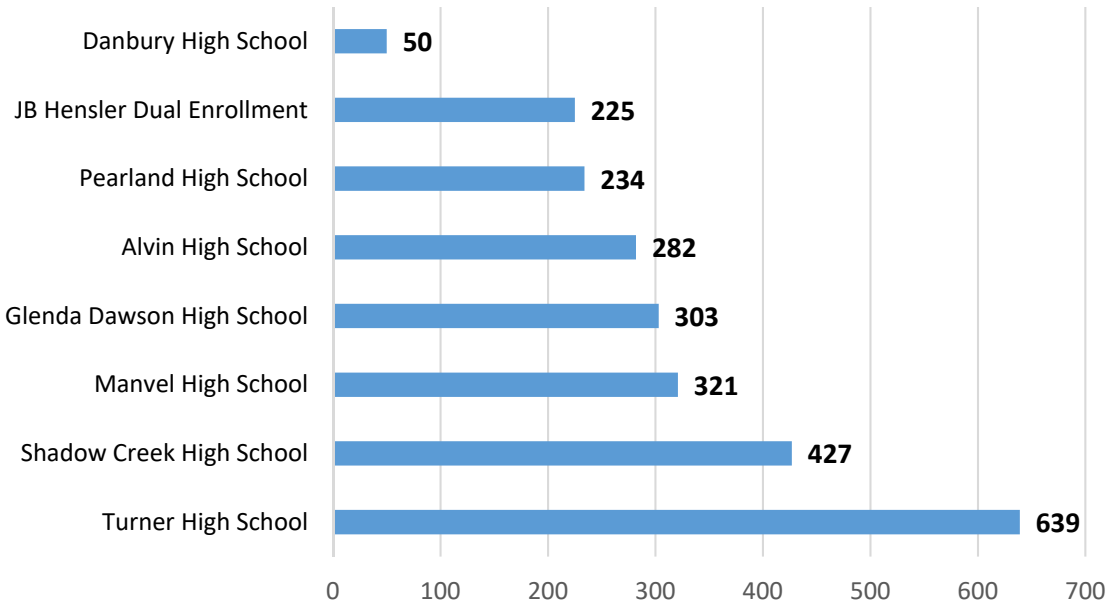


MALE



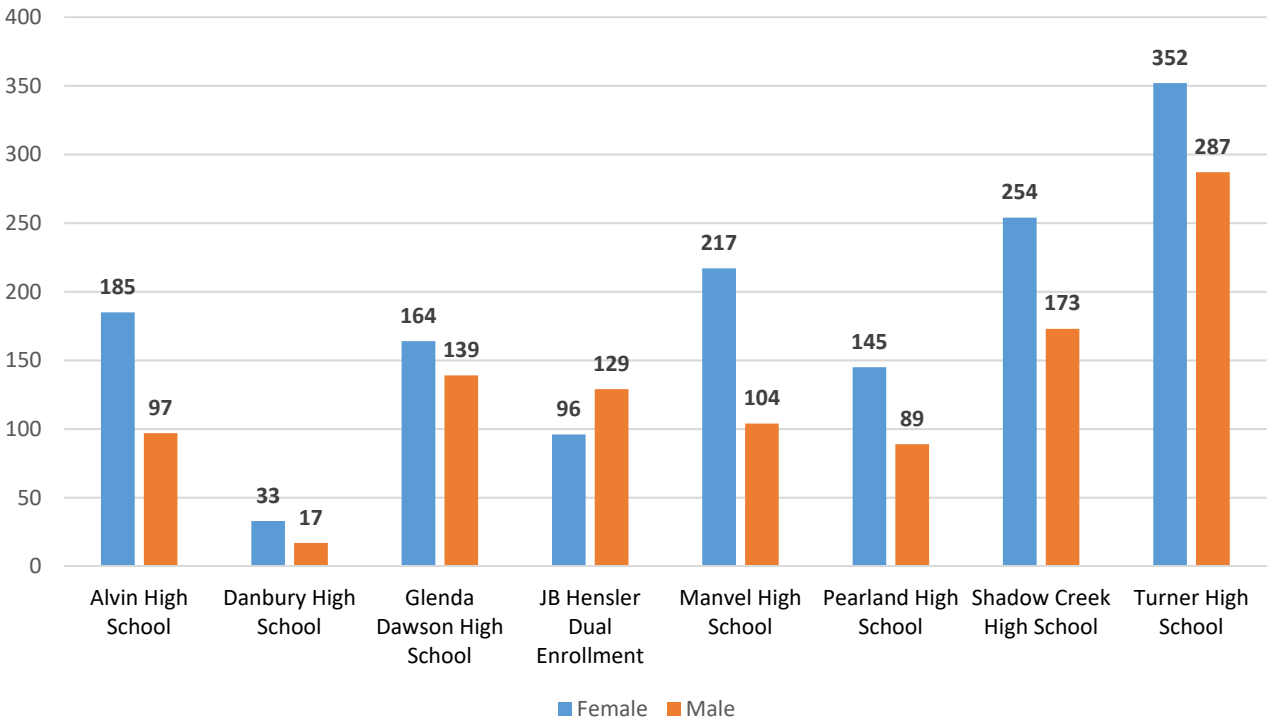
DUAL ENROLLMENT (UNDUPLICATED) - FALL 2020 ALL TERMS

DUAL ENROLLMENT BY LOCATION

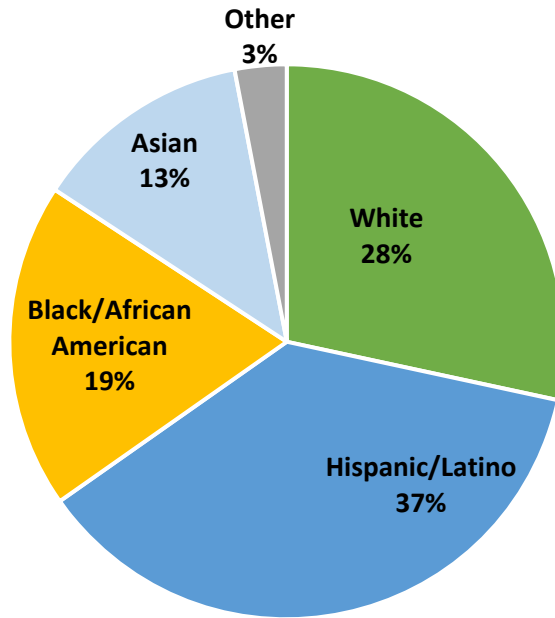


Some students have a location of JB Hensler and another school due to enrollments.

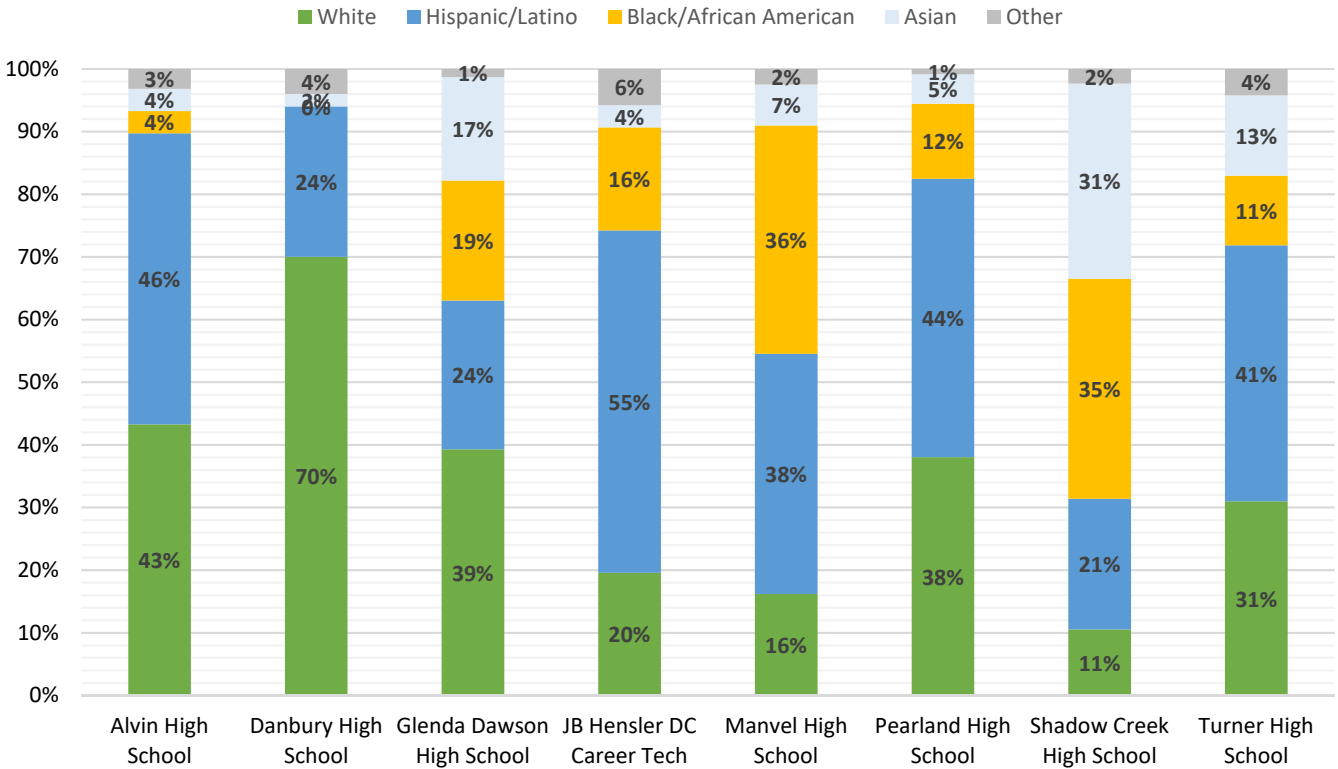
DUAL ENROLLMENT BY GENDER



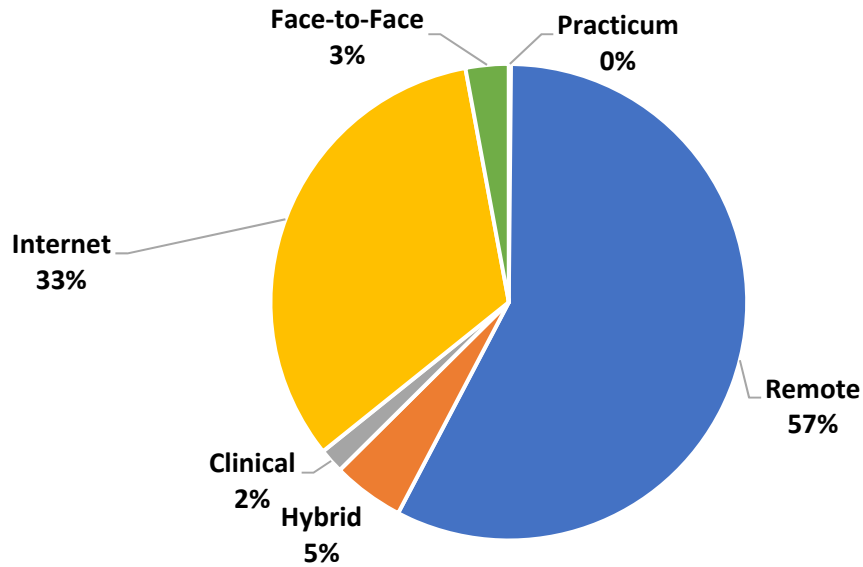
DUAL ENROLLMENT BY ETHNICITY - FALL 2020 ALL TERMS



DUAL ENROLLMENT LOCATION BY ETHNICITY BREAKDOWN

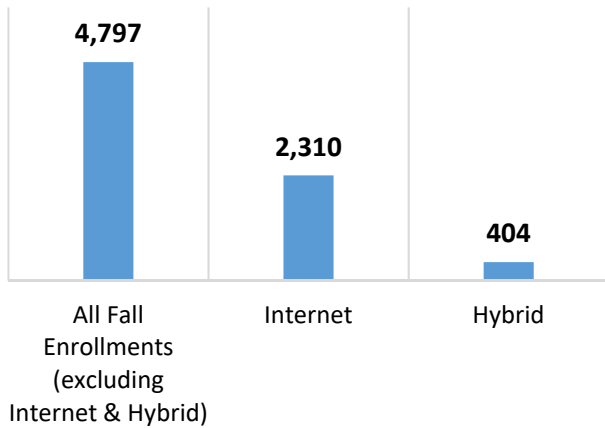


ENROLLMENT BY COURSE TYPE - FALL 2020 ALL TERMS, ALL STUDENTS

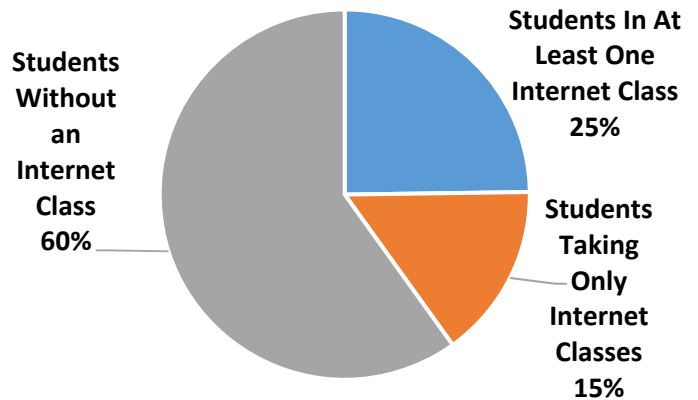


ENROLLMENT BY INTERNET - FALL 2020 ALL TERMS, ALL STUDENTS

UNDUPLICATED ENROLLMENT



INTERNET ENROLLMENT



Note: In the above Internet Enrollment breakdown, "Remote" classes are not included in the calculations as Internet classes. In Fall 2020, the COVID-19 Pandemic required a majority of previously on-campus classes to be designated as "Remote." Remote instruction is online with lectures and virtual instruction occurring on specific days/times as listed in the course schedule. Students have flexibility to be off campus while still experiencing live and/or recorded lectures, labs, and class interactions in a virtual setting. These are not counted as "Internet" as they are the classes that would have been scheduled on-campus if health restrictions were removed.

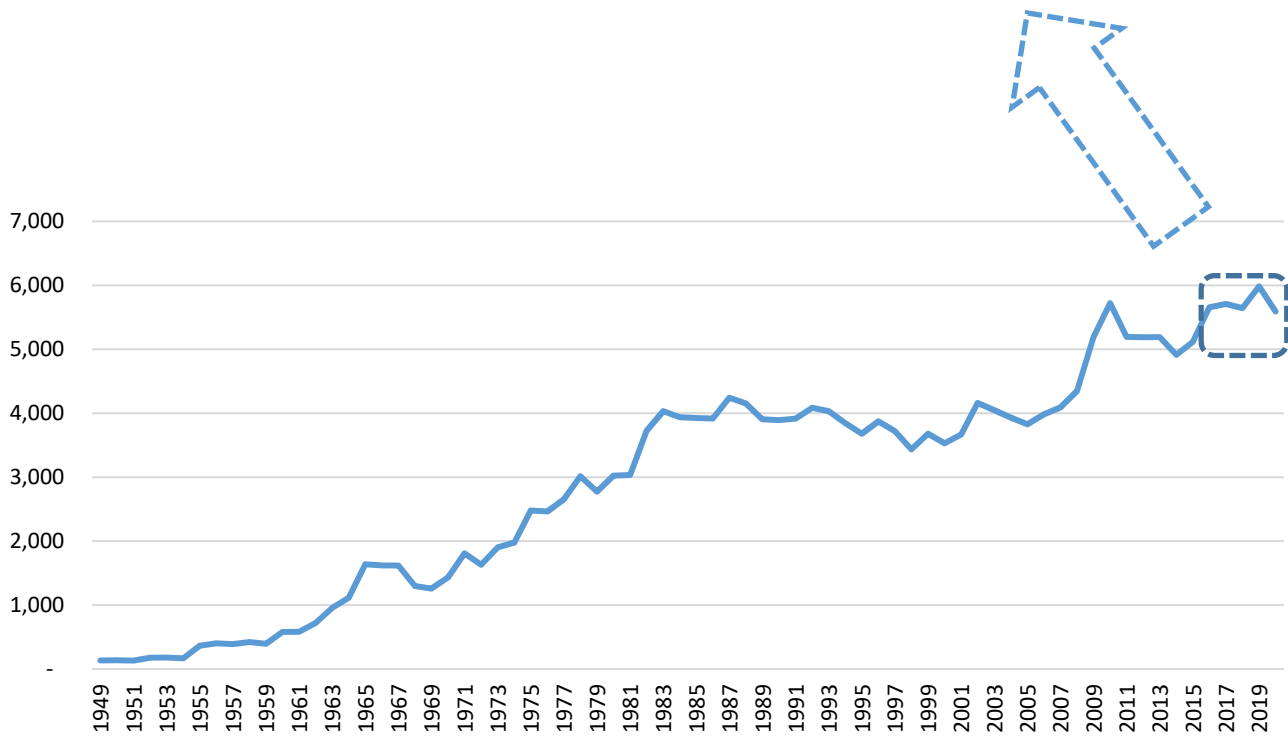
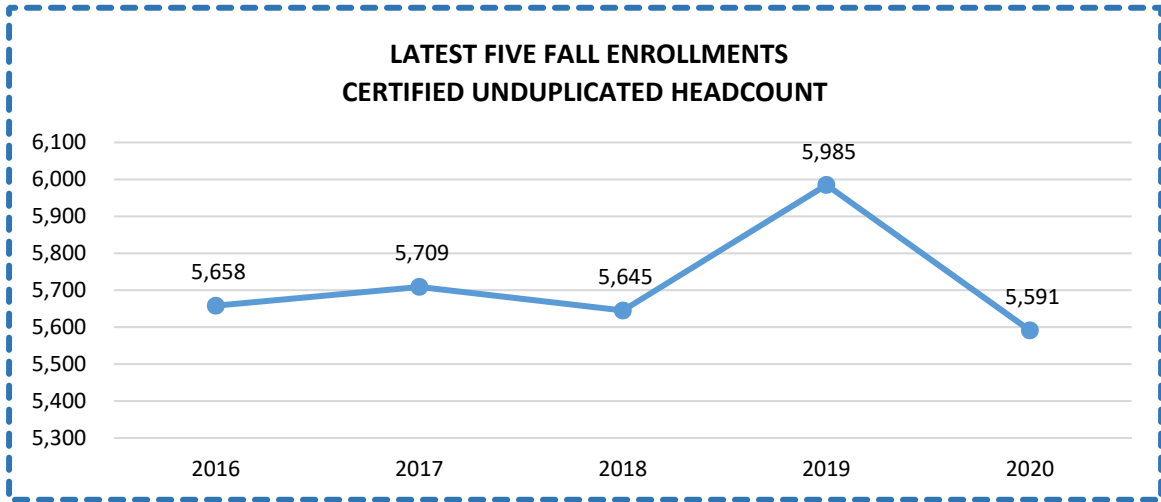
COLLEGE DATA

COLLEGE DATA

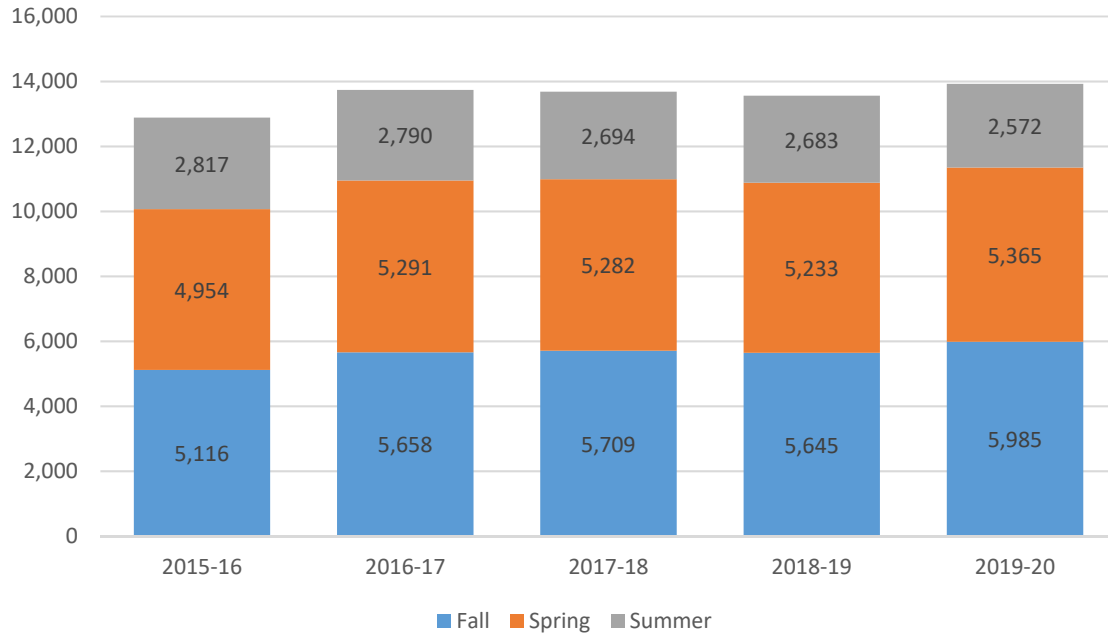
2019-2020

STUDENT DATA

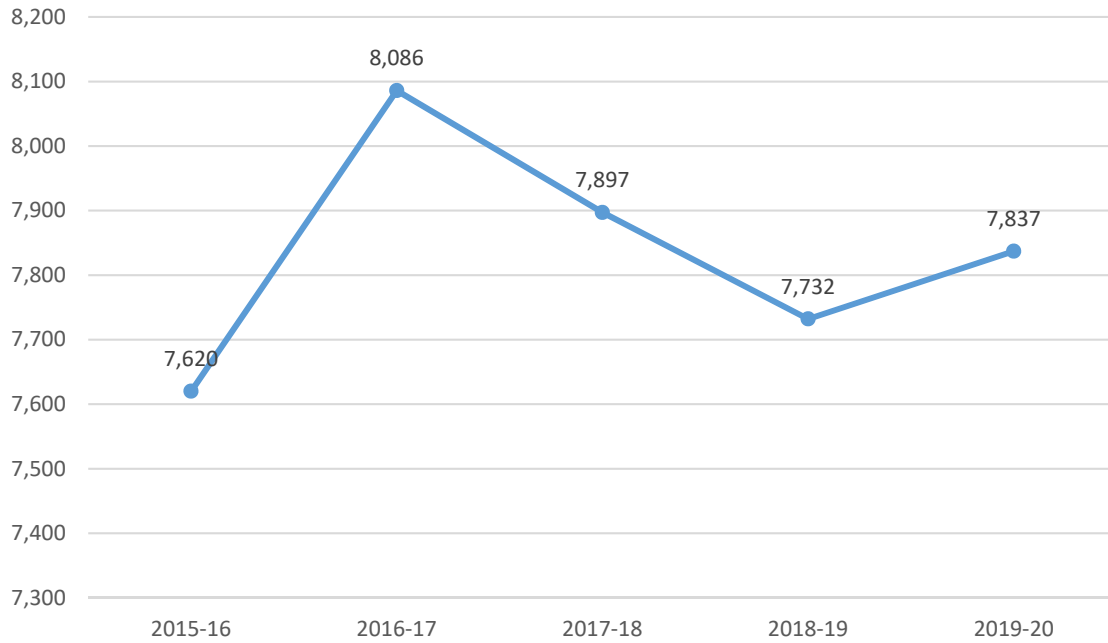
ENROLLMENT BY UNDUPLICATED HEADCOUNT – 2019 ALL FALL SEMESTERS



ENROLLMENT BY TERM CERTIFIED UNDUPLICATED HEADCOUNT



ANNUALIZED UNDUPLICATED HEADCOUNT



Source: Zogotech

DUAL ENROLLMENT 2019-2020

Locations	Dual Enrollment (Fall 19)	Dual Enrollment (Spring 20)	Dual Enrollment (Summer 20)	Unduplicated Annual Total
Alvin High School	312	286		333
Danbury High School	67	41		69
Glenda Dawson High School	295	266		316
JB Hensler Career Tech	273	243		275
Livingstones High School		3		3
Manvel High School	279	255		298
Pearland High School	291	235		294
Shadow Creek High School	307	334	384	646
Turner College & Career High School	665	627	233	760
TOTAL	2,421	2,217	617	2,786

Dual Enrollment is unduplicated by location by semester.

TDCJ FALL 2019 & FALL 2020 ENROLLMENT

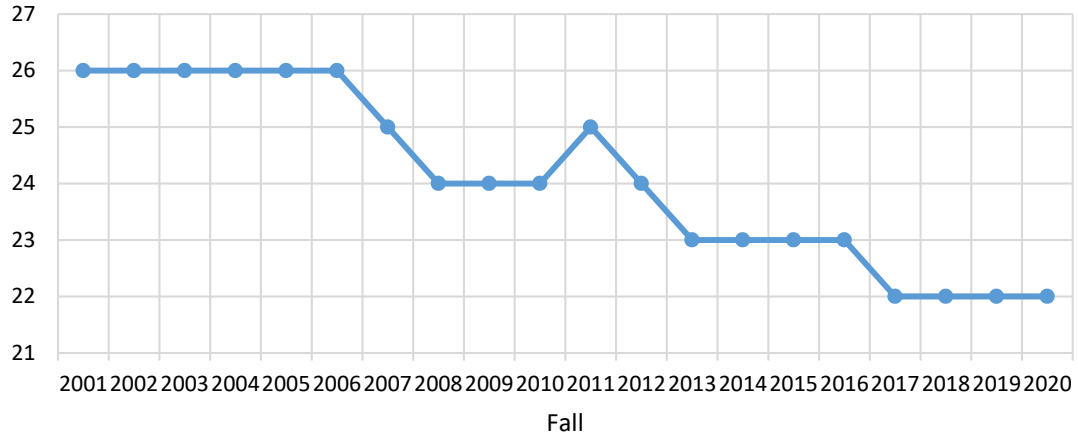
Location		2019 Fall Unduplicated	2020* Fall Unduplicated	% Growth
TDCJ	Clemens Unit	41	41	0.0%
	Jester 3 Unit	103	46	-55.3%
	Jester 4 Unit	14		-100.0%
	Ramsey Unit	139	62	-55.4%
	Stringfellow Unit	72	38	-47.2%
	TOTAL	369	187	-49.3%

Source: Location based on same day (Zogotech)

*Due to the COVID=19 Pandemic, TDCJ enrollment and recruitment was negatively affected.

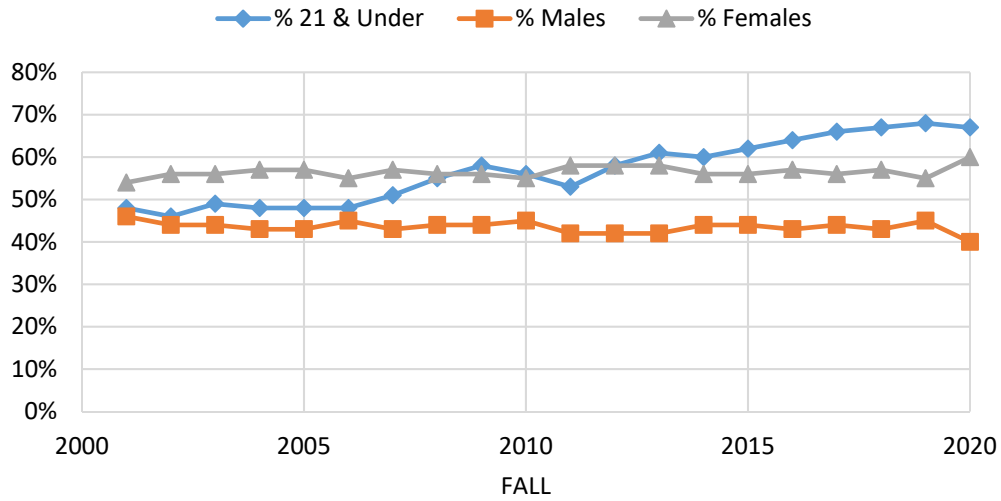
STUDENT CHARACTERISTICS

STUDENT AVERAGE AGE TREND



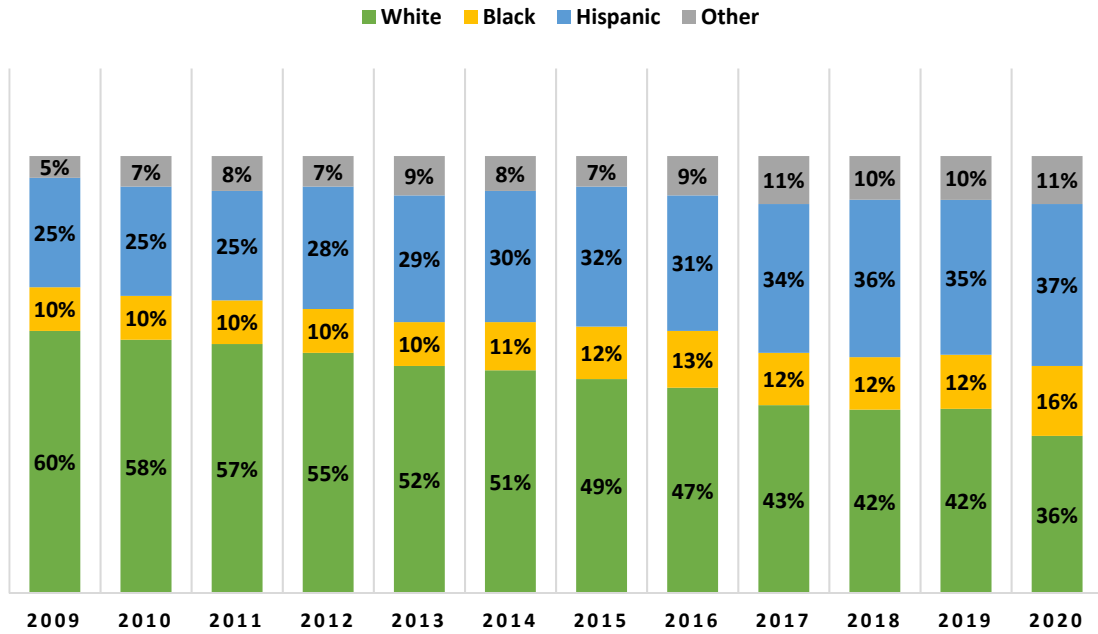
Source: Zogotech

STUDENT AGE AND GENDER TRENDS



Source: Zogotech

FALL RACE/ETHNICITY AND TUITION TRENDS OF ALL STUDENTS

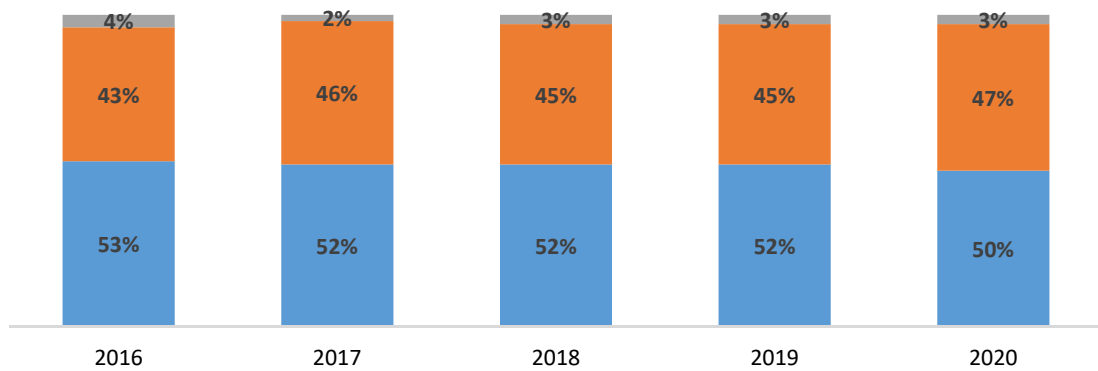


Source: Zogotech

TUITION TRENDS OF ALL STUDENTS

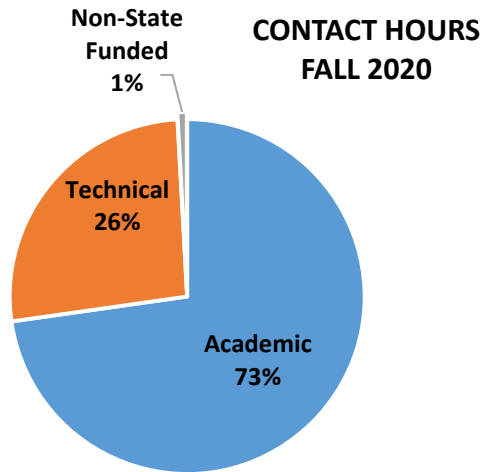
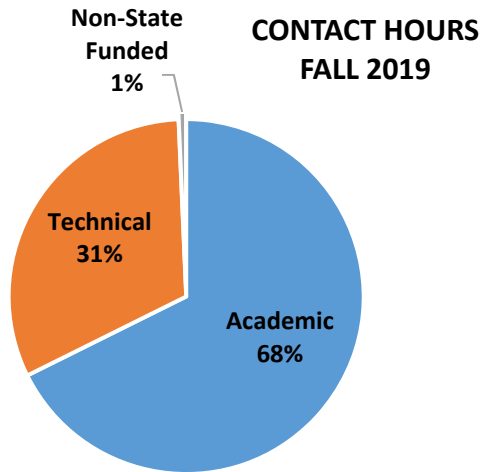
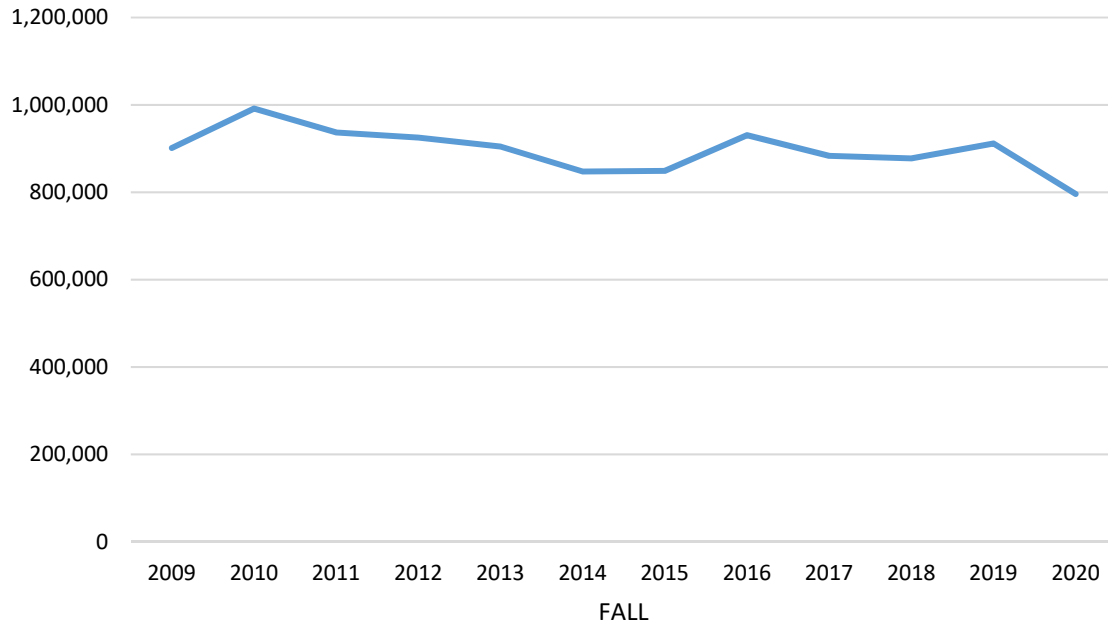
PERCENT OF STUDENT TUITION

- % of Students Paying Other (Out-of-State, HB1403, Exemption, Non-resident but Granted Exemption)
- % of Students Paying In-District Tuition
- % of Students Paying Out-of-District Tuition



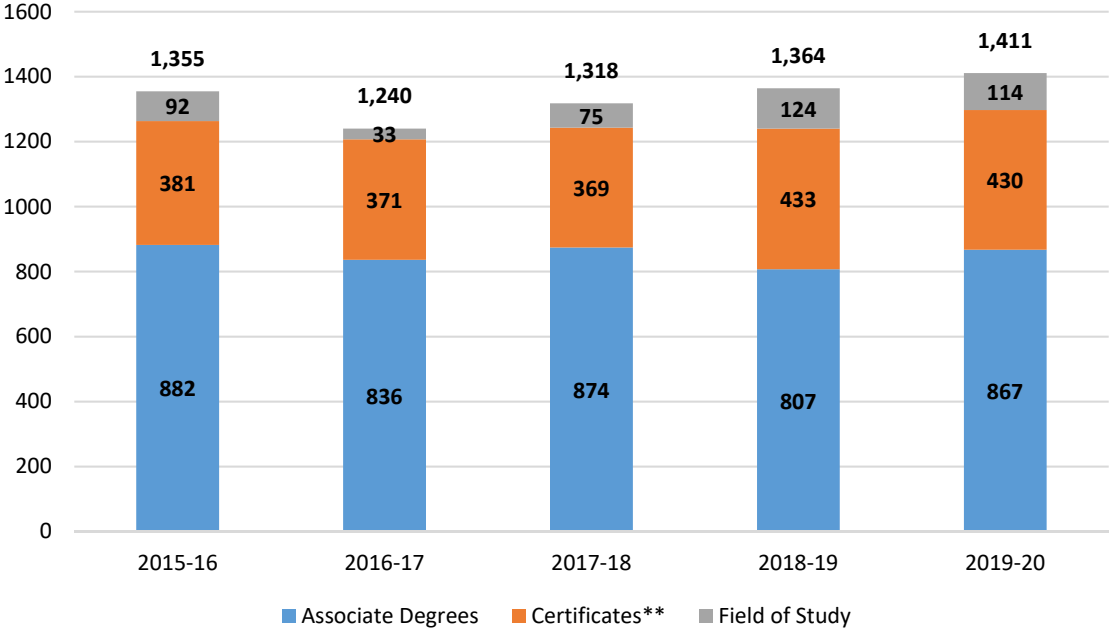
Source: Zogotech

CONTACT HOURS - CERTIFIED



DEGREES AND CERTIFICATES

FIVE-YEAR TREND OF TOTAL AWARDS EARNED



***Includes Certificates + Advanced Technology Certificates
Source: Zogotech 10/26/20*

CONTINUING EDUCATION WORKFORCE DEVELOPMENT (CEWD)

CEWD EXECUTIVE SUMMARY

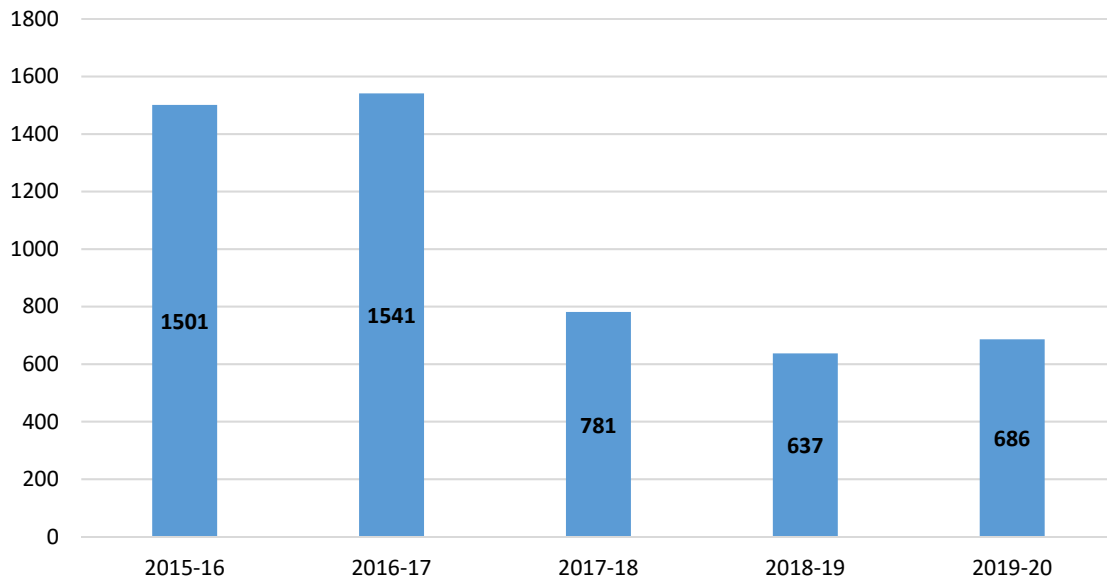
The mission of CEWD is to provide courses that incorporate current and new technical courses, training partnerships with business and industry, and other opportunities for individuals to acquire and upgrade skills or seek personal enrichment.

A variety of course are offered that allow our students to further or begin new careers in a number of fields including health care, professional services, industrial arts and more. In addition to career training, Alvin and the surrounding communities are offered the opportunity to be life-long learners in our personal enrichment and senior programs.

With the ever-changing economy and the rapid growth of Alvin Community College's district and service area, CEWD is in constant transition. From marketing, to offerings, to community interaction and the need to be responsive to business and industry, CEWD is changing surrounding communities.

CEWD STUDENT ENROLLMENT

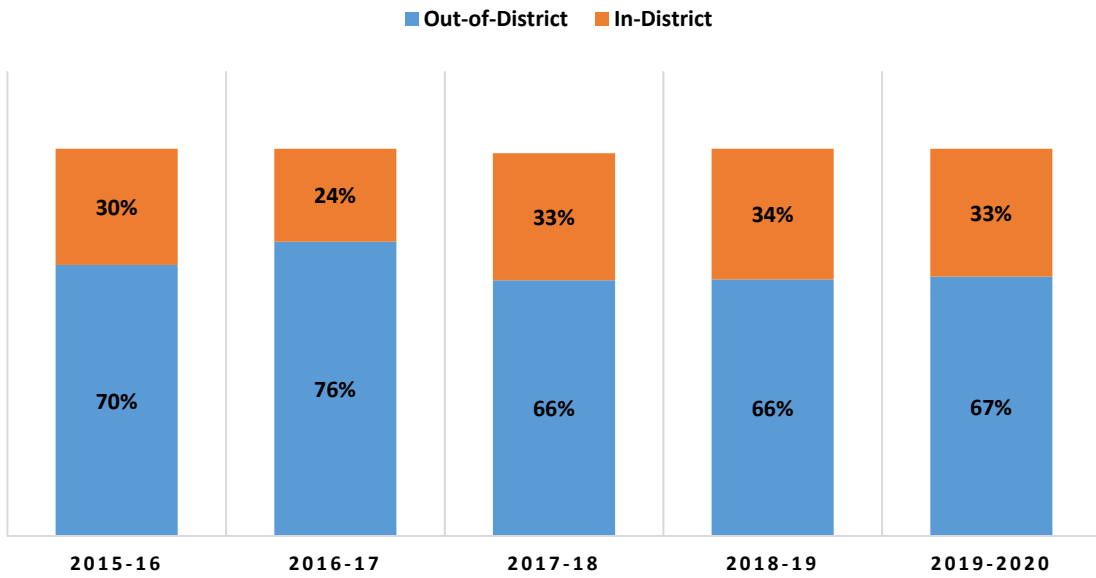
CEWD UNDUPLICATED ENROLLMENTS



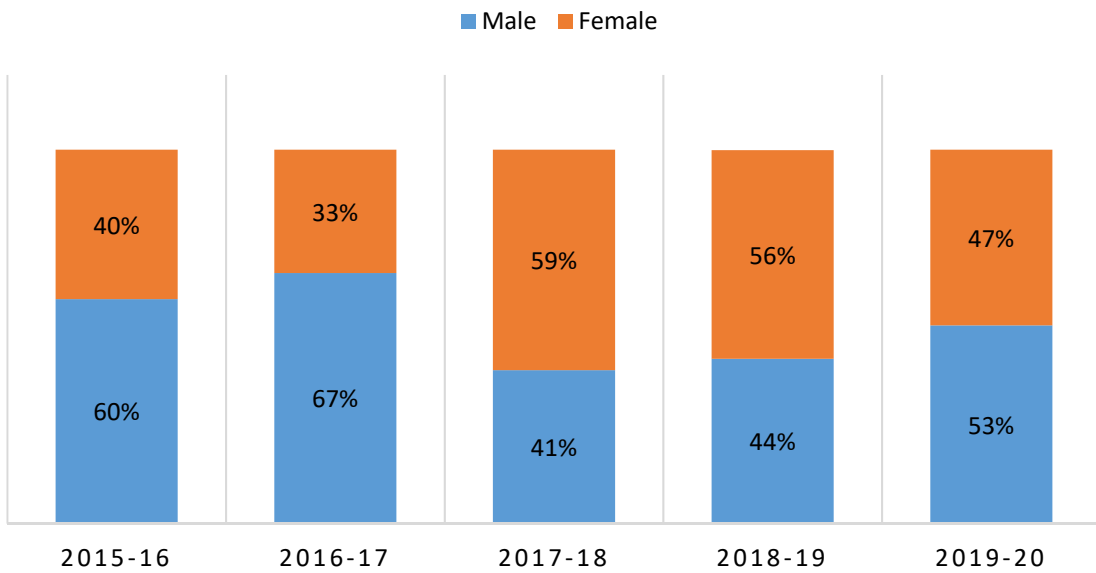
Source: ACC CEWD Department/Zogotech '18-'20

CEWD STUDENT DEMOGRAPHICS

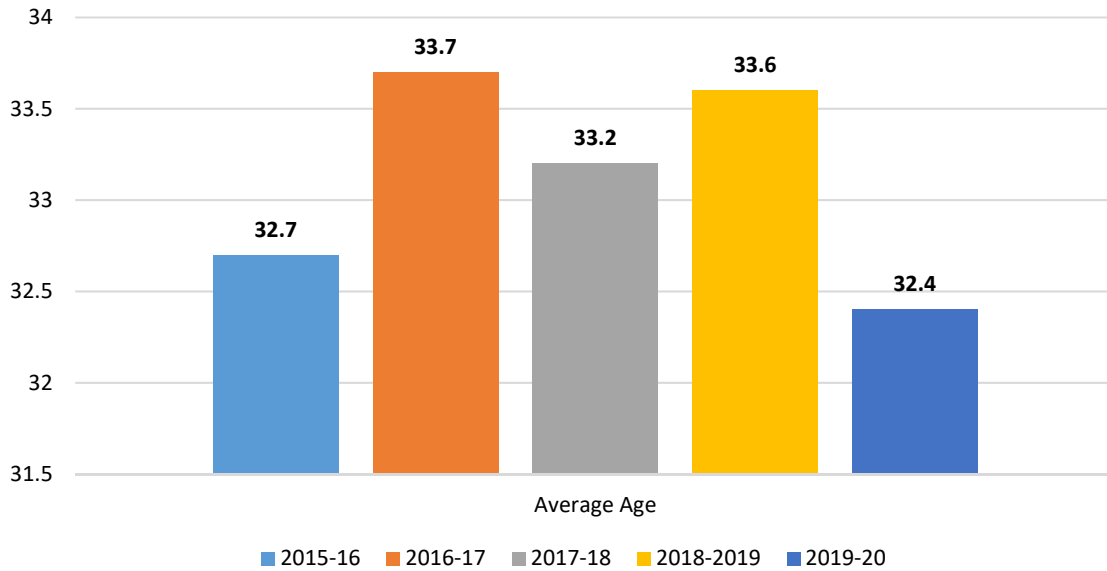
IN-DISTRICT/OUT-OF-DISTRICT



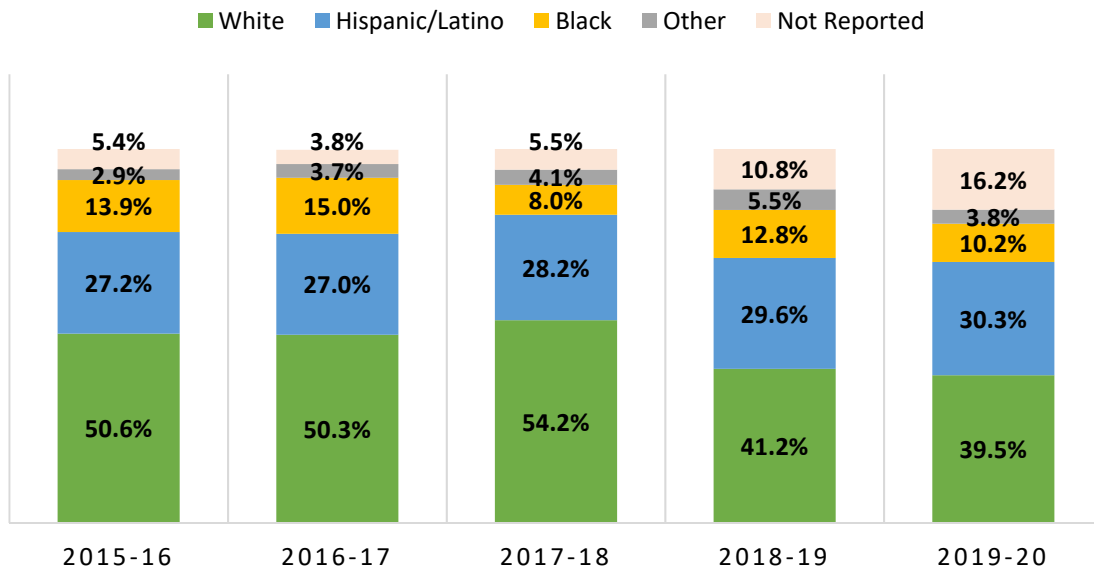
CEWD GENDER DISTRIBUTION



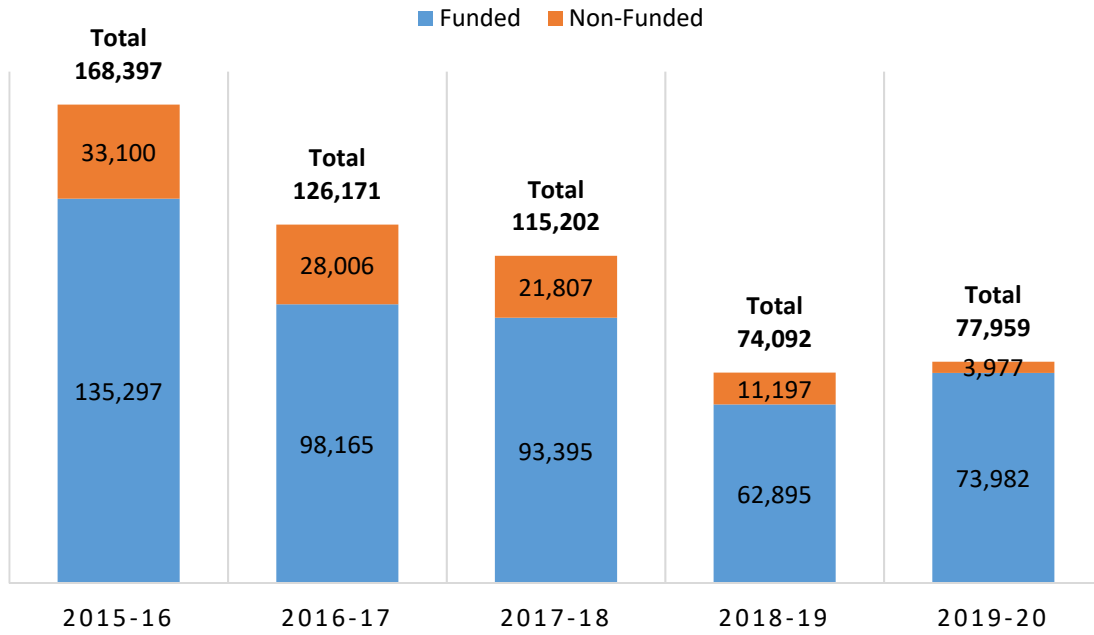
CEWD STUDENT AVERAGE AGE



CEWD ETHNIC & RACE DISTRIBUTION



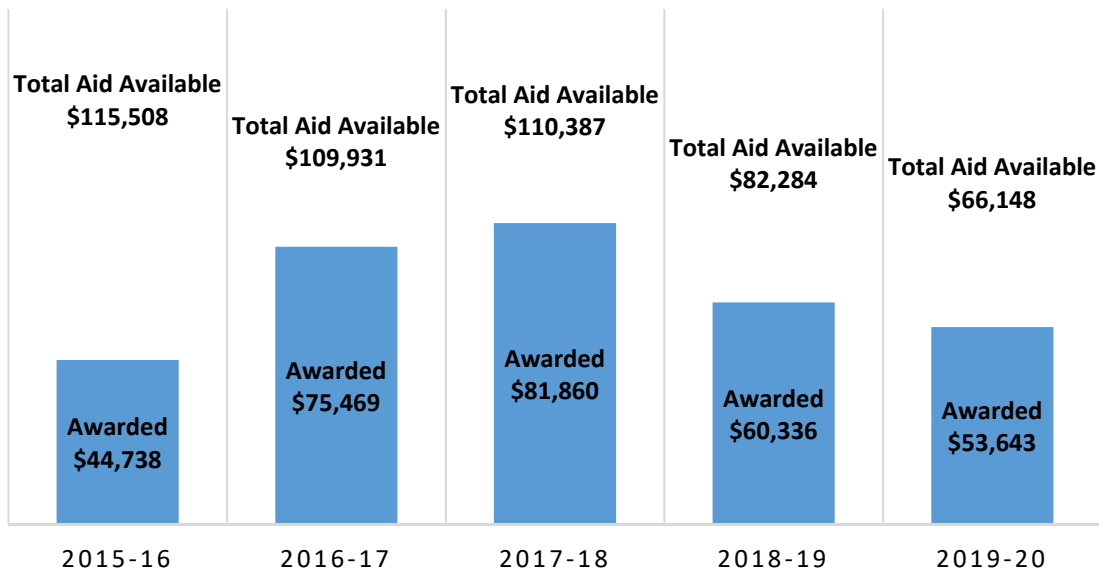
CEWD CERTIFIED CONTACT HOURS



Source: THECB Accountability System, CBM Reports, and CEWD

CEWD FINANCIAL AID

CEWD FINANCIAL AID AWARDED



Source: ACC CEWD Department/Business Office

STUDENT SERVICES

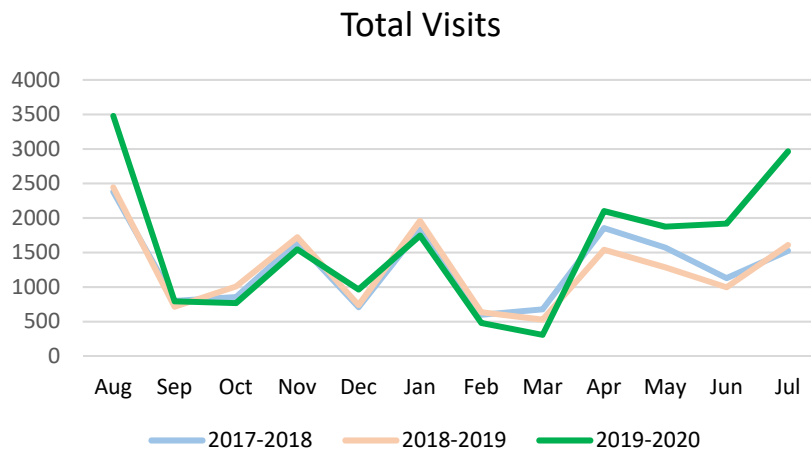
OFFICE OF ACADEMIC ADVISING

The Office of Student Success and Academic Advising empowers students in the development of educational plans that are consistent with their academic, personal, and career goals. Intentionally-designed activities, services, and resources are focused on providing educational support for students by pathway. Outreach measures are aimed at increasing persistence, completion, and graduation rates.

Below are some statistics relating to how the Office of Academic Advising served students during the academic year. A total of 18,944 advising sessions were completed and these numbers reflect a quick shift to a COVID-19 workspace, which caused the numbers to include on-campus, virtual, and email traffic, some of these traffic types were not included or possible in prior years.

2019-20120 Advising Sessions

Academic Year	Number of Sign-Ins
August	3,477
September	793
October	768
November	1,546
December	966
January	1,746
February	480
March	308
April	2,101
May	1,875
June	1,919
July	2,965
TOTAL	18,944



TESTING CENTER

Name of Test	Number of Tests Administered 2015-2016	Number of Tests Administered 2016-2017	Number of Tests Administered 2017-2018	Number of Tests Administered 2018-2019	Number of Tests Administered 2019-2020*
TSI Assessment	12,003	15,733	13,685	14,186	8,346
HESI	2,461	2,410	1,655	1,810	276
GED	830	392	225	250	121
Nursing A&P Exam	24	15	29	9	4
Correspondence Test	110	92	65	84	30
CLEP	75	71	70	101	48
USA Ultrasound	n/a	n/a	n/a	46	n/a
TOTAL	15,503	18,713	15,729	16,486	8,825

*Due to the COVID-19 Pandemic, the number of people who could be on campus mid-spring through summer of this reporting period was limited and affected the testing center access.

The ACC Testing Center provides the following testing services:

- TSI Assessment (Texas Success Initiative)
- The HESI A2 Exam (Nursing/Allied Health)
- High School Equivalency Exam (HSE)
- CLEP (College Level Examination Program)
- Correspondence Testing (testing proctored for other institutions of education)
- National League for Nursing (NLN) Anatomy & Physiology and Microbiology exams
- Instructor Initiated Testing
- Additional specialized testing.

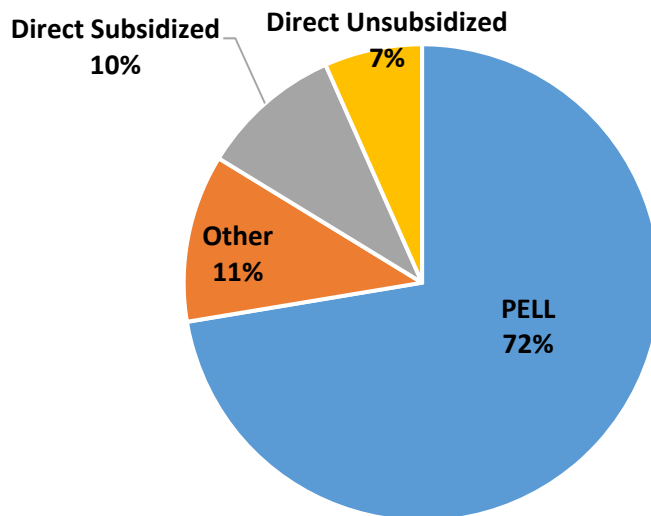
FINANCIAL ASSISTANCE

The student financial aid program at Alvin Community College aims to provide financial assistance to eligible students to help meet college expenses. Financial aid is awarded in the form of scholarships, grants, loans, and/or work study according to financial need, academic grades, and academic load.

FINANCIAL ASSISTANCE AND LOAN

Type of Assistance	2015-2016 Total Financial Assistance	2016-2017 Total Financial Assistance	2017-2018 Total Financial Assistance	2018-2019 Total Financial Assistance	2019-2020 Total Financial Assistance
PELL	\$3,069,042	\$3,565,919	\$3,572,003	\$3,804,299	\$4,301,936
SEOG	\$126,223	\$74,849	\$144,360	\$175,147	\$166,350
TPEG	\$229,488	\$438,389	\$195,140	\$130,917	\$125,737
Federal Work Study	\$73,793	\$74,080	\$66,179	\$55,055	\$81,918
Texas Work Study	\$11,917	\$11,917	\$10,045	\$10,440	\$9,449
Texas Educational Opportunity Grant	\$196,920	\$167,382	\$144,810	\$185,361	\$181,180
Direct Subsidized	\$1,073,907	\$885,352	\$633,061	\$611,337	\$572,369
Direct Unsubsidized	\$310,828	\$445,195	\$347,653	\$336,944	\$394,399
Direct Parent PLUS				\$4,312	\$14,350
Alternative Loans	\$187,883	\$141,169	\$139,256	\$88,422	\$95,905
Total	\$5,280,001	\$5,804,252	\$5,252,507	\$5,402,234	\$5,943,593

2019-2020 FINANCIAL ASSISTANCE



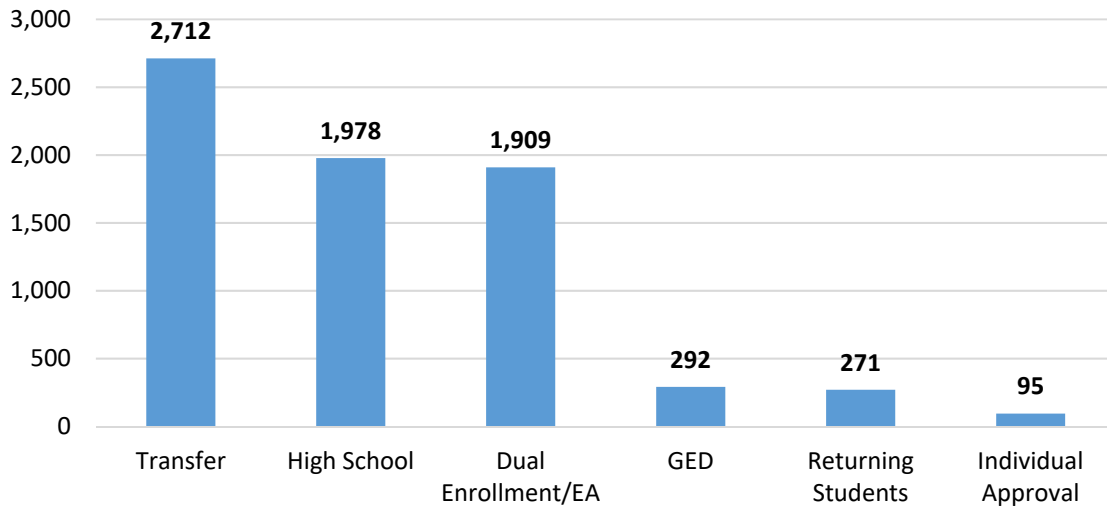
**Other includes SEOG, TPEG, Federal Work Study, Texas Work Study, Texas Grant, Texas Educational Opportunity Grant, Parent PLUS, and Alternative Loans.*

STUDENT RECORDS

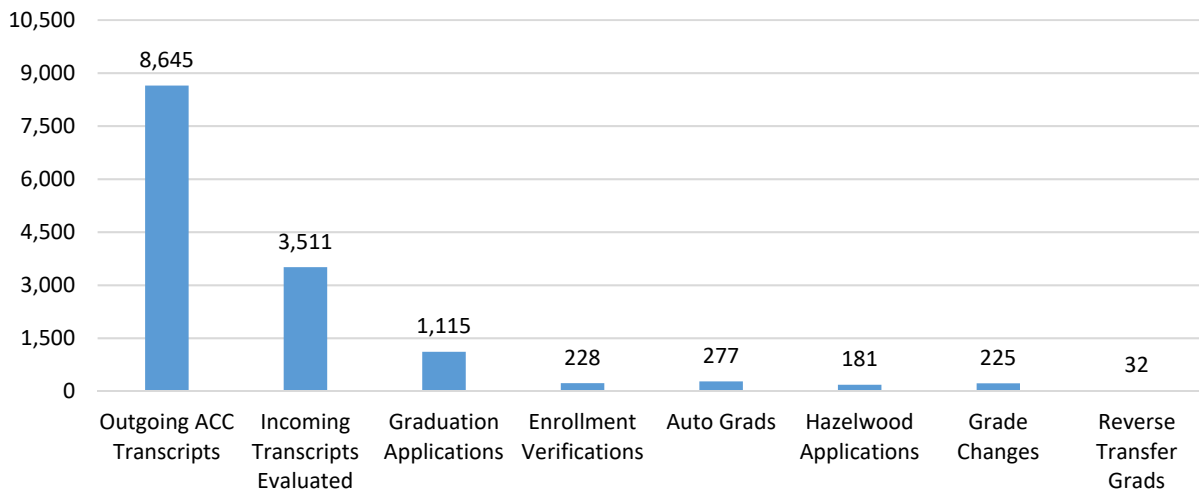
The Admissions and Registrar’s Office, supervised by the Registrar, is the custodian of student records. Below are some statistics related to the work completed in the Admissions and Registrar’s Office during 2019 Fall, 2020 Spring, and 2020 Summer.

The Admissions and Registrar’s Office processed 7,257 admission applications and pertinent documents to include high school transcripts, dual credit and GED graduate applications, transfer admissions, returning students, and individual approval for 2019 Fall, 2020 Spring, and 2020 Summer.

2019-2020 ADMISSION APPLICATIONS & DOCUMENT PROCESSING



TOTAL 2019-2020 ADMISSION & REGISTRAR'S OFFICE PROCESSES



Source: Registrar’s Office

LIBRARY

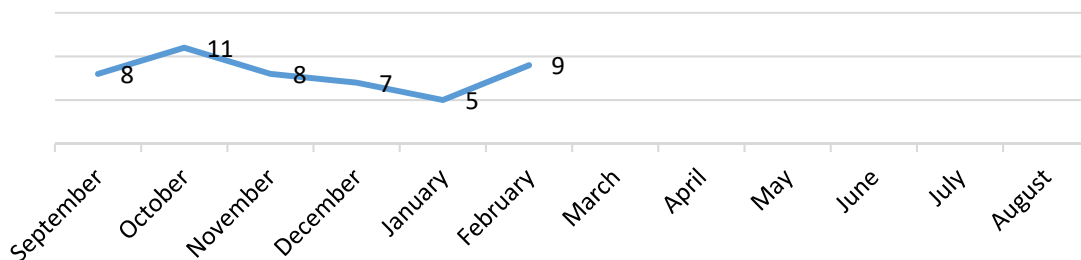
The Alvin Community College Library is dedicated to providing information access to students, faculty, staff and community members. The ACC Library offers:

- In class bibliographic, research and informatics instruction
- Citation assistance
- 10,199 books, 304,109 E-books collections, 146 databases
- Expanding research capabilities and access to digital books
- Comfortable study areas with private study room
- 24-hour electronic database accessibility and research help and training

LIBRARY STATISTICS FOR 2019-2020

- 35 Periodical Subscriptions
- 379 Books Circulated
- 63 Orientations/Tours
- 1,358 Students Served in Tours/Orientations
- 64,274 Database sessions
- 2,446 Reference Questions
- 10,199 books in the collection
- 12,007 students accessed the facilities between 9/1/19 and 2/28/20. The COVID-19 Pandemic closures impacted the ability to physically use the library after this.

AVERAGE STUDENTS SERVED PER HOUR IN 2019-2020*



*Due to the COVID-19 Pandemic, the library closed in mid-spring. The library was able to re-open the physical space to limited patrons beginning with the summer sessions.

Source: Library

OFFICE OF STUDENT ACTIVITIES

The Office of Student Activities plans and implements extra-curricular activities that enrich campus life, develop well-rounded individuals, and enhance students' identification with the institution. Listed below are some of the activities for the 2019-2022 academic year:

EVENTS

- Black Cinema
- Blood Drive
- BSA Food Festival
- Calling Campaign
- Career Week: Email Contest
- Career Week: Networking Seminar
- Career Week: Virtual Career Fair
- Career Week: Virtual Resume Building/LinkedIn Seminar
- Club and Orgs Meet and Greet
- Constitution Day
- Culture Table Talk
- Disco Donuts
- Dolphin Camp
- Encouraging Words from Student Activities
- Gift Card Distribution
- Grocery Bingo
- Hip to the Groove Hashtags
- Hispanic Heritage Month Comedy Cooking Show
- Hispanic Heritage Month Latin Dance and Pop Culture
- Hispanic Heritage Month Poetry Night
- Hispanic Heritage Month Virtual Game Show
- Life Hack of the Week
- Lunch and Learn
- Missing Monday
- National Sundae Day: FREE Ice Cream in Student Activities Office
- Party on the Patio
- President's Day Trivia
- Pride Fact of the Week
- Pumpkin Painting Contest
- Rethinking Drugs
- SACSOC Interviews
- SACSOC Run Through Meeting
- SGA Election Results
- SGA Meet and Greet

- Shoe Drive
- Take Time to Ask
- Therapy Thursday
- Virtual Bingo
- Virtual Charades
- Virtual Grocery Bingo
- Welcome Back Donuts
- Where in the World Am I? Virtual Game
- Word Scramble Madness

STUDENT PROGRAMS AND FACILITIES

The Office of Student Activities operates and maintains a game room featuring a variety of games and activities available for student use. The game room features two pool tables, a ping pong table, foosball and multiple video game systems. It is open daily and may be utilized by students with a current ACC ID.

Alvin Community College has over 20 different student clubs and organizations. Information about these can be found in The POD/Life at ACC/Club Listings.

Students may also obtain their ACC student ID by visiting the Office of Student Activities in the Student Center (E124).

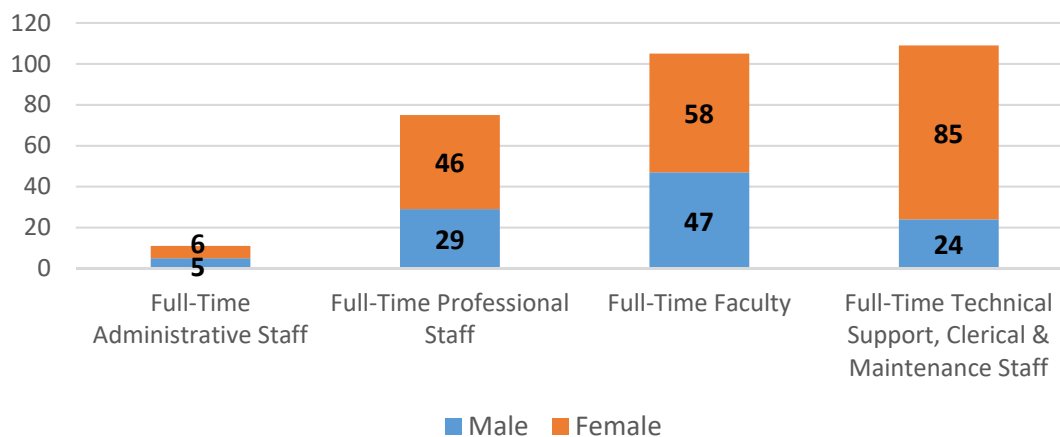
PERSONNEL

EEO POLICY STATEMENT

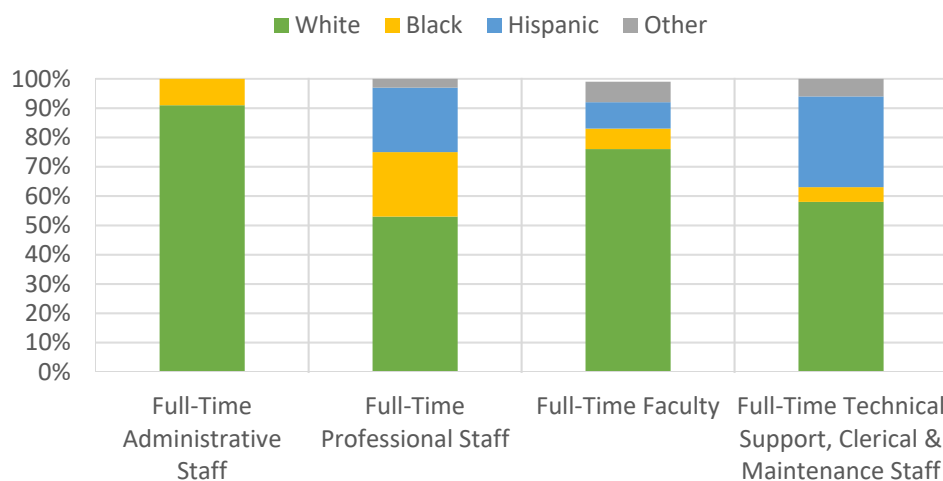
Alvin Community College is an equal opportunity institution and does not discriminate against anyone on the basis of race, religion, color, sex, pregnancy, gender equity, sexual orientation, parental status, national origin, age, disability, family medical history or genetic information, political affiliation, military service or veteran's status.

DEMOGRAPHICS OF FACULTY AND STAFF, 2019-20

GENDER DISTRIBUTION OF FULL-TIME FACULTY AND STAFF



RACIAL/ETHNIC DISTRIBUTION OF FULL-TIME FACULTY AND STAFF



AVERAGE NUMBER OF YEARS AT ACC FOR FULL-TIME FACULTY	11 years
AVERAGE NUMBER OF YEARS AT ACC FOR FULL-TIME STAFF	10 years

Source: Ellucian/Informer

TEXAS COMMUNITY COLLEGE TAX AND CONTACT HOURS INFORMATION 2019-20

The Texas Association of Community College collects tax data estimates for the colleges.

Sorted By					
Order	College	Taxable Valuation	Tax Rate	Estimated Tax Levy 'FY 20	Contact Hours 'FY19
1	Alamo Community College District	\$171,366,800,868	0.14915	\$255,593,583	20,475,000
2	Alvin Community College	\$11,263,683,753	0.18586	\$20,934,908	2,178,816
3	Amarillo College	\$17,730,657,216	0.2279	\$40,408,168	3,670,977
4	Angelina College	\$4,718,253,980	0.17096	\$8,066,233	1,705,940
5	Austin Community College	\$237,568,841,892	0.1049	\$249,209,715	13,448,051
6	Blinn College District	\$3,395,505,902	0.056	\$1,901,483	7,515,568
7	Brazosport College	\$9,533,665,135	0.30018	\$28,617,870	1,488,048
8	Central Texas College	\$10,726,185,518	0.1279	\$13,718,791	4,660,982
9	Cisco College	\$603,935,405	0.2	\$1,207,871	1,461,900
10	Clarendon College	No Response	No Response	No Response	667,440
11	Coastal Bend College	\$1,846,236,442	0.17687	\$3,265,438	1,664,940
12	College of the Mainland Community College District	\$12,085,638,929	0.20425	\$24,685,401	1,773,840
13	Collin County Community College District	\$148,379,524,714	0.08122	\$120,516,818	12,444,254
14	Dallas College District	\$269,683,889,444	0.124	\$334,408,023	28,817,274
15	Del Mar College	\$26,850,961,808	0.28067	\$75,361,252	4,564,280
16	El Paso Community College District	\$44,159,315,329	0.14117	\$62,338,381	9,592,992
17	Frank Phillips College	\$1,290,465,828	0.72	\$9,291,354	580,710
18	Galveston College	\$8,274,772,360	0.17119	\$14,165,417	1,128,875
19	Grayson College	\$11,811,563,560	0.17175	\$20,286,597	1,786,912
20	Hill College	\$1,795,137,196	0.09194	\$1,650,359	1,900,740
21	Houston Community College	\$211,806,878,420	0.10026	\$212,363,931	19,572,130
22	Howard County Junior College District	\$5,488,355,101	0.21064	\$11,560,507	1,353,980
23	Kilgore College	No Response	No Response	No Response	2,057,864
24	Laredo College	\$14,740,026,158	0.32864	\$48,442,064	3,220,528
25	Lee College	\$15,559,650,312	0.2301	\$35,802,755	3,044,616
26	Lone Star College System	\$201,532,147,596	0.1078	\$217,251,655	25,161,230
27	McLennan Community College	\$19,096,614,413	0.1477	\$28,204,936	3,524,712
28	Midland College	\$36,632,531,925	0.09121	\$33,412,532	1,886,389
29	Navarro College	\$4,016,198,688	0.1164	\$4,674,855	3,715,602
30	North Central Texas College	\$4,137,148,904	0.1013	\$4,190,932	3,370,112
31	Northeast Texas Community College	\$4,197,251,337	0.13	\$5,456,427	1,307,232
32	Odessa College	\$15,495,738,680	0.18679	\$28,944,490	2,493,391
33	Panola College	\$3,973,663,885	0.25112	\$9,978,665	1,171,920
34	Paris Junior College	\$3,181,156,462	0.0845	\$2,688,077	2,165,569
35	Ranger College	\$166,237,760	0.37498	\$623,355	945,552
36	San Jacinto Community College District	\$61,520,000,000	0.17817	\$109,609,569	12,572,656
37	South Plains College	\$2,941,784,159	0.3927	\$11,552,475	3,913,708
38	South Texas College	\$40,256,755,406	0.1733	\$69,764,957	12,876,336
39	Southwest Texas Junior College	\$3,485,087,915	0.1614	\$5,624,932	2,432,278
40	Tarrant Community College District	\$201,498,689,997	0.13017	\$262,290,845	16,767,617
41	Temple College	\$5,398,631,380	0.1886	\$10,181,819	1,834,132
42	Texarkana College	\$5,830,333,051	0.12308	\$7,176,032	1,785,367
43	Trinity Valley Community College	\$13,771,801,467	0.16241	\$22,366,370	2,841,728
44	Texas Southmost College	\$11,834,119,027	0.13854	\$16,394,989	2,255,130
45	Tyler Junior College	\$12,181,480,024	0.19993	\$24,353,946	5,514,264
46	Vernon College	\$1,217,230,662	0.22106	\$2,690,749	1,148,784
47	Victoria College	\$7,287,331,319	0.2206	\$16,075,853	1,282,000
48	Weatherford College	\$14,725,826,274	0.11495	\$16,927,337	2,351,788
49	Western Texas College	\$3,194,876,918	0.2655	\$8,482,398	939,477
50	Wharton County Junior College	No Response	0.13934	No Response	2,790,576

		Sorted By			
Order	College	Taxable Valuation	Tax Rate	Estimated Tax Levy 'FY 20	Contact Hours 'FY19
1	Dallas College District	\$269,683,889,444	0.124	\$334,408,023	28,817,274
2	Austin Community College	\$237,568,841,892	0.1049	\$249,209,715	13,448,051
3	Houston Community College	\$211,806,878,420	0.10026	\$212,363,931	19,572,130
4	Lone Star College System	\$201,532,147,596	0.1078	\$217,251,655	25,161,230
5	Tarrant Community College District	\$201,498,689,997	0.13017	\$262,290,845	16,767,617
6	Alamo Community College District	\$171,366,800,868	0.14915	\$255,593,583	20,475,000
7	Collin County Community College District	\$148,379,524,714	0.08122	\$120,516,818	12,444,254
8	San Jacinto Community College District	\$61,520,000,000	0.17817	\$109,609,569	12,572,656
9	El Paso Community College District	\$44,159,315,329	0.14117	\$62,338,381	9,592,992
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12	Del Mar College	\$26,850,961,808	0.28067	\$75,361,252	4,564,280
13	McLennan Community College	\$19,096,614,413	0.1477	\$28,204,936	3,524,712
14	Amarillo College	\$17,730,657,216	0.2279	\$40,408,168	3,670,977
15	Lee College	\$15,559,650,312	0.2301	\$35,802,755	3,044,616
16	Odessa College	\$15,495,738,680	0.18679	\$28,944,490	2,493,391
17	Laredo College	\$14,740,026,158	0.32864	\$48,442,064	3,220,528
18	Weatherford College	\$14,725,826,274	0.11495	\$16,927,337	2,351,788
19	Trinity Valley Community College	\$13,771,801,467	0.16241	\$22,366,370	2,841,728
20	Tyler Junior College	\$12,181,480,024	0.19993	\$24,353,946	5,514,264
21	College of the Mainland Community College District	\$12,085,638,929	0.20425	\$24,685,401	1,773,840
22	Texas Southmost College	\$11,834,119,027	0.13854	\$16,394,989	2,255,130
23	Grayson College	\$11,811,563,560	0.17175	\$20,286,597	1,786,912
24	Alvin Community College	\$11,263,683,753	0.18586	\$20,934,908	2,178,816
25	Central Texas College	\$10,726,185,518	0.1279	\$13,718,791	4,660,982
26	Brazosport College	\$9,533,665,135	0.30018	\$28,617,870	1,488,048
27	Galveston College	\$8,274,772,360	0.17119	\$14,165,417	1,128,875
28	Victoria College	\$7,287,331,319	0.2206	\$16,075,853	1,282,000
29	Texarkana College	\$5,830,333,051	0.12308	\$7,176,032	1,785,367
30	Howard County Junior College District	\$5,488,355,101	0.21064	\$11,560,507	1,353,980
31	Temple College	\$5,398,631,380	0.1886	\$10,181,819	1,834,132
32	Angelina College	\$4,718,253,980	0.17096	\$8,066,233	1,705,940
33	Northeast Texas Community College	\$4,197,251,337	0.13	\$5,456,427	1,307,232
34	North Central Texas College	\$4,137,148,904	0.1013	\$4,190,932	3,370,112
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37	Southwest Texas Junior College	\$3,485,087,915	0.1614	\$5,624,932	2,432,278
38	Blinn College District	\$3,395,505,902	0.056	\$1,901,483	7,515,568
39	Western Texas College	\$3,194,876,918	0.2655	\$8,482,398	939,477
40	Paris Junior College	\$3,181,156,462	0.0845	\$2,688,077	2,165,569
41	South Plains College	\$2,941,784,159	0.3927	\$11,552,475	3,913,708
42	Coastal Bend College	\$1,846,236,442	0.17687	\$3,265,438	1,664,940
43	Hill College	\$1,795,137,196	0.09194	\$1,650,359	1,900,740
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46	Cisco College	\$603,935,405	0.2	\$1,207,871	1,461,900
47	Ranger College	\$166,237,760	0.37498	\$623,355	945,552
48	Clarendon College	No Response	No Response	No Response	667,440
49	Kilgore College	No Response	No Response	No Response	2,057,864
50	Wharton County Junior College	98 No Response	0.13934	No Response	2,790,576

Order	College	Taxable Valuation	Sorted By		
			Tax Rate	Estimated Tax Levy 'FY 20	Contact Hours 'FY19
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3	Alamo Community College District	\$171,366,800,868	0.14915	\$255,593,583	20,475,000
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5	Lone Star College System	\$201,532,147,596	0.1078	\$217,251,655	25,161,230
6	Houston Community College	\$211,806,878,420	0.10026	\$212,363,931	19,572,130
7	Collin County Community College District	\$148,379,524,714	0.08122	\$120,516,818	12,444,254
8	San Jacinto Community College District	\$61,520,000,000	0.17817	\$109,609,569	12,572,656
9	Del Mar College	\$26,850,961,808	0.28067	\$75,361,252	4,564,280
10	South Texas College	\$40,256,755,406	0.1733	\$69,764,957	12,876,336
11	El Paso Community College District	\$44,159,315,329	0.14117	\$62,338,381	9,592,992
12	Laredo College	\$14,740,026,158	0.32864	\$48,442,064	3,220,528
13	Amarillo College	\$17,730,657,216	0.2279	\$40,408,168	3,670,977
14	Lee College	\$15,559,650,312	0.2301	\$35,802,755	3,044,616
15	Midland College	\$36,632,531,925	0.09121	\$33,412,532	1,886,389
16	Odessa College	\$15,495,738,680	0.18679	\$28,944,490	2,493,391
17	Brazosport College	\$9,533,665,135	0.30018	\$28,617,870	1,488,048
18	McLennan Community College	\$19,096,614,413	0.1477	\$28,204,936	3,524,712
19	College of the Mainland Community College District	\$12,085,638,929	0.20425	\$24,685,401	1,773,840
20	Tyler Junior College	\$12,181,480,024	0.19993	\$24,353,946	5,514,264
21	Trinity Valley Community College	\$13,771,801,467	0.16241	\$22,366,370	2,841,728
22	Alvin Community College	\$11,263,683,753	0.18586	\$20,934,908	2,178,816
23	Grayson College	\$11,811,563,560	0.17175	\$20,286,597	1,786,912
24	Weatherford College	\$14,725,826,274	0.11495	\$16,927,337	2,351,788
25	Texas Southmost College	\$11,834,119,027	0.13854	\$16,394,989	2,255,130
26	Victoria College	\$7,287,331,319	0.2206	\$16,075,853	1,282,000
27	Galveston College	\$8,274,772,360	0.17119	\$14,165,417	1,128,875
28	Central Texas College	\$10,726,185,518	0.1279	\$13,718,791	4,660,982
29	Howard County Junior College District	\$5,488,355,101	0.21064	\$11,560,507	1,353,980
30	South Plains College	\$2,941,784,159	0.3927	\$11,552,475	3,913,708
31	Temple College	\$5,398,631,380	0.1886	\$10,181,819	1,834,132
32	Panola College	\$3,973,663,885	0.25112	\$9,978,665	1,171,920
33	Frank Phillips College	\$1,290,465,828	0.72	\$9,291,354	580,710
34	Western Texas College	\$3,194,876,918	0.2655	\$8,482,398	939,477
35	Angelina College	\$4,718,253,980	0.17096	\$8,066,233	1,705,940
36	Texarkana College	\$5,830,333,051	0.12308	\$7,176,032	1,785,367
37	Southwest Texas Junior College	\$3,485,087,915	0.1614	\$5,624,932	2,432,278
38	Northeast Texas Community College	\$4,197,251,337	0.13	\$5,456,427	1,307,232
39	Navarro College	\$4,016,198,688	0.1164	\$4,674,855	3,715,602
40	North Central Texas College	\$4,137,148,904	0.1013	\$4,190,932	3,370,112
41	Coastal Bend College	\$1,846,236,442	0.17687	\$3,265,438	1,664,940
42	Vernon College	\$1,217,230,662	0.22106	\$2,690,749	1,148,784
43	Paris Junior College	\$3,181,156,462	0.0845	\$2,688,077	2,165,569
44	Blinn College District	\$3,395,505,902	0.056	\$1,901,483	7,515,568
45	Hill College	\$1,795,137,196	0.09194	\$1,650,359	1,900,740
46	Cisco College	\$603,935,405	0.2	\$1,207,871	1,461,900
47	Ranger College	\$166,237,760	0.37498	\$623,355	945,552
48	Wharton County Junior College	No Response	0.13934	No Response	2,790,576
49	Clarendon College	No Response	No Response	No Response	667,440
50	Kilgore College	100 No Response	No Response	No Response	2,057,864

					Sorted By
Order	College	Taxable Valuation	Tax Rate	Estimated Tax Levy 'FY 20	Contact Hours 'FY19
1	Dallas College District	\$269,683,889,444	0.124	\$334,408,023	28,817,274
2	Lone Star College System	\$201,532,147,596	0.1078	\$217,251,655	25,161,230
3	Alamo Community College District	\$171,366,800,868	0.14915	\$255,593,583	20,475,000
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24	Odessa College	\$15,495,738,680	0.18679	\$28,944,490	2,493,391
25	Southwest Texas Junior College	\$3,485,087,915	0.1614	\$5,624,932	2,432,278
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49	Clarendon College	No Response	No Response	No Response	667,440
50	Frank Phillips College	\$1,290,465,828	0.72	\$9,291,354	580,710

Order	College	Taxable Valuation	Tax Rate	Estimated Tax Levy 'FY 20	Contact Hours 'FY19	Sorted By
						Taxes Levied Per Contact Hour (Levy/Contact Hours)
1	Brazosport College	\$9,533,665,135	0.30018	\$28,617,870	1,488,048	\$19.23
2	Austin Community College	\$237,568,841,892	0.1049	\$249,209,715	13,448,051	\$18.53
3	Midland College	\$36,632,531,925	0.09121	\$33,412,532	1,886,389	\$17.71
4	Del Mar College	\$26,850,961,808	0.28067	\$75,361,252	4,564,280	\$16.51
5	Frank Phillips College	\$1,290,465,828	0.72	\$9,291,354	580,710	\$16.00
6	Tarrant Community College District	\$201,498,689,997	0.13017	\$262,290,845	16,767,617	\$15.64
7	Laredo College	\$14,740,026,158	0.32864	\$48,442,064	3,220,528	\$15.04
8	College of the Mainland Community College District	\$12,085,638,929	0.20425	\$24,685,401	1,773,840	\$13.92
9	Galveston College	\$8,274,772,360	0.17119	\$14,165,417	1,128,875	\$12.55
10	Victoria College	\$7,287,331,319	0.2206	\$16,075,853	1,282,000	\$12.54
11	Alamo Community College District	\$171,366,800,868	0.14915	\$255,593,583	20,475,000	\$12.48
12	Lee College	\$15,559,650,312	0.2301	\$35,802,755	3,044,616	\$11.76
13	Odessa College	\$15,495,738,680	0.18679	\$28,944,490	2,493,391	\$11.61
14	Dallas College District	\$269,683,889,444	0.124	\$334,408,023	28,817,274	\$11.60
15	Grayson College	\$11,811,563,560	0.17175	\$20,286,597	1,786,912	\$11.35
16	Amarillo College	\$17,730,657,216	0.2279	\$40,408,168	3,670,977	\$11.01
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26	Trinity Valley Community College	\$13,771,801,467	0.16241	\$22,366,370	2,841,728	\$7.87
27	Texas Southmost College	\$11,834,119,027	0.13854	\$16,394,989	2,255,130	\$7.27
28	Weatherford College	\$14,725,826,274	0.11495	\$16,927,337	2,351,788	\$7.20
29	El Paso Community College District	\$44,159,315,329	0.14117	\$62,338,381	9,592,992	\$6.50
30	Temple College	\$5,398,631,380	0.1886	\$10,181,819	1,834,132	\$5.55
31	South Texas College	\$40,256,755,406	0.1733	\$69,764,957	12,876,336	\$5.42
32	Angelina College	\$4,718,253,980	0.17096	\$8,066,233	1,705,940	\$4.73
33	Tyler Junior College	\$12,181,480,024	0.19993	\$24,353,946	5,514,264	\$4.42
34	Northeast Texas Community College	\$4,197,251,337	0.13	\$5,456,427	1,307,232	\$4.17
35	Texarkana College	\$5,830,333,051	0.12308	\$7,176,032	1,785,367	\$4.02
36	South Plains College	\$2,941,784,159	0.3927	\$11,552,475	3,913,708	\$2.95
37	Central Texas College	\$10,726,185,518	0.1279	\$13,718,791	4,660,982	\$2.94
38	Vernon College	\$1,217,230,662	0.22106	\$2,690,749	1,148,784	\$2.34
39	Southwest Texas Junior College	\$3,485,087,915	0.1614	\$5,624,932	2,432,278	\$2.31
40	Coastal Bend College	\$1,846,236,442	0.17687	\$3,265,438	1,664,940	\$1.96
41	Navarro College	\$4,016,198,688	0.1164	\$4,674,855	3,715,602	\$1.26
42	North Central Texas College	\$4,137,148,904	0.1013	\$4,190,932	3,370,112	\$1.24
43	Paris Junior College	\$3,181,156,462	0.0845	\$2,688,077	2,165,569	\$1.24
44	Hill College	\$1,795,137,196	0.09194	\$1,650,359	1,900,740	\$0.87
45	Cisco College	\$603,935,405	0.2	\$1,207,871	1,461,900	\$0.83
46	Ranger College	\$166,237,760	0.37498	\$623,355	945,552	\$0.66
47	Blinn College District	\$3,395,505,902	0.056	\$1,901,483	7,515,568	\$0.25
48	Wharton County Junior College	No Response	0.13934	No Response	2,790,576	Unable to Calculate
49	Kilgore College	No Response	No Response	No Response	2,057,864	Unable to Calculate
50	Clarendon College	No Response	No Response	No Response	667,440	Unable to Calculate

SOURCES

- Alvin Community College Administrative Procedures Manual
- Alvin Community College Annual Financial Report
- Alvin Community College Strategic Plan
- Alvin Community College Continuing Education and Workforce Development (CEWD)
- Alvin Community College Department of Continuing Education
- Alvin Community College Fiscal Analysis and Budget
- Alvin Community College Foundation
- Alvin Community College Office of Human Resources (Informer)
- Alvin Community College Office of Student Services
- Alvin Community College Office of the President
- Alvin Community College Registrar's Office
- Alvin Community College Ellucian Data System – Colleague
- Texas Association of Community Colleges (TACC)
- Texas Education Agency (<http://www.tea.state.tx.us>)
- THECB Accountability System (<http://www.txhigheredaccountability.org/acctpublic/>)
- THECB CBM001 Report
- THECB Educational Data Center (<http://www.thecb.state.tx.us>)
- ZogoTech Data Warehouse

**APPENDIX
FTIC GAP ANALYSIS
2020**

FTIC Gap Analysis 2020



NOVEMBER 2020

Alvin Community College
Authored by: OIER



ACC 2020 Gap Report

Understanding the First Time at Alvin Community College Student

This report is a deeper dive into the characteristics of the first time at Alvin Community College student. The purpose of this report is to provide actionable data on trends of our students. Linear trends are provided from Fall 2015 through Fall 2019, where possible.

The following criterion was the anchor for the data:

- Earned 6+ college credits in term 1
- Completed college math in year 1
- Completed college English in year 1
- Completed college math & English in year 1
- Persisted from term 1 to term 2
- Earned 15+ college credits in year 1
- Earned 30+ college credits in year 1
- Earned a certificate or associate degree in 3 years
- Finishing attempted Semester Credit Hours (SCH) with a D grade or better

The data was first reviewed from an enrollment lens for all of ACC students enrolled in the fall term of the given year. Most measures beyond enrollment required a cohort population. In a cohort, individuals are grouped into a common demographic. The cohort of first time at Alvin Community College was used in order to have meaningful data. The entire cohort was used in aggregate, but cross-sections of the first time at Alvin students were also reviewed.

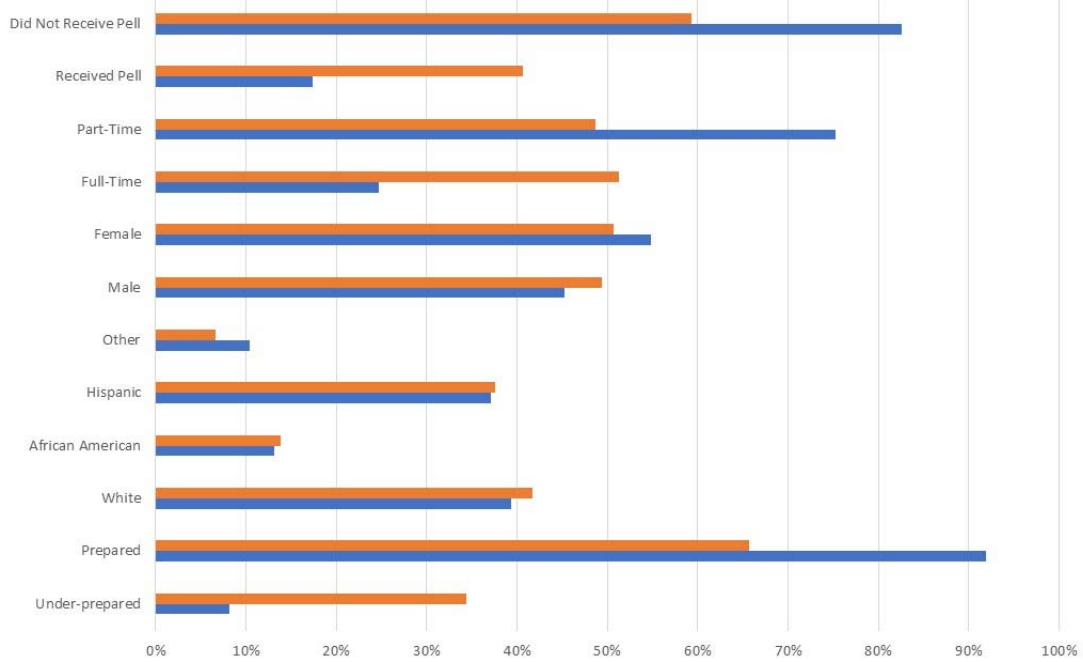
Cross-sections of this data is presented based on the following groupings within each cohort:

1. Underprepared or Prepared
2. White, African American, Hispanic, or Other
3. Male or Female
4. Full-Time or Part-Time
5. Received Pell or Did Not Receive Pell

FIRST TIME AT ALVIN COMPARED TO ALL ALVIN

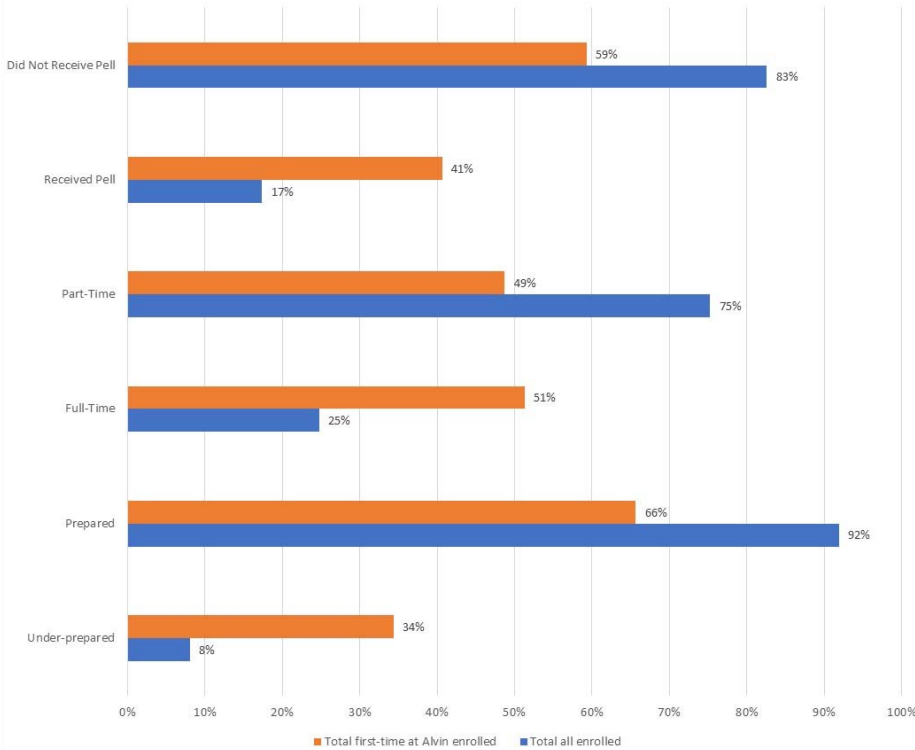
Presented first is the data on the comparison of enrollment for the first time at Alvin student to all enrolled students. As the data show, there are similar representations of all students in their first time at Alvin in the groupings of ethnicity/race and gender. However, first time at Alvin students are overrepresented in the students that receive Pell, are full-time, and underprepared.

All comparison groups



	Under-prepared	Prepared	White	African American	Hispanic	Other	Male	Female	Full-Time	Part-Time	Received Pell	Did Not Receive Pell
Total first-time at Alvin enrolled	34%	66%	42%	14%	38%	7%	49%	51%	51%	49%	41%	59%
Total all enrolled	8%	92%	39%	13%	37%	10%	45%	55%	25%	75%	17%	83%

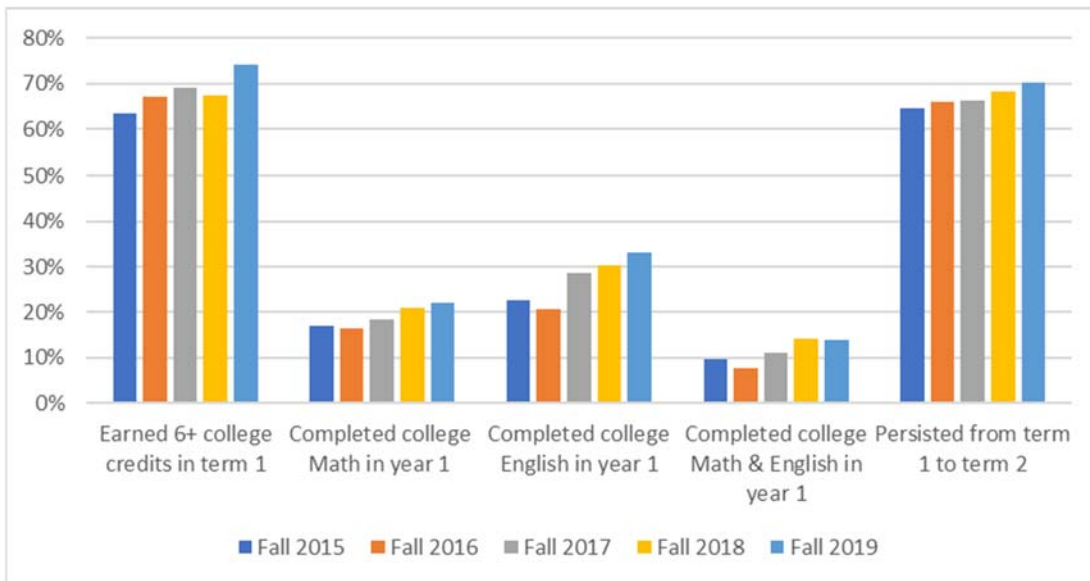
First Time at Alvin Overrepresentation



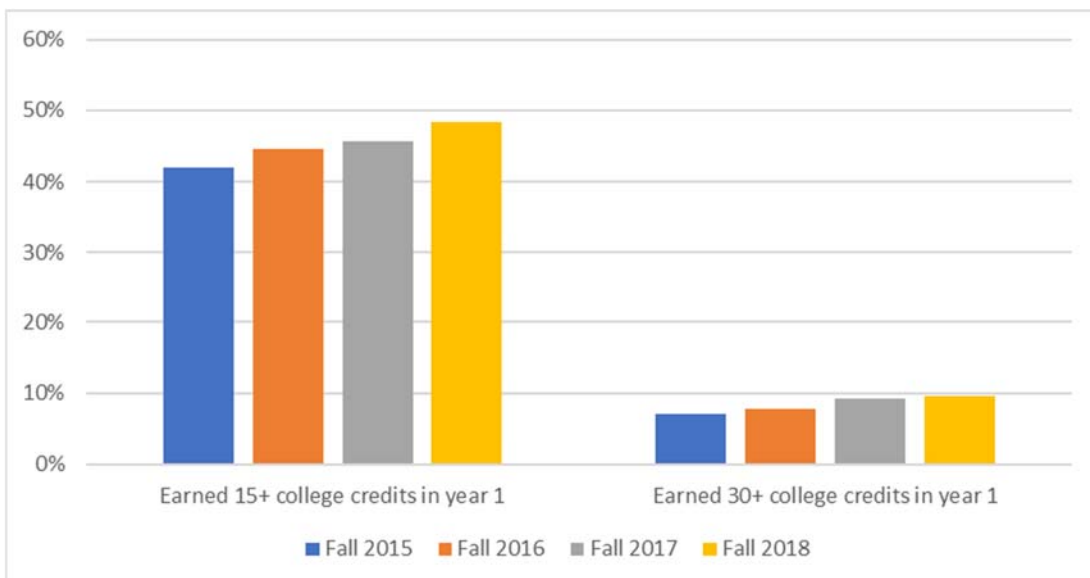
ACROSS CRITERION

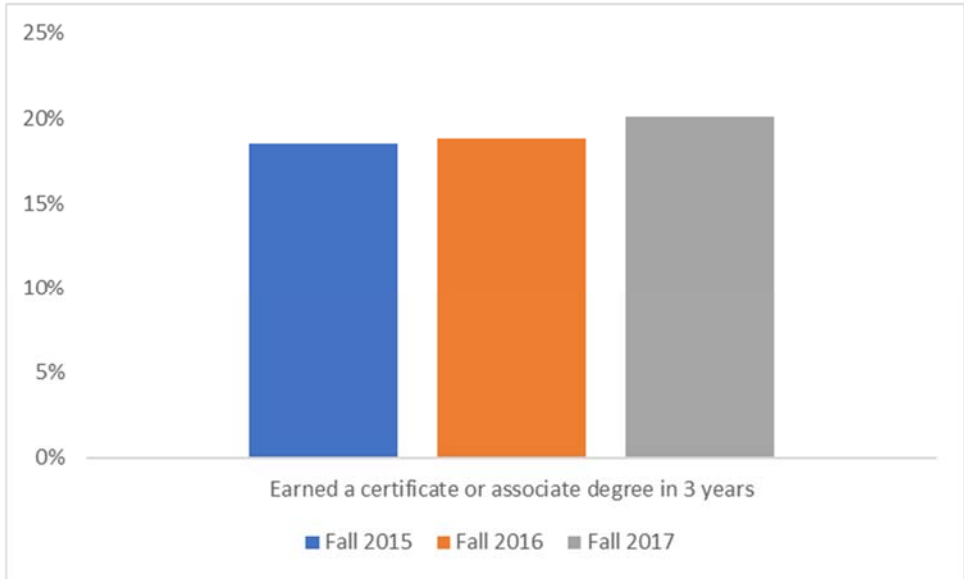
Without disaggregation, ACC shows a positive trend on all the factors measured. Each one has incremental optimistic moves forward.

Aggregate Data show positive trends across all factors

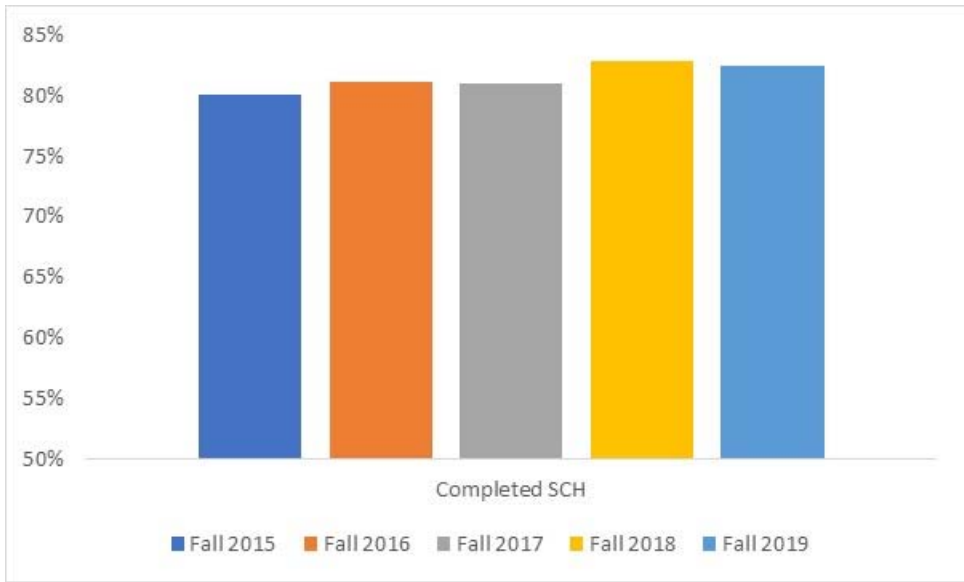


In the data used in the criterion of completion of a credential or completion of 15 or 30 hours, Fall 2019 was removed as complete data was not yet available for that year (i.e. Summer 2020 is not complete) at the writing of this report.





The data for Semester Credit Hours (SCH) is the percent of students who attempted and completed semester credit hours. Attempted means they were enrolled through census in those course hours. Completed is defined as receiving a passing grade of at least a D in those same course hours.



Disaggregation is necessary to tell the whole story of student performance and illustrate where improvement(s) can be made

Data Trends & Gaps

This section highlights the trends and gaps in the data using the cross-sections of the disaggregated data. The deeper dive into the data are in the following sections of this report.

Actionable Trends and Gaps

African American FTIC students had the lowest percent in all criterion reviewed in the Fall 2019. The consistent or widening difference between our African American student and the three other groups where action may help shift the gap/trend fall into the following criterion:

- Earning 6+ hours in the first term
- Earning 15+ hours in the first year
- Completion of math in the first year
- Completion of English in the first year

First time at Alvin African American students were 15 or more points away from the highest scoring group in these four criteria for Fall 2019. The table below gives the percent point difference from the highest scoring and the second lowest scoring group.

	Earned 6+ college credits in term 1	Completed college math in year 1	Completed college English in year 1	Earned 15+ college credits in year 1
African American (FTAA)	52%	12%	19%	37%
Difference from Highest	27	15	20	19
Difference from Second Lowest	17	8	13	10

Action Items

Based on the gaps in these criteria, the Executive Leadership Team has committed to the following action items.













1. Increase Cultural Awareness and Sensitivity Training – Student Services focus and Faculty focus as the entry point for this training then transition to all staff on-boarding and continuous training
2. Measure Student Belongingness – Facilitate a survey for all students and ensure action as a result of the data
3. Create a Diversity and Inclusion Liaison – Campus-wide efforts to continue the Cultural Awareness and Sensitivity
4. Target Recruitment, Marketing, and Strategic Enrollment Management Efforts – Population targeted efforts to match the high school students and improve student representation, tracking of the impact of the QEP on this population and outcomes
5. Share Data Across ACC – share data on the program breakdowns and where opportunities for improvement exist

Disaggregated Data

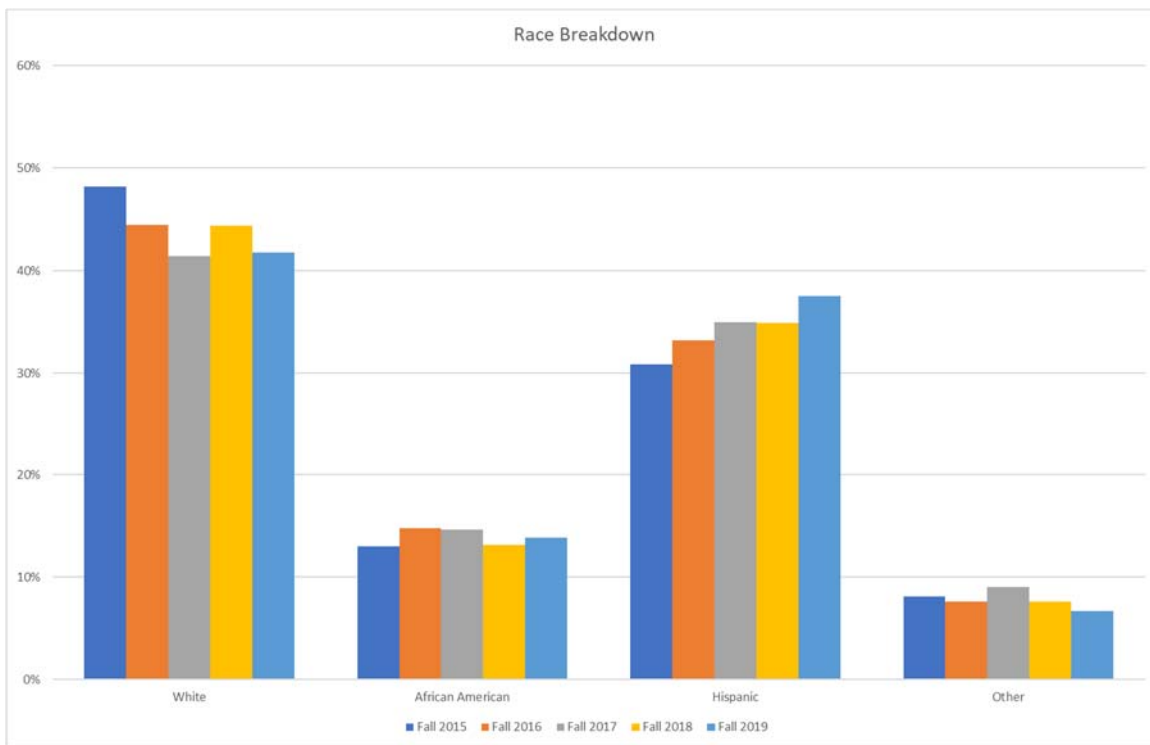
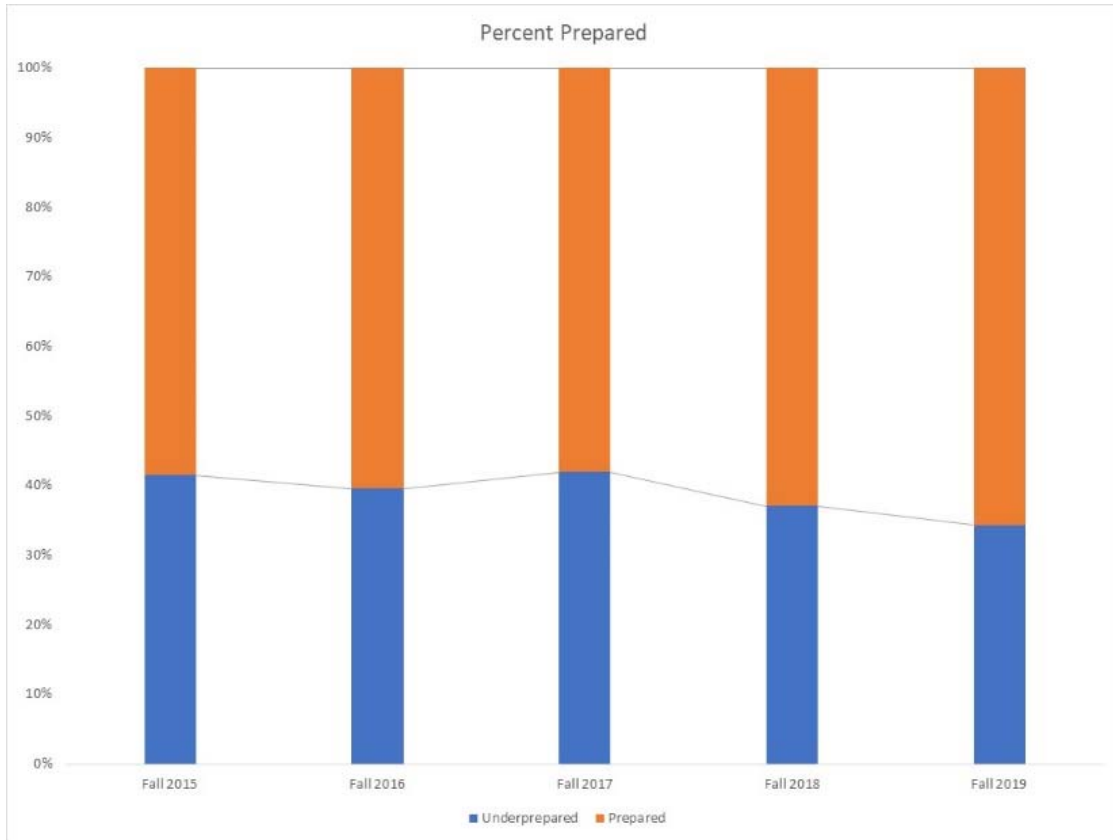
This section is a presentation of all the data by cohort and cross-sections. This is shared based on enrollment Semester Credit Hour (SCH), credits earned in the first term, completion of math and English, and credits earned in the first year.

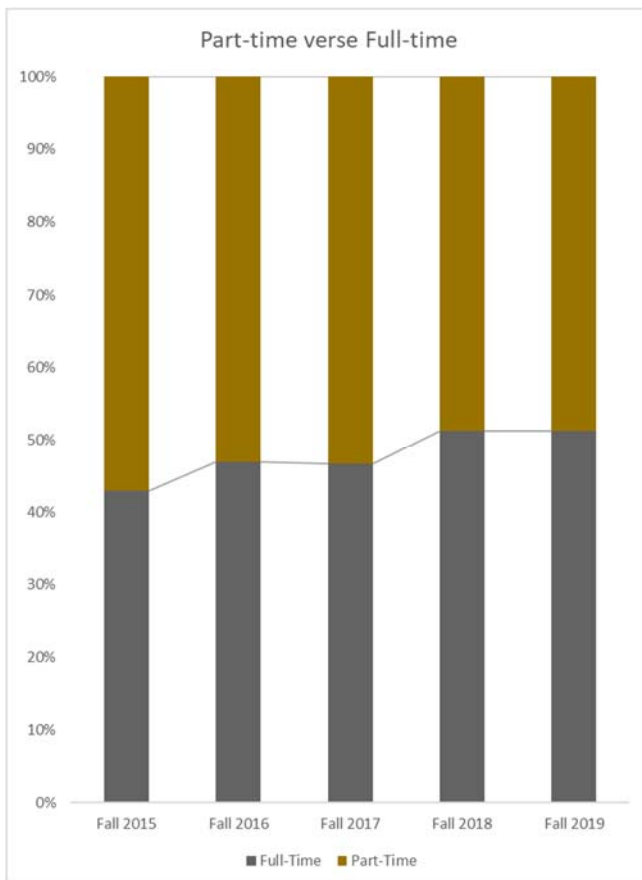
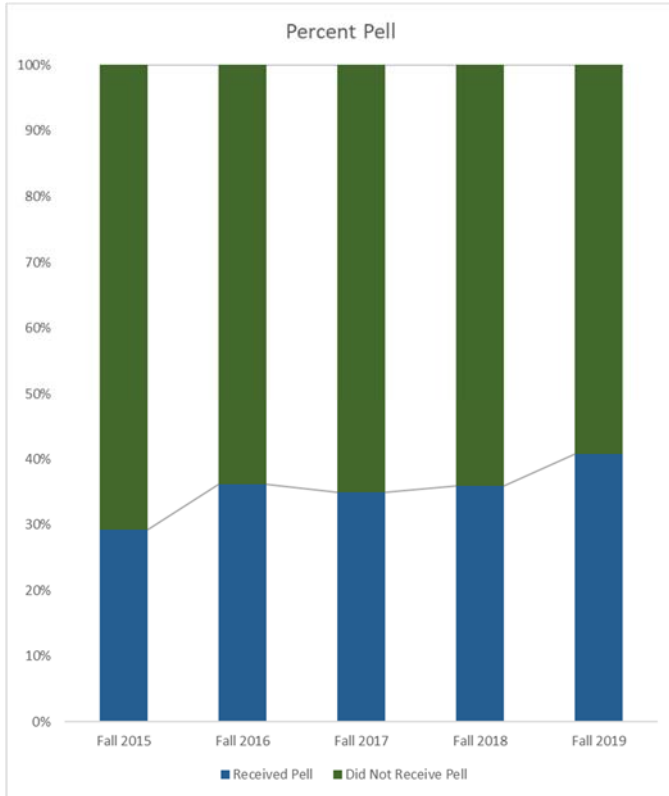
Enrollment

Underprepared students are starting to decline in our first time at Alvin population (Fall 2015, 41% to Fall 2019 34%), however, the split of men and women have not changed much in terms of percentage of the cohort. The percentage of Hispanic students in the first time at Alvin continue to grow slowly (Fall 2015 – 31% to Fall 2019 – 38%) while the white student percentage is on a slow decrease (Fall 2015 – 48% to Fall 2019 – 42%). Finally, the percentage of first time at Alvin student who receive Pell continues to increase (Fall 2015 – 29% to Fall 2019 – 41%), as does the percentage attending full-time (Fall 2015 – 43% to Fall 2019 – 51%).

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Trendlines
Underprepared	41%	40%	42%	37%	34%	
Prepared	59%	60%	58%	63%	66%	
White	48%	44%	41%	44%	42%	
African American	13%	15%	15%	13%	14%	
Hispanic	31%	33%	35%	35%	38%	
Other	8%	8%	9%	8%	7%	
Male	51%	48%	49%	48%	49%	
Female	49%	52%	51%	52%	51%	
Full-Time	43%	47%	47%	51%	51%	
Part-Time	57%	53%	53%	49%	49%	
Received Pell	29%	36%	35%	36%	41%	
Did Not Receive Pell	71%	64%	65%	64%	59%	

*"Trendlines" are provided in tables for this section of the report to map the row of data. A red marker notes the "low point" point in the row's data and green indicates the "high point". In example from the table above, in the row of "Received Pell", the red marker is the first spot on the line and the green is the last. This indicates that the percentage of students receiving Pell is at the highest in Fall 2019 (a positive trend). The "Did Not Receive Pell" row has the inverse of the "Received Pell" row, where the percentage of students not receiving Pell has been declining (a negative trend).

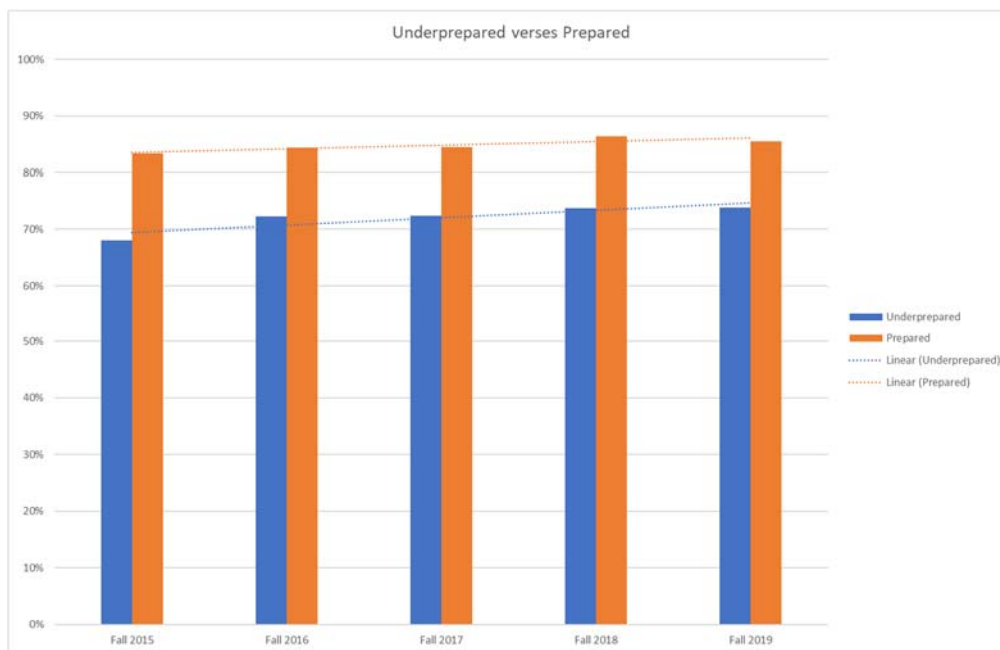


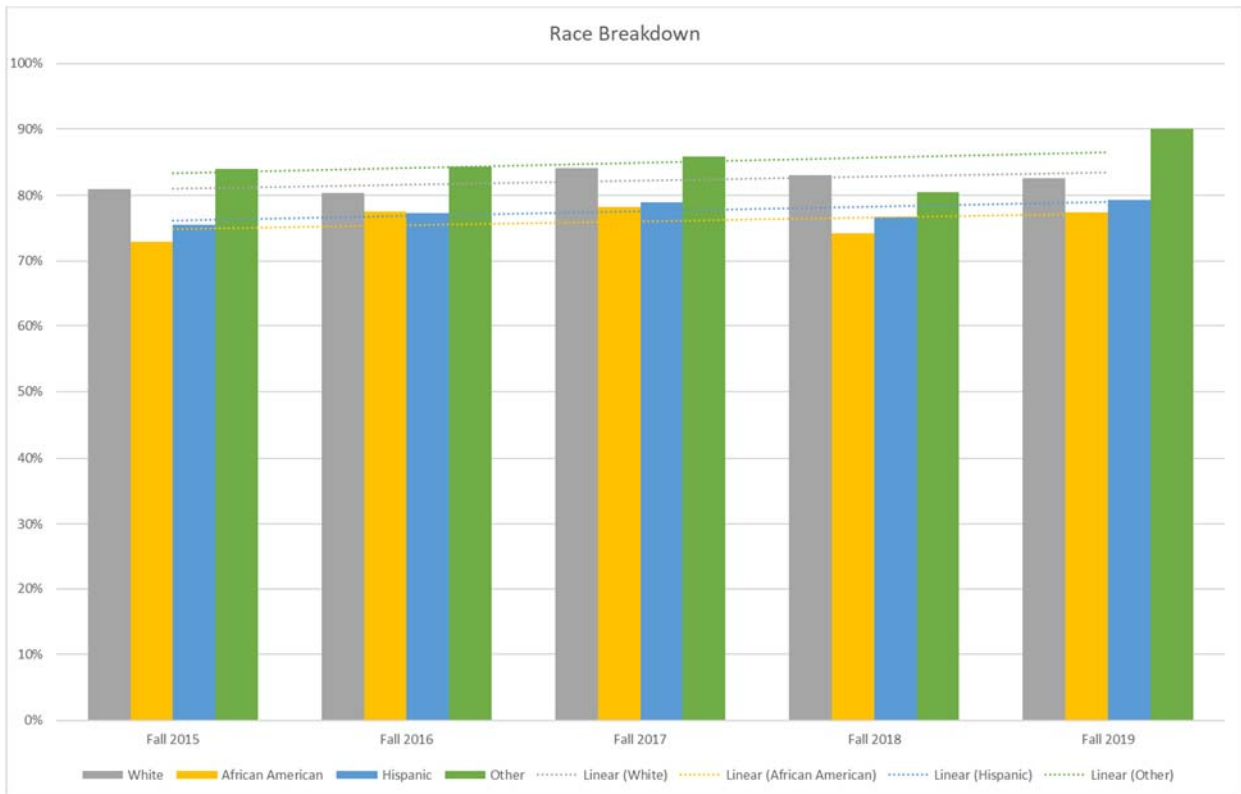
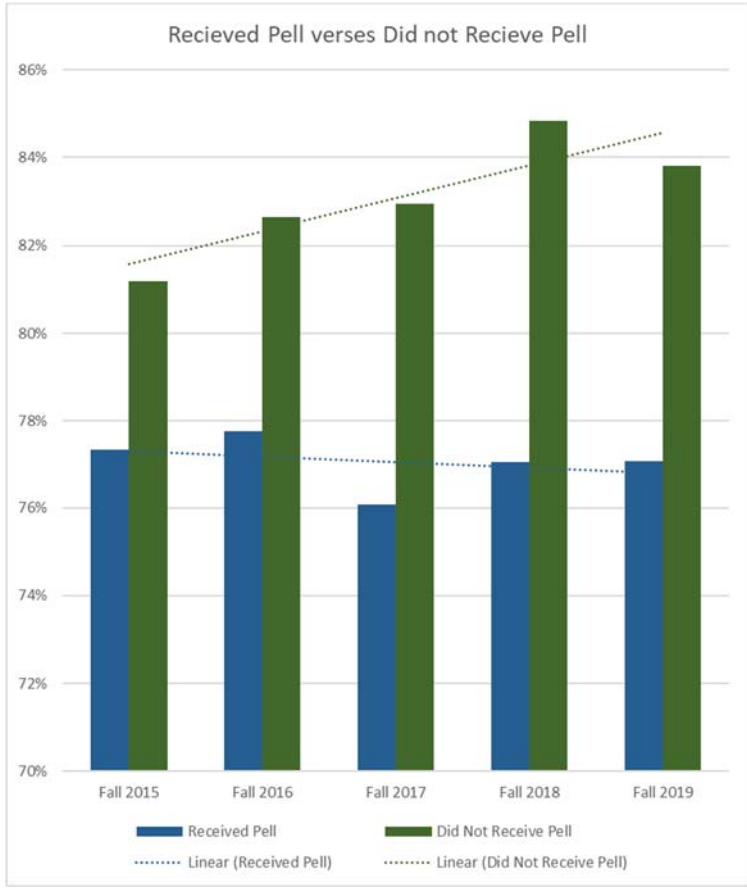


Semester Credit Hour (SCH)

Overall, the percentage of students, in the aggregate, has remained consistent (in the range of 80%-83%) in completed hours (attempted verses completed hours) in the Fall terms. The only groups that have a consistently low percentage of completion of attempted hours is the underprepared (Fall 2019 - 74%) and receiving Pell (Fall 2019 - 77%). Both these groups had an under 80% completion (the lowest aggregated percentage for all Alvin) in all five years. For first time at Alvin students on the underprepared group and African American Groups fell below 80% in Fall 2019. However, there are no large visual gaps in groups for completion of hours.

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Trendlines
Underprepared	68%	72%	72%	74%	74%	
Prepared	83%	84%	84%	86%	86%	
White	81%	81%	83%	83%	83%	
African American	79%	81%	77%	80%	80%	
Hispanic	78%	80%	79%	81%	82%	
Other	85%	88%	87%	88%	86%	
Male	79%	80%	79%	81%	81%	
Female	81%	82%	83%	84%	83%	
Full-Time	81%	82%	81%	82%	81%	
Part-Time	80%	80%	81%	84%	84%	
Received Pell	77%	78%	76%	77%	77%	
Did Not Receive Pell	81%	83%	83%	85%	84%	

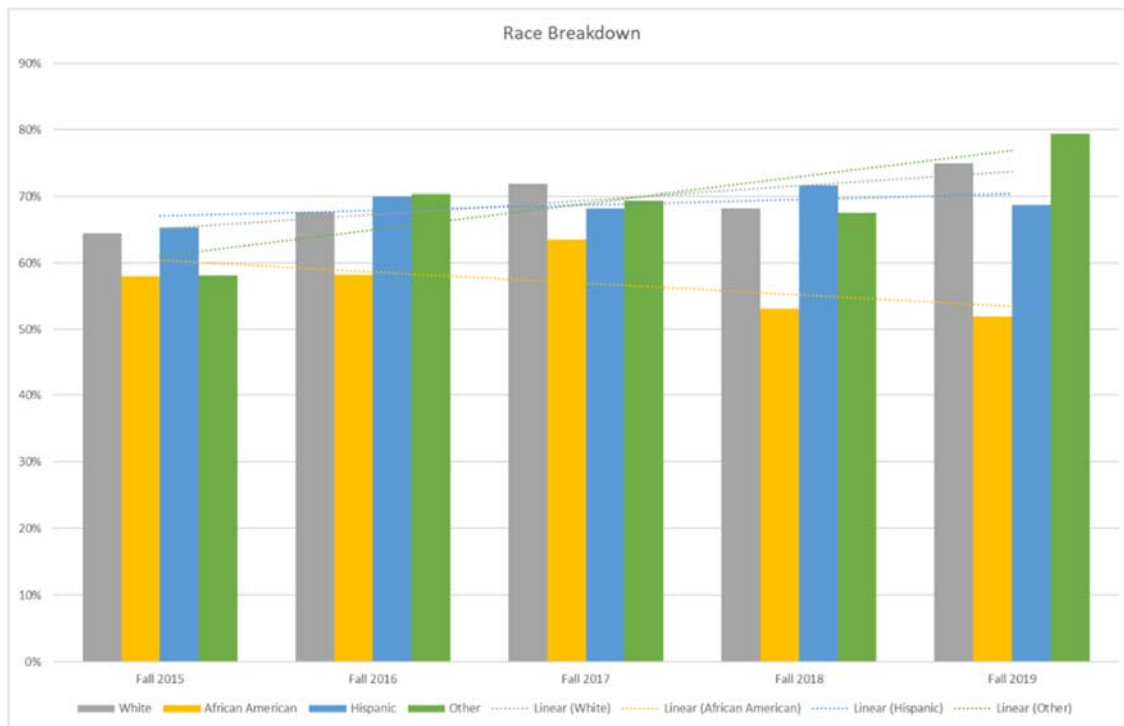




Earned 6+ college credits in term 1

Overall, the percentage of students, in the aggregate, has been increasing in earning 6+ hours within the first term. African Americans is the only group that have seen a consistent lowering in the percentage of completion of 6+ hours in the first term since Fall 2017 (Fall 2015 – 58% to Fall 2019 – 52%). Further, in Fall 2019, the African American group is 17 percentage points below the next lowest group (Hispanics at 69%).

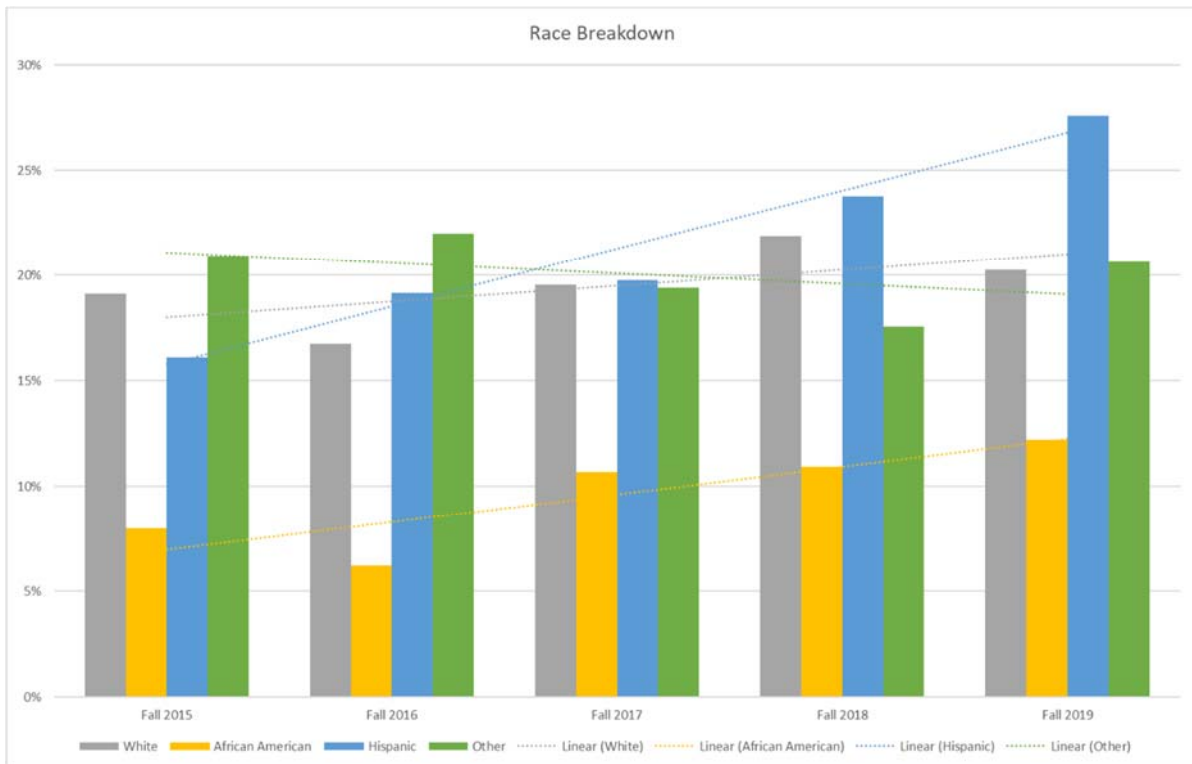
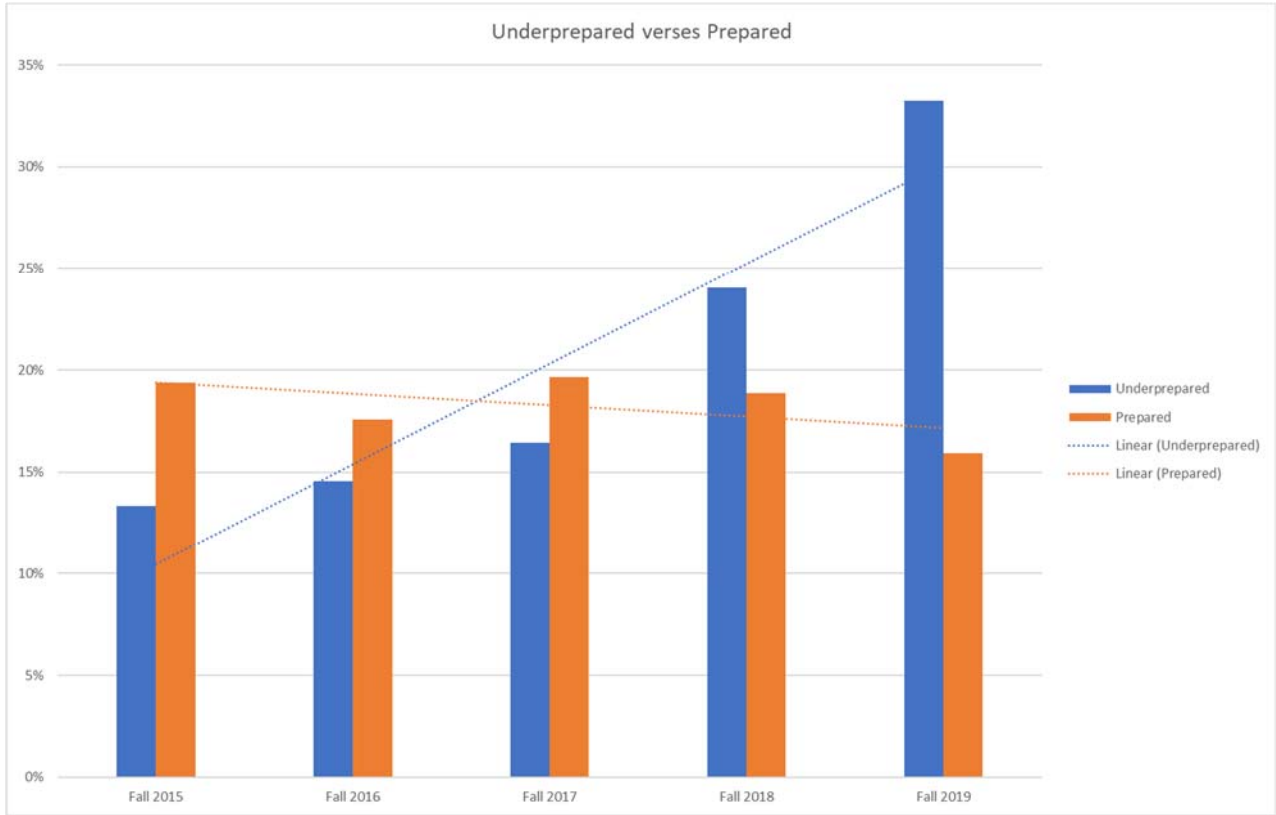
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Trendlines
Underprepared	67%	72%	73%	69%	78%	
Prepared	61%	64%	67%	66%	72%	
White	65%	68%	72%	68%	75%	
African American	58%	58%	64%	53%	52%	
Hispanic	65%	70%	68%	72%	69%	
Other	58%	70%	69%	68%	79%	
Male	64%	69%	72%	68%	76%	
Female	63%	66%	66%	66%	72%	
Full-Time	82%	84%	83%	83%	86%	
Part-Time	50%	52%	55%	50%	62%	
Received Pell	67%	71%	71%	71%	80%	
Did Not Receive Pell	62%	65%	68%	66%	70%	

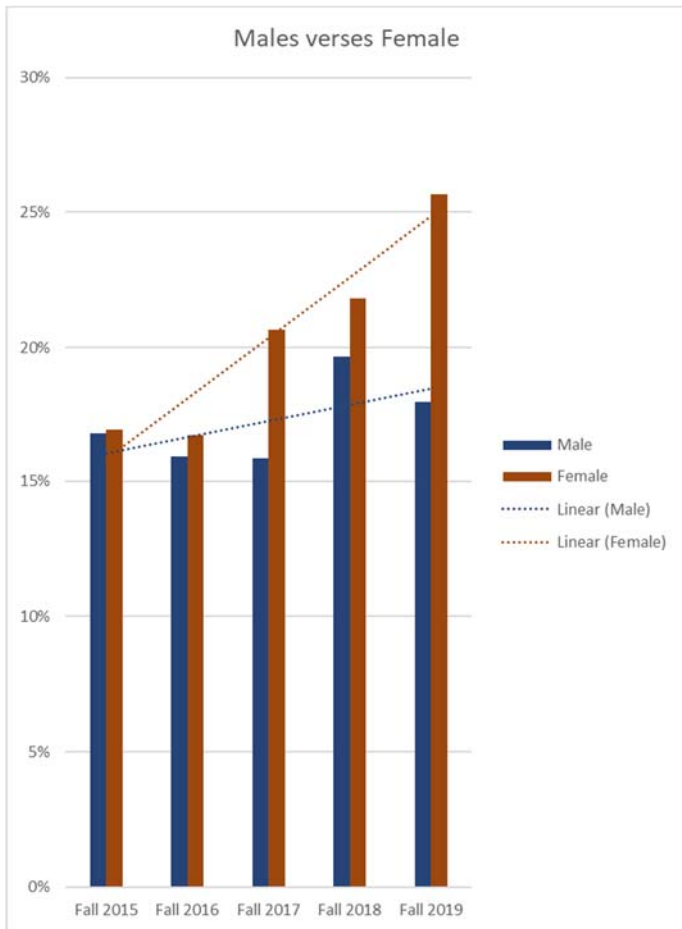
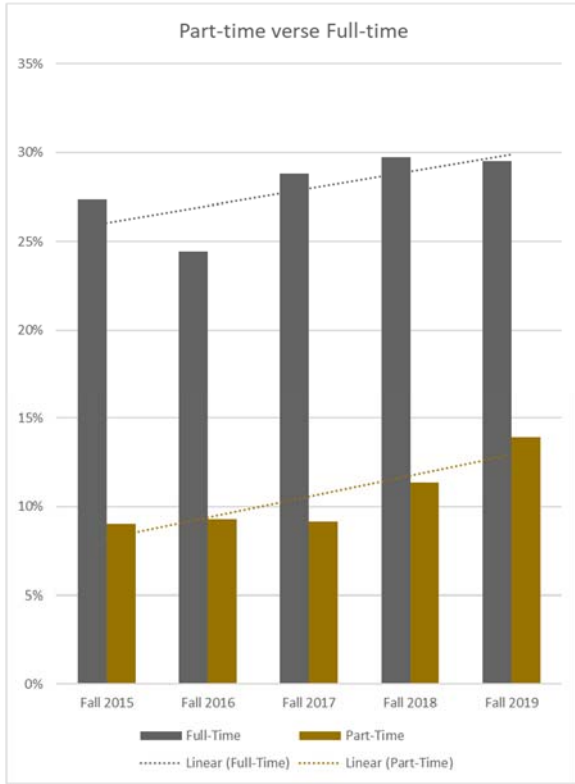


Completed college math in year 1

In the aggregate, the percentage of students has been increasing in completing math within the first year. However, the percentage is dropping for the prepared student (Fall 2015 – 19% to Fall 2019 – 16%) while the underprepared is advancing with a wide gap (Fall 2015 – 13% to Fall 2019 – 33%). The completion of math is remaining flat for African American (Fall 2019 – 12%) students, while the gap between them and other populations is wide (Fall 2019 – 20% for White, 21% for Other, & 28% for Hispanic). The gap between full-time (Fall 2019 – 29%) and part-time (Fall 2019 – 14%) percentage of students completing math is wide. Additionally, the gap between men (Fall 2015 – 17% to Fall 2019 – 18%) and women (Fall 2015 – 17% to Fall 2019 – 26%) is growing.

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Trendlines
Underprepared	13%	15%	16%	24%	33%	
Prepared	19%	18%	20%	19%	16%	
White	19%	17%	20%	22%	20%	
African American	8%	6%	11%	11%	12%	
Hispanic	16%	19%	20%	24%	28%	
Other	21%	22%	19%	18%	21%	
Male	17%	16%	16%	20%	18%	
Female	17%	17%	21%	22%	26%	
Full-Time	27%	24%	29%	30%	29%	
Part-Time	9%	9%	9%	11%	14%	
Received Pell	15%	18%	21%	23%	24%	
Did Not Receive Pell	18%	15%	17%	19%	20%	

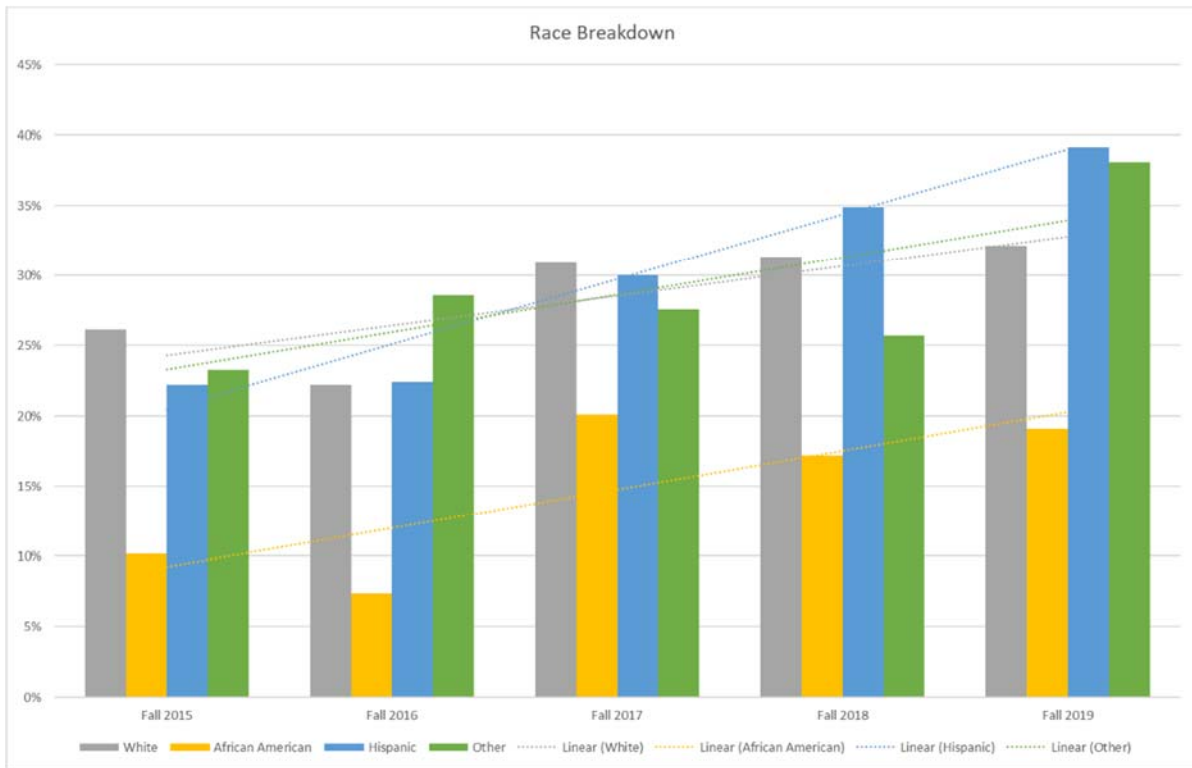
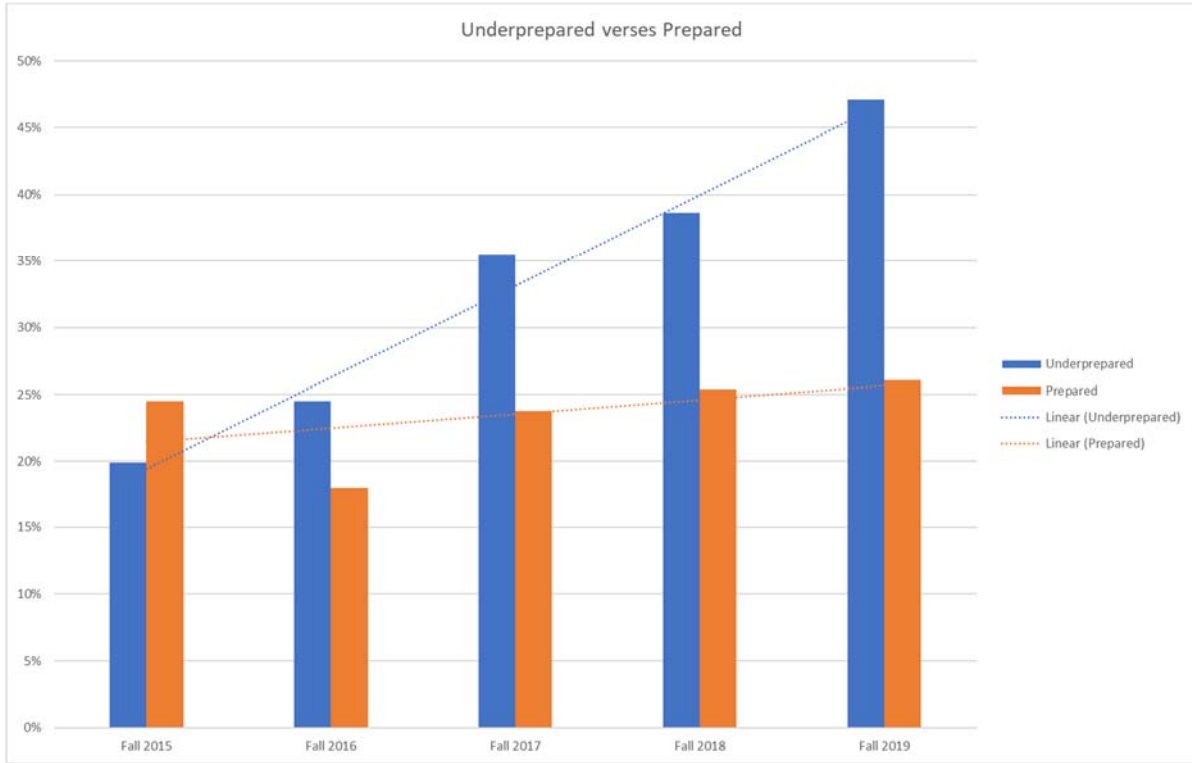


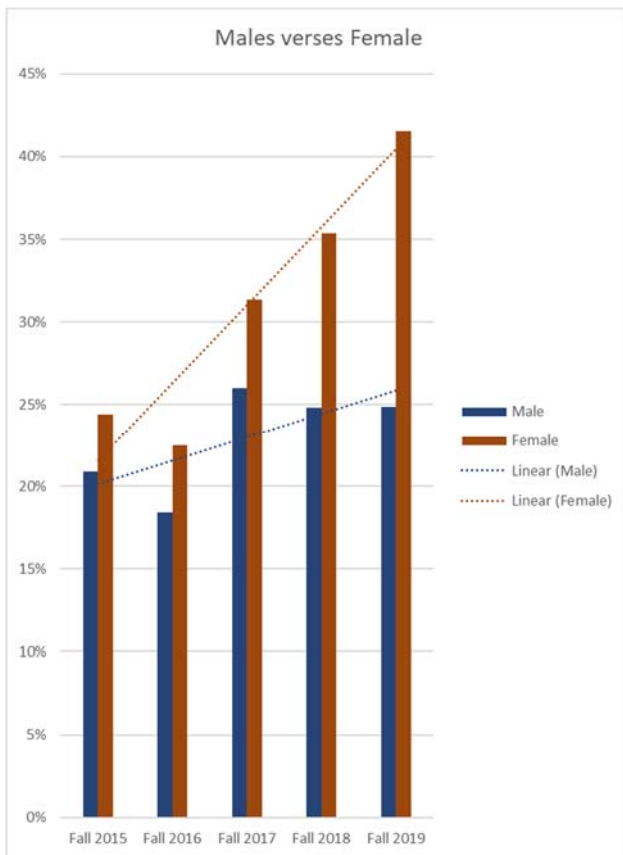
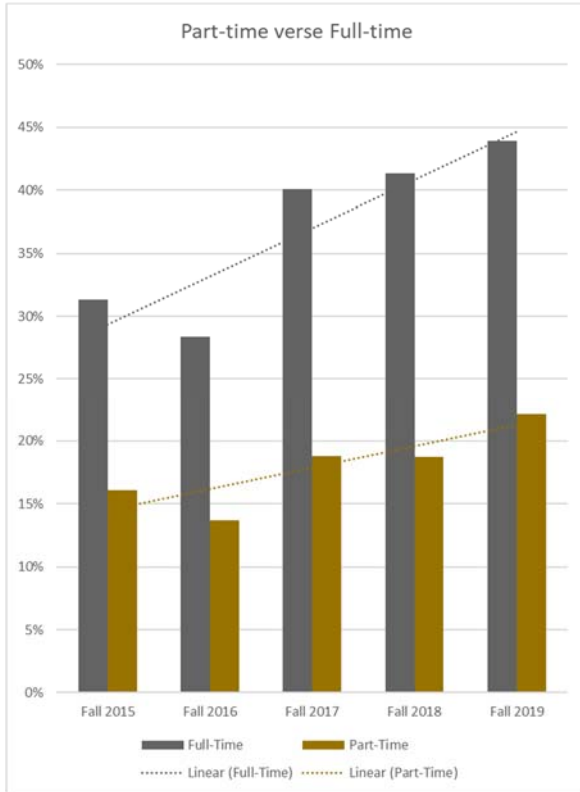


Completed college English in year 1

Overall, the percentage of students, in the aggregate, has been increasing in completing English within the first year. In disaggregated data, the percentage is remaining flat for the prepared student (Fall 2015 – 25% to Fall 2019 – 26%) while the underprepared (Fall 2015 – 20% to Fall 2019 – 47%) is getting better with a wide gap. The completion of English is improving for African American students (Fall 2015 – 10% to Fall 2019 – 19%); however, the gap between them and other populations is wide (Fall 2019 – 32% for White, 38% for Other, & 39% for Hispanic). The gap between full-time (Fall 2019 – 44%) and part-time (Fall 2019 – 22%) percentage of students completing English is wide, and the gap between men (Fall 2015 – 21% to Fall 2019 – 25%) and women (Fall 2015 – 24% to Fall 2019 – 42%) is growing.

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Trendlines
Underprepared	20%	24%	36%	39%	47%	
Prepared	25%	18%	24%	25%	26%	
White	26%	22%	31%	31%	32%	
African American	10%	7%	20%	17%	19%	
Hispanic	22%	22%	30%	35%	39%	
Other	23%	29%	28%	26%	38%	
Male	21%	18%	26%	25%	25%	
Female	24%	22%	31%	35%	42%	
Full-Time	31%	28%	40%	41%	44%	
Part-Time	16%	14%	19%	19%	22%	
Received Pell	23%	23%	31%	35%	33%	
Did Not Receive Pell	23%	19%	27%	28%	34%	





Completed college math & English in year 1

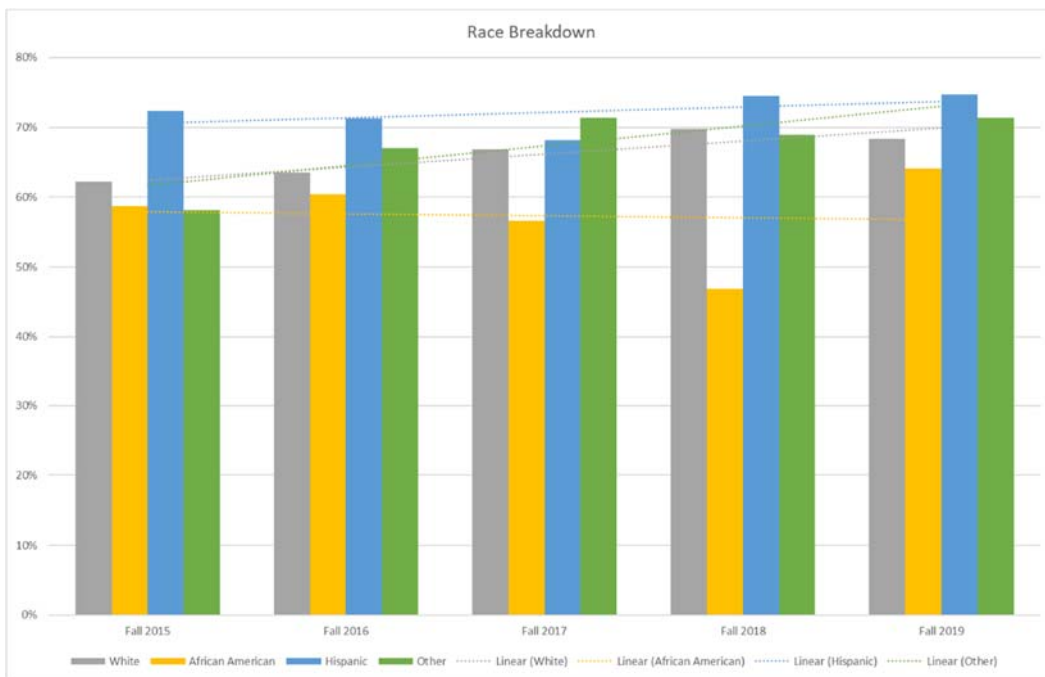
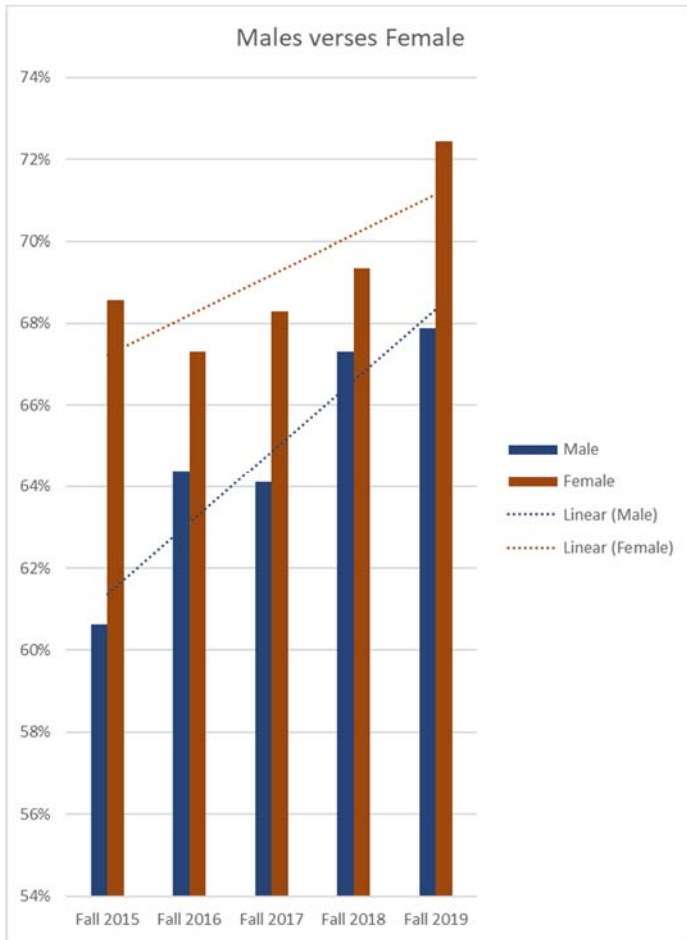
Trends in completing both, math and English, are very similar to the completion of math or English on their own in both aggregate and disaggregate with a lower percentages overall accomplishing completing both in the first year.

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Trendlines
Underprepared	8%	8%	10%	18%	21%	
Prepared	11%	7%	11%	12%	10%	
White	11%	9%	12%	14%	11%	
African American	4%	2%	4%	7%	6%	
Hispanic	9%	8%	12%	17%	19%	
Other	12%	10%	12%	12%	16%	
Male	9%	7%	10%	13%	11%	
Female	10%	8%	12%	15%	17%	
Full-Time	17%	12%	19%	22%	21%	
Part-Time	4%	4%	4%	6%	7%	
Received Pell	9%	9%	12%	18%	14%	
Did Not Receive Pell	10%	7%	10%	12%	14%	

Persisted from term 1 to term 2

The percentage of students, in the aggregate, has been increasing in persistence from term one (fall) to term two (spring). Gaps between the different populations are consistent across the years. However, men appear to be closing the gap in the last two years and African American rates remain mostly flat.

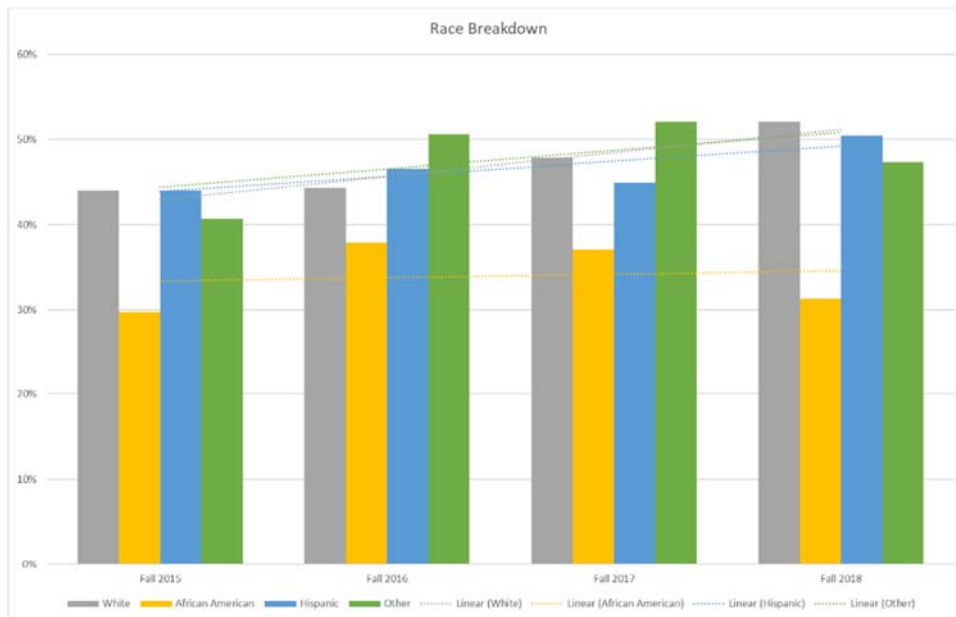
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Trendlines
Underprepared	75%	74%	74%	77%	78%	
Prepared	57%	61%	61%	64%	66%	
White	62%	64%	67%	70%	68%	
African American	59%	60%	57%	47%	64%	
Hispanic	72%	71%	68%	74%	75%	
Other	58%	67%	71%	69%	71%	
Male	61%	64%	64%	67%	68%	
Female	69%	67%	68%	69%	72%	
Full-Time	74%	76%	78%	77%	78%	
Part-Time	57%	57%	56%	60%	62%	
Received Pell	76%	73%	74%	73%	75%	
Did Not Receive Pell	60%	62%	62%	66%	67%	

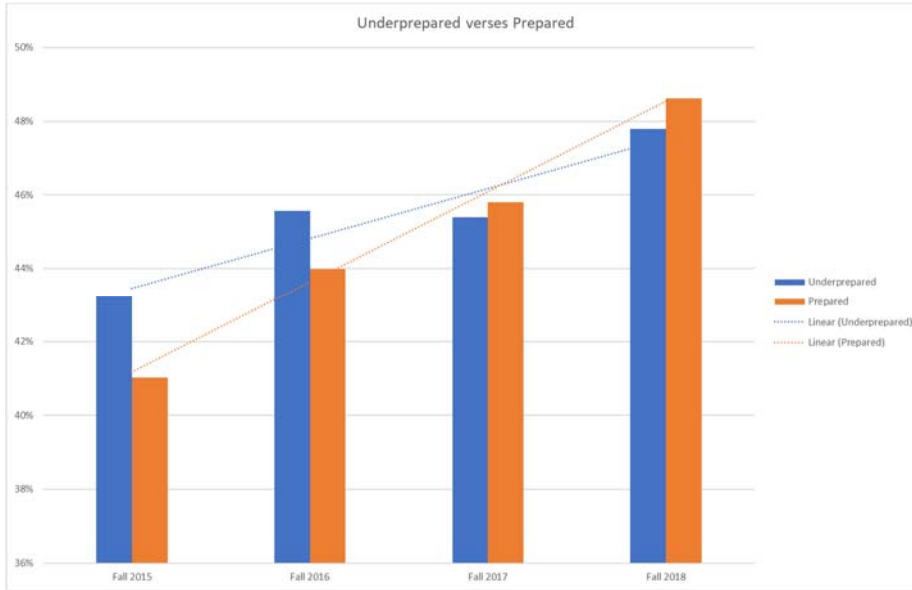


Earned 15+ college credits in year 1

The percentage of students, in the aggregate, has been increasing in the numbers earning 15 or more college credits in the first year. The largest gap is visible between African American students and other populations as well as full-time and part-time students. In Fall 2019, 37% of African American students completed 15 or more credits were 47% (Hispanic), 48% (White), and 56% (Other) completed credits in the same amount. Underprepared students have been doing well when compared to prepared students but the percentage of prepared students has been growing at a faster rate than underprepared. In four years, the prepared student percentage increased by 8% and underprepared increased by 5%.

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Trendlines
Underprepared	43%	46%	45%	48%	47%	
Prepared	41%	44%	46%	49%	46%	
White	44%	44%	48%	52%	48%	
African American	30%	38%	37%	31%	37%	
Hispanic	44%	47%	45%	50%	47%	
Other	41%	51%	52%	47%	56%	
Male	43%	46%	46%	46%	45%	
Female	41%	43%	45%	50%	48%	
Full-Time	62%	64%	68%	65%	65%	
Part-Time	27%	28%	26%	30%	26%	
Received Pell	42%	48%	51%	52%	51%	
Did Not Receive Pell	42%	42%	43%	46%	43%	

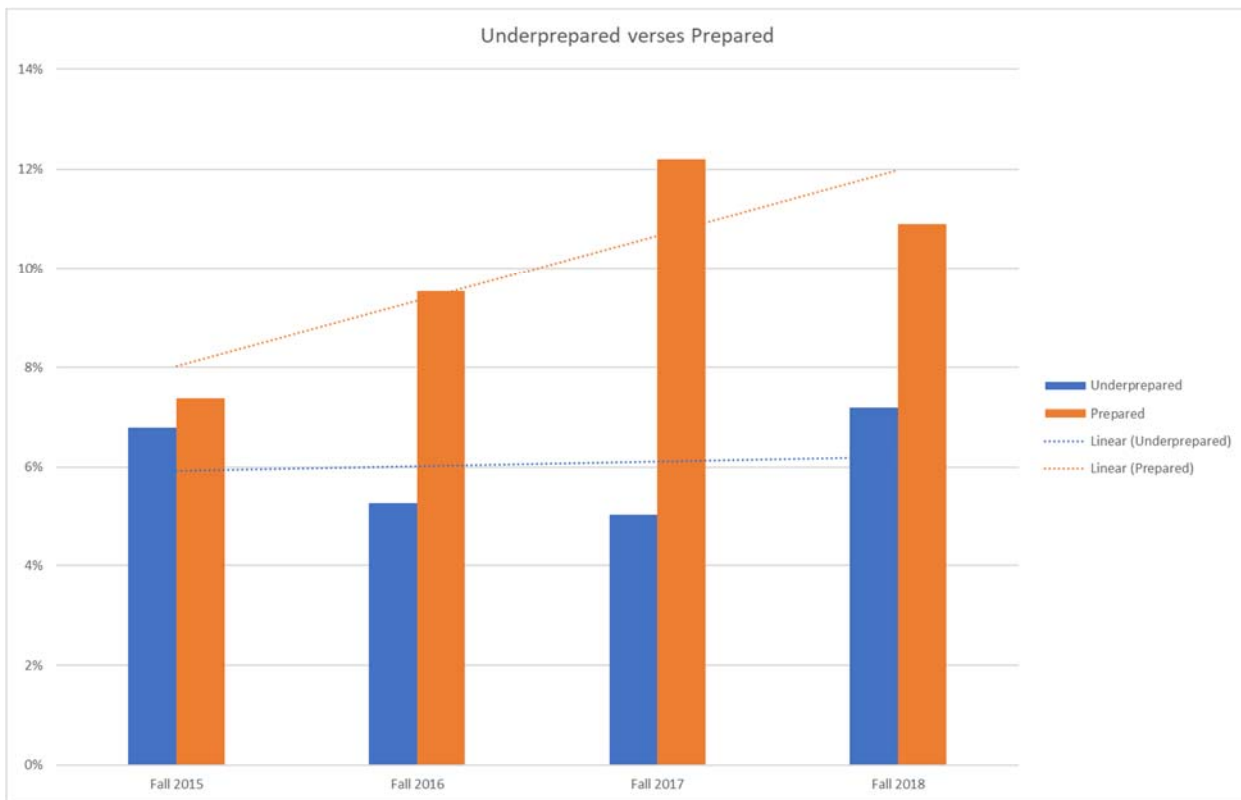
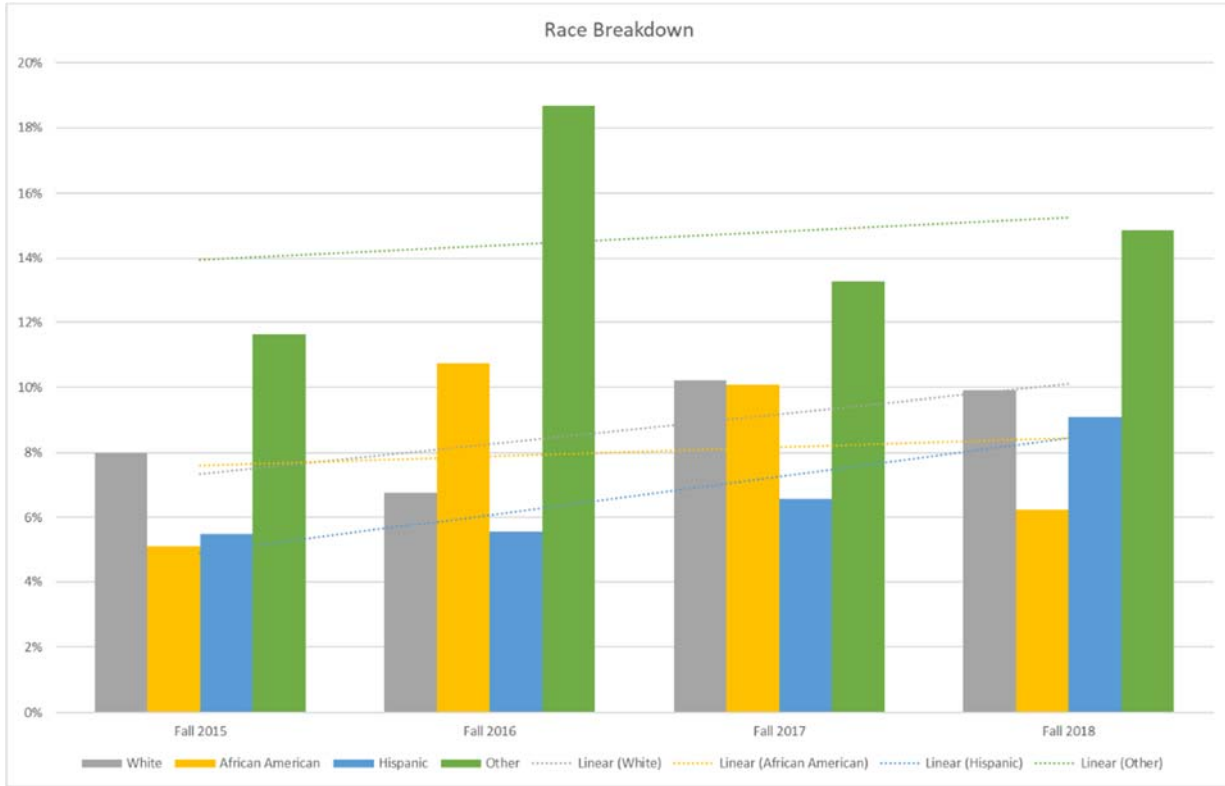




Earned 30+ college credits in year 1

The percentage of students, in the aggregate, has been increasing in the numbers earning 30 or more college credits in the first year. However, the cross-sections of data tell a different story. The largest gap in earning 30 or more hours is visible between African American students and other populations as well as full-time and part-time students. The percentage of underprepared students earning 30 or more credits in a year has been dropping when compared to prepared students; women are also dropping in comparison to males.

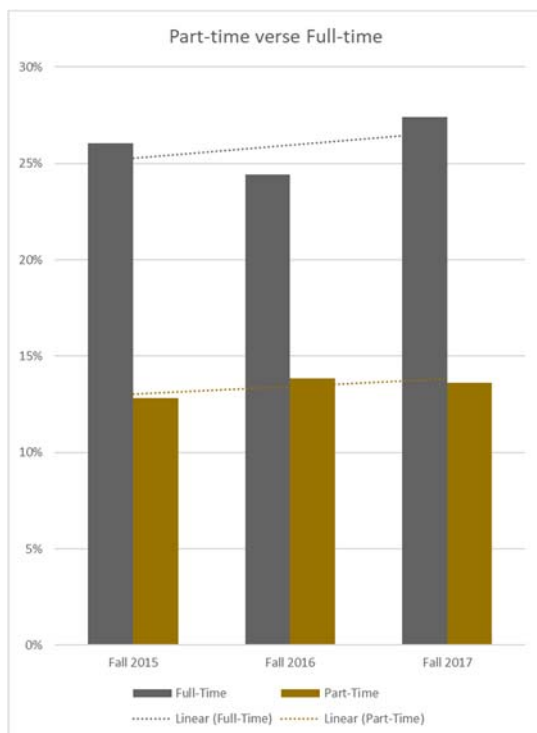
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Trendlines
Underprepared	7%	5%	5%	7%	2%	
Prepared	7%	10%	12%	11%	10%	
White	8%	7%	10%	10%	8%	
African American	5%	11%	10%	6%	6%	
Hispanic	5%	6%	7%	9%	6%	
Other	12%	19%	13%	15%	10%	
Male	7%	9%	11%	10%	9%	
Female	7%	7%	8%	9%	5%	
Full-Time	16%	16%	17%	16%	14%	
Part-Time	0%	0%	2%	2%	0%	
Received Pell	6%	8%	9%	10%	8%	
Did Not Receive Pell	7%	8%	9%	9%	7%	

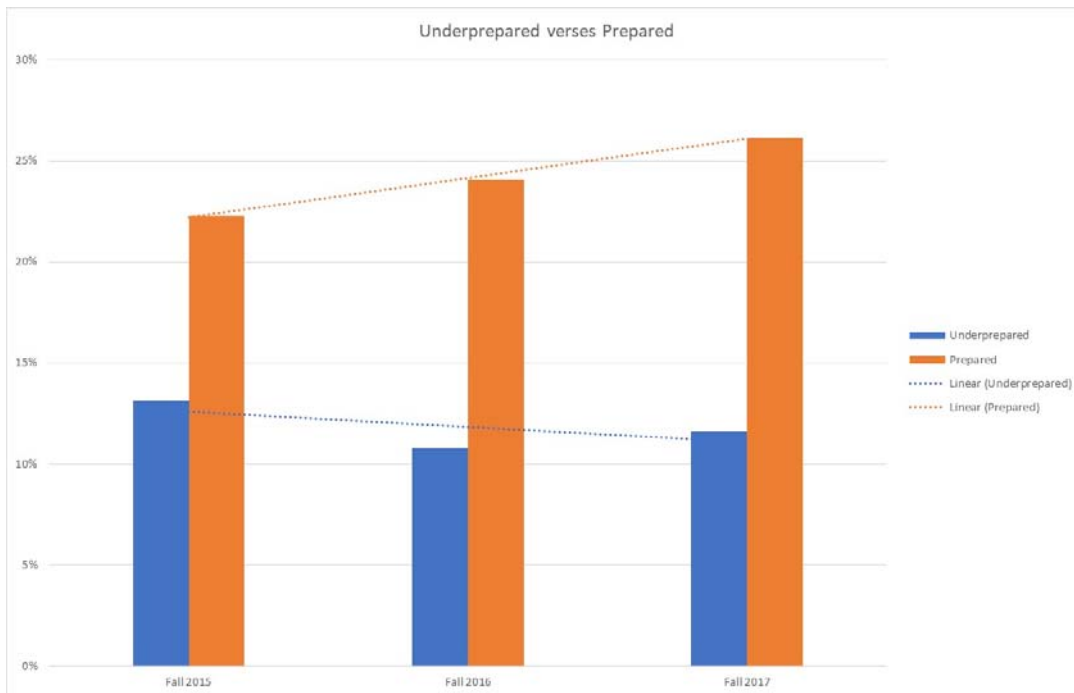
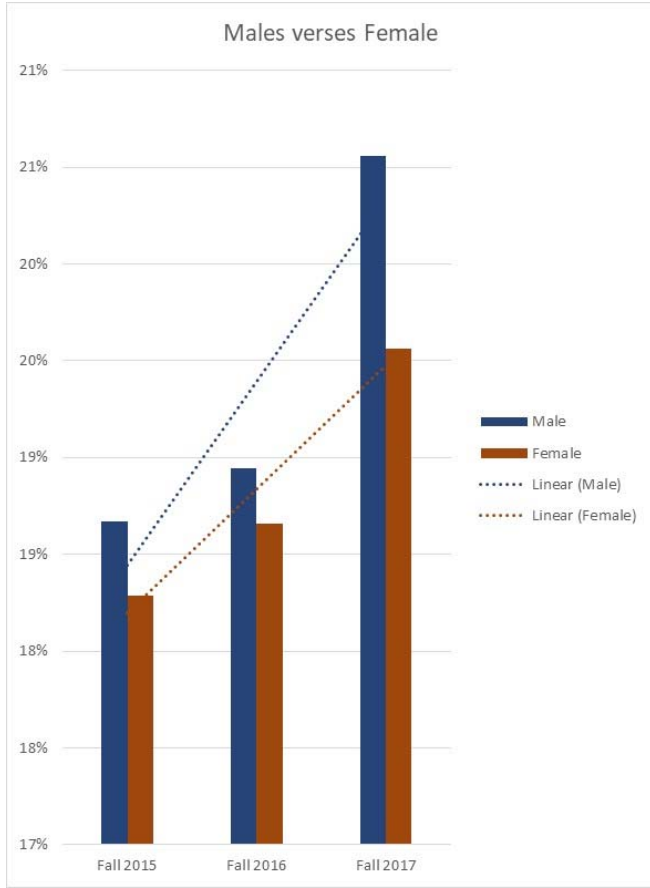


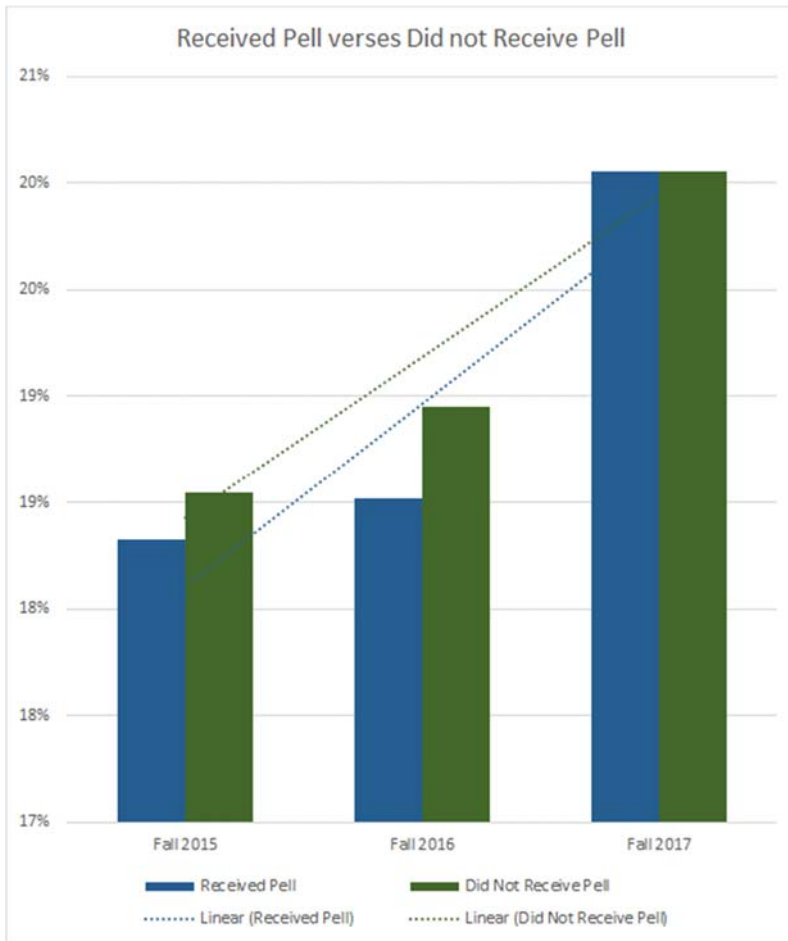
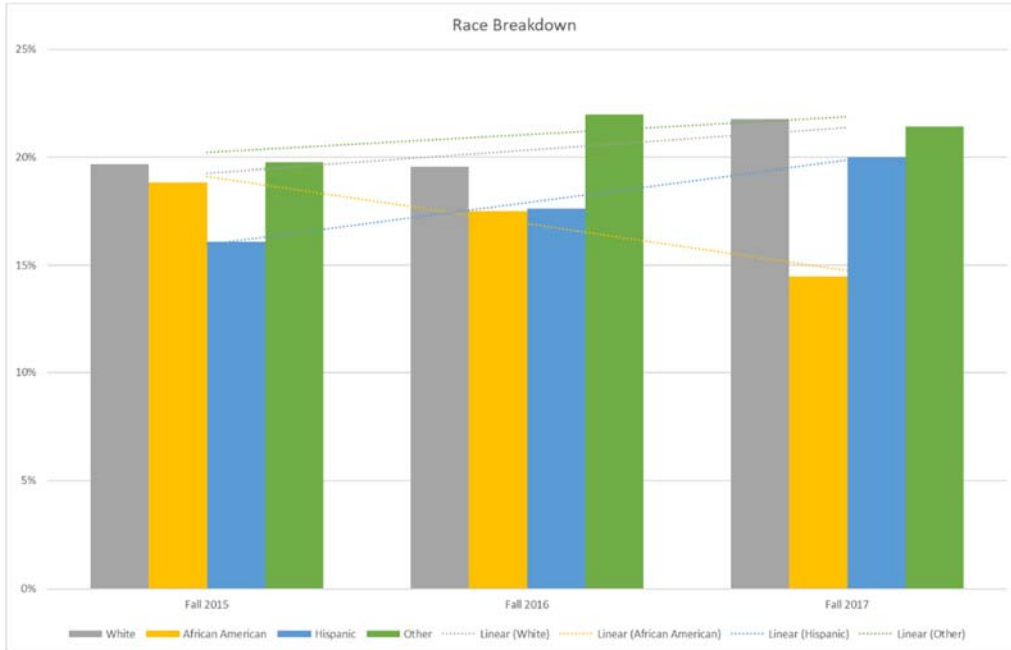
Earned a certificate or associate degree in three years

The trend has been upward for the institution but gaps do exist in most populations in earning a credential in three years. The percentage of underprepared and women students who earn a credential in three years or less has been increasing while the percentage of prepared students has remained flat. The gap is wide and increasing between African American students and other populations with regard to earning a credential. While percentage of students who receive Pell and earn a credential is increasing when compared to those who do not receive Pell. Unsurprisingly, the gap for earning a credential between full-time and part-time students is wide.

	Fall 2015	Fall 2016	Fall 2017	Trendlines
Underprepared	13%	11%	12%	
Prepared	22%	24%	26%	
White	20%	20%	22%	
African American	19%	18%	14%	
Hispanic	16%	18%	20%	
Other	20%	22%	21%	
Male	19%	19%	21%	
Female	18%	19%	20%	
Full-Time	26%	24%	27%	
Part-Time	13%	14%	14%	
Received Pell	18%	19%	20%	
Did Not Receive Pell	19%	19%	20%	







Appendix - All Percentages


	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		
	N	% of Total enrolled	N	% of Total enrolled	N	% of Total enrolled	N	% of Total enrolled	N	% of Total enrolled	
All Enrolled at ACC	Underprepared	698	13%	775	13%	696	12%	614	10%	502	8%
	Prepared	4,701	87%	5,176	87%	5,286	88%	5,316	90%	5,680	92%
	White	2,604	48%	2,793	47%	2,558	43%	2,503	42%	2,433	39%
	African American	647	12%	770	13%	766	13%	735	12%	813	13%
	Hispanic	1,713	32%	1,858	31%	2,039	34%	2,100	35%	2,295	37%
	Other	435	8%	543	9%	621	10%	594	10%	641	10%
	Male	2,365	44%	2,562	43%	2,602	43%	2,565	43%	2,735	45%
	Female	3,014	56%	3,389	57%	3,383	57%	3,363	57%	3,387	55%
	Full-Time	1,417	26%	1,588	27%	1,467	25%	1,506	25%	1,529	25%
	Part-Time	3,982	74%	4,363	73%	4,518	75%	4,426	75%	4,653	75%
	Received Pell	1,636	28%	1,550	26%	1,417	24%	1,333	22%	1,070	17%
	Did Not Receive Pell	4,046	75%	4,401	74%	4,568	76%	4,599	78%	5,106	83%
	Total	5,399	100%	5,951	100%	5,985	100%	5,932	100%	6,182	100%
	Total enrolled - First Time At ACC	Underprepared	442	41%	474	40%	456	42%	362	37%	325
Prepared		624	59%	723	60%	631	58%	615	63%	621	66%
White		513	48%	532	44%	480	41%	434	44%	380	42%
African American		138	13%	177	15%	159	15%	125	13%	131	14%
Hispanic		329	31%	397	33%	380	35%	341	35%	355	38%
Other		86	8%	91	8%	88	8%	74	8%	63	7%
Male		541	51%	570	48%	535	49%	465	48%	467	49%
Female		526	49%	627	52%	625	51%	627	65%	673	71%
Full-Time		457	43%	561	47%	507	47%	501	51%	485	51%
Part-Time		609	57%	636	53%	580	53%	476	49%	461	49%
Received Pell		311	29%	432	36%	370	35%	350	36%	385	41%
Did Not Receive Pell		755	71%	762	64%	730	65%	627	64%	561	59%
Total		1,064	100%	1,147	100%	1,048	100%	977	100%	914	100%
Earned 6+ college credits in term 1		Underprepared	296	67%	339	72%	331	73%	251	69%	253
	Prepared	380	61%	466	64%	420	67%	407	66%	448	72%
	White	331	65%	360	68%	323	72%	296	68%	298	75%
	African American	80	58%	100	58%	101	64%	156	29%	168	26%
	Hispanic	215	65%	276	70%	259	68%	244	72%	244	69%
	Other	50	58%	64	70%	68	69%	50	68%	50	79%
	Male	345	64%	392	69%	386	72%	320	68%	356	76%
	Female	331	63%	413	66%	365	66%	338	66%	345	72%
	Full-Time	373	67%	473	84%	422	82%	418	82%	415	86%
	Part-Time	303	50%	332	52%	318	55%	240	50%	285	62%
	Received Pell	207	67%	305	71%	270	71%	247	71%	307	80%
	Did Not Receive Pell	469	62%	500	65%	481	68%	411	66%	394	70%
	Total	439	65%	469	65%	423	63%	353	67%	371	74%
	Completed college math in year 1	Underprepared	99	15%	69	15%	67	15%	97	15%	100
Prepared		121	19%	127	18%	124	20%	116	19%	99	16%
White		98	19%	89	17%	88	20%	95	22%	80	20%
African American		11	8%	11	6%	17	11%	14	11%	16	12%
Hispanic		53	16%	76	19%	75	20%	81	24%	98	28%
Other		18	18%	21	22%	19	18%	13	18%	13	21%
Male		91	17%	91	16%	85	16%	92	20%	84	18%
Female		89	17%	105	17%	114	21%	111	22%	123	26%
Full-Time		126	27%	137	24%	146	29%	148	30%	143	29%
Part-Time		56	9%	59	9%	56	9%	54	11%	67	14%
Received Pell		46	15%	78	19%	70	21%	82	23%	94	24%
Did Not Receive Pell		134	18%	118	15%	120	17%	121	19%	113	20%
Total		180	17%	196	16%	199	18%	203	21%	207	22%
Completed college english in year 1		Underprepared	88	20%	116	24%	162	36%	140	39%	153
	Prepared	153	18%	150	18%	130	24%	156	29%	162	26%
	White	134	28%	118	22%	130	31%	136	31%	127	32%
	African American	14	10%	13	7%	32	20%	22	17%	25	19%
	Hispanic	73	22%	89	22%	114	30%	119	35%	139	39%
	Other	20	23%	26	29%	27	28%	19	26%	24	36%
	Male	113	21%	105	18%	139	25%	116	25%	115	29%
	Female	128	24%	141	22%	173	31%	180	35%	199	42%
	Full-Time	143	31%	159	28%	203	40%	207	41%	213	44%
	Part-Time	98	16%	87	14%	109	19%	89	19%	102	22%
	Received Pell	70	23%	99	23%	116	33%	122	33%	127	33%
	Did Not Receive Pell	171	23%	147	19%	183	27%	174	28%	188	34%
	Total	241	23%	246	21%	312	29%	296	30%	315	33%
	Completed college math & english in year 1	Underprepared	34	8%	40	8%	47	10%	66	18%	67
Prepared		70	11%	53	7%	72	11%	71	12%	64	10%
White		57	11%	49	9%	55	12%	61	14%	43	11%
African American		6	4%	3	2%	8	4%	9	7%	8	6%
Hispanic		31	9%	32	8%	46	12%	58	17%	68	19%
Other		10	12%	0	10%	12	12%	9	12%	10	16%
Male		50	9%	41	7%	53	10%	60	13%	50	11%
Female		54	10%	62	9%	68	12%	77	16%	81	17%
Full-Time		78	17%	69	12%	97	19%	110	22%	101	21%
Part-Time		26	4%	24	4%	22	4%	27	6%	30	7%
Received Pell		28	9%	40	9%	47	12%	62	18%	54	14%
Did Not Receive Pell		76	10%	53	7%	72	10%	75	12%	67	14%
Total		104	10%	113	8%	119	11%	131	11%	131	14%
Persisted from term 1 to term 2		Underprepared	332	76%	349	74%	336	74%	277	77%	255
	Prepared	356	67%	440	61%	384	61%	391	64%	409	66%
	White	319	62%	338	64%	301	67%	303	70%	270	68%
	African American	81	59%	107	60%	80	57%	90	47%	84	64%
	Hispanic	238	72%	283	71%	259	68%	254	74%	263	73%
	Other	50	58%	61	67%	70	71%	51	69%	45	71%
	Male	328	61%	367	64%	343	64%	315	67%	317	68%
	Female	360	69%	422	67%	377	68%	353	69%	347	72%
	Full-Time	340	74%	424	76%	384	74%	384	77%	373	78%
	Part-Time	348	57%	360	57%	326	56%	284	60%	298	62%
	Received Pell	237	76%	316	73%	281	74%	255	73%	289	75%
	Did Not Receive Pell	451	60%	473	62%	439	62%	413	66%	375	67%
	Total	433	65%	473	65%	423	63%	433	63%	424	70%
	Earned 15+ college credits in year 1	Underprepared	191	43%	216	46%	207	45%	172	49%	163
Prepared		256	41%	318	44%	289	46%	299	49%	285	46%
White		226	44%	236	44%	215	48%	226	52%	189	48%
African American		41	30%	67	38%	59	37%	40	31%	48	37%
Hispanic		145	44%	185	47%	171	45%	172	50%	167	47%
Other		35	41%	46	51%	63	52%	35	47%	35	56%
Male		232	43%	265	46%	247	46%	216	46%	208	45%
Female		215	41%	269	43%	249	45%	256	50%	231	48%
Full-Time		283	62%	358	64%	345	68%	327	65%	317	65%
Part-Time		164	27%	176	26%	151	26%	145	29%	122	26%
Received Pell		131	62%	206	48%	185	51%	181	50%	198	51%
Did Not Receive Pell		316	42%	325	42%	301	43%	291	46%	241	43%
Total		447	42%	534	45%	486	45%	472	46%	439	46%
Earned 30+ college credits in year 1		Underprepared	40	7%	25	5%	23	5%	26	7%	8
	Prepared	46	7%	69	10%	77	12%	67	11%	59	10%
	White	41	8%	36	7%	46	10%	43	10%	33	7%
	African American	7	5%	19	11%	16	10%	8	6%	8	6%
	Hispanic	18	5%	22	6%	25	7%	31	9%	20	6%
	Other	10	12%	17	19%	13	13%	11	15%	8	10%
	Male	37	7%	49	9%	57	11%	49	10%	41	9%
	Female	39	7%	45	7%	43	8%	44	9%	28	5%
	Full-Time	74	16%	92	16%	86	17%	82	16%	66	14%
	Part-Time	2	0%	2	0%	14	2%	11	2%	1	0%
	Received Pell	20	6%	34	8%	36	9%	35	10%	30	8%
	Did Not Receive Pell	56	7%	63	7%	64	9%	58	9%	37	7%
	Total	76	7%	94	8%	100	9%	93	10%	67	7%
	Earned a certificate or associate degree in 3 years	Underprepared	58	13%	51	11%	53	12%			

14. **Consider Approval of Presidential Profile and Advertising Plan**

133



MEMORANDUM NO: 171-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 10, 2020
SUBJECT: Presidential Profile and Advertising Plan

Greenwood/Asher, the consultants approved to assist the Board of Regents in the selection of the next college president, held “listening sessions” with employees, Board of Regents, and community members on Monday November 9, 2020. Through these sessions, a Presidential Profile and Advertising Plan was developed and will be used to recruit potential candidates.

It is recommended that the Board of Regents approve the Presidential Profile and Advertising Plan as presented.

CMA:tg

15. **Consider Approval of the 2020 Texas Reskilling Support Fund Grant**

135



MEMORANDUM NO: 160-2020

TO: Board of Regents

FROM: Dr. Christal M. Albrecht 

DATE: November 2, 2020

SUBJECT: Consider Approval of the 2020 Texas Reskilling Support Fund Grant

Alvin Community College desires to submit a grant proposal along with consortia members San Jacinto College and Lamar Institute of Technology for \$761,842 for the 2020 Texas Reskilling Support Fund Grant Program provided by Texas Higher Education Coordinating Board. Alvin Community College's share would be of \$112,500. The funding would provide scholarships for tuition and fees to 75 low income students impacted by COVID-19.

Information about the grant can be found on the next page. Board approval to submit the grant application indicates that the Board of Regents authorizes the college to accept the grant if awarded.

It is recommended that the Board approve the college's submittal of the grant described on the following page.

CMA:tg

Grant Information Form

Grant Program Title: 2020 Texas Reskilling Support Fund Grant

Grant Provider: Texas Higher Education Coordinating Board

Amount Requested by Consortium: \$761,842. ACC Grant Allocation \$112,500

Expected Date of Funding: January 4, 2021

Proposed Grant Period: December 31, 2021

Matching Funds: None Required

ACC Proposed use of Funds:

The grant is a collaboration between ACC, San Jacinto College, Lamar Institute of Technology. Funds will provide scholarships for tuition and fees to 75 ACC low income students impacted by Covid-19. Our students will be working toward completion of one of the following programs: Computer Networking, Criminal Justice, Welding or Pipefitting.

16. **Consider Approval of EAB Navigate Software as the Customer Relationship Management Software for QEP Implementation**

138



MEMORANDUM NO: 163-2020

TO: Board of Regents

FROM: Dr. Christal M. Albrecht 

DATE: November 3, 2020

SUBJECT: EAB Navigate Software as the Customer Relationship Management Software for QEP Implementation

In support of the College's Quality Enhancement Program, Success through Engaged Advising, a selection team was organized to identify, procure, and implement an Advising Client Relationship Management (CRM) product that allows for student assignment to an advisor or group of advisors based on academic/technical pathway selection, tracks the student through steps of completing their pathway, and alerts the student and advisor(s) should the student falter on their path, either through academic struggles or registration activities.

Utilizing a detailed product scoping document and supporting rubric, staff evaluated the solutions Hobsons Starfish, EAB Navigate, Ellucian Advise, and Pharos Resources. Based on the score results, two final candidates were presented to ELT. Approval was granted to move forward with EAB Navigate through a two-phased project plan. Year One will implement Navigate's Core and Student Engagement modules, delivering student case management, pathway assignment and guidance, integrated communications, student progress tracking, as well as a comprehensive alert notification and management system. Year Two implements modules which improve upon current student course planning capabilities and enhances the scheduling and registration user experience. EAB is recognized as the premier student pathways and advising case management solution across the Gulf Coast region. EAB is partnered with many of our two-year colleague institutions as well as four-year universities, including University of Houston Clear Lake.

Through the College's Houston Guided Pathways to Success (GPS) partnership, EAB has applied their Houston GPS discounted pricing model. Coupled with further negotiations with College staff, the result is an overall savings of over \$205,600 across the five-year agreement. The contract includes: Year 1 – Core and Student Engagement Implementation - \$128,000; Year 2 – Adds EAB Planning / Scheduling / Registration - \$97,575; Year 3 – Ongoing Subscription/Support/Training - \$102,204; Year 4 - Ongoing Subscription/Support/Training – 107,064; Year 5 - Ongoing Subscription/Support/Training - \$112,167. The Board approved \$130,000 in the 2020-2021 Institutional Information Technology Software budget that support Year 1 purchases. The remaining funds will be budgeted in future fiscal years.



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Dr. Christal M. Albrecht

President

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Fax 281 756 3858

Texas Education Code 44.031, a, (4), provides the College the opportunity to utilize an approved interlocal contract (ILA) for purchases. Alvin Community College has a Purchasing ILA with the College of the Mainland, dated August 2016. College of the Mainland conducted a formal Request for Proposal solicitation for advising case management software in 2018, awarding the bid to EAB Navigate. It is the intent of the College to leverage College of the Mainland's procurement of the contract and ILA for this purchase to satisfy all State and College Purchasing requirements.

It is recommended that the Board of Regents approve the five-year contract with EAB Navigate at the annual funding levels as described.


CMA:tg

17. **Consider Approval of Personnel Action (Replacement): Director of College and Career Pathways**

141



MEMORANDUM NO: 179-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 11, 2020

SUBJECT: Personnel Action (Replacement): Director, College and Career Pathways

The individual listed below has been recommended to fill the full-time position for the Director, College and Career Pathways.

Candidate

Recommended: Jessica Ranero-Ramirez

Education: *Iowa State University*
Doctorate of Educational Leadership and Policy Studies

Virginia Polytechnic Institute and State University
Master of Arts in Education, Educational Leadership and Policy Studies

Mary Washington College
Bachelor of Science, Psychology

Experience:

Alvin Community College April 2020 – Present
Lead Pathway Advisor

Alvin Community College October 2019 - Present
Academic Advisor

Coastal Carolina Community College November 2015 – June 2019
Director of Admissions and Student Success Services



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Del Mar College June 2014 – March 2015
Director of Transition Center

Del Mar College October 2011 – May 2014
Coordinator of Transition Center

George Mason University September 2003 – July 2006
Assistant Director for Hispanic/Latino Student Affairs

The College of William and Mary August 1999 – August 2003
Assistant Director, Office of Multicultural Affairs

Salary: \$73,335
Grade 209
2020-21 Admin / Professional Salary Schedule

CMA:tg



ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title:	Director, College and Career Pathways	
Department:	Art and Sciences	Reports to: Dean, Arts and Sciences
Grade Level:	209	Job Category: Full-Time
Salary Range:	Professional Salary Schedule	FLSA Status: Exempt
HR Approved:	Human Resources	Date: 10/23/2020
Last Updated by:	John Matula	Date: 10/23/2020

SUMMARY

The Director of College and Career Pathways provides leadership, coordination and administration of Alvin Community College's guided pathways for academic and technical programs, dual enrollment programs, articulated credit, prior learning assessment and credit, ACEs credit for military service, and university parallel articulations. This position assesses the needs of the ISDs and universities for coordination with Alvin Community College academic, technical and workforce departments to provide coursework and services in response to those needs. The Director also ensures that all programs associated with the College and Career Pathways department are administered in accordance with the guidelines of the Texas Higher Education Coordinating Board, The Southern Association of Colleges and Schools, and all other external entities.

Under supervision of the Dean of Arts and Sciences, the Director works closely with college leadership, ISD administration, teachers, post-secondary institutions, regional industries, grant foundations, and program agencies to ensure the successful implementation of seamless college and career pathways.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Provide leadership for planning and implementation of College and Career Pathways department.
- Responsible for planning, development, implementation, capacity building, and maintenance of meta-majors and pathways to college and high skill, high wage careers.
- Understand and apply the Common Core State Standards for universities and colleges as well as the Career Technical Standards for K-12.
- Guide development of College and Career Pathways that consists of four components: academic, technical, work-based learning, and support services.
- Research best practices for implementation of effective technology for College and Career Pathways programs.
- Develop materials and programs that provide information to students that will assist in selection of a pathway that best matches students' needs and interest.
- Work with Deans and faculty to develop guidelines, processes, and assessments for prior learning assessment and college credit.
- Plan and present staff development workshops to share information related to College and Career Pathways.

- Develop and maintain collaborative relationships with public schools, colleges, universities, industries, and local businesses.
- Monitor and evaluate the effectiveness of College and Career Pathways.
- Work with College administrators and designated ISD personnel to determine appropriate academic, technical, and workforce programming.
- Collaborate with college and school personnel to establish and communicate procedures and guidelines regarding student eligibility, admission and registration for dual enrollment participation including creation and maintenance of required forms and documents.
- Provide oversight of updates for all College and Career Pathways publications, handbooks, and webpage.
- Monitor, review, and report semester student academic progress to college and ISD personnel.
- Work closely with College advisors, Deans, Department Chairs, and faculty to coordinate assessment of instruction and program effectiveness.
- Coordinates the Dual Enrollment Orientation Program.
- Assist the College Human Resources Department with dissemination and collection of forms and essential documentation for Dual Enrollment faculty.
- Coordinate the payment of stipends for dual enrollment instruction.
- Promote the growth, development, promotion and administration of the Dual Enrollment Program by making presentations at schools, community forums, and instructor training sessions.
- Provide leadership and oversight of the College and Career Pathways administrative staff.
- Provide planning and management of budget for the College and Career Pathways department.
- Provide oversight, administration, and currency of articulation agreements with schools, universities, and other educational partners.
- Other related job duties 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, psychology, counseling, or related field from an accredited university is required.

EXPERIENCE

- Three years of work experience in secondary or post-secondary setting is required
- Experience working with dual enrollment faculty, staff or administrators at an ISD is required;
- Prior teaching experience in both public school and community college settings is preferred.

KNOWLEDGE, SKILLS, AND ABILITIES

Demonstrated leadership skills with effective interpersonal, written, and oral communication skills is required.

Working knowledge of computer technology required.

Must possess the ability to collaborate with diverse individuals, groups, and organizations.

Must be dependable, resourceful, and self-motivated.

Ability to anticipate problems, exercise good judgment, and develop and apply solutions effectively.

Demonstrate a working knowledge of both public school and college operations, policies, and procedures including the Texas Higher Education Coordinating Board and Texas Education Agency requirements.

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

EMPLOYEE PRINTED NAME

X

SUPERVISORS PRINTED NAME

X

EMPLOYEE SIGNATURE AND DATE

X

SUPERVISOR SIGNATURE AND DATE


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

18. **Consider Approval of Personnel Action (Replacement): Clinical Coordinator,
Diagnostic Cardio Vascular Sonography**

147



MEMORANDUM NO: 174-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 10, 2020

SUBJECT: Personnel Action (Replacement): Clinical Coordinator, DCVS

The individual listed below has been recommended to fill the full-time position for the Clinical Coordinator, DCVS.

Candidate Recommended: Ashley Gill

Education: *Alvin Community College*
Associates of Applied Science, Diagnostic Cardiovascular Sonography

Experience:

<u>Alvin Community College</u> Adjunct Instructor	September 2018 - Present
<u>Memorial Hermann Hospital</u> Registered Cardiac Sonographer	June 2012 – September 2019

Salary: \$59,173.26
Grade 12TECH / Step 1
2020-21 12-Month Faculty Salary Schedule

CMA:tg



ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title:	Faculty, Diagnostic Cardiovascular Sonography		
Department:	Diagnostic Cardiovascular Sonography	Reports to:	Dean of Legal and Health Sciences
Grade Level:		Job Category:	Full-Time
Salary Range:	Faculty Salary Schedule	FLSA Status:	Exempt
HR Approved:	Human Resources	Date:	9/1/2020
Last Updated by:	Stacy Ebert	Date:	9/1/2020

SUMMARY

The instructor will teach a variety of courses within the Diagnostic Cardiovascular Sonography Department

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Instruct and supervise a diverse population of students in the classroom at various times and locations.
- Possess a commitment to student engagement, student success, and instructional excellence.
- Demonstrate effective communication skills, both written and oral.
- Prepare and utilize a course syllabus and assessments for each course using guidelines established by the institution.
- Maintain current knowledge of effective teaching methodologies and utilizes a variety of instructional delivery methods, classroom media, and educational resources.
- Assist in the recruitment and retention of students.
- Advise students in academic matters or refers students to appropriate resources.
- Assess students' performance through a range of measurement activities and keeps them informed of their progress in a timely manner.
- Engage students through posted office hours and electronic communication.
- Utilize technology to facilitate learning and to access data, maintain records, generate reports, and communicate with others.
- Assist in the development, distribution and collection of assessments for courses and program objectives.
- Build positive and professional relationship with students, colleagues, college administration, and the community.
- Submit timely college reports and forms to the appropriate divisions and departments.

- Provide recommendations to the Instructional Dean, Program Director, and appropriate college committees regarding curriculum, instruction and division operations.
- Exhibit a commitment to lifelong learning through participation in professional development activities.
- Adhere to Alvin Community College's policies and procedures.
- Attend institutional meetings as required.

Clinical Coordinator Duties:

- Evaluate and ensure the effectiveness of the clinical affiliate/clinical education centers
- Coordinate, instruct and evaluate students, clinical courses, and clinical affiliates
- Ensure students entering clinical sites have all required documentation needed for clinical approval, and that each clinical site's requirements are met
- Create clinical schedules
- Communicate with clinical affiliates
- Maintain clinical records as per ACC policy and accreditation standards and guidelines
- Assist in the preparation of self-study document for accrediting agency, when appropriate
- Maintain digital clinical tracking system (Trajecsys)
- Acquire new clinical affiliate locations
- Recommend revisions needed in the clinical curriculum and syllabi
- Review the academic progress of all students in clinical education courses
- Assist the Program Director, as requested, in the development of management goals and objectives for the program
- Assist the Program Director, as requested, in budget recommendations for clinical instructors and consultants
- Report to and communicate with the Program Director on a regular basis
- Attend department meetings
- Serve on college standing committees

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

Associate's degree or higher in Sonography, minimum of 3 years non-teaching experience, current credentials specific to the concentration of the course content (see ACC Faculty Credentials Guide).

EXPERIENCE

At least 3 years full-time experience in cardiovascular sonography.

KNOWLEDGE, SKILLS, AND ABILITIES

- Additional experience in education, research, or supervision preferred.
- Current CME's for registry, TB skin test, immunizations and CPR certification.
- Must have a working knowledge of Microsoft Office programs, as well as intermediate computer skills.
- Working knowledge of Blackboard course management system preferred.
- Must be familiar with interactive teaching methods and instruction via the Internet.

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

EMPLOYEE PRINTED NAME

X

SUPERVISORS PRINTED NAME

X

EMPLOYEE SIGNATURE AND DATE

X

SUPERVISOR SIGNATURE AND DATE


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

19. **Consider Approval of Personnel Action (Replacement): Clinical Coordinator,
Health Information Management**

152



MEMORANDUM NO: 176-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 11, 2020
SUBJECT: Personnel Action (Replacement): Faculty, Health Information Management/
Clinical Coordinator

The individual listed below has been recommended to fill the full-time position for the Faculty, Health Information Management/Clinical Coordinator.

Candidate

Recommended: Bridget Ruth

Education: *DePaul University*
Master of Education, Teaching and Learning

St. Joseph's University
Master of Science, Health Administration

Temple University
Bachelor of Science, Health Information Management

Experience:

Friendswood High School August 2017 - Present
Health Science CTE Teacher

St. Helen Catholic School August 2014 – May 2017
Grade 6-8 Science Teacher

Friendswood High School August 2010 – May 2014
Substitute Teacher



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Prince of Peace Academy & College Prep.
Middle School Science Teacher

August 2007 – June 2010

St. Helen Catholic School
2nd Grade Teacher

August 2006 – December 2006

Transcend Services, Inc. / PHNS, Inc
Director of Data Quality & Compliance,
Outpatient Coding Specialist

January 2000 – May 2002

Salary: \$77,206.86
Grade TECH / Step 10
2020-21 12-Month Faculty Salary Schedule

CMA:tg



ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title:	Faculty, Health Information Management/Clinical Coordinator		
Department:	Health Information Management	Reports to:	Dean of Legal and Health Sciences
Grade Level:		Job Category:	Full-Time
Salary Range:	Faculty Salary Schedule	FLSA Status:	Exempt
HR Approved:	Human Resources	Date:	7/22/2020
Last Updated by:	Stacy Ebert	Date:	7/22/2020

SUMMARY

The instructor will teach a variety of courses within the Health Information Management Department including freshman and sophomore level courses.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Instruct and supervise a diverse population of students in the classroom at various times and locations
- Possess a commitment to student engagement, student success, and instructional excellence
- Demonstrate effective communication skills, both written and oral
- Prepare and utilize a course syllabus and assessments for each course using guidelines established by the institution
- Maintain current knowledge of effective teaching methodologies and utilizes a variety of instructional delivery methods, classroom media, and educational resources
- Assist in the recruitment and retention of students
- Advise students in academic matters or refers students to appropriate resources
- Assess students' performance through a range of measurement activities and keeps them informed of their progress in a timely manner
- Engage students through posted office hours and electronic communication.
- Utilize technology to facilitate learning and to access data, maintain records, generate reports, and communicate with others
- Assist in the development, distribution and collection of assessments for courses and program objectives
- Build positive and professional relationship with students, colleagues, college administration, and the community
- Submit timely college reports and forms to the appropriate divisions and departments
- Provide recommendations to the Instructional Dean, Program Director and appropriate college committees regarding curriculum, instruction and division operations
- Exhibit a commitment to lifelong learning through participation in professional development activities
- Participate in the budget planning process and maintain oversight of the program budget
- Adhere to Alvin Community College's policies and procedures
- Attend institutional meetings as required
- Other duties as assigned

Clinical Coordinator duties:

- Assist with CAHIMM accreditation processes
- Hold monthly information sessions for potential students
- Duties related to HIM clinical coordination and scheduling
- Hold clinical orientation sessions
- Record collection and management for clinicals in compliance with CAHIIM
- Data collection, analysis and reporting for CAHIIM, ACC and others
- Obtain clinical sites and establish clinical affiliation agreements

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

- AAS degree or higher in Health Information Management with current RHIT or RHIA certification required.

EXPERIENCE

- Minimum of three (3) years non-teaching work experience in the Health Information Technology field.
- Strong coding experience

KNOWLEDGE, SKILLS, AND ABILITIES

- Strong organization, administrative, and communication skills.
- Must have a working knowledge of Microsoft Office programs, as well as intermediate computer skills.
- Working knowledge of Blackboard course management system or equivalent learning management system experience.
- Must be familiar with interactive teaching methods and instruction via the Internet

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

EMPLOYEE PRINTED NAME

X

SUPERVISORS PRINTED NAME

X

EMPLOYEE SIGNATURE AND DATE

X


SUPERVISOR SIGNATURE AND DATE

20. **Consider Approval of Personnel Action (Replacement): Mathematics Faculty**

157



MEMORANDUM NO: 177-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 10, 2020

SUBJECT: Personnel Action (Replacement): Mathematics Faculty

The individual listed below has been recommended to fill the full-time position for the Faculty, Mathematics.

Candidate

Recommended: Timothy Wutke

Education: *CSU East Bay*
Master of Science, Mathematics

Concordia University
Bachelor of Arts

Experience:

Peralta CCD August 2011 – August 2020
Adjunct Professor

Chabot-Las Positas CCD January 2016 – May 2020
Adjunct Professor

UC Berkeley August 2012 – December 2013
Teaching Assistant

San Diego Miramar College August 2010 – May 2011
Adjunct Professor



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Dr. Christal M. Albrecht
President

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Fax 281 756 3858

CSU East Bay
Teaching Associate

March 2009 – June 2010

UC Irvine
Teaching Assistant

September 2007 – August 2008

Salary: \$54,277/ \$30,153.89 (Prorated)
Grade MA18 / Step 6
2020-21 9-Month Faculty Salary Schedule

CMA:tg



ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title:	Instructor, Mathematics	Reports to:	Dean of General Education and Academic Support
Department:	Mathematics	Job Category:	Full-Time
Grade Level:		FLSA Status:	Exempt
Salary Range:	Faculty Salary Schedule		
HR Approved:		Date:	5/1/2016
Last Updated by:	Human Resources	Date:	5/1/2016

SUMMARY

The instructor will teach a variety of courses within the Math Department including developmental, freshman and sophomore level courses.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Instruct and supervise a diverse population of students in the classroom at various times and locations.
- Possess a commitment to student engagement, student success, and instructional excellence.
- Demonstrate effective communication skills, both written and oral.
- Prepare and utilize a course syllabus and assessments for each course using guidelines established by the institution.
- Maintain current knowledge of effective teaching methodologies and utilizes a variety of instructional delivery methods, classroom media, and educational resources.
- Assist in the recruitment and retention of students.
- Advise students in academic matters or refers students to appropriate resources.
- Assess students' performance through a range of measurement activities and keeps them informed of their progress in a timely manner.
- Engage students through posted office hours and electronic communication.
- Utilize technology to facilitate learning and to access data, maintain records, generate reports, and communicate with others.
- Assist in the development, distribution and collection of assessments for courses and program objectives.
- Build positive and professional relationship with students, colleagues, college administration, and the community.
- Submit timely college reports and forms to the appropriate divisions and departments.

- Provide recommendations to the Instructional Dean, Department Chair, and appropriate college committees regarding curriculum, instruction and division operations.
- Exhibit a commitment to lifelong learning through participation in professional development activities.
- Adhere to Alvin Community College's policies and procedures.
- Attend institutional meetings as required.

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 Mathematics or Master's degree with 18 graduate hours in Mathematics or Mathematical Statistics.
- Preferred Master's in Mathematics or Statistics with a minimum of 18 graduate hours in Mathematics, or a Master's degree in math education or developmental education with 18 graduate hours in the rubrics MATH or STAT from a regionally accredited college / university

EXPERIENCE

Prior teaching experience at the college or university level and/or teaching developmental math courses

KNOWLEDGE, SKILLS, AND ABILITIES

- Must have a working knowledge of Microsoft Office programs, as well as intermediate computer skills.
- Working knowledge of Blackboard course management system preferred.
- Must be familiar with interactive teaching methods and instruction via the Internet.

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

EMPLOYEE PRINTED NAME

X

SUPERVISORS PRINTED NAME

X

EMPLOYEE SIGNATURE AND DATE

X

SUPERVISOR SIGNATURE AND DATE


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

21. **Consider Approval of Personnel Action (Replacement): Sociology Faculty**

163



MEMORANDUM NO: 175-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 10, 2020

SUBJECT: Personnel Action (Replacement): Sociology Faculty

The individual listed below has been recommended to fill the full-time position for the Faculty, Sociology.

Candidate

Recommended: Ronald Smith

Education: Texas Southern University
Master of Arts, Sociology

Texas Southern University
Bachelor of Sciences, Administration of Justice

Experience:

Ridge Point High School January 2019 - Present
Special Education Case Manager/Support Teacher

Genesee Community College January 2016 – Present
Adjunct Instructor (Distance Learning), Sociology

Victoria College January 2017 – December 2018
Associate Professor, Sociology

Geneseo University 2016 – 2017
Adjunct Instructor, Sociology



<u>Attica Correctional Facility</u> Adjunct Instructor, Sociology	2016 – 2016
<u>Genesee Community College</u> Instructor, Sociology/Criminology	2015 – 2016
<u>University of Phoenix</u> Facilitator of Sociology	2011 – 2015
<u>Lone Star Community College</u> Adjunct Instructor, Sociology	2008 – 2017
<u>Houston Community College Systems</u> Adjunct Instructor, Sociology	2006 – 2011
<u>George I. Sanchez Charter High School</u> Special Education Aide/Early College Instructor	2005 – 2007

Salary: \$56,219.00 / \$31,232.78 (PRORATED)
Grade 9MA / Step 9
2020-21 9-Month Faculty Salary Schedule

CMA:tg



ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title:	Faculty, Sociology	
Department:	Psychology and Sociology	Reports to: Dean of Arts and Sciences
Grade Level:		Job Category: Full-Time
Salary Range:	Faculty Salary Schedule	FLSA Status: Exempt
HR Approved:	Human Resources	Date: 5/1/2016
Last Updated by:	Human Resources	Date: 09/1/2020

SUMMARY

The instructor will teach a variety of courses within the Sociology Department including freshman and sophomore level courses.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Instruct and supervise a diverse population of students in the classroom at various times and locations.
- Possess a commitment to student engagement, student success, and instructional excellence.
- Demonstrate effective communication skills, both written and oral.
- Prepare and utilize a course syllabus and assessments for each course using guidelines established by the institution.
- Maintain current knowledge of effective teaching methodologies and utilizes a variety of instructional delivery methods, classroom media, and educational resources.
- Assist in the recruitment and retention of students.
- Advise students in academic matters or refers students to appropriate resources.
- Assess students' performance through a range of measurement activities and keeps them informed of their progress in a timely manner.
- Engage students through posted office hours and electronic communication.
- Utilize technology to facilitate learning and to access data, maintain records, generate reports, and communicate with others.
- Assist in the development, distribution and collection of assessments for courses and program objectives.
- Build positive and professional relationship with students, colleagues, college administration, and the community.
- Submit timely college reports and forms to the appropriate divisions and departments.

- Provide recommendations to the Instructional Dean, Department Chair, and appropriate college committees regarding curriculum, instruction and division operations.
- Exhibit a commitment to lifelong learning through participation in professional development activities.
- Adhere to Alvin Community College's policies and procedures.
- Attend institutional meetings as required.

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 Sociology or Master's degree with 18 graduate hours in Sociology.

EXPERIENCE

Prior teaching experience at the college level preferred

KNOWLEDGE, SKILLS, AND ABILITIES

- Must have a working knowledge of Microsoft Office programs, as well as intermediate computer skills.
- Working knowledge of Blackboard course management system preferred.
- Must be familiar with interactive teaching methods and instruction via the Internet.

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

EMPLOYEE PRINTED NAME

X

SUPERVISORS PRINTED NAME

X

EMPLOYEE SIGNATURE AND DATE

X

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: 158-2020

TO: Board of Regents

FROM: Dr. Christal M. Albrecht 

DATE: November 2, 2020

SUBJECT: AGCM 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.

This report is for information only.


CMA:tg

23. **Consider Approval of Elevator Modernization- A and C Buildings**

170



MEMORANDUM NO: 165-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 3, 2020
SUBJECT: Elevator Modernization – A and C Buildings

The 2018 Maintenance Bond Board-approved project list included “Elevator Modernization – A and C Buildings” with a budget of \$229,244.

The College solicited bids from local and national elevator companies for this effort. The responses were:

Vertical Transportation	\$ 183,016.00
Oracle Elevator Holdco, Inc.	\$ 169,920.00
EMR	\$ 191,916.00

The low bidder, Oracle Elevator (Oracle Elevator Holdco, Inc), is proposing to replace the controllers, tanks, pump, motor, valves, door operator, hall & car fixtures, roller guides, pickings, and interior car finishes amongst other items. The equipment will have a 20-year manufacturer’s warranty.

It is recommended that the Board of Regents approve a contract to Oracle Elevator for the elevator modernization project to the A and C Building for \$169,920.00.

This purchase will be funded by the Tax Maintenance Bond.


CMA:tg

24. **Consider Approval of H Building Roof Replacement and Roof Repair to Buildings G and N**

172



MEMORANDUM NO: 166-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 3, 2020

SUBJECT: H Building Roof Replacement and Roof Repairs to Buildings G and N

The 2018 Maintenance Bond Board-approved project list included “H Building Rock Roof Replacement” with a budget of \$343,679, “G Building Roof Drain Repair” with a budget of \$18,461, and “N Building Roof - Patch Leaks” with a budget of \$66,985. The total allocated budget for these three projects is \$429,125.

An RFP was issued with the following scope for these three projects:

- H building - Demo and replace the roof complete with a new 3 Ply Torch Down Roof system with appropriate tapering and crickets for proper drainage and new fascia. This roof system matches the existing roofs on Buildings, A, B, C, D, and F. The roof will have a 20-year warranty and comply with all windstorm requirements.
- G building – Install new roof drains with necks that match the buildings internal 4-inch storm piping. During the previous 2003 roofing replacement, roof drains were installed with 3-inch necks that slipped inside the buildings 4-inch pipe.
- N building – Install a 10-foot x 10-foot roof patch to resolve a leak.

The responses were:

Bass Construction	\$ 523,075.00
Chamberlin Roofing	\$ 398,043.00
Galt Construction	\$ 349,908.03

This purchase will be funded by the Maintenance Bond.

It is recommended that the Board of Regents approve a contract to Galt Construction for this G, H, and N buildings roofing project for \$349,908.03.


CMA:tg

25. **Consider Approval of Audio-Visual Equipment for Building E and the Nolan Ryan Center**

174



MEMORANDUM NO: 164-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 3, 2020
SUBJECT: Purchase and Installation of Audio-Visual Equipment

As part of the extensive upgrade of both the Nolan Ryan Center (NRC) and the E Building, the College desires to purchase updated audio-visual equipment and installation services, including warranty, for both the NRC and the E-Building.

The College audio-visual consultant solicited bids from audio-visual providers with proven large-scale installations. The College received three responses to the solicitation and integral staff and the consultant met with the low bidder to ensure that the specifications and deliverables are met. The responses were:

DataVox	\$ 460,245.81
AVI-SLP	\$ 423,119.80
Howard Technology Solutions	\$ 472,960.20

This purchase will be funded by the Tax Maintenance Bond.

It is recommended that the Board of Regents approve the purchase of audio-visual equipment and installation services, including warranty, for the NRC and the E-Building in the amount of \$423,119.80 from AVI-SLP.


CMA:tg

26. **Consider Approval of Parking Lot/Blue Light Change Order**

176



MEMORANDUM NO: 178-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 10, 2020
SUBJECT: Parking Lot/Blue Light Change Order

During the May 12, 2020 Board of Regents meeting, staff was granted approval to contract with Corestone Paving and Construction Co., to renovate parking lots across campus, and modify site drainage in several areas that tend to collect water. Subsequently, it was determined that other related projects could and should be completed while Corestone is mobilized on campus with adequate equipment and personnel, and in some cases, to prevent parking lot rework after installing blue light phone infrastructure. Plant and Administration staff determined that the following additional projects would be best served with a Change Order to Corestone:

- Modifications to existing Forced Main
- Additional Reclamation of Parking Lot B and possibly Lot A
- Fence Modifications and Dumpster Pad Enclosures
- Island Landscape
- Blue Light Phone foundation and conduit infrastructure

The total cost of the Change Order is \$221,823.40. The change order is allowed under the Harris County Department of Education (Choice Partners) cooperative and meets the Purchasing requirements of the State of Texas Education Code and the ACC Purchasing Policy.

This purchase will be funded by the Tax Maintenance Bond.

It is recommended that the Board of Regents approve a contract Change Order to Corestone Paving and Construction for \$221,823.40.

CMA:tg

11-9-20

Construction Manager	Project Location
AGCM Inc. 9950 Westpark Drive #300 Houston, TX 77063 Ph# 713-838-619-6193 Attention: Matt Graves (mgraves@agcm.com) Amos Byington (Abyington@agcm.com)	Alvin Community College Change Order #1A Multiple Items

Project Change Order

Corestone Construction proposes to make the following additions and/or deletions to the work to be performed under the subject Contract. The change order to be performed shall be inclusive of all items listed below:

Changes to Original Scope of Work

<u>Modifications to Forced Main – Parking Lot B - Area D</u>	
<ul style="list-style-type: none"> • Break and remove concrete sidewalk to allow for installation of new 4" PVC. • Haul off concrete debris. • Excavate trench and install new 4" PVC extending into grass area. • Install new catch basin area drain and tie 4" PVC into installed catch basin. • Back fill trench with excavated soils. • Form and pour new concrete sidewalk. 	\$3,953.00
<u>Additional Reclamation Cost – Parking Lot B – approx. 4,740 SF</u>	
<ul style="list-style-type: none"> • Necessary base repairs required after proof rolling process following Milling of asphalt • Reclaim process to be consistent with project specifications 	\$5,024.40
<u>Allowance for Additional Reclamation – Parking Lot A – Based on approx. 5,000 SF</u>	
<ul style="list-style-type: none"> • Necessary base repairs required after proof rolling process following Milling of asphalt • Reclaim process to be consistent with project specifications 	\$5,300.00
<u>Concrete Flat Work at Building I</u>	
<ul style="list-style-type: none"> • Demo existing asphalt in conjunction with parking area reclamation process. • Demo existing concrete sidewalk in front of building <ul style="list-style-type: none"> ○ Haul off all excavated materials from jobsite. • Remove existing bollard. Regrade area and slope to drain • Install Thickened Slab. • Install approx. 72 LF of concrete curb & gutter • Install Ramp • Install Detectable Warning Surface (DWS) • Install one; 6" step riser • Concrete 8' x 5' Landing; Center at Entrance Door • Install topsoil and sod between installed ramp and curb 	\$14,615.00
<u>Fence Modifications & Dumpster Pad Enclosure Fencing</u>	
<ul style="list-style-type: none"> • Sheet C-4-1 – Parking Lot A <ul style="list-style-type: none"> ○ 45 linear feet of 8' tall galvanized chain link fence with mid rail and bottom locking PVC slats to match specs, ○ (4) - 3" terminal posts. 	

<ul style="list-style-type: none"> o (2) - 4" gate posts. o One 16' dual swing gate. <p style="text-align: center;">Total- \$4,711.00</p> <ul style="list-style-type: none"> • Sheet C-4-2 – Parking Lot B <ul style="list-style-type: none"> o 78 linear feet of 8' tall galvanized chain link fence with mid rail and bottom locking PVC slats to match specs, o • (6) - 3" terminal posts. o • (2) - 4" gate posts. o • One 16' dual swing gate. <p style="text-align: center;">Total- \$6,595.00</p> <ul style="list-style-type: none"> • Sheet C-4-3 – Parking Lot D <ul style="list-style-type: none"> o 28 linear feet of 8' tall galvanized chain link fence with mid rail and bottom locking PVC slats to match specs, o • (2) - 3" terminal posts. o • (2) - 4" gate posts. o • One 12' dual swing gate. <p style="text-align: center;">Total- \$3,359.00</p> <ul style="list-style-type: none"> • Sheet C-4-4 – Parking Lot E <ul style="list-style-type: none"> o 44 linear feet of 8' tall galvanized chain link fence with mid rail and bottom locking PVC slats to match specs, o (4) - 3" terminal posts. o (2) - 4" gate posts. o One 18' dual swing gate. <p style="text-align: center;">Total- \$4,824.00</p>		
Total Price Based on New Civil Drawings & Specs Dated August 2020:		\$19,489.00
<p><u>Allowance for Multiple Modifications to Dumpster Pad & Dumpster Pad Locations:</u></p> <ul style="list-style-type: none"> • Includes allowance for increased pad sizes • Increased quantities • Footers • Bollards 	\$25,000.00	
<p><u>Curb Island Landscape Installation</u></p> <ul style="list-style-type: none"> • Excavate island areas removing all asphalt and base material. • Haul excavated material from jobsite. • Install Landscaping Inclusive of: <ul style="list-style-type: none"> o (18) Trees – 2 per island location <ul style="list-style-type: none"> ▪ All trees will be staked o (36) scrubs – 4 scrubs per island location • Topsoil: 60 yards topsoil installed (6.6 yards per island) • Watering Requirements/Options: <ul style="list-style-type: none"> o Use Gator Bags until plants are established. <ul style="list-style-type: none"> ▪ To be maintained/filled by on-site staff. • Alternate watering option - campus can hire a watering truck to water the plants once a week until late spring when the plants get established. 		
Allowance for Above Stated Landscaping Installation:		\$50,000.00



Trenching/Pad Installation for Blue Light Phones Including: <ul style="list-style-type: none">• Trenching as shown on provided drawings• Conduit Installation• Pedestals and concrete pads• Sidewalk/pavement repair.	\$98,442.00
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Sales Tax Excluded.


Submitted By: Jerry Calhoon	Date
Accepted By:	Date

27. **Consider Approval of AGCM Contract Extension**

181



MEMORANDUM NO: 173-2020

TO: Board of Regents
FROM: Dr. Christal M. Albrecht 
DATE: November 9, 2020
SUBJECT: AGCM Contract Extension

History

In September of 2018, ACC requested AGCM to provide an overall Tax Maintenance Program Schedule with projected manpower to be used to generate an AGCM Program Management fee. The provided schedule took into account all aspects of the Program, and defined the duration of site investigations, design process, and construction to be 36 months with associated manpower. As requested by ACC during project negotiations, AGCM shortened the duration and associated manpower from 36 to 27 months in an effort to save ACC money. This was done with the understanding that AGCM could extend the duration and associated manpower if needed. These conversations and understandings are documented in the attached September 20, 2018 board memo. It allows the project to be extended up to 9 months with associated manpower defined by a fee increase of \$201,216.

The 27-month schedule limited most buildings construction to 45 days each. This was a very aggressive schedule. As the general contractor missed the mark, AGCM had to increase projected manpower to cover work that grew into many buildings at one time. Even if the work was completed in 27 months, the manpower did not consequently decrease from the 36-month manpower plan and as a result, AGCM has been working with a deficit fee.

Necessary Schedule Modifications

As with any construction project or program, there are schedule modifications that become necessary from unknown found conditions, added scopes, changes in owner priorities, and COVID-related equipment deliveries. One such modification was the rescheduling of the C building and HR suite construction timeframes within the Main General Contractor’s schedule sequence. Along with equipment procurement issues, it was requested by the college to move both of these areas from their original sequence to a December/ January timeline as this turned to be a better window of time for the Lab School and HR departments.

Noting that much of the Bond projects are Mechanical, Electrical, and Plumbing system upgrades in mechanical rooms, above ceilings and underground; the Board and College staff



was aware that the students, faculty, and public may not feel or notice the upgrades. With this awareness, it was suggested to AGCM to utilize any additional funds and savings on the Landscape and Sidewalk project as everyone who comes onto campus would immediately feel the improvements. In order to realize and apply the savings to the Landscape and Sidewalk project, final design and construction had to be completed at the end of the project and is currently on the critical path of the program completion.

Upon completion of all the bond project's work, an ADA survey will be completed to leave the college with a list of items that could not be completed within the Bond Program. This will be completed upon completion of the Landscape and Sidewalk project.

Provided Added Value Services

A program management company would naturally assume that there might be two general contractors on a bond program of this size and scope. For various cost saving reasons, AGCM has or will manage 12 contractors in this program resulting in even more Owner savings. Additionally, ACC has and will save money when the use of a design team and general contractor is limited or not used. Attached is a list of projects that AGCM managed without the use of a design team or general contractor. As an example, if roofing work can be procured without the use of a design team, the owner saves the design team's fee. If roofing work can be procured directly with a company who self performs the work, the owner saves the general contractor's fees, overhead, and profit. Please see attached spreadsheet showing actual and projected owner savings as a result of procuring work without a design team or general contractor.

Additional Fee Calculation

Extended time in months - 5
Billed hourly not to exceed \$201,216

It is recommended that the Board of Regents approve \$201,216 for AGCM to finalize the ACC Tax Maintenance Bond Program Management Services for 5 additional months, through May 31, 2021. This will be billed on an hourly basis.

CMA:tg

Projects That Were Completed Outside General Contractor and Without Architects or Engineers to Save Money by Eliminating Markups

Project	Budgets Allocated from Original \$25 million	Actual Bid Cost	Design Team Fee (Actual Percentage)	General Contractors General Conditions (Estimated Typical Percentage)	Notes
			8.67%	18%	
Roofing Projects (Bldgs H, G, N)	\$ 429,125	\$ 349,908	\$ 37,205	\$ 62,983	
Roof Repairs (Bldgs E, S, R)	\$ 69,991		\$ 6,068	\$ 6,299	R building Roof repairs was a change order to GC
Elevator Modernization (Bldgs A, C)	\$ 229,244	\$ 169,920	\$ 19,875	\$ 30,585.60	
Gun Range Upgrades	\$ 338,497	\$ 337,522	\$ 29,348	\$ 60,754.05	
Cooling Tower Filter Media	\$ 58,823	\$ 58,823	\$ 5,100	\$ 10,588.14	
Parking Lot Rehab & Site Drainage	\$ 1,234,544	\$ 1,334,299	\$ -	\$ 240,173.82	Civil Engineer Performed Design
Landscape/ Sidewalks	\$ 479,950		\$ -	\$ 86,391	Landscape Architect performing design
G building Flooring (includes Floor Abatement)	\$ 403,867	\$ 252,481	\$ 35,015	\$ 43,647	Abatement was completed by GC
Theater Seating Lighting	\$ 26,367		\$ 2,286	\$ -	Change Order to GC
Theater Stage Rigging System Repairs	\$ 48,239	\$ 42,778	\$ 4,182	\$ 7,699.96	
LED Jogging Track Light Modifications	\$ 82,379		\$ 7,142	\$ -	Change Order to GC
Refurbishment of Greenhouse Wall	\$ 14,809		\$ 1,284	\$ -	Change Order to GC
Classroom Refresh Renovations	\$ 389,323		\$ 33,754	\$ -	Change Order to GC
TOTAL SAVINGS			\$ 181,261	\$ 549,122	
GRAND TOTAL			\$730,382		



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: 142-2018

TO: Board of Regents
FROM: Dr. Christal M. Albrecht *CMA*
DATE: September 11, 2018

SUBJECT: RFQ 19-02 Construction Program Manager

Request for qualifications (RFQ), project number 19-02, was issued to select the most highly qualified construction program manager based on demonstrated competence and qualifications at a fair and reasonable price.

Seven statements of qualifications were received and evaluated by a team consisting of Administration and Physical Plant staff. Factors evaluated include the company's profile, qualifications and experience of the firm, qualifications and experience of the personnel, and technical approach and methodology. The three top-ranked firms from the RFQ review process were invited to participate in interviews with the evaluation committee including three members of the Board of Regents.

Based on the combined scores of the statements of qualifications and interviews, AGCM is the top-ranked firm. Alvin Community College entered contract negotiations with AGCM. The total expenditure for an expected program completion date of December 31, 2020 is not to exceed \$899,480.

With repair and renovation projects, there are typically unknown issues that arise during construction work. With this in mind, a worst-case scenario of the program could include up to an additional nine months with completion expected by September 30, 2021. If additional time is needed, AGCM will bill the College using set hourly rates based on types of services. The maximum not-to-exceed contract amount would be \$1,100,696. The College will request Board approval of additional funds, if needed, at a later date.

This expenditure will be funded by maintenance tax notes proceeds.

It is recommended the Board of Regents approve a contract with AGCM for construction program management services with a completion date of December 31, 2020 for an amount not to exceed \$899,480.

CMA:tg

Alvin Community College
Consolidated Statement of Net Assets

	October 31, 2020	October 31, 2019	Variance	Explanations/Descriptions
Current Assets				
Cash and cash equivalents	2,175,657	1,750,032	425,625	
Short-term investments	26,945,534	33,003,984	(6,058,450)	
Accounts receivable, net	853,082	1,299,184	(446,102)	Installation Plans outstanding, billing outstanding to sponsors and third parties, grant billings, and CE billings
Inventories	220,647	291,961	(71,314)	
Prepays	36,300	14,553	21,747	Travel advances and prepaid expenses
Total Current Assets	30,231,220	36,359,714	(6,128,494)	
Noncurrent assets				
Long-term investments	1,750,000	1,000,000	750,000	
Capital assets, net	30,933,665	26,458,542	4,475,123	
Total Assets	62,914,885	63,818,256	(903,371)	
Deferred Outflows of Resources				
Deferred charge on refunding	-	151,897	(151,897)	Bonds
Deferred outflows - pensions	4,339,605	4,093,008	246,597	TRS pension
Deferred outflows - OPEB	3,241,398	3,241,398	-	OPEB
Total Deferred Outflows of Resources	7,581,003	7,486,303	94,700	
Liabilities				
Accounts payable & accrued liabilities	(2,384)	7,778	(10,162)	
Net pension liability	9,596,705	9,552,203	44,502	
Net OPEB liability	23,714,290	23,714,290	-	
Funds held for others	47,004	42,493	4,511	Agency funds - groups, clubs, etc on campus
Deferred revenues	162,638	198,691	(36,053)	Grants paid in advance and fall registrations
Compensated absences	528,706	414,719	113,987	Entry made annually for change in liability
Bonds payable	7,927,444	9,366,965	(1,439,521)	Annual payment
Tax note payable	21,165,000	21,870,000	(705,000)	Annual payment
Total Liabilities	63,139,403	65,167,139	(2,027,736)	
Deferred Inflows of Resources				
Deferred inflows - pensions	1,911,006	806,580	1,104,426	TRS pension
Deferred inflow - OPEB	9,178,950	9,178,950	-	OPEB
Deferred inflows - premium on tax note	2,461,286	2,598,024	(136,738)	Tax Note
Total Deferred Inflows of Resources	13,551,242	12,583,554	967,688	
Net Assets				
Fund Balance - Equity	(6,194,757)	(6,446,134)	251,377	
Total Net Assets	(6,194,757)	(6,446,134)	251,377	

Alvin Community College
Consolidated Statement of Revenue and Expense
October 31, 2020 and October 31, 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	786,938	2,799,036	6,052,116	(3,253,080)	46.25%	865,462	3,097,599	7,195,698	(4,098,099)	43.05%
Federal grants and contracts	2,972,177	-	1,138,749	(1,138,749)	0.00%	2,787,549	-	-	-	0.00%
State grants	131,448	-	-	-	0.00%	108,440	-	-	-	0.00%
Local grants	117,569	-	-	-	0.00%	118,303	-	-	-	0.00%
Auxiliary enterprises	341,348	-	-	-	0.00%	457,243	-	-	-	0.00%
Other operating revenues	71,040	7,807	52,500	(44,693)	14.87%	66,318	10,226	105,000	(94,774)	9.74%
Total operating revenues	4,420,520	2,806,843	7,243,365	(4,436,522)	38.75%	4,403,315	3,107,825	7,300,698	(4,192,873)	42.57%
Expenses										
Operating expenses										
Administrative	-	1,694,213	6,891,734	5,197,521	24.58%	-	1,340,398	6,466,153	5,125,755	20.73%
Institutional	-	975,412	6,854,512	5,879,100	14.23%	-	806,701	6,792,057	5,985,356	11.88%
Designated for Institutional Reserve	-	-	1,477,340	1,477,340	0.00%	-	-	280,000	280,000	0.00%
Occupational Technical Instruction	-	802,047	6,017,287	5,215,240	13.33%	-	949,121	6,022,650	5,073,529	15.76%
University Parallel Instruction	-	1,181,766	7,484,982	6,303,216	15.79%	-	1,166,712	7,279,530	6,112,818	16.03%
Student Services	-	720,575	4,756,104	4,035,529	15.15%	-	732,735	4,478,128	3,745,393	16.36%
Physical Plant	-	320,968	3,203,462	2,882,494	10.02%	-	349,051	3,215,050	2,865,999	10.86%
Unbudgeted Unrestricted	206,060	-	-	-	0.00%	572,959	-	-	-	0.00%
Continuing Ed (Fund 13)	178,833	-	-	-	0.00%	325,478	-	-	-	0.00%
Auxiliary enterprises	217,301	-	-	-	0.00%	183,368	-	-	-	0.00%
Local Grants	7,600	-	-	-	0.00%	8,528	-	-	-	0.00%
TPEG	96,460	-	-	-	0.00%	22,462	-	-	-	0.00%
Institutional Scholarships	66,291	-	-	-	0.00%	60,832	-	-	-	0.00%
State Grants	131,448	-	-	-	0.00%	108,440	-	-	-	0.00%
Federal Grants	2,972,177	-	-	-	0.00%	2,787,549	-	-	-	0.00%
Donor Scholarships	171,046	-	-	-	0.00%	41,993	-	-	-	0.00%
Unexpended Plant Fund	87,798	-	-	-	0.00%	72,545	-	-	-	0.00%
Depreciation	-	-	-	-	0.00%	-	-	-	-	0.00%
Debt Retirement	-	-	-	-	0.00%	-	-	-	-	0.00%
Gain on Sale of Property	-	-	-	-	0.00%	-	-	-	-	0.00%
Tax maintenance Note	1,765,485	-	-	-	0.00%	396,110	-	-	-	0.00%
Total operating expenses	5,900,499	5,694,981	36,685,421	30,990,440	15.52%	4,480,264	5,344,718	34,533,568	29,188,850	15.48%
Operating Gain/(Loss)	(1,479,979)	(2,888,138)	(29,442,056)	(35,426,962)		(76,949)	(2,236,893)	(27,232,870)	(33,381,723)	
Nonoperating revenues										
State appropriations*	-	1,865,895	7,772,636	(5,906,741)	24.01%	-	1,865,987	7,772,636	(5,906,649)	24.01%
Property tax revenue - Current	3,698	49,034	20,117,080	(20,068,046)	0.24%	5,026	59,741	19,030,234	(18,970,493)	0.31%
Property tax revenue/Instit Reserve	-	-	1,477,340	(1,477,340)	-	-	-	280,000	(280,000)	-
Property tax revenue - Delinquent	3,105	34,520	-	34,520	0.00%	4,502	47,165	-	47,165	0.00%
Property tax revenue - Interest & Penalties	856	9,340	-	9,340	0.00%	752	7,731	-	7,731	0.00%
Investment income	3,981	18,854	75,000	(56,146)	25.14%	81,792	20,625	150,000	(129,375)	13.75%
Other non-operating revenues	78,108	424	-	424	0.00%	138,111	135	-	135	0.00%
Total nonoperating revenues	89,748	1,978,067	29,442,056	(27,463,989)	6.72%	230,183	2,001,384	27,232,870	(25,231,486)	7.35%
Provided by the State										
Revenue for Insurance and Retirement	-	396,666	-	396,666	0.00%	-	400,071	-	400,071	0.00%
State Insurance Match	-	(184,168)	-	(184,168)	0.00%	-	(196,304)	-	(196,304)	0.00%
State Retirement Match	-	(108,922)	-	(108,922)	0.00%	-	(107,709)	-	(107,709)	0.00%
State Retiree Insurance	-	(103,576)	-	(103,576)	0.00%	-	(96,058)	-	(96,058)	0.00%
Increase/(decrease) in net assets	(1,390,231)	(910,071)	-	(62,890,951)		153,234	(235,509)	-	(58,613,209)	
* State Approp portion generated by CE =	50,752					52,807				
* Institutional Reserve	7,610,059					7,610,059				

Alvin Community College
Consolidated Statement of Revenue and Expense
October 31, 2020 and October 31, 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	4,420,520	2,806,843	7,243,365	(4,436,522)	38.75%	4,403,315	3,107,825	7,300,698	(4,192,873)	42.57%
Nonoperating revenues										
Total nonoperating revenues	89,748	1,978,067	29,442,056	(27,463,989)	6.72%	230,183	2,001,384	27,232,870	(25,231,486)	7.35%
Less Expenses										
Operating expenses										
Total operating expenses	(5,900,499)	(5,694,981)	(36,685,421)	(30,990,440)	15.52%	(4,480,264)	(5,344,718)	(34,533,568)	(29,188,850)	15.48%
Increase/(decrease) in net assets	(1,390,231)	(910,071)	-	(62,890,951)		153,234	(235,509)	-	(58,613,209)	

- State Approp portion generated by CE = 50,752 52,807
- Institutional Reserve 7,610,059 7,610,059

Alvin Community College
Consolidated Detail Expense by Type
October 31, 2020 and October 31, 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	-	260,111	1,664,975	1,404,864	15.62%	18,732	212,899	1,309,260	1,096,361	16.26%
Professional Sal	180,429	754,091	4,838,733	4,084,642	15.58%	189,525	737,068	4,920,751	4,183,683	14.98%
Tech/Clerical Sal	150,903	734,550	4,876,121	4,141,571	15.06%	136,111	734,042	4,679,950	3,945,908	15.68%
Faculty Sal	82,973	1,680,632	11,394,578	9,713,946	14.75%	103,494	1,799,954	11,291,202	9,491,248	15.94%
Misc Sal	11,926	11,535	64,980	53,445	17.75%	18,455	14,781	71,245	56,464	20.75%
Rel Students Sal	1,204	11,392	169,454	158,062	6.72%	6,553	23,776	214,089	190,313	11.11%
Work Study Students Sal	8,686	-	-	-	0.00%	14,210	-	-	-	0.00%
Staff Benefits	57,980	577,676	4,000,775	3,423,099	14.44%	64,507	479,002	3,943,717	3,464,715	12.15%
Subtotal	494,101	4,029,987	27,009,616	22,979,629	14.92%	551,587	4,001,522	26,430,214	22,428,692	15.14%
Equipment	26,253	550	43,400	42,850	1.27%	183,292	1,888	25,000	23,112	7.55%
Computer Hardware	1,456	-	93,050	93,050	0.00%	37,959	-	108,810	108,810	0.00%
Capital Improvements	-	-	-	-	0.00%	-	-	-	-	0.00%
Designated for Instit Reserve	-	-	1,477,340	1,477,340	0.00%	-	-	280,000	280,000	0.00%
Travel/Prof Development	6,352	12,185	440,524	428,339	2.77%	5,513	47,254	507,192	459,938	9.32%
Supplies & Exp	351,563	1,601,429	5,413,866	3,812,437	29.58%	709,275	1,264,581	5,009,477	3,744,896	25.24%
Institutional Scholarships	66,291	50,830	323,000	272,170	15.74%	73,132	29,473	292,000	262,527	10.09%
Financial Aid	2,905,087	-	-	-	0.00%	2,443,085	-	-	-	0.00%
Donor Scholarships	171,046	-	-	-	0.00%	41,993	-	-	-	0.00%
Purchases (Store/Concession)	25,067	-	-	-	0.00%	(34,227)	-	-	-	0.00%
Contingency Expense	-	-	100,000	100,000	0.00%	-	-	100,000	100,000	0.00%
Depreciation	-	-	-	-	0.00%	-	-	-	-	0.00%
Debt Retirement (Int & Amort)	-	-	-	-	0.00%	-	-	-	-	0.00%
Tax Maintenance Note	1,765,485	-	1,784,625	1,784,625	0.00%	396,110	-	1,780,875	1,780,875	0.00%
Unexpended Plant	87,798	-	-	-	0.00%	72,545	-	-	-	0.00%
	5,900,499	\$ 5,694,981	\$ 36,685,421	\$ 30,990,440	15.52%	\$ 4,480,264	\$ 5,344,718	\$ 34,533,568	\$ 29,188,850	15.48%
State Insurance Match	-	184,168	-	(184,168)	0.00%	-	196,304	-	(196,304)	0.00%
State Retirement Match	-	108,922	-	(108,922)	0.00%	-	107,709	-	(107,709)	0.00%
State Retiree Insurance	-	103,576	-	(103,576)	0.00%	-	96,058	-	(96,058)	0.00%

Alvin Community College
Continuing Education Statement of Revenue and Expense (Fund 13)
October 31, 2020

	Year-To-Date					Net Margin
	Actual Revenue	TPEG	Exemptions	Net Revenue	Actual Expense	
Administration	50,752			50,752	61,233	(10,481)
Motorecycle Safety	-			-	-	-
GED	1,952			1,952	2,614	(662)
Real Estate	377			377	-	377
Dental Assistant	44,020	(2,641)		41,379	15,238	26,141
Phlebotomy	4,335	(202)	(966)	3,167	1,376	1,791
Health and Medical	17,620	(987)	(1,172)	15,461	1,504	13,957
Welding	80,359	(4,822)		75,537	31,983	43,554
Certified Nursing	21,129	(1,268)		19,861	12,722	7,139
Truck Driving	21,128	(1,151)		19,978	15,442	4,536
Center for Professional Workforce Dev	72			72	-	72
Education to Go	3,730			3,730	-	3,730
Concealed Handguns	-			-	-	-
Occupational Health & Safety	966	-		966	366	600
Community Programs	2,213	(133)		2,080	-	2,080
Clinical Medical Assistant	16,570	(994)		15,576	1,391	14,185
Vet Assistant	20,990	(1,259)		19,731	2,740	16,991
Yoga	455			455	-	455
Human Resource Program	-	-		-	-	-
Activity Director Program	1,070	(64)		1,006	-	1,006
Machinist Program	-	-		-	-	-
TWC Pipefitter Program	17,235	(1,034)		16,201	14,346	1,855
STRIVE	28,830	(1,626)	(1,729)	25,475	10,340	15,135
TWC INEOS/TEAM	2,256	(132)		2,124	896	1,228
TWC Ascend	-	-		-	-	-
Industrial Maintenance	-	-		-	-	-
TWC Building Construction Trades	-	-	-	-	6,642	(6,642)
Total	336,059	(16,313)	(3,867)	315,880	178,833	137,047

*2.72% of the state appropriation for FY20/21 is attributed to CE hours. This funding is used to offset administrative costs.

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

Alvin Community College
Auxiliary Profit/(Loss) Statement as of October 31, 2020 and October 31, 2019

	Parking	Student Activities	Bookstore	Vending	Childcare	Fitness Center	Total	Prior Year-To-Date
Revenue								
Sales & services	97,957		93,066	354	50,861	1,328	243,566	351,792
Student Fees		97,782					97,782	105,451
	97,957	97,782	93,066	354	50,861	1,328	341,348	457,243
Expenses								
Purchases & Returns			25,067				25,067	(34,227)
Salaries	15,561	12,431	34,936		40,806		103,734	102,833
Staff Benefits	4,825	3,683	9,468		13,655		31,631	27,726
Supplies & Other Operating Expenses	23,669	15,949	8,878		4,910		53,406	66,432
Equipment							-	2,115
Building Repairs							-	-
Bank Charges			3,026		437		3,463	6,189
Contingency							-	-
Scholarships							-	12,300
	44,055	32,063	81,375	-	59,808	-	217,301	183,368
Excess revenue over expenses	53,902	65,719	11,691	354	(8,947)	1,328	124,047	273,875
Assets:								
Cash & Petty Cash			2,513				2,513	12,068
Accounts Receivable					1,285		1,285	7,090
Interfund Receivables	249,687	339,333	339,039	6,059	(102,103)	46,212	878,227	1,828,019
Prepaid Expenses							-	-
Inventories			220,332	315			220,647	291,961
Total Assets	249,687	339,333	561,884	6,374	(100,818)	46,212	1,102,672	2,139,138
Liabilities:								
Accounts Payable/Gift Certificates	4,523	885	29,297		12,188		46,893	40,117
Deferred Revenue							-	-
Deposits							-	-
Total Liabilities	4,523	885	29,297	-	12,188	-	46,893	40,117
Restricted Fund Balance (includes inventories)			220,332	315			220,647	291,961
Unrestricted Fund Balance	245,164	338,448	312,255	6,059	(113,006)	46,212	835,132	1,807,060
Total Liabilities & Fund Balance	249,687	339,333	561,884	6,374	(100,818)	46,212	1,102,672	2,139,138

Alvin Community College
Auxiliary Profit/(Loss) Statement as of October 31, 2019

	Parking	Student Activities	Bookstore	Vending	Childcare	Fitness Center	Total
Revenue							
Sales & services	105,960		171,079	443	70,480	3,830	351,792
Student Fees		105,451					105,451
	105,960	105,451	171,079	443	70,480	3,830	457,243
Expenses							
Purchases & Returns			(34,227)				(34,227)
Salaries	15,021	6,866	35,702		39,509	5,735	102,833
Staff Benefits	3,922	720	7,818		15,115	151	27,726
Supplies & Other Operating Expenses	27,120	2,520	32,646		4,061	85	66,432
Equipment			2,115				2,115
Building Repairs							-
Bank Charges			5,710		467	12	6,189
Contingency							-
Scholarships		12,300					12,300
	46,063	22,406	49,764	-	59,152	5,983	183,368
Excess revenue over expenses	59,897	83,045	121,315	443	11,328	(2,153)	273,875
Assets:							
Cash & Petty Cash			12,013			55	12,068
Accounts Receivable			4,615		2,475		7,090
Interfund Receivables	407,079	393,956	961,265	3,194	13,595	48,930	1,828,019
Prepaid Expenses							-
Inventory			291,655	306			291,961
Total Assets	407,079	393,956	1,269,548	3,500	16,070	48,985	2,139,138
Liabilities:							
Accounts Payable/G/A Certificates	1,911		31,133		6,971	102	40,117
Deferred Revenue							-
Deposits							-
Total Liabilities	1,911	-	31,133	-	6,971	102	40,117
Restricted Fund Balance (includes inventories)			291,655	306			291,961
Unrestricted Fund Balance	405,168	393,956	946,760	3,194	9,099	48,883	1,807,060
Total Liabilities & Fund Balance	407,079	393,956	1,269,548	3,500	16,070	48,985	2,139,138

29. **Adjournment**