



BOARD OF TRUSTEES

Regular Board Meeting

Thursday, November 12, 2020

2:00 p.m.

***Allene Strain Community Room
Of the
Doss Student Center***

**WEATHERFORD COLLEGE
BOARD OF TRUSTEES
November 12, 2020
2 p.m.**

AGENDA

A meeting of the Board of Trustees of Weatherford College will be held on Thursday November 12, 2020 beginning at 2 p.m. in the Allene Strain Community Room of the Doss Student Center, located at 225 College Park Drive, Weatherford, Texas, to consider and act on the posted agenda:

1. Call to Order, Invocation, and Pledge of Allegiance
2. Public Comment for Individuals Not on the Agenda
3. President's Report:
 - a. Recognitions
 - b. Employee Notices
4. Consent Agenda and Financial Reports:
 - a. Approval of Minutes from the October 8, 2020 Board Meeting
 - b. Financial Reports Ending October 31, 2020
 - c. Annual Review of CAK Local Policy Appropriations and Revenue Sources – Investments
 - d. Chief Executive Office Reporting Requirements TEC§ 51.253(c)
 - e. Server Migration and Campus Controls Retrofit Phase 1
 - f. Revision of Capitalization Policy
5. Consideration and Possible Action: TASB Policy Update 39
6. Reports:
 - a. Weatherford College Foundation Annual Report
 - b. Guided Pathways Update/Numbers with Heart/Quality Enhancement Plan (QEP)
 - c. Demand Study Update
7. Future Agenda Items or Meetings:
 - a. 2019-20 Financial Audit
 - b. Budget Amendment
8. Announcements
9. Closed Session:
 - a. Consult with College Attorney, in Accordance with Government Code 551.071
 - b. Deliberate Real Property in Accordance with Government Code 551.072
 - c. Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee, in Accordance with Government Code 551.074
10. Consideration and Possible Action: Real Property
11. Consideration and Possible Action: Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee
12. Adjourn



Public Comment for

Individuals

Not on Agenda



President's Report

- Recognitions
- Employee Notices



**Weatherford College Board of Trustees
Consent Agenda**

DATE: November 12, 2020

AGENDA ITEM #4.a.

SUBJECT: Minutes from the October 8, 2020 Board Meetings

INFORMATION AND DISCUSSION: None

RECOMMENDATION: That the Board of Trustees reviews and approves the minutes as presented.

ATTACHMENTS: Minutes from the October 8, 2020 Board Meeting

SUBMITTED BY: Theresa Hutchison, Executive Assistant to the President

**WEATHERFORD COLLEGE
BOARD OF TRUSTEES
MINUTES OF REGULAR MEETING
October 8, 2020**

The Weatherford College Board of Trustees met in regular session at 2:00 p.m., on Thursday, October 8, 2020 in the Allene Strain Community Room of the Doss Student Center. Chair Mac Smith, called the meeting to order. Other Trustees present were Dan Carney, Vice Chair Sue Coody, Dave Cowley, Secretary Lela Morris, and Dr. Robert Marlett. Dr. Trev Dixon and Judy McAnally were absent. Vice President Brent Baker gave the invocation and the Pledge of Allegiance was recited.

Call to Order,
Invocation and
Pledge of Allegiance

No one spoke for Public Comment.

Public Comment

President Tod Allen Farmer gave the following recognitions and employee notices:

President's Report

a. Recognitions –

- o The Weatherford College Foundation recently held another successful golf tournament at the beautiful Canyon West Golf Course. A significant amount of money was raised to further support student scholarships.
- o Congratulations to the WC rodeo team for a strong showing at the recent Sul Ross rodeo. The women's rodeo team won first place, and the men had several individual strong showings.
- o The Parker County Hospital District for partnering with Weatherford College. In addition to our new tele-medicine program, the Parker County Hospital District recently administered flu shots here in the Strain Room to the benefit of our students, employees, and community members.
- o The Weatherford College nursing program recently underwent an accreditation reaffirmation with the Accreditation Commission for Education in Nursing. Our associate degree in nursing program was found to be in compliance with all six ACEN standards.

b. Employment Notices –

DMAC (Local) requires the College President to provide the names of contract employees that have resigned or retired since the last board meeting. In accordance with this policy, President Farmer reported the following:

- o Jerry Barrow, Coordinator of Workforce Department, retirement effective 10/2/2020

- o Neda Benitez, Student Support Specialist, Education Center Granbury, resignation effective 9/25/2020
- o Cindy Evans, Instructor of Phlebotomy, resignation effective 10/2/2020
- o Brenda Pacheco, Wise County Weatherford College Student Services Secretary, resignation effective 9/29/2020
- o April Staples, Behavioral Sciences Instructor, resignation effective 12/31/2020

President Farmer thanked each one for their service and wished them the very best in future endeavors.

Consent Agenda

The minutes from the September 10, 2020 board meetings were presented.

Minutes are attached.

Minutes

The cash balance as of September 30, 2020 is \$38,962,770.93. This is an increase of \$1,907,017.66 from last year at September 30, 2019. The operating statement at September 30, 2020 indicates that total revenues collected are \$12,943,100 or 22.40% of budget. Total expenditures are \$7,580,063 or 13.12% of budget. *Attached are the Cash Balance Reports and Operating Statements at September 30, 2020.*

Financial Reports

A total of two (2) vendors submitted competitive sealed bids for the requested Cosmetology Supplies & Equipment. Burmax and Armstrong McCall have submitted bids that provide acceptable products that meet the specifications and offer the best value. Funds have been allocated in the current budget for purchase of these products. After evaluation and review of the sealed bids, Valerie Hopkins, Building Supervisor ECMW; Jeanie Hobbs, Director of Purchasing, and Deborah Terrell, Purchasing Department Buyer recommend award of this sealed bid not to exceed budget funds as follows: Burmax, \$75,038.49 and Armstrong McCall, \$23,913.93 for a total estimated cost of \$98,952.42. *Attached is the Tabulation on Sealed Bids for Cosmetology Supplies.*

Sealed Bids for
Cosmetology Supplies &
Equipment
#SB-02-21

Weatherford College has currently completed the first-year renewal of a possible five-year contract with Lone Star Coaches, Game Time Transportation/TUI Bus Service and Cowtown Bus Charters for commercial chartered bus services. The initial contract began June 18, 2018 and ended on June 30, 2019, with an option for four additional one-year term renewals. Due to COVID-19 restrictions, we are only now able to confirm our second contract renewal with these vendors. To comply with state law requirements for bids or proposals for all services of \$50,000.00 or more to be approved by the Board

Renewal #2 of
Commercial Charter Bus
Services
#RFP-02-19

of Trustees, the administration is requesting approval of the second renewal term of contract for Commercial Charter Bus Services from the current awarded vendors: Lone Star Coaches, Game Time Transportation/TUI Bus Service and Cowtown Bus Charters, as allowed by law. Total costs for the second-year renewal of contract are as follows: Lone Star Coaches at \$49,627.91, Game Time Transportation at \$26,041.49 and Cowtown Bus Charters at \$ 0.00, for a total estimated cost of \$75,669.40. The proposed rates will remain the same as last year's rates for Cowtown Bus Charters, and were increased by 3% by Lone Star Coaches and Game Time Transportation, as agreed upon by all parties. All vendors agree to continue to meet our specifications and provide the best value on the athletic trips requested by baseball, basketball (both men and women), softball, and the TRIO programs. Additional trips will be added at a later date during this contract when needed. Purchase of awarded trips is based solely on availability of current funds and actual requirements. Any or all trips awarded as a result of the proposal process may not be purchased if budgeted funds are not available. *Attached is the Renewal Tabulation on Commercial Charter Bus Services #RFP-02-19.*

Ms. Coody made the motion to approve the Consent Agenda as presented.
Ms. Morris seconded and the motion carried unanimously.

Consent Agenda
770-1
Approved

The following reports were submitted to the Board:

Reports

- a. BI (Legal) Access and Affordability Report submitted by Adam Finley, Executive Dean of Student Services
- b. Guided Pathways Update/Numbers with Heart submitted by Michael Endy, Vice President for Instruction and Student Affairs
- c. Demand Study Update submitted by Michael Endy, Vice President of Instruction and Student Affairs

President Farmer reviewed the following tentative future agenda items:

Future Agenda Items

- Weatherford College Foundation Annual Report

Vice President Brent Baker made the following announcements:

Announcements

October 9 Presidential Luncheon, Alkek Fine Arts Center, Noon
Groundbreaking, Workforce and Emerging Technologies
Building, 1:30 p.m.

October 17-18 Theatre Production
"Enemy of the People"
Streaming Online for 48 hours

October 22 "Fields of Dreams" Turf Lunch Event
Stuart Field, 11 a.m.

October 24 2nd Annual WC Alumni Rodeo, Parker County Sherriff's
Posse Arena

The Board of Trustees entered into Closed Session at 2:12 p.m. to consult with the college attorney in accordance with Government Code 551.072, to deliberate personnel matters in accordance with Government Code 551.074 and to deliberate real property in accordance with Government Code 551.072.

Closed Session

The Board reconvened in Open Session at 4:00 p.m.

Open Session

Dr. Marlett made the motion to ratify the cost proposal agreement, Proposal Number 341-317358, from Professional Services Industries, Inc. (PSI) in regards to material testing for the Workforce and Emerging Technologies Building in the new amount of \$96,000. Ms. Coody seconded and the motion carried unanimously.

Real Property
Proposal Agreement
770-2
Approved

Ms. Coody made the motion to uphold the administration's denial of the grievance brought to the Board considered in Closed Session. Ms. Morris seconded and the motion carried unanimously.

Personnel Matters
Uphold Administration's
Decision Regarding
Employee Grievance
770-3
Approved

At 4:05 p.m. Dr. Marlett made the motion to adjourn the meeting. Ms. Coody seconded and the motion carried unanimously.

Motion to Adjourn
770-4
Approved

Mac Smith
Chair, Board of Trustees

Lela Morris
Secretary, Board of Trustees



**Weatherford College Board of Trustees
Consent Agenda**

DATE: November 12, 2020

AGENDA ITEM #4.b.

SUBJECT: Financial Reports Ending October 31, 2020

INFORMATION AND DISCUSSION: The cash balance as of October 31, 2020 is \$37,103,004.64. This is an increase of \$2,122,841.45 from last year at October 31, 2019. The operating statement at October 31, 2020 indicates that total revenues collected are \$14,996,654 or 25.95% of budget. Total expenditures are \$11,521,129 or 19.94% of budget.

ATTACHMENTS: Cash Balance Reports and Operating Statements at October 31, 2020.

SUBMITTED BY: Dr. Andra R. Cantrell, Executive Vice President for Financial & Administrative Affairs

**WEATHERFORD COLLEGE
CASH BALANCE REPORT
October 31, 2020**

<u>Unrestricted Funds</u>	Checking	Investments	Payroll & Petty Cash	Total
Beginning Balance	6,955,880.34	25,387,192.10	4,375.00	32,347,447.44
Deposits	3,805,415.91	8,601.15	-	3,814,017.06
Disbursements	(6,178,359.32)	-	-	(6,178,359.32)
Ending Balance	4,582,936.93	25,395,793.25	4,375.00	29,983,105.18

Unrestricted Funds:	Checking Acct	Investments	Acct Balance
Maintenance and Carter	4,582,936.93	\$25,395,793.25	29,978,730.18
Payroll	-	-	-
Petty cash	4,375.00	-	4,375.00
Sub-total	4,587,311.93	25,395,793.25	29,983,105.18
Restricted Funds:			
Scholarships & Loans	\$954,170.47	\$2,808,129.94	\$3,762,300.41
Schropshire Cap. Impr.	\$321,617.89	\$0.00	\$321,617.89
Debt Service	\$429,171.04	\$1,943,342.29	\$2,372,513.33
Interest & Sinking	\$38,467.83	\$0.00	\$38,467.83
Contingency Reserves	625,000.00	\$0.00	\$625,000.00
Sub-total	2,368,427.23	4,751,472.23	7,119,899.46
Grand Total	6,955,739.16	30,147,265.48	37,103,004.64

Recap of Investments

<u>Investments</u>	<u>Current Value 10/31/2020</u>	<u>Rate</u>
Prosperity Bank Money Market Account	30,147,265.48	1.40%
Total Investments	<u>30,147,265.48</u>	

**WEATHERFORD COLLEGE
STATEMENT OF REVENUES
October 31, 2020**

	2019-20 Budget			2020-2021 Budget			
	Amended Budget	Received 10/31/2019	% of Budget	Amended Budget	Received 10/31/2020	Balance	% of Budget
Operating Revenues							
Tuition							
In-District Resident	\$ 4,898,731	\$ 2,096,683	42.80%	\$ 4,642,393	\$ 2,118,537	\$ 2,523,856	45.63%
Out-of District Resident	\$ 7,631,228	\$ 3,659,741	47.96%	\$ 7,920,148	\$ 3,728,916	\$ 4,191,232	47.08%
Non-Resident	\$ 551,215	\$ 224,806	40.78%	\$ 430,958	\$ 324,566	\$ 106,392	75.31%
Differential Tuition	\$ 683,400	\$ 331,178	48.46%	\$ 876,807	\$ 396,794	\$ 480,013	45.25%
State Funded Continuing Education	\$ 1,080,000	\$ 449,112	41.58%	\$ 1,039,600	\$ 248,885	\$ 790,715	23.94%
Non-State Funded Continuing Education	\$ 25,000	\$ 7,722	30.89%	\$ 27,800	\$ 12,355	\$ 15,445	44.44%
Total Tuition	\$ 14,869,574	\$ 6,769,242	45.52%	\$ 14,937,706	\$ 6,830,053	\$ 8,107,653	45.72%
Fees							
General Fee	\$ 489,254	\$ 211,056	43.14%	\$ 1,984,470	\$ 957,761	\$ 1,026,710	48.26%
Laboratory Fee	\$ 352,233	\$ 174,307	49.49%	\$ 323,874	\$ 159,988	\$ 163,886	49.40%
Total Fees	\$ 841,487	\$ 385,364	45.80%	\$ 2,308,344	\$ 1,117,748	\$ 1,190,596	48.42%
Allowances and Discounts							
Bad Debt Allowance	\$ (105,000)	\$ 156	-0.15%	\$ (55,000)	\$ -	\$ (55,000)	0.00%
Remissions and Exemptions	\$ (1,761,000)	\$ (631,411)	35.86%	\$ (1,663,999)	\$ (730,561)	\$ (933,438)	43.90%
Total Allowances and Discounts	\$ (1,866,000)	\$ (631,255)	33.83%	\$ (1,718,999)	\$ (730,561)	\$ (988,438)	42.50%
Additional Operating Revenues							
Federal Grants and Contracts (Operating)	\$ 1,273,447	\$ 154,151	12.11%	\$ 1,179,448	\$ 218,729	\$ 960,719	18.55%
State Grants and Contracts	\$ 10,487	\$ 5,397	51.46%	\$ 5,524	\$ -	\$ 5,524	0.00%
Non-Governmental Grants	\$ -	\$ -		\$ -	\$ -	\$ -	
Local Grants & Contracts	\$ 3,525,000	\$ 138,415	3.93%	\$ 3,518,100	\$ 179,639	\$ 3,338,461	5.11%
Sales & Services of Educational Activities	\$ 76,250	\$ 9,164	12.02%	\$ 105,000	\$ 4,627	\$ 100,373	4.41%
Investment income - Program Restricted	\$ 85,000	\$ 15,847	18.64%	\$ 48,750	\$ 4,206	\$ 44,544	8.63%
Other Operating Revenues	\$ 310,721	\$ 44,087	14.19%	\$ 315,000	\$ 34,377	\$ 280,623	10.91%
Total Additional Operating Revenues	\$ 5,280,905	\$ 367,060	6.95%	\$ 5,171,822	\$ 441,578	\$ 4,730,244	8.54%
Auxiliary Income							
Bookstore	\$ 191,227	\$ (30,702)	-16.06%	\$ 158,733	\$ 13,332	\$ 145,401	8.40%
Cafeteria	\$ 759,400	\$ 314,857	41.46%	\$ 781,500	\$ 307,819	\$ 473,681	39.39%
Dormitory	\$ 1,200,930	\$ 532,752	44.36%	\$ 1,113,340	\$ 516,430	\$ 596,910	46.39%
Intercollegiate Athletics	\$ -	\$ -		\$ -	\$ -	\$ -	#DIV/0!
Student Services	\$ 241,977	\$ 105,562	43.62%	\$ 235,000	\$ 92,400	\$ 142,600	39.32%
Carter Agricultural Center	\$ 61,750	\$ 8,890	14.40%	\$ 42,500	\$ 5,605	\$ 36,895	13.19%
Total Auxiliary Enterprises	\$ 2,455,284	\$ 931,358	37.93%	\$ 2,331,073	\$ 935,586	\$ 1,395,487	40.14%
Total Operating Revenues	\$ 21,581,250	\$ 7,821,769	36.24%	\$ 23,029,946	\$ 8,594,403	\$ 14,435,543	37.32%
Non-Operating Revenues							
State Appropriations							
Education and General State Support	\$ 9,059,678	\$ 2,162,830	23.87%	\$ 9,059,678	\$ 2,174,330	\$ 6,885,348	24.00%
State Group Insurance	\$ -	\$ 288,237		\$ -	\$ 288,237	\$ (288,237)	
State Retirement Matching	\$ -	\$ 69,462		\$ -	\$ 65,610	\$ (65,610)	
Professional Nursing Shortage Reduction	\$ 370,316	\$ 57,013	15.40%	\$ 155,452	\$ 19,820	\$ 135,632	12.75%
Total State Appropriations	\$ 9,429,994	\$ 2,577,542	27.33%	\$ 9,215,130	\$ 2,547,997	\$ 6,667,133	27.65%
Maintenance Ad Valorem Taxes-Parker County	\$ 15,435,232	\$ 44,490	0.29%	\$ 17,549,994	\$ 74,289	\$ 17,475,705	0.42%
Debt Service Ad Valorem Taxes	\$ 590,400	\$ 2,011	0.34%	\$ 594,200	\$ 3,100	\$ 591,100	0.52%
Federal Grants and Contracts (Non-Operating)	\$ 6,683,000	\$ 2,833,323	42.40%	\$ 6,707,000	\$ 2,639,031	\$ 4,067,969	39.35%
Gifts	\$ 27,000	\$ -	0.00%	\$ 45,000	\$ 1,118,675	\$ (1,073,675)	2485.95%
Investment Income	\$ 476,000	\$ 57,627	12.11%	\$ 225,000	\$ 19,158	\$ 205,842	8.51%
Contributions in Aid of Construction	\$ -	\$ -		\$ -	\$ -	\$ -	
Total Non-Operating Revenue	\$ 32,641,626	\$ 5,514,992	16.90%	\$ 34,336,324	\$ 6,402,250	\$ 27,934,074	18.65%
Budgeted Transfers	\$ 365,490	\$ -		\$ 425,612	\$ -	\$ 425,612	
TOTAL	\$ 54,588,366	\$ 13,336,761	24.43%	\$ 57,791,882	\$ 14,996,654	\$ 42,795,228	25.95%

**WEATHERFORD COLLEGE
STATEMENT OF EXPENDITURES
October 31, 2020**

	2019-20 Budget			2020-2021 Budget			
	Amended Budget	Expended 10/31/2019	% of Budget	Amended Budget	Expended 10/31/2020	Balance	% of Budget
Operating Expenses							
Unrestricted							
Instruction	\$ 15,920,999	\$ 2,895,568	18.19%	\$ 15,944,173	\$ 2,833,037	\$ 13,111,136	17.77%
Public Service	\$ 25,603	\$ 901	3.52%	\$ 14,860	\$ 510	\$ 14,350	3.43%
Academic Support	\$ 3,100,394	\$ 542,645	17.50%	\$ 4,202,898	\$ 687,150	\$ 3,515,748	16.35%
Student Services	\$ 2,356,897	\$ 420,010	17.82%	\$ 2,496,938	\$ 449,393	\$ 2,047,545	18.00%
Institutional Support	\$ 11,578,863	\$ 2,829,867	24.44%	\$ 12,537,534	\$ 1,857,378	\$ 10,680,156	14.81%
Operation & Maint. of Plant	\$ 5,326,349	\$ 695,301	13.05%	\$ 6,330,339	\$ 719,735	\$ 5,610,604	11.37%
Scholarships and Fellowships	\$ -	\$ -	-	\$ -	\$ -	\$ -	-
Staff Benefits	\$ 632,500	\$ 114,195	18.05%	\$ 675,000	\$ 137,829	\$ 537,171	20.42%
Total Unrestricted Educational Activities	\$ 38,941,605	\$ 7,498,487	19.26%	\$ 42,201,742	\$ 6,685,032	\$ 35,516,710	15.84%
Restricted							
Instruction	\$ 438,256	\$ 74,267	16.95%	\$ 296,054	\$ 21,820	\$ 274,234	7.37%
Public Service	\$ -	\$ 154	-	\$ -	\$ -	\$ -	-
Academic Support	\$ -	\$ -	-	\$ -	\$ -	\$ -	-
Student Services	\$ 868,290	\$ 123,188	14.19%	\$ 868,641	\$ 210,876	\$ 657,765	24.28%
Institutional Support	\$ 5,237	\$ -	0.00%	\$ 5,524	\$ -	\$ 5,524	0.00%
Operation & Maint. of Plant	\$ -	\$ -	-	\$ -	\$ -	\$ -	-
Scholarships and Fellowships	\$ 8,614,526	\$ 3,725,874	43.25%	\$ 8,864,918	\$ 3,432,463	\$ 5,432,455	38.72%
Staff Benefits	\$ -	\$ 357,699	-	\$ -	\$ 353,847	\$ (353,847)	-
Total Restricted Educational Activities	\$ 9,926,309	\$ 4,281,183	43.13%	\$ 10,035,137	\$ 4,019,006	\$ 6,016,131	40.05%
Total Educational Activities	\$ 48,867,914	\$ 11,779,669	24.11%	\$ 52,236,879	\$ 10,704,038	\$ 41,532,841	20.49%
Auxiliary Enterprises	\$ 2,885,075	\$ 438,535	15.20%	\$ 3,187,977	\$ 381,783	\$ 2,806,194	11.98%
Depreciation Expense - Buildings and Land Improvements	\$ -	\$ 197,232	-	\$ -	\$ 194,680	\$ (194,680)	-
Depreciation Expense - Furniture, Machinery, Vehicles, and Other Equipment	\$ -	\$ 106,644	-	\$ -	\$ 110,114	\$ (110,114)	-
Total Operating Expenses	\$ 51,752,989	\$ 12,522,080	24.20%	\$ 55,424,856	\$ 11,390,615	\$ 44,034,241	20.55%
Non-Operating Expenses							
Expenses on Capital Related Debt	\$ 416,848	\$ (9,105)	-2.18%	\$ 380,364	\$ 4,919	\$ 375,445	1.29%
Gain/Loss on Disposal of Fixed Assets	\$ (10,000)	\$ -	-	\$ (10,000)	\$ (12,670)	\$ 2,670	-
Other non-operating expense	\$ -	\$ -	-	\$ -	\$ -	\$ -	-
Other Uses of Cash							
Principal on Capital Related Debt	\$ 1,403,560	\$ 114,239	8.14%	\$ 1,349,349	\$ 120,559	\$ 1,228,790	8.93%
Capital Outlay (Non-Construction)	\$ 1,008,673	\$ 198,342	19.66%	\$ 647,313	\$ 17,706	\$ 629,607	2.74%
TOTAL	\$ 54,572,070	\$ 12,825,557	23.50%	\$ 57,791,882	\$ 11,521,129	\$ 46,270,753	19.94%



**Weatherford College Board of Trustees
Consent Agenda**

DATE: November 12, 2020

AGENDA ITEM #4.c.

SUBJECT: Annual Review of CAK Local Policy Appropriations and Revenue Sources-Investments

INFORMATION AND DISCUSSION: Under Education Code Section 51.0032, investments made by the College shall comply with the Public Funds Investment Act as per Texas Government Code Chapter 2256.005. The Public Funds Investment Act is reviewed by the state legislature on a biannual basis. Due to the fact that no action has been taken since 2019, no changes are necessary. However, the code requires that the Board of Trustees annually review the local investment policy and strategy. But at this time, there are no changes required.

RECOMMENDATION: That the Board of Trustees has reviewed and approves the investment policy and investment strategies set out in CAK Local and recommends no changes at this time.

ATTACHMENTS: CAK Local Policy Appropriations and Revenue Sources-Investments.

SUBMITTED BY: Dr. Andra R. Cantrell, Executive Vice President for Financial & Administrative Affairs

APPROPRIATIONS AND REVENUE SOURCES
INVESTMENTS

CAK
(LOCAL)

Objectives

The investment policy of the College District shall be to:

1. Ensure the safety of the invested funds of the College District;
2. Maintain sufficient liquidity to provide adequate and timely working funds;
3. Attain the highest possible rate of return while providing necessary protection of principal consistent with College District operating requirements as determined by the Board;
4. Match the maturity of investment instruments to the daily cash flow requirements;
5. Diversify investments as to maturity, instruments, and financial institutions where permitted under state law;
6. Actively pursue portfolio management techniques; and
7. Avoid investment for speculation.

**Authorized
Investments**

Agreements

The College District's chief financial officer shall serve as the investment officer of the College District. The investment officer shall be required to obtain at least five hours of investment training within the first 12 months of assuming duties and shall be required to earn an additional five hours of investment training in every subsequent biennium. To ensure the accomplishment of the policy and the objectives listed, the investment officer of the College District shall be authorized to invest the various funds of the College District in legally authorized and adequately secured certificates of deposit and/or U.S. Treasury Bills with a maximum maturity of 12 months. The Board shall permit the investment of bond proceeds and pledged revenue to the extent allowed by law. No other investments shall be made without approval of a majority of the Board. All investment transactions except investment pool funds and mutual funds shall be executed on a delivery versus payment basis. With respect to repurchase agreements:

1. The market value of the collateral shall equal at least 102 percent of the cash value of the repurchase agreement.
2. All securities purchased under a repurchase agreement shall be held by the College District's custodial (safekeeping) agent.
3. The seller of repurchase agreement securities shall be entitled to substitute securities upon authorization by the College District.

APPROPRIATIONS AND REVENUE SOURCES
INVESTMENTS

CAK
(LOCAL)

4. No repurchase agreement shall be entered into unless a Master Repurchase Agreement has been executed between the College District and its trading partners.

Certificates of
Deposit

Bids for certificates of deposit may be solicited orally, in writing, electronically, or in any combination of those methods.

**Safety and
Investment
Management**

The investment officer shall exhibit prudence and discretion in the selection and management of securities. Skill and judgment shall be exercised in order that no individual or group of transactions undertaken would jeopardize the total capital sum of the overall portfolio. The College District shall not allow speculation (such as anticipating an appreciation of capital through changes in market interest rates) in the selection of any investments. The investment officer shall observe financial market indicators, study financial trends, and utilize available educational tools in order to maintain appropriate managerial expertise.

**Liquidity and
Diversity**

To meet the investment objectives of the College District, the maturity of investments shall be targeted to coincide with the cash flow needs of the College District.

Assets of the College District shall be invested in instruments whose maturities do not exceed one year at the time of purchase. Assets held in debt retirement funds may be invested in maturities exceeding one year. The investment portfolio shall be diversified to reduce the risk of loss of investment income from overconcentration of assets in a specific issue, a specific issue size, or a specific class of securities.

Nevertheless, the College District recognizes that in a diversified portfolio, occasional measured losses are inevitable and must be considered within the context of the overall portfolio's investment return. Also, it is intended that investments in all funds shall be managed in such a way that any market price losses resulting from interest rate volatility shall be offset by income received from the balance of the portfolio during a 12-month period.

Internal Controls

A system of internal controls shall be documented in writing. Also, they shall be designed to prevent losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the College District. Controls deemed most important shall include:

1. Control of collusion;
2. Separation of duties;

APPROPRIATIONS AND REVENUE SOURCES
INVESTMENTS

CAK
(LOCAL)

3. Separation of transaction authority from accounting and recordkeeping;
4. Custodial safekeeping;
5. Avoidance of bearer-form securities;
6. Clear delegation of authority;
7. Specific limitations regarding securities losses;
8. Written confirmation of telephone transactions;
9. Limiting the number of authorized investment officials; and
10. Documentation of transactions and strategies.

These controls shall be reviewed by the College District's independent auditing firm.

Safekeeping and Custody

To protect against potential fraud and embezzlement, the cash and investments of the College District shall be secured through third-party custody and safekeeping procedures as designated by the College District. Investment officials shall be bonded.

Sellers of Investments

Prior to handling investments on behalf of the College District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law.

Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC), and be in good standing with the Financial Industry Regulatory Authority (FINRA).

Interest Rate Risk

To reduce exposure to changes in interest rates that could adversely affect the value of investments, the College District shall use final and weighted-average-maturity limits and diversification.

The College District shall monitor interest rate risk using weighted average maturity and specific identification.

Portfolio Report

A monthly management portfolio report shall be prepared by the investment officer relating to investments of the College District and appropriate collateral pledged for those investment instruments requiring security. A comprehensive report on the investment program and investment activity shall be presented annually to the Board. A compliance audit of management controls on investments and adherence to approved investment policies shall be performed in conjunction with the annual financial audit, along with a state agency compliance audit performed at least every two years.

APPROPRIATIONS AND REVENUE SOURCES
INVESTMENTS

CAK
(LOCAL)

**Monitoring Market
Prices**

Monitoring shall be done monthly and more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment. The investment officer shall keep the Board informed of significant declines in the market value of the College District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds.

**Monitoring Rating
Changes**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Investment Strategy

The College District maintains portfolios that utilize specific investment strategy considerations designed to address the unique characteristics of the following fund groups represented in the portfolios:

1. **Operating Funds.** Investment strategies for operating funds and commingled pools containing operating funds have as their primary objective the assurance that anticipated cash flow are matched with adequate investment liquidity. In order to accomplish this, the College District shall maintain adequate balances in short-term investments with necessary liquidity to ensure that sufficient funds are available for the continued operations of the College District. Funds shall not be invested in securities with stated maturities that exceed the reasonable expected expenditure time period.
2. **Debt Service Funds.** The College District shall maintain as its primary objective, the safety of principal with regard to all monies collected or allocated for debt service. Secondly, the College District shall seek to maximize the return on such funds while ensuring sufficient funds for timely payments of its debt obligations. In order to accomplish this, the College District shall invest such funds in amounts and maturity dates that most likely will meet the debt service requirements of the College District.
3. **Capital Improvement Fund.** The College District shall maintain as its primary objective, the safety of principal with regard to all monies collected. The College District shall seek to maximize the return of such funds while ensuring sufficient funds for timely payments of its obligations.

APPROPRIATIONS AND REVENUE SOURCES
INVESTMENTS

CAK
(LOCAL)

4. Special Projects or Special Purpose Funds. Portfolios for these funds shall have as their primary objective the assurance that anticipated cash flows are matched with adequate investment liquidity. The stated final maturity dates of securities held should not exceed the estimated project completion date.



**Weatherford College Board of Trustees
Report**

DATE: November 12th, 2020

AGENDA ITEM #4.d.

SUBJECT: Chief Executive Office Reporting Requirements TEC§ 51.253(c)

INFORMATION AND DISCUSSION:

Under the Texas Education Code (TEC), Section 51.253(c), the institution's Chief Executive Officer is required to submit a data report at least once during each fall or spring semester to the institution's governing body and post on the institution's internet website a report concerning the reports received by employees under the TEC, Section 51.252 the type of incident described in the employee's report constitutes "sexual harassment," "sexual assault," "dating violence," or "stalking" as defined in the TEC, Section 51.251, and any disciplinary actions taken under TEC, Section 51.255.

ATTACHMENTS: Chief Executive Office Summary Report

SUBMITTED BY: Adam Finley, Executive Dean of Student Services

Chief Executive Officer Summary Report

TO: **Weatherford College Board of Trustees**
FROM: **Dr. Tod Allen Farmer, Chief Executive Officer**
DATE: **October 22, 2020**
RE: Chief Executive Officer Reporting Requirements under Tex. Educ. Code § 51.253(c)

Under the Texas Education Code (TEC), Section 51.253(c), the institution's Chief Executive Officer is required to submit a data report at least once during each fall or spring semester to the institution's governing body and post on the institution's internet website a report concerning the reports received by employees under the TEC, Section 51.252 the type of incident described in the employee's report constitutes "sexual harassment," "sexual assault," "dating violence," or "stalking" as defined in the TEC, Section 51.251, and any disciplinary actions taken under TEC, Section 51.255.

For the purposes of complying with the Chief Executive Officer's reporting requirements under TEC, Section 51.253(c), the attached summary data report¹ (Appendix A) includes all of the required reporting information to the **Weatherford College Board of Trustees** for the 2019-2020 academic year, as of **October 22nd, 2020**. The summary data in Appendix A is categorized based on the reporting requirements under TEC, Section 51.253(c). The reports received may be applicable in multiple reporting categories, and therefore, the summary data in the categories may not add up to the totals of other categories.

The summary data report is also posted on the <https://www.wc.edu/campus-resources/title-ix-and-non-discrimination> as per the public reporting requirements under TEC, Section 51.253(c).

Note: Any additional reports received by the Title IX Coordinator that do not meet the required reporting criteria in the Texas Education Code have been omitted for the compliance purposes of this specific report.²

¹ When identifiable, duplicate reports were consolidated and counted as one report in the summary data, and confidential employee reporting is noted as a sub-set to the total number of reports received.

² For example, reports made by students and all other non-employees (including incidents under 3.5(d)(3)) are excluded from Appendices A and B. Additionally, if a Title IX Coordinator or Deputy Coordinator determines that the type of incident described in a report, as alleged, does not constitute "sexual harassment," "sexual assault," "dating violence," or "stalking" as defined in the TEC, Section 51.251, the report is excluded from Appendices A and B. It is the responsibility of the Title IX Coordinator or Deputy Title IX Coordinator to assess each report received and determine whether it is properly included in this report, and if so, to correctly identify the type of incident.

Appendix A
Summary Data Report
2020-2021 Academic Year

Texas Education Code, Section 51.252	
Number of reports received under Section 51.252³	2
Number of confidential reports ⁴ under Section 51.252	0
Number of investigations conducted under Section 51.252	2
Disposition ⁵ of any disciplinary processes for reports under Section 51.252:	
Concluded, No Finding of Policy Violation ⁶	0
Concluded, with Employee Disciplinary Sanction	0
Concluded, with Student Disciplinary Sanction	0
SUBTOTAL	0
Number of reports under Section 51.252 for which the institution determined not to initiate a disciplinary process ⁷	0

Texas Education Code, Section 51.255	
Number of reports received that include allegations of an employee's failure to report or who submits a false report to the institution under Section 51.255(a)	0
Any disciplinary action taken, regarding failure to report or false reports to the institution under Section 51.255(c) :	
Employee termination	0
Institutional intent to termination, in lieu of employee resignation	0

³ Reports made by students and all other non-employees (including incidents under 3.5(d)(3)) are excluded from Appendices A and B. Additionally, if a Title IX Coordinator or Deputy Coordinator determines that the type of incident described in a report, as alleged, does not constitute "sexual harassment," "sexual assault," "dating violence," or "stalking" as defined in the TEC, Section 51.251, the report is excluded from Appendices A. It is the responsibility of the Title IX Coordinator or Deputy Title IX Coordinator to assess each report received and determine whether it is properly included in this report, and if so, to correctly identify the type of incident.

⁴ "Number of confidential reports" is a sub-set of the total number of reports that were received under Section 51.252, by a confidential employee or office (e.g., Counseling Center, Student Health Center, Victim Advocate for Students, or Student Ombuds).

⁵ "Disposition" means "final result under the institution's disciplinary process" as defined in the Texas Higher Education Coordinating Board's (THECB) rules for TEC, Section 51.259 [See 19 Texas Administrative Code, Section 3.6(3) (2019)]; therefore, pending disciplinary processes will not be listed until the final result is rendered.

⁶ "No Finding of a Policy Violation" in this section refers to instances where there is no finding of responsibility after a hearing or an appeal process; investigations completed with a preponderance of evidence not met are excluded, because it would not have moved forward into a disciplinary process.

⁷ The institution may have determined "not to initiate a disciplinary process." The reasons for not initiating a discipline process can include, but are not limited to: case dismissal; insufficient information to investigate; confidential employee reporting (no identifiable information); the respondent's identity was unknown or not reported; the respondent was not university-affiliated; the complainant requested the institution not investigate the report; informal resolution was completed; investigation is ongoing; or investigation was completed with a preponderance of evidence not met.



**Weatherford College Board of Trustees
Consent Agenda**

DATE: November 12, 2020

AGENDA ITEM #4.e

SUBJECT: TIPS Cooperative Contract #18010101 Proposals on Server Migration & Weatherford Campus Controls Retrofit Phase 1

INFORMATION AND DISCUSSION: Weatherford College currently has an existing Johnson Controls Metasys system at revisions 5.1. This system was originally installed back in the late 90's and has been added onto and undergone some software upgrades over time. As technology has advanced, the majority of the field and network controllers onsite have been rendered obsolete and are creating issues with being compliant with the College current security standards. While these controls still function they pose a risk to the Weatherford Campus from a control, reliability, and cyber security standpoint.

Currently there are twelve Network Automation Engines (NAE) onsite which are hardwired together to create the Building Automation System network. Johnson Control's proposal for retrofit removes the need to hardwire the NAE controllers together and instead creates individual BACnet trunks per NAE. This will be accomplished through replacement of NAE's with new IP based Supervisory Network Engine (SNE) that will report back to the server through the College network. This setup is becoming the standard for Building Management System communication and will allow more flexibility with the system in the future. This also allows Johnson Controls to phase this project over time to reduce immediate financial impact to the College.

Johnson Controls will mount the new SNEs near the existing NAEs and begin to modify the N2 trunk in order to remove the interconnection of buildings through hardwiring. New trunk will be pulled as needed in larger buildings and existing will be flipped to BACnet in smaller buildings. Once the new and modified trunk is in place, it will allow Johnson Controls to flip pieces of equipment one at a time to the new system. This means that downtime will be minimal and phasing of this project can be done effectively.

Johnson Controls has prepared a solution to upgrade the existing Metasys system by replacing the existing failed server, which was completed in late October at a cost of \$44,052.00 and controls retrofit phase 1 to be completed by early summer 2021 at a cost of \$296,849.00 for a total cost of \$340,901.00. Funds have been allocated in the current 2020-2021 budget for purchase of these products and services. Phase 2 for completion of this upgrade will be requested in the 2021-2022 budget at an estimated cost of \$378,299.00.

RECOMMENDATION: That the Board of Trustees approve contract proposals to vendor as presented.

ATTACHMENTS: TIPS Contract Proposals for Server Migration & Weatherford Campus Controls Retrofit Phase 1

SUBMITTED BY: Dr. Andra R. Cantrell, Executive Vice-President of Financial and Administrative Affairs

Johnson Controls, Inc.
 Building Efficiency
 3021 West Bend Drive
 Irving, Texas 75063
 Phone: 866-656-9681
 Fax: 972-869-9421



To: Weatherford College
 225 College Park Dr.
 Weatherford, Texas 76086

Date: Friday, October 02, 2020
Project Name: Weatherford College Campus
 Sever Migration

Attn: Rhonda Swan

TIPS Contract: 18010101

EXECUTIVE SUMMARY

Weatherford College currently has an existing Johnson Controls Metasys system at revisions 5.1. This system was originally installed back in the late 90s and has been added onto and undergone some software upgrades over time. As technology has advanced, the majority of the field and network controllers onsite have been rendered obsolete and are creating issues with being compliant with the college current security standards. While these controls still function they pose a risk to the college campus from a control, reliability, and cyber security standpoint.

PHASED PROJECT PRICING BREAKDOWN

<u>PHASE</u>	<u>DESCRIPTION</u>	<u>PRICE</u>
ADX Server Migration	Migrate existing ADS to new ADX server. SQL and server to be customer provided. Must be done before other phases.	\$44,052.00

PROJECT INCLUSIONS

1. Furnish and Install one (1) new ADX 10 user migration software - the Metasys Extended Architecture Technology has a pure web-based interface.
 - a. Furnish new ADX10 user migration software
 - b. Customer to provide new SQL and server hardware
 - c. Install new software on customer provided hardware
 - d. Connect new SNEs to Network (phased approach)
 - e. Run new BACnet BUS according to current NAE risers to various pieces of equipment
2. Furnish an image of Metasys software for Weatherford College backup purposes
3. One (1) Year Parts and Labor Warranty.

Johnson Controls, Inc.
 Building Efficiency
 3021 West Bend Drive
 Irving, Texas 75063
 Phone: 866-656-9681
 Fax: 972-869-9421



PHASED PROJECT PRICING BREAKDOWN

<u>PHASE</u>	<u>DESCRIPTION</u>	<u>PRICE</u>
NAE 02	Upgrade Network Controller SN10500 and then upgrade existing field controllers. Provide MUI graphics	\$95,227.00
NAE 04	Upgrade Network Controller SN10500 and then upgrade existing field controllers. Provide MUI graphics	\$62,165.00
NAE 06	Upgrade Network Controller SN10500 and then upgrade existing field controllers. Provide MUI graphics	\$93,226.00
NAE 07	Upgrade Network Controller SN10500 and then upgrade existing field controllers. Provide MUI graphics	\$69,507.00
	<u>Grand Total</u>	<u>\$320,125.00</u>



**Weatherford College Board of Trustees
Consent Agenda**

DATE: November 12, 2020

AGENDA ITEM #4.f.

SUBJECT: Revision of Capitalization Policy

INFORMATION AND DISCUSSION: The current capitalization policy states that any asset over \$5,000 shall be classified as capital assets. In order to comply with the Texas Higher Education Coordinating Board Annual Financial Reporting Requirements, a statement needs to be added to the current capitalization policy stating that any major building repairs and maintenance of at least \$100,000 or that significantly extends the building's useful life shall also be capitalized.

RECOMMENDATION: That the Board of Trustees approves the revised Capitalization Policy to include any major building repairs and maintenance of at least \$100,000 or that significantly extends the building's useful life.

ATTACHMENTS: Weatherford College Policy Manual, Section CDB(LOCAL), Accounting Inventories.

SUBMITTED BY: Dr. Andra R. Cantrell, Executive Vice President for Financial & Administrative Affairs

**Capitalization
Threshold**

The capitalization threshold for purposes of classifying capital assets shall be \$5,000. **Major building repairs and maintenance of at least \$100,000 or that significantly extend the building's useful life also are capitalized.**

Fixed Assets

The vice president of financial and administrative affairs shall develop a system for monitoring inventories and establish accountability for all fixed assets.

Regulations for implementing this policy shall provide for assigning responsibilities appropriately and for holding such property custodians accountable.

The purposes of the College District's fixed asset policy shall be to:

1. Comply with generally accepted accounting principles as promulgated by the Governmental Standards Board.
2. Comply with federal regulations pertaining to grant application requirements.
3. Maintain appropriate stewardship of the location and value of fixed assets.
4. Provide data necessary for maintaining preventive maintenance records and warranty information.
5. Furnish records for risk management concerns.
6. Plan for asset replacement or enhancement in the capital budgeting process.
7. Avoid unnecessary purchases by identifying assets that can be shared or utilized by other departments.

**Authorized Fixed
Asset Officer**

The vice president of financial and administrative affairs or designee shall serve as the fixed asset coordinator of the College District. He or she shall be responsible for reallocating or disposing of surplus equipment. All fixed asset transactions shall be recorded and maintained.



Weatherford College Board of Trustees

DATE: November 12, 2020

AGENDA ITEM: # 5

SUBJECT: TASB Policy Service Update #39

INFORMATION AND DISCUSSION: Weatherford College utilizes the Texas Association of School Boards (TASB) Policy Service for legal and local policies contained in the *Weatherford College Board Policy Manual*. TASB provides ongoing updates for college districts to ensure that the *Manual* is current and reliable. The most recent update by TASB is #39.

TASB updates legal policies in the *Manual* based on changes in state or federal laws. Board of Trustees action is not permitted on legal policies since they are mandated through state or federal law. However, it is recommended that the Board review updates to the legal policies.

In addition, TASB recommends updates to “local” policies, which the Board of Trustees may approve as written, or amended, to ensure that the College’s local policies are consistent with recent changes in legislation and legal policies. Below are the Local policies included in Update #39, along with explanatory notes regarding the recommended changes:

Policy Code	Action	Explanatory Note
DIAA (Local)	REPLACE policy	<p>FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION: SEX AND SEXUAL VIOLENCE</p> <p>This policy was revised at Discrimination to reflect U.S. Supreme Court’s holding in <i>Bostock v. Clayton County</i> that the Title VII prohibition on discrimination on the basis of sex applies to discrimination on the basis of gender identity and sexual orientation.</p> <p>In response to the new Title IX regulations, the overall structure of the policy has been expanded to encompass not only the investigation procedures but also initial disciplinary steps. Recommended revisions include the following:</p> <ul style="list-style-type: none"> • To comply with the new definition of <i>sexual harassment</i>, Domestic Violence was added to the policy under Sexual Harassment. In addition, Sexual Violence, Dating Violence, and Stalking were brought under the Sexual Harassment heading. Examples of the terms were also added. • At Disclosure at Event, officials and employees with authority to institute corrective measures must report sexual harassment allegations shared at an event. • The broad definition of college district official was removed to focus on the Title IX coordinator. Additionally, the Title IX coordinator contact information was amended to reflect that the regulations permit the name or position of the coordinator to be listed instead of both and require the

		<p>coordinator's email to be published. The option to publish the Title IX/Sexual Misconduct webpage link was added.</p> <ul style="list-style-type: none"> • The college district may Consolidate Reports arising from the same facts or circumstances. • All parties are allowed to select an Advisor to assist during proceedings. • At Conflict of Interest Prohibited, any person designated as the Title IX coordinator, a deputy Title IX coordinator, an investigator, a decision-maker, or a facilitator must not have a conflict of interest in a given case. They must have completed Training as required by law. • At Initial Assessment, the Title IX coordinator must offer supportive measures to the victim and consider any request not to investigate before moving forward with the investigation. • A report shall not be considered a Formal Complaint under Title IX unless signed by the complainant or the Title IX coordinator. • The college district must provide Notice to Parties. • Informal Resolution is only available if a formal complaint is filed under Title IX. • The steps required to conduct a College District Investigation are discussed. The timeline for Concluding the Investigation is now 30 days. • Investigations are submitted to a designated decision-maker who decides, as a result of a hearing, if Discipline or Corrective Action is warranted. • At Dismissal of Complaint, the policy describes circumstances for mandatory and permissive dismissal of a complaint and the required notice. • More specifics have been added under Appeal, organized by the party bringing the appeal and the reasons for the appeal. Since you have a unique DGBA policy, further changes were made to our base language at Appeal to ensure consistency with the college district's procedures at DGBA. • The list of individuals who must be provided Access to Policy, Procedures, and Related Materials has been expanded. • Timelines for the various steps have been added throughout the policy. <p>Additional changes were made for clarity, including the addition of the definitions of <i>Complainant</i> and <i>Respondent</i>, as well as the definition of <i>Days</i> and procedures for the Extension of Timelines. Changes were also made for consistency and policy style.</p>
FFDA (Local)	REPLACE policy	<p>In response to the new Title IX regulations, the overall structure of the policy has been expanded to encompass not only the investigation procedures but also initial disciplinary steps. Recommended revisions include the following:</p> <ul style="list-style-type: none"> • To comply with the new Title IX definition of <i>sexual harassment</i>, Domestic Violence was added to the policy under Sexual Harassment. In addition, Sexual Violence, Dating Violence, and Stalking were also brought under the Sexual Harassment heading. Examples of the terms were also added. • At Disclosure at Event, officials and employees with authority to institute corrective measures must report sexual harassment allegations shared at an event. • The broad definition of college district official was removed to focus on the Title IX coordinator. Additionally, the Title IX coordinator contact information was amended to reflect that the regulations permit the name or position of the coordinator to be listed instead of both and require the

		<p>coordinator's email to be published. The option to publish the Title IX/Sexual Misconduct webpage link was added.</p> <ul style="list-style-type: none"> • The college district may Consolidate Reports arising from the same facts or circumstances. • All parties are allowed to have an Advisor to assist during proceedings. • At Conflict of Interest Prohibited, any person designated as the Title IX coordinator, a deputy Title IX coordinator, an investigator, a decision-maker, or a facilitator must not have a conflict of interest in a given case. They must have completed Training as required by law. • At Initial Assessment, the Title IX coordinator must offer supportive measures to the victim and consider any request not to investigate before moving forward with the investigation. • If a victim makes a Request Not to Investigate a complaint, the report shall not be considered a formal complaint under Title IX unless signed by the Title IX coordinator. • The college district must provide Notice to Parties. • Informal Resolution is only available if a formal complaint is filed under Title IX. • The steps required to conduct a College District Investigation are discussed. The timeline for Concluding the Investigation is now 30 days. • Investigations are submitted to a designated decision-maker who decides, as a result of a hearing, if Discipline or Corrective Action is warranted. • At Dismissal of Complaint, the policy describes circumstances for mandatory and permissive dismissal of a complaint and the required notice. • More specifics have been added under Appeal, organized by the party bringing the appeal and the reasons for the appeal. • The list of individuals who must be provided Access to Policy, Procedures, and Related Materials has been expanded. • Timelines for the various steps have been added throughout the policy. <p>Additional changes were made for clarity, including the addition of the definitions of <i>Complainant</i> and <i>Respondent</i> as well as the definition of <i>Days</i> and procedures for the Extension of Timelines. Changes were also made for consistency and policy style.</p>
FMA (Local)	REPLACE policy	<p>DISCIPLINE AND PENALTIES: DISCIPLINE PROCEDURE Reflecting changes made to the organization of policies DIAA and FFDA, described above, an Exception to this policy was added to indicate that reports of sex discrimination and sexual harassment must be submitted in accordance with DIAA and FFDA.</p>

RECOMMENDATION: That the Board of Trustees add, revise, and/or delete Local policies as indicated above and as recommended by Cabinet and by TASB Policy Service Update #39.

ATTACHMENT: Update #39 Local Policy Comparison Packet

SUBMITTED BY: Ralinda Stone
Executive Director, Human Resources



**Weatherford College Board of Trustees
Report**

DATE: November 12, 2020

AGENDA ITEM #6.a.

SUBJECT: Weatherford College Foundation Annual Report

INFORMATION AND DISCUSSION: Each year, the board hears a report on the activities of the Weatherford College Foundation. Attached is a report on the 2019-20 academic year for the WCF.

RECOMMENDATION: None

ATTACHMENT: 2019-20 Weatherford College Foundation Report

SUBMITTED BY: Brent Baker, Vice President of Institutional Advancement



**WEATHERFORD
COLLEGE**
FOUNDATION



Executive Committee

Bob Glenn, President
Nancy Stuart, Vice President
Jacy Guynes, Secretary
Brent Gough, Treasurer
Justin Hooper
Lonna Leach

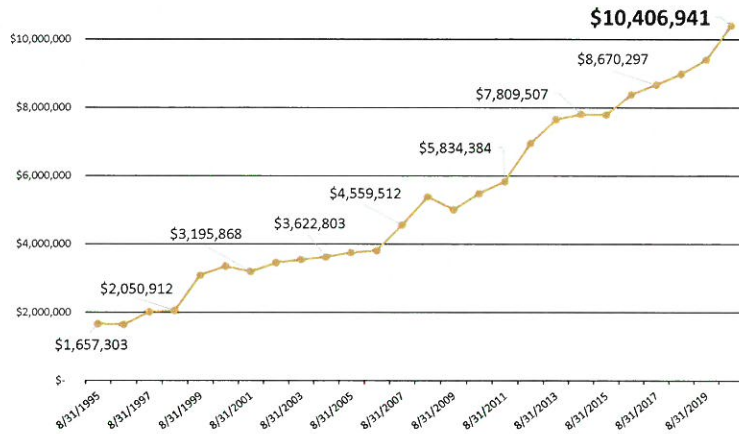


Board Members

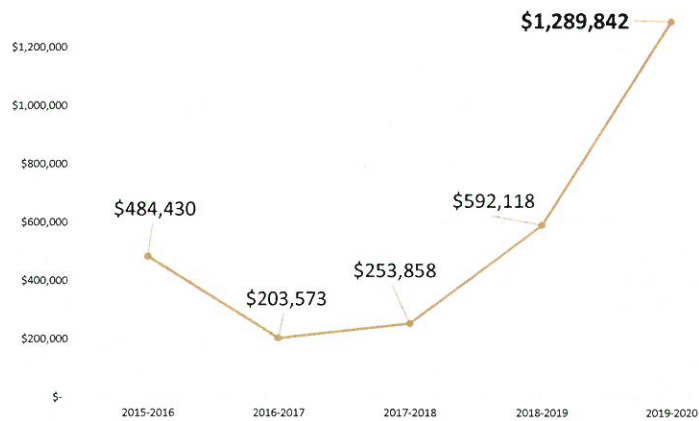
Lin Bearden	Charlie Gilchrist
Donna Boone	Dr. Rickey Harman
Dr. Richard Bowers	Rev. Curtis Jefferson
Hon. Don Chrestman	Rep. Phil King
Warren Creason	Ed Kramer
Vickie Durant	Dr. Sumant Kumar
Roy Eaton	Lela Morris
Dr. Tod Allen Farmer	Tom Pritchard
Dan Feely	Mark Riebe
Lisa Flowers	Mike Scott



Net asset growth over 10 years



Contributions growth, last 5 years



Scholarships

2020-21:
\$336,000 in scholarships given so far.



Scholarships awarded, last 10 years



30 new scholarship endowments in 12 months

- Anonymous
- Hamid Bateni
- Lin & Tiffany Bearden
- BentOak Capital
- Brookshire's Grocery Co.
- Citizens National Bank of Texas
- Community National Bank
- E.A. & Brenda Connel
- Lucky & Janet Drew
- Dr. Tod & Kathleen Farmer
- Fort Worth Stock Show
- Pat & Sharon Hamilton
- Dr. Luke & Ashtyn Haynes
- Dr. Tom & Nancy MacKenzie
- Mike & Debbie Martin
- Ron & Tammy McBee
- Leo & Prissy Neely
- New Hope Baptist Church
- Optimist Club of Parker County
- Parker County Sheriff's Posse
- Paul & Courtney Paschall
- J.V. & Norma Plowman
- Prosperity Bank
- Robert B. Randolph, Sr.
- Gary & Linda Snow
- Texas Bank Financial
- Wendy Underwood-Raspaud
- Vic & Violet Verstraete
- Weatherford Noon Lions Club
- Wilkinson-Long



Bob Glenn: 25 new endowments in 12 months

- Anonymous
- Hamid Bateni
- Lin & Tiffany Bearden
- BentOak Capital
- Citizens National Bank of Texas
- Community National Bank
- E.A. & Brenda Connel
- Lucky & Janet Drew
- Dr. Tod & Kathleen Farmer
- Fort Worth Stock Show
- Pat & Sharon Hamilton
- Dr. Tom & Nancy MacKenzie
- Mike & Debbie Martin
- Ron & Tammy McBee
- Leo & Prissy Neely
- Optimist Club of Parker County
- Parker County Sheriff's Posse
- Paul & Courtney Paschall
- J.V. & Norma Plowman
- Prosperity Bank
- Gary & Linda Snow
- Texas Bank Financial
- Vic & Violet Verstraete
- Weatherford Noon Lions Club
- Wilkinson-Long



Bob Glenn: 37 total new endowments in 18 months

- Anonymous
- Hamid Bateni
- Lin & Tiffany Bearden
- BentOak Capital
- Citizens National Bank of Texas
- Community National Bank
- E.A. & Brenda Connel
- Lucky & Janet Drew
- Dr. Tod & Kathleen Farmer
- Fort Worth Stock Show
- Wayne & Sharon Garrett
- Pat & Sharon Hamilton
- Wayne Hodges Family
- Dr. Tom & Nancy MacKenzie
- Mike & Debbie Martin
- Ron & Tammy McBee
- Leo & Prissy Neely
- Optimist Club of Parker County
- Parker County Sheriff's Posse
- Paul & Courtney Paschall
- PlainsCapital Bank
- J.V. and Norma Plowman
- Prosperity Bank
- Stephen & Jerry Reid
- Stella & Stan Renner
- John & Ida Shires
- Gary & Linda Snow
- Bob & Kristen Tallman
- Texas Bank Financial
- Wendy Underwood-Raspaud
- Vic & Violet Verstraete
- Weatherford Noon Lions Club
- Ronald M. Walker
- Alan & Lee Ann White
- Morris & Judy White
- Wilkinson-Long
- Gary Wood



Bob Glenn: 37 total new endowments in 18 months

- Anonymous
- Hamid Bateni
- Lin & Tiffany Bearden
- BentOak Capital
- Citizens National Bank of Texas
- Community National Bank
- E.A. & Brenda Connel
- Lucky & Janet Drew
- Dr. Tod & Kathleen Farmer
- Fort Worth Stock Show
- Wayne & Sharon Garrett
- Pat & Sharon Hamilton
- Wayne Hodges Family
- Dr. Tom & Nancy MacKenzie
- Mike & Debbie Martin
- Ron & Tammy McBee
- Leo & Prissy Neely
- Optimist Club of Parker County
- Parker County Sheriff's Posse
- Paul & Courtney Paschall
- PlainsCapital Bank
- J.V. and Norma Plowman
- Prosperity Bank
- Stephen & Jerry Reid
- Stella & Stan Renner
- John & Ida Shires
- Gary & Linda Snow
- Bob & Kristen Tallman
- Texas Bank Financial
- Wendy Underwood-Raspaud
- Vic & Violet Verstraete
- Weatherford Noon Lions Club
- Ronald M. Walker
- Alan & Lee Ann White
- Morris & Judy White
- Wilkinson-Long
- Gary Wood

\$408,000



Other foundation activities

- Student Emergency Fund
- Fields of Dreams Turf Campaign



 WEATHERFORD
COLLEGE
FOUNDATION





Weatherford College Board of Trustees Report

DATE: November 12, 2020

AGENDA ITEM #6.b.

SUBJECT: Guided Pathways Update: Numbers with Heart/Quality Enhancement Plan (QEP)

INFORMATION AND DISCUSSION

Pathways Update:

- The Pathways Leadership Team participated in a series of Institute meetings followed by three work sessions with WC Pathways Coach, Dr. Linda Garcia. These meetings began in mid-October and continued through November 1, 2020. Mr. Endy will report on Pathways activities arising from the fall institute and working sessions during the December Board of Trustees meeting.

QEP Update:

The inaugural meeting of the QEP Implementation team was held on October 15 at 3 pm in the Allen Strain Room. Dr. Arleen Atkins gave an overview of the QEP process and Romney Landis reported on the activities and research conducted by the QEP Topic Selection Committee to arrive at the QEP topic focused on student success. The next meeting of the QEP team is November 12, at 3 pm in the Welcome Center at which time task forces will be assigned. The cabinet has appointed Traci McKinley as the QEP Director.



Weatherford College Board of Trustees Report

DATE: November 12, 2020

AGENDA ITEM #6.c.

SUBJECT: Demand Study

INFORMATION AND DISCUSSION

Institutional Effectiveness Research:

The College administered a COVID-19 response survey with students and employees participating. 80% of students participating were attending at Weatherford Campus, with more than 50% taking either fully F-2-F or hybrid classes. Over 50% reported that they felt safe in the F-2-F or hybrid environment, with 75% of the respondents saying the hybridizations made the learning environment safer. One-quarter of the student respondents expressed dissatisfaction with hybrid or F-2-F courses, as presented at the time of the survey. 54% of the student respondents indicated they would not go entirely online this spring. In comparison, less than 15% indicated they would prefer fully online courses. Over 60% of the respondents indicated that they would not choose synchronous elements embedded in their online courses.

Three-quarters of employees responding indicated they felt moderately to completely safe teaching F-2_F at a Weatherford College facility, with 71% indicating that hybridization made the teaching environment feel safer. Over 50% of the instructors indicated they had used Zoom or Big Blue Button to provide synchronous content for their courses, with 38% indicating the tools were moderately very effective. Again, over 75% of the employees responding indicated the College's preventative measures had been effective. Less than 2% expressed that the current working conditions were not very or not at all productive.

The comments section of the survey yielded a large number of responses across a spectrum of perspectives. This section demonstrated that, while the College's COVID-19 response was generally successful, there existed among our student and employee groups individuals and cohorts who experienced this situation in their own ways. Online worked well for many but not all. Hybridization led to increased development and the use of synchronous learning tools. This innovation has resulted in overall improvement and flexibility in how we teach. Still, synchronous learning is not an appropriate or effective answer for all instructors, courses, or students.

We have more to learn and work to improve service for all of our constituents. That understood, the survey indicated Weatherford College had done well in its COVID-19 response thus far.

SUBMITTED BY: Michael Endy, Vice President of Academics and Student Affairs

Perspective Survey on COVID-19 Adaptations

Description:

Date Created: 9/30/2020 7:01:39 PM

Date Range: 10/6/2020 12:00:00 AM - 10/23/2020 11:59:00 PM


Total Respondents: 590

Q1. Are you:					
Count	Respondent %	Response %			
195	33.05%	25.36%		Student taking fully Face-to-Face classes	
215	36.44%	27.96%		Student taking Hybrid classes	
99	16.78%	12.87%		Student taking fully Online classes	
46	7.80%	5.98%		Faculty teaching fully Face-to-Face classes	
58	9.83%	7.54%		Faculty teaching Hybrid classes	
35	5.93%	4.55%		Faculty Teaching fully Online classes	
105	17.80%	13.65%		Staff	
16	2.71%	2.08%		Administrator	
590	Respondents				
769	Responses				

Q2. Which locations do you attend? Select all that apply					
Count	Respondent %	Response %			
265	83.07%	80.55%		Weatherford Main Campus	
35	10.97%	10.64%		Weatherford College Wise County	
14	4.39%	4.26%		Education Center in Granbury	
4	1.25%	1.22%		Education Center in Mineral Wells	
11	3.45%	3.34%		Dual Credit High School	
319	Respondents				
329	Responses				

Q3. Please rate how you feel about attending Face to Face or Hybrid courses at Weatherford College:					
Count	Percent				
126	39.50%		Completely Safe		
66	20.69%		Very Safe		
71	22.26%		Moderately Safe		
38	11.91%		Slightly Safe		
18	5.64%		Not at all Safe		
319	Respondents				
Top 2	60.19% (192)	Bottom 2	17.55% (56)		
Mean	3.76	Std Deviation	1.25		
Median	4.00	Std Error	0.07		
Mode	5	Confidence Interval @ 95%	3.63-3.90		

Q4. Were any of your Face to Face classes hybridized due to COVID-19 and the need for social distancing?

Count 239
 Percent 74.92% 

Yes - Do you feel the hybridization has made your learning environment safer?

Count	Percent		
1	0.42%		Definitely
1	0.42%		didn't change
1	0.42%		Hybrid has cut back the amount of lecture therefore I'm not learning as well
1	0.42%		I don't think it makes a difference
1	0.42%		I feel as if it made it some-what safer, but there's only so much you can do cleaning wise. The issue is those who are sick or don't realize they are and they still come to class...
1	0.42%		I feel completely safe but I feel like as a whole, the hybridization was completely unnecessary
1	0.42%		I feel it's made it safer but not safe.
1	0.42%		I feel like it has made it slightly safer although learning has become more difficult.
1	0.42%		I feel like it probably works but I don't feel like I'm someone at risk of getting sick. Just makes classes tougher to understand
1	0.42%		I feel so, yes.
1	0.42%		I feel the hybrid classes make it harder to learn
1	0.42%		I guess. I wouldn't mind being on campus fully though.
1	0.42%		I suppose
1	0.42%		I think all of this is unnecessary
1	0.42%		I think face to face classes should be limited- if not completely online
1	0.42%		I would like full face to face classes.
1	0.42%		In a sense yes, but I was already turning my assignments strictly online before COVID since I was a dual credit student so it didn't really impact me that much
1	0.42%		In theatre yes, however in my art classes, no, as I feel we're still relatively close to each other in person
1	0.42%		It may have Made it "safer" but I feel like I am not learning as much as I would with fully face to face classes.
1	0.42%		It's possible yes but I would still prefer in class learning
1	0.42%		It's safer, but it's harder for me to comprehend information
1	0.42%		It's unnecessary
1	0.42%		Maybe
2	0.84%		no
28	11.72%		No
1	0.42%		NO
1	0.42%		No because i still have to go to classes when apl my professors have told us theyve been exposed to someone and/or another student in my class has
1	0.42%		No because they don't teach
1	0.42%		no but easier
1	0.42%		No I don't believe it has made a difference in my health at all only had made my classes more difficult
1	0.42%		No it's made it harder to learn
1	0.42%		no it's made it worse since teachers are no longer teaching instead making courses online, class is pointless to attend
1	0.42%		No not at all it's the same
1	0.42%		No rather go to face to face all the time.
1	0.42%		No really

1	0.42%	<input type="checkbox"/>	No we want full face to face classes
1	0.42%	<input type="checkbox"/>	No, I don't see the need for it.
1	0.42%	<input type="checkbox"/>	No, I think I'd learn better face to face
1	0.42%	<input type="checkbox"/>	No, it has complicated everything about it.
1	0.42%	<input type="checkbox"/>	No, it's completely a hoax and a shame yall have bought into it and our governor. It's 99.9% survival rate, better than the flu!
1	0.42%	<input type="checkbox"/>	No, its made it more difficult and less efficient
1	0.42%	<input type="checkbox"/>	no, people are still bringing covid on to campus
1	0.42%	<input type="checkbox"/>	No.
1	0.42%	<input type="checkbox"/>	No. My class was supposed two days a week. The class was split into two groups. Therefore we only attended one day a week. I had to drop the class because I needed both days to learn the curriculum.
1	0.42%	<input type="checkbox"/>	No. It's ridiculous. If someone's too scared to go out, they should take online classes so that the rest of us don't have to suffer. I'm paying for full classes, and you're wasting my money.
1	0.42%	<input type="checkbox"/>	Not at all. I feel completely safe with all of the other students
1	0.42%	<input type="checkbox"/>	Not conducive to proper learning
1	0.42%	<input type="checkbox"/>	not really
5	2.09%	<input type="checkbox"/>	Not really
1	0.42%	<input type="checkbox"/>	Not really, I enjoy in person
1	0.42%	<input type="checkbox"/>	Not really, we still have to be there and do group projects. Hard to social distance doing a group project.
1	0.42%	<input type="checkbox"/>	Not safer but more difficult to learn
1	0.42%	<input type="checkbox"/>	Not worried about COVID
1	0.42%	<input type="checkbox"/>	Personally, no. On the contrary, the hybrid classes make learning more difficult because students who do not do well with wholly online homework must struggle through the online assignments. I think if somebody does not feel safe, they may freely choose to take an online class, or social distance, or wear a mask. However, any other student who feels completely safe taking face-to-face classes, and who especially needs the face-to-face interaction for success, should be able to freely choose to take a Fully face-to-face class (without having it switch to hybrid without warning) as normal, preferably without mandatory masks. I know many students think the same way. Wearing a mask is harmful to students' brain as they try to study in class while their oxygen levels decrease and they are constantly breathing harmful Carbon Dioxide.
1	0.42%	<input type="checkbox"/>	Possibly, who really knows.
1	0.42%	<input type="checkbox"/>	Safe, but taking away from meeting with the teacher on the other day.
1	0.42%	<input type="checkbox"/>	Safer but harder to complete
1	0.42%	<input type="checkbox"/>	Safer, but less efficient.
1	0.42%	<input type="checkbox"/>	Safer, but slightly less effective.
1	0.42%	<input type="checkbox"/>	Semi
1	0.42%	<input type="checkbox"/>	Slightly
1	0.42%	<input type="checkbox"/>	somewhat
1	0.42%	<input type="checkbox"/>	Somewhat
2	0.84%	<input type="checkbox"/>	Sure
1	0.42%	<input type="checkbox"/>	There's less contact and made the class room sizes smaller.
1	0.42%	<input type="checkbox"/>	There's no as many students in the classes
1	0.42%	<input type="checkbox"/>	we're still showing up on campus for part of the class, it doesn't really make a difference.
1	0.42%	<input type="checkbox"/>	Yea
8	3.35%	<input type="checkbox"/>	yes
32	13.39%	<input checked="" type="checkbox"/>	Yes
1	0.42%	<input type="checkbox"/>	Yes and no, people are still sitting next to eachother and wearing masks incorrectly or take it off to talk

1	0.42%	<input type="checkbox"/>	yes but also a little difficult at times
1	0.42%	<input type="checkbox"/>	Yes but hasn't been easy learning
1	0.42%	<input type="checkbox"/>	Yes but much harder
1	0.42%	<input type="checkbox"/>	Yes definitely
1	0.42%	<input type="checkbox"/>	Yes I believe so
1	0.42%	<input type="checkbox"/>	Yes, because our class was split and there are less people in our class, which means less chance of getting exposed.
1	0.42%	<input type="checkbox"/>	Yes, but my education now sucks in that class.
1	0.42%	<input type="checkbox"/>	Yes, I feel like there would be less cases if this happens.
1	0.42%	<input type="checkbox"/>	Yes, much safer.
1	0.42%	<input type="checkbox"/>	Yes, safer.
1	0.42%	<input type="checkbox"/>	Yes, social distance is maintained 90% of the time.
1	0.42%	<input type="checkbox"/>	Yes. We have less people attending the classes.

80 25.08% No

319 Respondents

Q5. Please rate your overall satisfaction level with the delivery method (i.e., how the course is taught) of your classes: - Fully Face to face

Count	Percent		
107	42.63%	<input type="checkbox"/>	Very satisfied
38	15.14%	<input type="checkbox"/>	Moderately satisfied
30	11.95%	<input type="checkbox"/>	Neither satisfied nor dissatisfied
15	5.98%	<input type="checkbox"/>	Moderately dissatisfied
20	7.97%	<input type="checkbox"/>	Very dissatisfied
41	16.33%	<input type="checkbox"/>	Not applicable (I do not have any courses taught that way)

251 Respondents

Top 2	69.05% (145)	Bottom 2	16.67% (35)
Mean	3.94	Std Deviation	1.34
Median	5.00	Std Error	0.09
Mode	5	Confidence Interval @ 95%	3.76-4.12

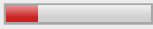
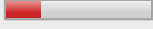
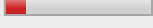
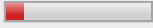
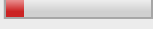
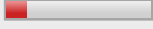
Q6. Please rate your overall satisfaction level with the delivery method (i.e., how the course is taught) of your classes: - Hybrid

Count	Percent		
60	25.42%	<input type="checkbox"/>	Very satisfied
62	26.27%	<input type="checkbox"/>	Moderately satisfied
26	11.02%	<input type="checkbox"/>	Neither satisfied nor dissatisfied
28	11.86%	<input type="checkbox"/>	Moderately dissatisfied
21	8.90%	<input type="checkbox"/>	Very dissatisfied
39	16.53%	<input type="checkbox"/>	Not applicable (I do not have any courses taught that way)

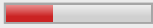
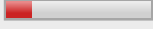
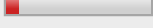
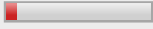
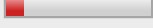
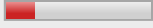
236 Respondents

Top 2	61.93% (122)	Bottom 2	24.87% (49)
Mean	3.57	Std Deviation	1.34
Median	4.00	Std Error	0.10
Mode	4	Confidence Interval @ 95%	3.38-3.76



Q7. Please rate your overall satisfaction level with the delivery method (i.e., how the course is taught) of your classes: - Hybridized Face to Face

Count	Percent		
48	22.22%		Very satisfied
53	24.54%		Moderately satisfied
30	13.89%		Neither satisfied nor dissatisfied
27	12.50%		Moderately dissatisfied
27	12.50%		Very dissatisfied
31	14.35%		Not applicable (I do not have any courses taught that way)
216 Respondents			
Top 2	54.59% (101)	Bottom 2	29.19% (54)
Mean	3.37	Std Deviation	1.39
Median	4.00	Std Error	0.10
Mode	4	Confidence Interval @ 95%	3.17-3.57

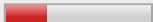

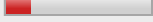
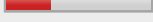
Q8. Please rate your overall satisfaction level with the delivery method (i.e., how the course is taught) of your classes: - Fully Online

Count	Percent		
74	32.89%		Very satisfied
40	17.78%		Moderately satisfied
20	8.89%		Neither satisfied nor dissatisfied
17	7.56%		Moderately dissatisfied
28	12.44%		Very dissatisfied
46	20.44%		Not applicable (I do not have any courses taught that way)
225 Respondents			
Top 2	63.69% (114)	Bottom 2	25.14% (45)
Mean	3.64	Std Deviation	1.48
Median	4.00	Std Error	0.11
Mode	5	Confidence Interval @ 95%	3.43-3.86

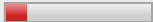
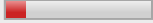
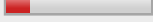

Q9. Have you ever taken fully online courses before?

Count	Percent		
166	58.87%		Yes
116	41.13%		No
282 Respondents			

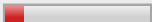
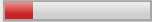
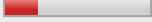
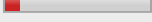
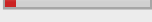
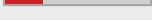
Q10. How likely are you to sign up for fully online courses in the Spring of 2021?

Count	Percent		
81	28.72%		Very Likely
62	21.99%		Somewhat Likely
50	17.73%		Somewhat Unlikely
89	31.56%		Very Unlikely
282 Respondents			
Top 1	28.72% (81)	Bottom 1	31.56% (89)
Mean	2.48	Std Deviation	1.21
Median	3.00	Std Error	0.07
Mode	1	Confidence Interval @ 95%	2.34-2.62



Q11. How likely are you to sign up for only fully online courses in the Spring of 2021?

Count	Percent		
42	14.89%		Very Likely
40	14.18%		Somewhat Likely
47	16.67%		Somewhat Unlikely
153	54.26%		Very Unlikely
282 Respondents			
Top 1	14.89% (42)	Bottom 1	54.26% (153)
Mean	1.90	Std Deviation	1.13
Median	1.00	Std Error	0.07
Mode	1	Confidence Interval @ 95%	1.77-2.03

Q12. Have you ever attended a class via video conferencing software like Zoom or Microsoft Teams?

Count	Percent		
40	13.07%		Yes - it is Very Effective
59	19.28%		Yes - it is Moderately Effective
70	22.88%		Yes - it is Somewhat Effective
32	10.46%		Yes - it is Not very Effective
24	7.84%		Yes - it is Not At All Effective
81	26.47%		No
306 Respondents			

Q13. Would a synchronous learning experience, at a set time and day, using Zoom or Microsoft Teams increase your likelihood of taking online courses?

Count	Percent		
121	39.54%		Yes
185	60.46%		No
306 Respondents			

Q14. At which location(s) do you teach? Select all that apply

Count	Respondent %	Response %	
63	82.89%	73.26%	
11	14.47%	12.79%	
4	5.26%	4.65%	
0	0.00%	0.00%	
8	10.53%	9.30%	
76 Respondents			
86 Responses			

Q15. Please rate how you feel teaching Face to Face courses at Weatherford College?

Count	Percent		
8	10.53%		Completely Safe
20	26.32%		Very Safe
30	39.47%		Moderately Safe
10	13.16%		Slightly Safe
8	10.53%		Not at all Safe
76 Respondents			
Top 2	36.84% (28)	Bottom 2	23.68% (18)
Mean	3.13	Std Deviation	1.11
Median	3.00	Std Error	0.13
Mode	3	Confidence Interval @ 95%	2.88-3.38

Q16. How did you receive the most actionable information regarding COVID-19 adaptations at WC? Please rank the top three by how useful the information was. - College Email

Count	Percent		
40	61.54%		1
17	26.15%		2
8	12.31%		3
65 Respondents			
Top 1	12.31% (8)	Bottom 1	61.54% (40)
Mean	1.51	Std Deviation	0.71
Median	1.00	Std Error	0.09
Mode	1	Confidence Interval @ 95%	1.34-1.68

Q17. How did you receive the most actionable information regarding COVID-19 adaptations at WC? Please rank the top three by how useful the information was. - College Website

Count	Percent		
2	6.67%		1
16	53.33%		2
12	40.00%		3
30 Respondents			
Top 1	40.00% (12)	Bottom 1	6.67% (2)
Mean	2.33	Std Deviation	0.61
Median	2.00	Std Error	0.11
Mode	2	Confidence Interval @ 95%	2.12-2.55

Q18. How did you receive the most actionable information regarding COVID-19 adaptations at WC? Please rank the top three by how useful the information was. - Departmental Email

Count	Percent		
15	31.91%		1
18	38.30%		2
14	29.79%		3
47 Respondents			
Top 1	29.79% (14)	Bottom 1	31.91% (15)
Mean	1.98	Std Deviation	0.79
Median	2.00	Std Error	0.12
Mode	2	Confidence Interval @ 95%	1.75-2.21

Q19. How did you receive the most actionable information regarding COVID-19 adaptations at WC? Please rank the top three by how useful the information was. - Virtual meetings with Administrators

Count	Percent		
6	28.57%		1
6	28.57%		2
9	42.86%		3
21 Respondents			
Top 1	42.86% (9)	Bottom 1	28.57% (6)
Mean	2.14	Std Deviation	0.85
Median	2.00	Std Error	0.19
Mode	3	Confidence Interval @ 95%	1.78-2.51

Q20. How did you receive the most actionable information regarding COVID-19 adaptations at WC? Please rank the top three by how useful the information was. - Virtual meetings with colleagues

Count	Percent		
8	38.10%		1
4	19.05%		2
9	42.86%		3
21 Respondents			
Top 1	42.86% (9)	Bottom 1	38.10% (8)
Mean	2.05	Std Deviation	0.92
Median	2.00	Std Error	0.20
Mode	3	Confidence Interval @ 95%	1.65-2.44

Q21. How did you receive the most actionable information regarding COVID-19 adaptations at WC? Please rank the top three by how useful the information was. - Facebook

Count	Percent		
0	0.00%	<input type="text"/>	1
1	25.00%	<input type="text"/>	2
3	75.00%	<input type="text"/>	3
4 Respondents			
Top 1	75.00% (3)	Bottom 1	0.00% (0)
Mean	2.75	Std Deviation	0.50
Median	3.00	Std Error	0.25
Mode	3	Confidence Interval @ 95%	2.26-3.24

Q22. How did you receive the most actionable information regarding COVID-19 adaptations at WC? Please rank the top three by how useful the information was. - Instagram

Count	Percent		
0	0.00%	<input type="text"/>	1
1	100.00%	<input type="text"/>	2
0	0.00%	<input type="text"/>	3
1 Respondents			
Top 1	0.00% (0)	Bottom 1	0.00% (0)
Mean	2.00	Std Deviation	0.00
Median	2.00	Std Error	0.00
Mode	2	Confidence Interval @ 95%	0.00-0.00

Q23. How did you receive the most actionable information regarding COVID-19 adaptations at WC? Please rank the top three by how useful the information was. - Twitter

Count	Percent		
0	0.00%	<input type="text"/>	1
1	100.00%	<input type="text"/>	2
0	0.00%	<input type="text"/>	3
1 Respondents			
Top 1	0.00% (0)	Bottom 1	0.00% (0)
Mean	2.00	Std Deviation	0.00
Median	2.00	Std Error	0.00
Mode	2	Confidence Interval @ 95%	0.00-0.00

Q24. Were any of your Face to Face classes hybridized due to COVID-19 and the need for social distancing?

Count	Percent																														
54	71.05%	<input type="text"/>	Yes - Do you feel the hybridization made your teaching environment safer?																												
<table border="1"> <thead> <tr> <th>Count</th> <th>Percent</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1.85%</td> <td><input type="text"/></td> <td>3</td> </tr> <tr> <td>1</td> <td>1.85%</td> <td><input type="text"/></td> <td>Absolutely</td> </tr> <tr> <td>1</td> <td>1.85%</td> <td><input type="text"/></td> <td>I don't know as hybridizing the class make things "actually" safer as much as helping everyone "feel" safer.</td> </tr> <tr> <td>1</td> <td>1.85%</td> <td><input type="text"/></td> <td>I don't really care</td> </tr> <tr> <td>1</td> <td>1.85%</td> <td><input type="text"/></td> <td>I don't think so</td> </tr> <tr> <td>1</td> <td>1.85%</td> <td><input type="text"/></td> <td>I made the courses semi-hybridized myself. I do think it made everything safer, as my number of contact points with students decreased overall.</td> </tr> </tbody> </table>				Count	Percent			1	1.85%	<input type="text"/>	3	1	1.85%	<input type="text"/>	Absolutely	1	1.85%	<input type="text"/>	I don't know as hybridizing the class make things "actually" safer as much as helping everyone "feel" safer.	1	1.85%	<input type="text"/>	I don't really care	1	1.85%	<input type="text"/>	I don't think so	1	1.85%	<input type="text"/>	I made the courses semi-hybridized myself. I do think it made everything safer, as my number of contact points with students decreased overall.
Count	Percent																														
1	1.85%	<input type="text"/>	3																												
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1	1.85%	<input type="text"/>	I don't think so																												
1	1.85%	<input type="text"/>	I made the courses semi-hybridized myself. I do think it made everything safer, as my number of contact points with students decreased overall.																												

1	1.85%	<input type="checkbox"/>	I suppose. But only because my face to face students have largely stopped coming to class.
1	1.85%	<input type="checkbox"/>	In March. But fully face-to-face now
1	1.85%	<input type="checkbox"/>	marginally
1	1.85%	<input type="checkbox"/>	no
4	7.41%	<input type="checkbox"/>	No
1	1.85%	<input type="checkbox"/>	No and it negatively affected the courses.
1	1.85%	<input type="checkbox"/>	No students are still less than 6 ft apart
1	1.85%	<input type="checkbox"/>	No.
1	1.85%	<input type="checkbox"/>	not really
1	1.85%	<input type="checkbox"/>	Not really
1	1.85%	<input type="checkbox"/>	Not really.
1	1.85%	<input type="checkbox"/>	Not really. Unmasked students and staff make this a very dangerous environment.
1	1.85%	<input type="checkbox"/>	only slightly
1	1.85%	<input type="checkbox"/>	perhaps
1	1.85%	<input type="checkbox"/>	Safer but much more difficult to implement due to the necessary step of splitting classes between the two meeting days in order to social distance.
1	1.85%	<input type="checkbox"/>	Safer than full classes but not safe enough.
1	1.85%	<input type="checkbox"/>	Slightly
1	1.85%	<input type="checkbox"/>	somewhat
8	14.81%	<input checked="" type="checkbox"/>	yes
8	14.81%	<input checked="" type="checkbox"/>	Yes
1	1.85%	<input type="checkbox"/>	Yes, I think the ability to spread out does make the environment safer physically. The process by which it was done has created undue mental and emotional issues though, due to the apparent lack of planning and communication for the change.

22 28.95% No

76 Respondents

Q25. Are you using Zoom, Microsoft Teams, BigBlueButton or other resource to conduct synchronous instruction?

Count	Percent		
12	17.65%	<input checked="" type="checkbox"/>	Yes - it is Very effective
14	20.59%	<input checked="" type="checkbox"/>	Yes - It is Moderately Effective
8	11.76%	<input checked="" type="checkbox"/>	Yes - It is Somewhat Effective
4	5.88%	<input checked="" type="checkbox"/>	Yes - It is Not very Effective
0	0.00%	<input type="checkbox"/>	Yes - It is Not At All Effective
30	44.12%	<input checked="" type="checkbox"/>	No
68 Respondents			
Top 2	38.24% (26)	Bottom 2	44.12% (30)
Mean	3.18	Std Deviation	2.08
Median	3.50	Std Error	0.25
Mode	1	Confidence Interval @ 95%	2.68-3.67

Q26. At which location(s) do you work:

Count	Respondent %	Response %	
94	90.38%	85.45%	
9	8.65%	8.18%	
6	5.77%	5.45%	
1	0.96%	0.91%	
0	0.00%	0.00%	
104 Respondents			
110 Responses			

Q27. How did you receive the most actionable information regarding COVID-19 adaptations at WC? Please rank the top three by how useful the information was. - College Email

Count	Percent		
72	74.23%		1
17	17.53%		2
8	8.25%		3
97 Respondents			
Top 1	8.25% (8)	Bottom 1	74.23% (72)
Mean	1.34	Std Deviation	0.63
Median	1.00	Std Error	0.06
Mode	1	Confidence Interval @ 95%	1.22-1.47


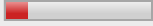
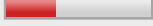
Q28. How did you receive the most actionable information regarding COVID-19 adaptations at WC? Please rank the top three by how useful the information was. - College Website

Count	Percent		
2	3.23%		1
39	62.90%		2
21	33.87%		3
62 Respondents			
Top 1	33.87% (21)	Bottom 1	3.23% (2)
Mean	2.31	Std Deviation	0.53
Median	2.00	Std Error	0.07
Mode	2	Confidence Interval @ 95%	2.17-2.44

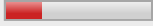

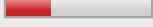
Q29. How did you receive the most actionable information regarding COVID-19 adaptations at WC? Please rank the top three by how useful the information was. - Departmental Email

Count	Percent		
12	22.22%		1
20	37.04%		2
22	40.74%		3
54 Respondents			
Top 1	40.74% (22)	Bottom 1	22.22% (12)
Mean	2.19	Std Deviation	0.78
Median	2.00	Std Error	0.11
Mode	3	Confidence Interval @ 95%	1.98-2.39


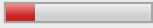

Q30. How did you receive the most actionable information regarding COVID-19 adaptations at WC? Please rank the top three by how useful the information was. - Virtual meetings with Administrators

Count	Percent		
10	50.00%		1
3	15.00%		2
7	35.00%		3
20 Respondents			
Top 1	35.00% (7)		Bottom 1 50.00% (10)
Mean	1.85		Std Deviation 0.93
Median	1.50		Std Error 0.21
Mode	1		Confidence Interval @ 95% 1.44-2.26

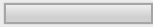
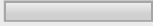

Q31. How did you receive the most actionable information regarding COVID-19 adaptations at WC? Please rank the top three by how useful the information was. - Virtual meetings with colleagues

Count	Percent		
4	25.00%		1
7	43.75%		2
5	31.25%		3
16 Respondents			
Top 1	31.25% (5)		Bottom 1 25.00% (4)
Mean	2.06		Std Deviation 0.77
Median	2.00		Std Error 0.19
Mode	2		Confidence Interval @ 95% 1.68-2.44

Q32. How did you receive the most actionable information regarding COVID-19 adaptations at WC? Please rank the top three by how useful the information was. - Facebook

Count	Percent		
1	6.67%		1
3	20.00%		2
11	73.33%		3
15 Respondents			
Top 1	73.33% (11)		Bottom 1 6.67% (1)
Mean	2.67		Std Deviation 0.62
Median	3.00		Std Error 0.16
Mode	3		Confidence Interval @ 95% 2.35-2.98

Q33. How did you receive the most actionable information regarding COVID-19 adaptations at WC? Please rank the top three by how useful the information was. - Instagram

Count	Percent		
0	0.00%		1
0	0.00%		2
1	100.00%		3
1 Respondents			
Top 1	100.00% (1)		Bottom 1 0.00% (0)
Mean	3.00		Std Deviation 0.00
Median	3.00		Std Error 0.00
Mode	3		Confidence Interval @ 95% 0.00-0.00

Q34. How did you receive the most actionable information regarding COVID-19 adaptations at WC? Please rank the top three by how useful the information was. - Twitter

Count	Percent		
0	0.00%		1
0	0.00%		2
1	100.00%		3
1 Respondents			
Top 1	100.00% (1)	Bottom 1	0.00% (0)
Mean	3.00	Std Deviation	0.00
Median	3.00	Std Error	0.00
Mode	3	Confidence Interval @ 95%	0.00-0.00

Q35. Do you think the preventative measures enacted by Weatherford College in response to the COVID-19 virus are effective?

Count	Percent		
81	77.88%		Yes
23	22.12%		No
104 Respondents			

Q36. Please rate how you feel working on-site at Weatherford College in light of the COVID-19 adaptations?

Count	Percent		
17	16.35%		Completely Safe
24	23.08%		Very Safe
39	37.50%		Moderately Safe
15	14.42%		Slightly Safe
9	8.65%		Not at all Safe
104 Respondents			
Top 2	39.42% (41)	Bottom 2	23.08% (24)
Mean	3.24	Std Deviation	1.15
Median	3.00	Std Error	0.11
Mode	3	Confidence Interval @ 95%	3.02-3.46

Q37. How productive are you able to be in your current working environment given the COVID-19 adaptations?

Count	Percent		
57	54.81%		Very productive
32	30.77%		Moderately productive
13	12.50%		Somewhat productive
1	0.96%		Not very productive
1	0.96%		Not at all productive
104 Respondents			
Top 2	85.58% (89)	Bottom 2	1.92% (2)
Mean	4.38	Std Deviation	0.81
Median	5.00	Std Error	0.08
Mode	5	Confidence Interval @ 95%	4.22-4.53

Q38. Please share any comments you may have regarding courses, course offerings, COVID-19 interventions, or other issues related to these changes in the college environment.

Count	Percent



Count	Percent	
1	0.45%	
1	0.45%	00000
1	0.45%	A direct impact of COVID on my life combined with the difficulty level of the inline course and lack of instructor interaction made these last two semesters unmanageable for me.
1	0.45%	Allowing employees to work from home more often will increase safety and productivity.
1	0.45%	Although we were told to plan, final decisions on protocol came late. Students were not prepared for this when school started. Hybrid caps need to be set at room occupancy from the start and adhered to along with face to face.
1	0.45%	Any face to face class or attending any classes or test at college are a risk. I receive emails weekly about students testing positive that were on campus. Seems ridiculous that we still are mandated to attend our face to face classes, and if we don't attend our grade suffers from not "participating".
1	0.45%	As I am teaching online for Weatherford College, I do not have the concerns that many other faculty, staff, and students might have regarding COVID-19 interventions. Until a vaccine is developed or herd immunity is established, it would probably be wise to remain flexible regarding online or hybrid course offerings to protect the population on campus. I do work for TCU full-time (and in person), and we have had over 1,000 COVID cases. Thankfully no one has been hospitalized, and the numbers of cases have greatly reduced since the beginning of the semester, but TCU would not have been able to continue offering classes if they had not set up each class to be able to flex between face-to-face and online seamlessly. Many students have had to switch to online when they became contagious and then switch back to attending class in person once their contagious period ended.
1	0.45%	As I've already said, it is absolutely asinine that you are inconveniencing all of us just so that the people who are too afraid to go out where there are germs will feel comfortable. They should be taking online classes if they can't handle it and letting the rest of us get on with our damn lives.
1	0.45%	As long as EVERYONE follows the covid guidelines I think it is very effective to have face time face classes
1	0.45%	as long as we social distance, wear mask and clean before and after our own personal space and stay home if we are sick, then we will be fine.
1	0.45%	Classes need to remain online to keep students, faculty and staff safe.
1	0.45%	Clean and wash your hands.
1	0.45%	Communication during COVID-19 was poor and frustrating for students and staff.
1	0.45%	Communication through the Academic Dean to faculty needs to be greatly improved. Currently, I have no reliable source of information aside from official WC emails from the highest level of WC administration.
1	0.45%	Controlling everyone and shutting off events is Socialism. This disease is not life threatening for majority of people so why is the major having to be restricted for it? Open things up and let natural selection take its course!
1	0.45%	Courses online and on campus are great. The teachers and faculty and staff are amazing, helpful, and inspiring. They have inspired me to further my education.
1	0.45%	COVID 19 is over, let's get back to the regular way of things and stop feeding into this ridiculousness. Not having coffee in class is ridiculous, wearing masks everywhere is ridiculous, online science labs are awful.
1	0.45%	Covid is spiking and hybrid should be the next step.
1	0.45%	COVID rules are not enforced. People wear plastic face shields and neck gaiters - both of which proven ineffective against COVID. Hand sanitizer is rare, people clump together, students are relied on to sanitize their chairs and tables with wipes. I received an email saying someone in my class contracted COVID, but that supposedly, I was not in contact with them. I emailed the sender of the email, the email listed inside the email, and called the number on the email, none of which got back to me to answer my questions about my safety. I do not feel safe on campus whatsoever. Whatever minuscule "interventions" were put in place are not enforced, and nobody was taught how to wear their masks properly, so their noses hang out or their mouths hang out or they repeatedly touch it, making the mask ineffective. Just as ineffective as whatever "preventions" the college hurriedly and carelessly placed.
1	0.45%	Decisions regarding how classes were to be conducted should have been made early enough in the Summer for students to be able to decide if those were going to be viable options for them. They were not informed in a timely manner, and neither were faculty.
1	0.45%	Don't require masks, it didn't help anything unless you actually have covid. They are

compelling little and annoying up until that point.

1	0.45%	<input type="text"/>	Due to I receive the calls when a student is wanting to inform someone that they have tested positive for covid and many times they are not able to get someone to answer in SS and they will call back in a few hours stating this, I have sent them to HR as I feel this info needs to be shared asap to faculty and staff, I feel there needs to be either a backup system when a student calls so the info can go out asap or maybe a extension set up for these calls and someone to monitor it consistently
1	0.45%	<input type="text"/>	Encourage the use of synchronous, online classes. Face-to-face classes are 1)not safe and 2)limited in their functionality (group work is not possible; labs are tricky, and so on). Faculty need to be allowed options that align with the way that they teach best. Sometimes, a Zoom class, even for an entire semester, will be a more effective option for students because the experience will be more comprehensive than a face-to-face class in which interaction has to be limited for everyone's safety. These courses need to be built into the schedule for transparency.
1	0.45%	<input type="text"/>	Everything is going relatively smoothly, there has not been any major concerns.
1	0.45%	<input type="text"/>	Everything is great! I just hate wearing mask in class! It's hard for students to hear professors and you can't breath with it on! No mask in the class and I'll be happy!!
1	0.45%	<input type="text"/>	Everything is very safe so far.
1	0.45%	<input type="text"/>	First, I appreciate this survey, because it is important to get an idea of what WC students think. In my opinion, the Covid interventions are honestly not helpful at all, and really discourage students from WC classes. I understand that colleges feel the need to comply with the governor's suggestions in hopes of staying open, acquiring/retaining students, etc. But hear me out here. Many students, like myself, may be able to manage an amount of normal online research for college courses. But many, also like myself, do much better in class when they are not forced to complete all assignments online and watch most of their lectures online. There is only so much computer time people are built for. Yes, some may prefer it, and may feel safer when they choose an online class. But the rest of us really miss that true face-to-face, mask-less, close, hands-on interaction. Also in my personal opinion, I think there needs to be some real research done by WC on these Covid measures, considering the medical professionals who have spoken out (and many have been cancelled my the media) against mask wearing and social distancing. Even Dr Faucci recorded himself in the beginning of the crisis, speaking on the uselessness of masks, in a video that has been recently taken down from one of the video sites it was posted to. I think some real statistics need to be studied. How useful are masks really? Can those fibers really prevent a microscopic virus, or is it more like keeping mosquitos out with a chain-link fence? Does it do more harm to be exposed to viruses we are naturally exposed to constantly, and by which we build our immunity, or to require putting a fabric cloth over your face and force you to breathe carbon dioxide for 75minutes? Is this years' corona virus so much worse than corona virus from two and three years ago, or than the flu, or than any other virus for which we have Never shut down the world for? Since when did the government's powers extend so far as to regulating health? That power is not in the constitution, and the constitution is the supreme law of the land. Could it be that maybe, just maybe we are being conditioned for submission? Please hear me out. This might sound like conspiracy theory. But is it "theory" when it is happening behind the scenes? Could it be we are being conditioned for blind compliance? For obedience to the government who unconstitutionally requires a clothing accessory? If the government said, "let's have everyone wear a yellow star," would we go along? If we, as a college, an educational facility, conducted some real research, listening even to those medical professionals whose constitutionally protected free speech is being cancelled by the media and, if I may boldly say within my free speech, cancelled by the deep state, then maybe we could be the college that truly stands out in this time when the rights of the people are being shut down. Maybe we could be the college of choice, of freedom, of liberty. The college that truly upholds the values upon which this country was built. The college that stands up for its students' and faculties' constitutionally protected rights, and rights to manage our own health rather than having the government step in to regulate it. The law officer who arrested Rosa Parks said that he was just doing his job. What if he had not "just done his job"? What if he had stood up for Rosa Park's natural rights? He might have gotten into trouble. But he would have done right. He would have made the history books as someone who stood up for liberty when the world called for simple compliance. Are the whims of government officials to override our natural rights? Are we a free nation, or are we not? What kind of college will we be? Again, I really appreciate this effort to survey WC students and faculty.
1	0.45%	<input type="text"/>	Flexibility is the name of the game.
1	0.45%	<input type="text"/>	Get everyone tested if a sport had been diagnosed
1	0.45%	<input type="text"/>	Get rid of the masks
1	0.45%	<input type="text"/>	Having to wear mask all the time
1	0.45%	<input type="text"/>	Honestly I'd much rather do my courses online but when they are online there is far more coursework. Like algebra I can't keep up with 78 online assignments in 16 weeks with my other classes I feel like the online courses have far more assignments. I do not like that about the online aspects. But I do want to be socially distant rather than put myself at risk. I just don't think it's right to be forced to do twice as much work as the in class students. I pay the same amount of money and get stuck with twice the workload because I'd rather be safe

at home.

1	0.45%	<input type="checkbox"/>	Hybridization for freshman courses (especially co-req classes) has led to difficult situations where students stop coming at all and don't do the online work either. It would be better to cap classes at 50% (especially co-req classes), so they can come every class day to get the F2F help they need and want. Sending these broad emails about classrooms where some student with Covid might have been is useless. Hybrid classes should not be hybridized. Coming every two weeks is not helpful because they just stop coming at all, so the class may as well be online from the beginning. At least 50% of my students have chosen to take the F2F classes fully online. We need to offer more online courses in the spring instead of hybridizing them the first day of class. I never seen so much late work in 20 years of teaching. I've been pleased with students wearing masks in my classroom, but the pandemic has many other consequences on student behavior.
1	0.45%	<input type="checkbox"/>	hybridization of some classes produces an inferior experience for the students
1	0.45%	<input type="checkbox"/>	Hybridization of specialty courses is not practical. Nursing courses need to be face to face to get the instruction needed to learn all the material.
1	0.45%	<input type="checkbox"/>	I am currently enrolled in the ADN program as a first semester student. While there is much to love about the program, I am very dissatisfied with the amount of teaching we receive due to the reduced hours on campus to comply with social distancing. We are not able to participate in clinicals and doing them on campus just isn't the same. We wear masks, we social distance as much as possible, but we are being short handed and having to do a lot of self teaching when we are still paying full price. Having some courses only online is not looking good on some of the instructors as I believe they have no idea what they are doing and it is very unorganized. All that said, I am very happy and love the nursing program when being taught on campus, face to face!
1	0.45%	<input type="checkbox"/>	I am embedded at the high school. I have two students who are doing remote learning. Our model at my high school is asynchronous. I offer Zoom meetings to the remote students at their request. Students have to check in daily and submit work in order to be counted present for attendance. One of the two students does not interact with the curriculum daily and is thus being counted absent. Both students have turned in major assignments, however. My dual credit classes offer about the same risk as my high school classes.
1	0.45%	<input type="checkbox"/>	I am frustrated with the entire situation. The hybrid classes are not effective whatsoever. You can't learn to be a nurse over Zoom, that is NOT possible. I am losing VALUABLE instructional time with my main lecture being hybrid.
1	0.45%	<input type="checkbox"/>	I am impressed with how quickly our students have adapted to the changes in course offerings and how respectful they are when asked to place their masks on.
1	0.45%	<input type="checkbox"/>	I am registered in the nursing program ADN. I am very surprised how this program does not offer any true lecture due to COVID19 even though regular students are sitting in person for some. As a nurse of 10 years completed at WC LVN program and a nursing student it is discouraging to know not only the work field have we (nurse) been unsupported but educationally as well. I do not feel this program is meeting the requirements needed to see the majority of the students enrolled succeed. There needs to be MORE TEACHING we simply can not learn from slide shows not even voiced over this isn't simple just read material these are concepts that requires explanation so that we can in return help save lives if we make it through.
1	0.45%	<input type="checkbox"/>	I am tired of seeing masks. No one can breathe. This virus is not deadly. I would be much more likely to take more classes if the mask requirement were dropped.
1	0.45%	<input type="checkbox"/>	I am tired of this nonsense. And want school back to normal!!!! No one is leaking anything we're just kicking our butts to pass!!
1	0.45%	<input type="checkbox"/>	I am very happy with how WC is handling everything
1	0.45%	<input type="checkbox"/>	I appreciate the "out of the abundance of caution" emails. There seems to be good communication with regard to Covid-19 and WC. Thank you!
1	0.45%	<input type="checkbox"/>	I appreciate the mask rule on campus, I work for a public school here in Texas and I see so many kids without masks and it drives me crazy. The fact that you guys strongly enforce the mask policy makes me feel comfortable and safe in my learning environment. The only problem I have is that the door knobs are not sanitized often enough.
1	0.45%	<input type="checkbox"/>	I believe classes for subjects with hands on learning, such as labs, must be available fully face to face in order to adequately equip and educate the students. Other than those classes, I feel comfortable taking fully online classes.
1	0.45%	<input type="checkbox"/>	I believe fully online classes can easily be implemented to prevent the spread of COVID-19, especially with the recent rise in cases and with flu season lurking around the corner.
1	0.45%	<input type="checkbox"/>	I believe the obligation to wear a mask is NOT necessary. The mask obviously do no work. We keep getting new cases everyday. I do not feel the virus is any worse than the flu. We just need to open the college back to normal and go on with our lives.
1	0.45%	<input type="checkbox"/>	I believe WC and campus leadership have performed in the best interest of the campus community in keeping a safe environment for all.

1	0.45%	<input type="text"/>	I do not like wearing a mask
1	0.45%	<input type="text"/>	I do think it's in everyone's best interests for WC to actually provide face masks as needed. Not the expensive ones--just a little protection for the rest of us who try hard to stay masked. I know it's not a budgeted expense, but @ \$2/each or less, it's all the protection we can offer them and each other. And then there's our combined advantages if we could work together to avoid considering closing the school, esp. as we go into cooler weather.
1	0.45%	<input type="text"/>	I don't feel like WC is giving accurate information regarding Covid cases on campus. I think there are more people testing positive than what we are being told.
1	0.45%	<input type="text"/>	I don't know that we have many results to you yet if hybrid lecture is as effective as 100% in-person lecture. Just talking with students yesterday in regard to Zoom lecture on the subject of math, they would prefer that be taught in-person. That is a suggestion that I take seriously.
1	0.45%	<input type="text"/>	I don't understand why the classes weren't prepared for social distancing. I had students try to sit close together. I also found the lack of hand sanitizer and PPE in the classroom problematic at the beginning of the semester. It has improved, but I don't feel like the classrooms were ready at the beginning of the semester. Also, the hybridization of hybrids is very problematic. I don't think it works well.
1	0.45%	<input type="text"/>	I don't feel like switching to all online classes is necessary. It is a disservice to students who learn better in person. I chose to take a science class this semester and have had the most difficult time learning and keeping up because I'm not face-to-face with models, and learning hands on. If students are not comfortable going to face-to-face classes they can choose online courses.
1	0.45%	<input type="text"/>	I don't think dinstancing is effective on campus- yes students are required to distance in class, but there is no distance in hallways or between classes. In my opinion we should make most if not all classes online. All of my tests this semester have been In class or on paper- the back and forth with paper is risky- I Feel as if students would feel safer taking tests online on a zoom call or in testing center.
1	0.45%	<input type="text"/>	I don't think hybrid learning is decreasing our infection chance. We're all around each other at one point. Might as well be fully online or fully in person
1	0.45%	<input type="text"/>	I enjoy having the option of Zoom for classes. It has really helped me.
1	0.45%	<input type="text"/>	I feel I learn more and retain more in person. I'm struggling with online classes and definitely do not retain it like I did in person
1	0.45%	<input type="text"/>	I feel strict intervention should be employed toward masks being worn CORRECTLY, at all times, covering nose and mouth.
1	0.45%	<input type="text"/>	I feel the mask are not needed, but safe social distancing and common sense on sanitizing hands is beneficial even during normal cold and flu seasons. The mask are making people tired and exhausted especially when worn for 9 hours and truly do not work, but clean hands and clean work areas do make a difference.
1	0.45%	<input type="text"/>	I feel the nursing program is not teaching us the way we need to be taught. We are not getting any lecture time, we are given lengthy power points (numerous power points ranging from 20-77 slides each), we are brought in for 4 hours to do labs, there we are given worksheets and asked to complete them. No teaching is occurring. I am not getting what I need to successfully complete this program. I feel my mental health is suffering because of the stress of this program and the lack of support from our instructors.
1	0.45%	<input type="text"/>	I feel WC did not provide adequate technology to accommodate distance learning.Faculty were expected to figure it out on their own, including purchasing needed equipment. Some faculty were allowed to request online only classes in response to COVID and others were denied the request.
1	0.45%	<input type="text"/>	I feel we need to have stricter guidelines in place for all employees and students to check for COVID-19 symptoms, such as temperature checks when entering the buildings, fewer students in a suite at the dorms, better social distancing in classrooms, offices and at events, contact tracing, as well as more cleaning throughout the day especially on areas continually touched such as door handles and restrooms.
1	0.45%	<input type="text"/>	I found it disheartening to students who signed up for face-to-face courses and then the course went hybrid. Most of my students did not like this. I have had a challenge with the synchronous teaching. It is difficult that we cannot use the testing center.
1	0.45%	<input type="text"/>	I get it, the college is just trying to alleviate any legal ramifications should a student try to seek legal action for contacting "THE COVID". Limiting the class size is making the teachers work double and they may reach a breaking point and fatigue out. Being that the school offered a huge study field of healthcare professions and will come into contact with way more serious infectious diseases, a strain on the flu with a recovery rate of 99.97% should not have ever been an issue with the school. Also, wearing of masks is just illogical, especially when the CDC advises against healthy people wearing them. Oh, you bookstore sells masks that read, "WARNING, THIS MASK IS NOT A RESPIRATOR. THIS PRODUCT IS INTENDED FOR GENERAL PURPOSE. WHEN PROPERLY WORN IT REDUCES POTENTIAL CONTACT BY THE WEARER TO FLUIDS BUT DOES NOT ELIMINATE THE RISK OF CONTRACTING ANY DISEASE OR INFECTION."

1	0.45%	<input type="text"/>	I get why we have the "Out of Abundance" emails, however since it really does not tell me any actionable specifics I completely tune them out now. I believe the most immediate people likely affected are contacted specifically. So for the general populace, a monthly email count would suffice. We also have the counters on the website. I'm just saying those Caution notifications do not change my behavior (I mask, 6ft+, sanitize, and wash hands) nor do I seek additional medical testing because I might have been in that building that day.
1	0.45%	<input type="text"/>	I had to drop a class because the instructor's accent was so strong plus he was using a mask and shield. He gave no grace. Instead of being helpful, he kept telling us how he had to follow state rules. Not a very understanding.
1	0.45%	<input type="text"/>	I have found it very difficult to enforce social distancing in the common areas of the buildings between classes. I feel it would help if we could eliminate these areas as social gathering spots. We should notify them that they can congregate outdoors as a better option.
1	0.45%	<input type="text"/>	I have really liked the smaller sized classrooms in my face to face courses.
1	0.45%	<input type="text"/>	I just hope all faculty members are being well compensated for their efforts to keep themselves and students safe. We appreciate it!
1	0.45%	<input type="text"/>	I just wished everyone took it seriously... its hard to fix a problem when not everyone believes there is one right now. My hybrid-online in person class is not useful at all. We are supposed to have 15 kids in the class every other Thursday and so far the most he has had was 10 on the first thursday and 9 on the second, every week since it has gotten lower. on 10/08 we had only 2 kids in person and 1 kid in the zoom call. My class size is 30 people.
1	0.45%	<input type="text"/>	I learn best in face to face classes
1	0.45%	<input type="text"/>	I like how we currently have some hybrid classes and some face to face classes. If we could I would like for it to stay like that since, I feel that we can attend class through zoom while also having face to face classes. I feel that when we have face to face classes I can learn better and ask any questions when I have any.
1	0.45%	<input type="text"/>	I like that masks are mandatory in all campus buildings. It has made it much easier to enforce that requirement with students. As a budget manager, I'm grateful that the cost for gloves, masks, and disinfecting wipes is not coming out of my budget. This would have negatively impacted my supplies budget.
1	0.45%	<input type="text"/>	I love taking online classes
1	0.45%	<input type="text"/>	I love the hybrid format. Since all my material is available online, I can use the class time to discuss challenging topics. I feel like I get more time for discussions.
1	0.45%	<input type="text"/>	I personally am not fond of the fact that several classes I was intending on taking did not offer any sort of option for fully online. As much as I prefer being taught in-person along with many others, I feel we need to make the changes necessary to help students learn what they need and want to from home while COVID-19 is still rampant.
1	0.45%	<input type="text"/>	I prefer that if a class is online in any way to avoid zoom meetings. That is my own preference, however some students benefit from zoom meetings.
1	0.45%	<input type="text"/>	I really appreciate the face-to-face classes
1	0.45%	<input type="text"/>	I really dislike wearing my mask for over an hour in class. I get very bad headaches from breathing in all that co2, not to mention how horrible that is for the skin.
1	0.45%	<input type="text"/>	I saw students post online that they were upset their in-person classes were changed to a hybrid model or completely online at the last minute. I think we should have communicated better with students that this was a possibility so they could take that into consideration when picking their schedule.
1	0.45%	<input type="text"/>	I signed up for full face-to-face classes this year and only have 1 class is fully face-to-face. I have a really hard time grasping the material in the classes that are partially online. I don't feel like I am getting the material or direction that is needed to process and grasp the information. I feel like the material is out of sync with the exams. For example my A&P class, we are taking chapter quizzes and exams on material we haven't covered or haven't fully covered. Everything feels rushed. I feel like I'm teaching myself, rather than a teacher instructing, but still paying full price.
1	0.45%	<input type="text"/>	I still feel like it's not fully safe even with the limited capacity
1	0.45%	<input type="text"/>	I still would have preferred that we just had a notice back in early summer as to what we were doing in the Fall. We could have all had better courses prepared if we had not been kept up in the air all the way until just before classes started. I also think we should have had better reporting from the beginning of the semester and not waited to put a system together a couple of weeks into the semester. I still do not feel safe coming to campus to teach, but I was not given a choice to do otherwise.
1	0.45%	<input type="text"/>	I suggest making a decision and sticking with it. The hardest part is changing everything mid-semester or being back and forth with what you're doing. I wouldn't have registered for my hybrid class if I knew it would be all online. This is my worst subject and the face to face interaction would have been beneficial.
		<input type="text"/>	

1	0.45%	<input type="text"/>	I think if you are 504 you should have the option to go face to face.
1	0.45%	<input type="text"/>	I think it's ridiculous how in the library you can sit together in a group upstairs or downstairs but you're not allowed to rent a room with more than two people.
1	0.45%	<input type="text"/>	I think students should be given a chance to have a say in course planning/delivery planning. Most students do not feel that Zoom conferences are an adequate replacement for in-classroom teaching. I also think students could be given the right to waive college liability in the event they choose to be in class fully in-person.
1	0.45%	<input type="text"/>	I think students should have the choice of going to online or face to face. Some like me learn better face to face. If I am going to get an education I want the best and most effective I can get. Which would be face to face.
1	0.45%	<input type="text"/>	I think that hybridizing the courses for the 50/50 splits limited the peer involvement in the class discussions and general peer interaction. I also note that participation in and outside of class has lessened to a large degree with a very small number of students still willing to engage. This could have as much to do with the students wearing masks during class.
1	0.45%	<input type="text"/>	I think the students should know what kind of class they are getting before they register. My students who had to hybridize thought they were getting a face-to-face classroom. I am still not comfortable being on campus as much as I am. I want to go fully online for my safety and also so my students will know beforehand how the class will be conducted.
1	0.45%	<input type="text"/>	I think we should increase the capacity in each classroom to at least 60% or 65%.
1	0.45%	<input type="text"/>	I think we've done well. Most students I know have wanted on site instruction, so having the options to meet face to face was a good move. Offering all types of instruction (face to face, hybrid, all online) caters to everyone's level of comfortable risk.
1	0.45%	<input type="text"/>	I understand the need for the changes, but I don't like the idea of having classes that rely mostly on the online setup. I learn better with face to face classes, especially those that require more guidance with processes like math and chemistry. Classes that require more reading and interpretation can be made online without any difficulty, at least for me.
1	0.45%	<input type="text"/>	I understand the need for the precautions that have been put in place. However, as the state opens more and more I really hope that the college decides to open fully again. Some classes can continue online or hybrid but the nursing program, and other technical degree programs, need to go back to normal schedule to allow for the time needed for hand on learning. As a student we should have a choice, I would sign a waiver so that I could be back in a fully functioning classroom with 50 other students.
1	0.45%	<input type="text"/>	I upload videos of lectures and instruction.
1	0.45%	<input type="text"/>	I was expecting the college to periodically (such as weekly) disinfect buildings and offices in general as several of the schools do. They use this spray gun, where the disinfecting mist cover surfaces and floats in the air. I feel better about my daughter attending her school then about me being at work. Regardless, this does not affect my attitude towards my work. I am just as productive and hard working as before. I do thank the college for seeking our feedback.
1	0.45%	<input type="text"/>	I was shocked this semester at the lack of effective communication from administration above the department chair level. The first few weeks of this semester were made needlessly awful due to administration not giving clear communication and not taking responsibility for anything, making blame for different actions fall on department chairs and faculty. That there was no official communication from the college to students about hybridization was unconscionable. That the decision to hybridize was made so late, immediately before the beginning of the semester was unconscionable, when it was clear all summer that would be needed. When students were not able to access Canvas in certain classes on the first day and no administrative communication explained the real situation to students, blaming faculty, was also unconscionable. We had all summer to prepare, but it appears that only the two weeks before the semester began had any sort of preparation, at least so far as that was communicated. I feel so much sympathy to my students who signed up for face to face classes and then had the bait and switch happen to them, when those courses were changed to hybrid form. They did not sign up for that, and I find them struggling much more than those who signed up for the same online course because they are not prepared to access the course's content through online resources in the same way. They had been told all summer long in all college communications that the college will offer "face to face, hybrid, and online courses." Never was there an asterisk attached that face to face classes would be dependent on room capacity. If we had wanted to make that promise all semester long, when it clearly could not be kept, then we should have limited the size of classes to adhere to the room capacities. Otherwise, we should have told the truth.
1	0.45%	<input type="text"/>	I was taking 2 hybrid classes and asked my professors if I could go online due to the fact I live with people who are high risk of dying if the contract covid. My professors understood and are being very helpful in making this happen as covid cases started to rise.
1	0.45%	<input type="text"/>	I would 100% take an online course that didn't require zoom meeting.
1	0.45%	<input type="text"/>	I would like to be in fully face to face with no social distancing and no masks.
1	0.45%	<input type="text"/>	I would like to have online courses for the spring. I think students would do better knowing at the beginning what kind of class they are signing up for. It is impossible to social distance

when you are face to face with students and they need help. It is also impossible to tutor them solely through zoom when they know you are in your office. I am regularly in my 8x6 office with one or two students. The wipes we are using in the classroom state that the surface must be visibly wet for 10 minutes to be effective. Continue to use wipes for 10 minutes to keep the surface visibly wet...which of course can't happen in our circumstance so really nothing is being disinfected. I don't have trouble with students not wearing a mask but they will not keep the mask above their noses.

1	0.45%	<input type="text"/>	I would like to see a limit to the time an employee is required to wear a mask. maybe every other day to recover: Example: Day 1 I wear mask 12 hours no break, Day 2 8 hours, Day 3 8 hours, Day 4 4-6 hours.
1	0.45%	<input type="text"/>	I would like to see contact tracing enacted, An email stating where a positive-tested person has been within the campus is useful information, but contract tracing would be more thorough. The administration is doing a good job of leading by example in regard to mask wearing.
1	0.45%	<input type="text"/>	I would prefer online courses during a time like this, however I do not think WC offers online for the classes I need (microbiology, AP 1&2).
1	0.45%	<input type="text"/>	I'm currently attending the LVN program, so hands-on/in-person experience is needed. This is why I am not taking a fully online course. I feel it is a little difficult to get the same experience I would if the courses were fully in person. I used to use the library to study in the areas with less traffic/less distractions, but now they are considered off-limits. This has been an inconvenience and I believe has affected my comprehension of what I'm trying to learn, since this was the best place for me to work. I know that we are all adapting to the COVID outbreak, I am just asking for a somewhat norm so I can reach my full potential in education. Please reopen all seating areas in the upstairs of the library.
1	0.45%	<input type="text"/>	I'm enrolled in a program where I don't have a choice as to how or what classes I take, but I'm campus as a whole I've seen zero enforcement of wearing a masks with staff and students, very little regard to social distancing, and only an appearance of effort from the administration as whole in terms of COVID regulation.
1	0.45%	<input type="text"/>	I'm having difficulty in a Physics class that went to video due to the number of people in the class. I don't feel like I'm getting the feedback I need to understand the lessons.
1	0.45%	<input type="text"/>	I'm in a medical program and it is extremely difficult to understand some concepts online rather than in a face to face setting.
1	0.45%	<input type="text"/>	I'm in the nursing program at the main campus and I feel the hybridization has made it so incredibly difficult to learn nursing. We do not have enough class time to learn any of the information effectively and having to teach ourselves to be nurses honestly worries me about how we will turn out. I understand there are only so many people we can fit in the room but then why do we still have to pay the same amount as if we were here full time getting a more intact education experience? I've been attending this college for years and always looked forward to the day id get in to the ADN program the school is so proud of but now that I'm in, the only thing I can say I'm impressed at is the lack of care for our development.
1	0.45%	<input type="text"/>	I've noticed students not wearing masks on campus
7	3.14%	<input type="text"/>	I'm a little disappointed in WC for changing the way classes were set up this year. They are not as they were described. All four of my classes were supposed to in-person classes meeting twice a week. I was told this four days before classes started. However, three of my classes changed. Two are only meeting once per week and another is only meeting once every other week for a lab. I also don't understand why WC has to require every person that comes on campus to wear a mask that covers their mouth and nose. If I am sick, I will - and should - stay home. That's common sense. It would appear that WC does not trust its students, faculty, and staff to exercise common sense like they should. This mandate treats us like little children, in my honest opinion. Frankly, it's a bit offensive and insulting to hear that someone thinks they can decide whether I could be sick or not. Please consider bringing WC back to the state it was at in 2019.
1	0.45%	<input type="text"/>	I'm in the nursing program so there isn't an option to choose to only do online classes. Two of the questions asked if I would be picking to do online classes. We really have no choice at times not to social distance but I already feel this way in my work life too so there isn't anything that can be done about it.
1	0.45%	<input type="text"/>	If a class is forced to be hybridized because of too many students then perhaps it would be best to enforce the class limit. It would be beneficial for both students and instructors to have a better understanding of what is expected of them when signing up for a course. If the plan is to have the class split anyway, might as well do it from the beginning. Perhaps offering one the classes to be twice as long to accommodate students who do best learning face to face. Many students at community colleges are non traditional or otherwise lack the necessary skills that allows them to be equipped to learn in hybridized or online classes.
1	0.45%	<input type="text"/>	If I sign up for face to face classes I would like face to face classes. It is ridiculous to sign up for face to face classes and have to go hybrid or fully online because the college over enrolled their maximum capacity. I believe you should set a maximum capacity for classes and actually follow it so the students who struggle severely learning in an online environment can further their education without struggling to teach themselves classes that

			they paid you to teach them. I believe online should be an OPTION and not a REQUIREMENT. This isnt public school. We are paying you to further our education and we should be able to select the way in which we want to do that.
1	0.45%	<input type="checkbox"/>	If information was given sooner rather than later regarding the administration's plans going into this semester, there would have been more time to prepare, and confidence in how we prepared, for the semester. I'm worried that we'll be getting last minute and late information again moving into the spring term.
1	0.45%	<input type="checkbox"/>	If people feel unsafe attending they should opt for online classes, this switch has been hard on students and professors alike but people really need to start looking at the facts of the outbreak. Also- the no drinks in class rule is pretty ridiculous and borderline controlling
1	0.45%	<input type="checkbox"/>	If the thermometers are accurate, approximately 95% of people have a below average temperature (98.6). Most temps we take are at least 1-2 degrees below normal. I wonder how accurate the thermometers are.
1	0.45%	<input type="checkbox"/>	If the virus is on campus, we should not be here.
1	0.45%	<input type="checkbox"/>	Im comfortable with the procedures in place for my face to face class.
1	0.45%	<input type="checkbox"/>	In my experience in the nursing program, the teachers have quit teaching since going online and the time we are spent in class they do not teach us so we do not learn and we go home and have to teach ourselves anyway with no zoom meetings or lectures. Everyone is very stressed out and feel like COVID-19 is putting a very big damper on our learning for a career that is about to come into place and the grades that are made as of an outcome. In my experience in the nursing program, the teachers have quit teaching since going online in the time we are spent in class they do not teach us so we do not learn and we go home and have to teach ourselves anyway with no zoom meetings or lectures. Everyone is very stressed out and feel like COVID-19 is putting a very big damper on our learning for a career that is about to come in to place and the grades that are made as of an outcome
1	0.45%	<input type="checkbox"/>	Initially the first day back to campus, from being off due to COVID-19, we had visibility of extra cleaning measures - to include spraying of surfaces- I am not seeing that at all now. We also receive emails from HR on campus exposures but are we tracking and trending these to see if there is a spike and need for any process improvements. Masks worn in even with the Health and Human science courses are not being worn appropriately-
1	0.45%	<input type="checkbox"/>	Instructors need more support from staff and administration. Instructors were expected to hybridize courses last minute, find available classrooms, and communicate solely with students about changes. No staff was present for smooth transition, changes, and challenges. Some of the classrooms are being visibly cleaned often (IB Hand is always being cleaned) while others you never see CBRE around cleaning or present during the day cleaning. No one is making sure there is hand sanitizer and cleaning supplies, The campus also has no sense of community from staff, the campus looks like a ghost town. No activities for students outside of library. The first week staff welcomed students the first couple of days but did not throughout the entire week. No freebies this year, not much student geared school spirit and making these students feel welcome in an already awkward environment and semester. We should be going out of our way since we are f2f to make these students feel welcome and a part of the WC community and family and let them know we are here for them and glad they are here.
1	0.45%	<input type="checkbox"/>	It depends on the subject I'm taking but in person classes are better for me.
1	0.45%	<input type="checkbox"/>	It has made being in the sonography program a little bit more difficult as we are not getting as much hands on time as we did in the past, but I think the college has done a great job of trying to give us as much hands on as possible while still maintaining a safe environment.
1	0.45%	<input type="checkbox"/>	It is incredibly frustrating to be in class for four hours straight without a break, and not be able to drink water. What is the point of sitting 6 feet apart if we still have to wear masks and can't even drink water from a straw? I think it should be the students choice of whether or not to wear masks. Especially since the instructors constantly take them off to teach.
1	0.45%	<input type="checkbox"/>	It is very difficult to hybridize lab science classes after students already registered for the course thinking it would be fully face-to-face. The instructors had to notify students of this change, which puts instructors in a difficult position. The administration should have notified students of these changes with consistent messaging.
1	0.45%	<input type="checkbox"/>	It is very hard to learn anything when the fully face to face classes were made into hybrid classes. The classes I chose to go face to face on are the ones where I knew I would need more help on. It is very difficult to get help and fully understand things when you only meet once a week.
1	0.45%	<input type="checkbox"/>	It would be nice to be able to take tests in the Test Center.
1	0.45%	<input type="checkbox"/>	It's overkill. There seems to be very little camaraderie between students or staff. We've created a cold, unapproachable environment.
1	0.45%	<input type="checkbox"/>	Its ludicrous I cant bring a drink to class anymore. How is me bringing a drink that only I drink out of an issue or possible transmission of contagion when I'm already in the classroom?! Let's keep in mind, college is a choice and we PAY and CHOOSE to be there.
1	0.45%	<input type="checkbox"/>	Lack of testing and contact tracing makes the whole effort less effective.

1	0.45%	<input type="text"/>	Learning nursing courses with absolutely no lecture is super difficult at best. I don't care for it. It's a shame that it has to be that way. However, although I don't like it, being a nurse, I do understand the necessity of online learning right now. I just wish we had zoom lectures to help seal the information.
1	0.45%	<input type="text"/>	Mask enforcement, and information on mask enforcement I felt was lacking. I don't know when I am meant to intervene, and how much to intervene, am I meant to talk to people with masks around their chin? or not covering their nose? I felt like the policies I was meant to follow personally were clear and concise but policies related to dealing with others were missing.
1	0.45%	<input type="text"/>	Mask Guidelines should be more strict
1	0.45%	<input type="text"/>	Masks do not benefit anything, they are not effective in any way, shape, or form. They are also a huge distraction from learning.
1	0.45%	<input type="text"/>	Microsoft Teams is not effective. Video quality and connections are very poor. As far as COVID-19 is concerned, I'm not sure enough is being done.
1	0.45%	<input type="text"/>	More information related to personal care and access to testing needs to be provided to faculty and students.
1	0.45%	<input type="text"/>	Most colleges and companies are cleaning more often. Different people are in and out of our office all day touching our door handles and walking through to the next office. No custodian cleans those throughout the day. I've never seen anyone cleaning the elevator buttons or exterior doors throughout day. Cleaning once a day at night after we leave is not altering your cleaning response from the normal it had always been to help reduce Covid spread. Our restroom used to be cleaned twice a day but most days now it is only cleaned once a day. Students are in it all the time. Copiers, microwaves etc. in our office are touched by all each day. I wear gloves when touching those (I don't see that really happening with anyone else). I do not feel safe at all and have not since everyone came back (especially the students)!! I do not think WC has done near enough to keep us safe. We are not following health expert and/or CDC guidelines. We aren't taking temperatures and monitoring staff, faculty or students like other colleges and businesses. We aren't even going by the email that was sent out for phase 3. No one keeps their office doors open. We don't have reminder signs and floor decals all over the whole campus or inside all buildings. I don't even think we reduced class sizes and when school started there were classrooms that had not be reconfigured to 6 ft distances between each person. Dorms were not reduced to 2 per dorm instead of 4 in a suite the last I heard which was a month and half ago. However, I will say I do not know if those 2 things are still accurate. We could have extra hand washing stations that are portable set at the main entrance points coming off the parking lot for students. There are software packages and apps that contract trace and keep records that we could have. There are ultraviolet lights that scan and put out rays or somehow disinfect you. Lastly, the hvac air system here is just recirculating the air I've been told and not being pushed out because I've heard the ventilation system and equipment here is outdated and that we don't have that type. When visiting the cafeteria and walking across campus and in our building I have seen students without masks or masks pulled down or just covering the mouth and not nose. No one is enforcing that mask wearing.
1	0.45%	<input type="text"/>	Most students do better, are more accountable, and actually seem to prefer face to face instruction. In a COVID world, face to face is risky but most of my students are joining the virtual classes which is the best we can do at this point. It has totally changed the culture of the classroom as students seem less connected to each other and not as engaged in the learning processes. The totally online classes that I am active with have been difficult for students.
1	0.45%	<input type="text"/>	Most teachers that have the hybrid schedule treat it as an online class and don't teach the days their students come in
1	0.45%	<input type="text"/>	Moving to a synchronous teaching model via Zoom is one of the best things to have happened to our program. We find that 50% of the students can attend face-to-face (if they choose) while to other 50% get the same instruction (at the same time) via Zoom. This is a model that allow both safely and flexibility. We have found that the student like having the choice of coming to class versus staying home and staying safe. This is a model we will continue using even after COVID-19. I feel the college now need to focus on being able to support this technology for the faculty. Issuing iPads or other forms of technology that is more mobile and better capable of delivering professional instruction.
1	0.45%	<input type="text"/>	My best engagement with students is happening online. These students are staying in the course and participating at a higher rate than my Covid hybridized courses. Those students are lagging in participation and are dropping at rates I haven't seen before. It's really alarming. When 8 send early alerts, instead of regrouping, they send drop requests. I don't know what to do to stop the bleeding.
1	0.45%	<input type="text"/>	My biggest complaint is only lecturing a 4 hour credit class for (1) 50 minute class period per week and being expected to pass the class (DMSO 1441)! At the very minimum, post video lectures covering the material!!!! I am so angry about that and I am failing it??
1	0.45%	<input type="text"/>	My biggest concern is interaction for our students. Every other college are hosting events (with precautions in place) be we are literally doing nothing. No events, not times for them to hang out, and they are continually asking for it.

1	0.45%	<input type="text"/>	My class decided that hybrid classes just were not going to work because you were responsible for learning half of the information independently. We voted to move entirely online given that everyone agreed and have had twice weekly zoom calls and it has been much easier.
1	0.45%	<input type="text"/>	My classes are synchronous on zoom. I love that we have the option to stay home on certain days if we want to and the instructors are doing extremely well! My only complaint is if you are at home and the instructors write on the board you can not see it. Their iPads are too outdated and have terrible quality and there is not thing they can do to help with this situation. It does get in the way of being able to keep up with lectures. When 1 person asks everyone asks which also can put us behind. When it is Multiple times throughout the same lecture this also puts us behind and off track. my class mates and I agree that our instructors need NEW iPads for Zoom so that the quality of teaching this way is increased so we do not get behind as we are in a allied health program and don't simply have time to go back for these things.
1	0.45%	<input type="text"/>	My concern if for faulty and students to contract the virus if classes continue to be offered in person.
1	0.45%	<input type="text"/>	My concern is that a lot of students are not finding success in online courses. I appreciate the availability of online courses; however, I have heard students mention that it has been difficult for them to keep up with their classes and fully understand and engage their professors in an online learning environment. I think this is inevitable; nevertheless, I'm wondering what the college is doing to fill those gaps. I think we may be losing some students due to their frustration and lack of success with online coursework. Do we need to be reaching out to these students in some way?
1	0.45%	<input type="text"/>	My issue is that employees & students are lax about precautions. Masks are not worn or worn incorrectly. Cell phones & other electronics are probably not cleaned adequately.
1	0.45%	<input type="text"/>	My min tested positive for COVID therefore I have to quarantine. My professors are great and have provided me with assignments to do during my quarantine. I love Weatherford College and their precautions make me feel safe it's just the nature of COVID that makes me on edge about being fully face to face but I wouldn't have any other way.
1	0.45%	<input type="text"/>	My only comment is to enforce proper mask wearing and social distancing. People arnt wearing it around campus and walk in pairs with no mask and pass me without a mask even though im obligated to wear one. Its frustrating to see and nobody does anything about it.
1	0.45%	<input type="text"/>	My productivity has been the same from before COVID and while working from home. I feel we came back too soon and with no one really monitoring the weekend activities of our faculty and staff on regular basis, we are putting us and our students in jeopardy. Every week we receive emails regarding new cases yet we have not done as much as we can to truly limit exposure. I do not believe the president's office is taking this pandemic as they need to.
1	0.45%	<input type="text"/>	My students are more stressed, especially the class that had to suddenly go to home instruction-they say that the Zoom lectures just don't give them enough class discussion-generally have to sacrifice some of out lab time (face to face with 11 students) to clarify the lecture-so we lose out on lab time. I would love to see small class face to face instruction, followed by lab face to face instruction for the same small group.
1	0.45%	<input type="text"/>	N/a
1	0.45%	<input type="text"/>	No . I am happy with the way professors makes herself available and conduct classes
2	0.90%	<input type="text"/>	None
1	0.45%	<input type="text"/>	Not a fan of online courses/ hybrid courses. But don't really like technology in general. Face to face is my preferred method of learning.
1	0.45%	<input type="text"/>	Nothing bad has happened so far for me so all is good. however being told the first day that most of my college classes were changed to hybrid and that was not the best way to go about it. Atwell the first few days when canvas was acting up put a lot of stress on me because I could not get the work done for the class although the teachers were Aswell aware some either did not deduct points because why were made aware of what was happening however a small few kept the zeros that were accumulated at that time. Overall communication was lacking this year to start and I would be better of if their were more emails about what needs to go and so forth. Thank you have a great rest your day.
1	0.45%	<input type="text"/>	Observations for education 2301 are hard due to the fact some schools are not allowing students to observe due to COVID-19
1	0.45%	<input type="text"/>	Online classes are not organized or consistent in set up. Example my history 2 class with Williams is not set up under a module. I am required to complete what is considered life coaching assignments as well as assignments teaching specifcly English writing not history. I can not set up appointments with my advisor or get a return call from that office. Online classes are also not set up for ADA students.
1	0.45%	<input type="text"/>	Online is much safer
1	0.45%	<input type="text"/>	Only dislike is being required to wear gloves

1	0.45%	<input type="text"/>	People, including faculty and students, either not wearing masks or allowing them to go below their nose. We have no back up when we ask them to wear the mask if they do not want to wear it. I heard of a faculty person called into Student Services for this. We are in a pandemic. Maybe have the WC PD patrol and ask people nicely to comply.
1	0.45%	<input type="text"/>	Personally, I am inclined to think that I would feel more secure about the contagion status of a work-station if I did a preliminary wipe down before I sat down rather than HOPE that the person before me did a thorough job as they were leaving.
1	0.45%	<input type="text"/>	Personally, I'm very upset with how the college handles COVID. If we're exposed, the college doesn't tell us where or when or even refer us to testing. The College is just going through the motions and then expects students to be able to throw \$30 away for testing on campus, or even to be seen in general by coyote clinic. I think it's a joke and a way to get more money out of us students, when we know there are cheaper options to get tested.
1	0.45%	<input type="text"/>	Plans for the upcoming semester must be made early and must be communicated clearly. I feel that our campus made last-minute decisions for the fall and did a very poor job communicating with the faculty about changes to instruction and plans for safety. Students did not appreciate the last -minute switches. It felt dishonest. For the spring semester, my hope is that rooms are maintained at 50% maximum occupancy, no more. Course offerings should be posted to reflect the intention to hold classes in a predominantly online or hybrid format, without many last-minute shifts. Safety is of the utmost priority. We must preserve our ability to stay open and healthy by continuing to keep room occupancies low and encourage maximum use of distance learning. **Positive comments. I am proud of our efforts to keep rooms sanitized. We have adequate access to cleaning materials such as disinfectant wipes and hand sanitizer. Custodial staff are doing a fantastic job!
1	0.45%	<input type="text"/>	Professors for full online classes could offer more zoom classes or something similar for lectures, note taking or even online meeting for any weekly questions or concerns.
1	0.45%	<input type="text"/>	Professors really overloaded this semester, it was a lot. I struggled with trying to keep up and to go along with the many different websites we were forced to use
1	0.45%	<input type="text"/>	Programs like the ADN program should go back to full time. Technical programs that are hands on should not be cut in half. As a student I feel like I'm not getting a full and cohesive education for that I am paying for.
1	0.45%	<input type="text"/>	Request that decisions regarding how fall classes would be conducted would have been published and students would have been notified much earlier on.
1	0.45%	<input type="text"/>	So there's a mask mandate that helps.. but it is rarely enforced if ever. This leads to my in person, face to face classes feeling like a risk. What good are new rules and guidelines if no one abides by them?
1	0.45%	<input type="text"/>	Some faculty at WCWC don't take masking protocol seriously for students- do not correct students who take masks off during class.
1	0.45%	<input type="text"/>	Space for classes was a major issue at the beginning of Fall Semester. I'm not sure who was responsible for figuring in social distancing student of students vs.registration, but I hope that complete diboccle does not happen again. We get one first impression. We, as an institution failed in this regard. Let's get it right for Spring Semester.
1	0.45%	<input type="text"/>	Staff should follow guidelines and not belittle the ones scared of c-19 infection. This semester is completely trashed. Wish you'd had better set up for this process
1	0.45%	<input type="text"/>	Students are not consistently wearing masks in my area of work.
1	0.45%	<input type="text"/>	Students have approached me several times asking about events and when are we going to do the cookout or are we going to have Casino Night. Other colleges are opening up and having events. Our students are wanting them. I think we should start moving in that direction and having events again.
1	0.45%	<input type="text"/>	Students have been very willing to follow guidelines.
1	0.45%	<input type="text"/>	Taking our work online or hybrid has been challenging to a certain degree, but overall has worked out with some extra effort and understanding by everyone involved. I appreciate all the college has done and continues to do to keep everyone safe. I feel like we are in good hands. Students have been very good-natured and respectful about wearing masks without having to be reminded and without complaining. Unfortunately, not all my co-workers have been. One routinely wears their mask pulled down under their nose and another basically refuses to wear a mask at all, only wearing one when supervisors are nearby. I don't feel comfortable saying anything to this person because from what I can tell, they seem to feel wearing a mask is a political statement against the POTUS and seem to think anyone who buys into wearing a mask has been duped. I dropped a hint or two in the beginning, but this person just rolled their eyes and bristled. I am usually able to keep my physical distance from them, so I do not feel unsafe, just annoyed. Such is life in 2020, I guess.
1	0.45%	<input type="text"/>	Teachers shouldn't be able to make their own schedule or change it after the semester has started. They need to stick to what the students paid for. (Ie. One lecture a week stays one lecture a week all semester)
1	0.45%	<input type="text"/>	The College Family should work together and obey the recommendations sent to college personnel. This is not a game and no one knows how they will feel with COVID-19.

1	0.45%	<input type="text"/>	The hardest part of how we have handled COVID-19 interventions is the students and their needs. They had little warning in the splitting of classes, some are now completely online even if they registered for face-to-face, and they still feel uncertain - words from students directly to me. My concern is not for me and how I do my job but the environment that we create for our students to thrive during a pandemic.
1	0.45%	<input type="text"/>	The hybrid schedule was implemented days before class started. While I understand that my instructor is doing the best they can, the whole experience is lacking. It feels like I'm not actually learning anything, I'm just turning in assignments by 11:59pm on Sunday. The lectures for this class (APII) have been audio recorded by the instructor, but it still makes it incredibly difficult. Incredibly difficult to follow and learn an already difficult subject. It's very frustrating.
1	0.45%	<input type="text"/>	The hybridization I was told to do, does not work at all. While the students and I have adjusted, the class and lab go poorly. It would have been better to have gone completely on-line. The zoom meetings have more students attending compared to the face to face for the same class but a significant number of students do not attend the synchronous sessions. These students are accessing recordings. I do not believe anatomy and physiology labs can be effectively taught virtually. These students need their hands on models and in dissections. The COVID updates about where cases have been is relatively meaningless. Some College policies are not consistently followed by faculty, staff, and students and there is no adequate way to address this. Other policies seem inadequate and other policies might be in place and aren't -- such as not passing around paper forms, like drop forms. Paper is a good way to spread COVID and the more people who handle the paper, the more possibility for spread, etc. Much of this kind of thing can be handled virtually and save paper as well.
1	0.45%	<input type="text"/>	The instruction side of the college needs more training on conducting online courses. Synchronous courses may not be the most effective. Recreating the face-to-face experience is not the best way to facilitate online learning. We have a subscription to Quality Matters, we need to put the money into faculty development to best understand and create successful online learning opportunities for our students.
1	0.45%	<input type="text"/>	The lack of effort by the college to continue to try and enforce mask rules by the college is terrible/non-existent. The administrators are largely hiding in their offices and not out and about talking to students to put on their masks. This leaves the faculty that task, which turns us in the bad guys. The lack of any sort of leadership from the top most level of the college to communicate to the students, faculty, and staff is crazy. Where is the leadership?! Stop passing the buck and take responsibility and be vocal and visible!
1	0.45%	<input type="text"/>	The library has been exceptional at disinfecting the work stations for students while maintaining an inviting environment for students to study.
1	0.45%	<input type="text"/>	The mask mandate is an absolute joke.
1	0.45%	<input type="text"/>	The nursing program does not function online. Content is not taught. Every exam has caused undue stress d/t technical complications. The teachers seemingly have no idea what they are doing both online and in-person.
1	0.45%	<input type="text"/>	The nursing program does not work well online, the content is not being taught.
1	0.45%	<input type="text"/>	The nursing program is not being taught. We pay money to get access to a PowerPoint, and then receive an exam, who's content is not covered on my \$2000 PowerPoint
1	0.45%	<input type="text"/>	The only problem I currently have is that the college is doing a poor job of alerting students of new COVID-19 cases. I was sent one notification near the beginning of the 2020 fall semester that I may have been exposed to a person who tested positive only to be told by the Human Resources department that the person with COVID-19 was in a completely separate building than me. Since then there has been multiple more cases pop up on campus and I haven't been notified about any of those. This concerns me and makes me apprehensive of if I may have been exposed. I do as much as I can to protect myself as well as all of those who I encounter and I ask that Weatherford college would improve the COVID-19 rapid notification system and alert all those on a campus of new cases and provide details on when and where us students, staff, and faculty members may have been potentially exposed. I hope the institution takes this into consideration. Thank you.
1	0.45%	<input type="text"/>	The rate at which we received guidance and college decisions was abysmal, starting and ending with the President's Office. The President seemed more concerned with pet projects, new buildings, and photo ops for social media than he did with safety measures. The local ISD is doing more to keep employees and students safe -- aggressive cleaning measures and contact tracing -- than the college. I have very little confidence in our leader, except that he will do what is best for his interests and self-promotion.
1	0.45%	<input type="text"/>	The sooner we are told if we have to hybridize our SPRING 2021 courses, the better it is to prepare for them. The sooner 2021 SPRING semester Canvas courses are available to instructors, the better. This past FALL was very late coming and caused confusion and hardship for students and instructors.
1	0.45%	<input type="text"/>	The steps taken to ensure safety is definitely a good thing. However there is still a very real danger in doing face to face classes.
1	0.45%	<input type="text"/>	there are still kinks to worked out of this new system. Professors should try to adapt and

			students will do their best to cope with the changes, some of which may be detrimental to their GPA.
1	0.45%	<input type="checkbox"/>	There needs to be more cleaning done throughout the day in all buildings on campus. I have not seen any additional cleaning since we have been back on campus in office/departmental areas.
1	0.45%	<input type="checkbox"/>	There should be tele-work/work from home options for employees that are not totally comfortable being on-campus at this time or need to work from home due to having school-age kids.
1	0.45%	<input type="checkbox"/>	This whole you have to wear a mask or you'll be forced to leave the class is absolute bullshit and so are the masks Dr. G even agrees they don't do anything so stop forcing people to wear them if they don't want to
1	0.45%	<input type="checkbox"/>	To enhance the safety of everyone, I believe courses that can be taken fully online should be fully online. Especially course with labs like microbiology and A&P.
1	0.45%	<input type="checkbox"/>	Transparency in administrative decision-making left something to be desired. I understand that every staff and faculty member can't be involved in each decision, but those decisions should have been openly and efficiently communicated. I would also have preferred to find out that my job might be in jeopardy via an email from our president, rather than from a blurb in coded language at the end of a press release about a board meeting. I love my job here and have always viewed the college as a community, but these choices were very alienating after a summer in which I felt more like a utility to the college than a valued employee.
1	0.45%	<input type="checkbox"/>	Very pleased with how my online classes are progressing and the zoom meetings are great
1	0.45%	<input type="checkbox"/>	Video lecture would be a very helpful tool as would a zoom class lecture.
1	0.45%	<input type="checkbox"/>	We desperately need improved communications from Weatherford at WCWC. We have no official leadership here, and Department Chairs seem to be far more invested in ensuring smooth operations elsewhere. I receive inaccurate/incorrect information from the Academic Dean in Weatherford every time we meet.
1	0.45%	<input type="checkbox"/>	We need a plan in place prior to putting out the next schedule. Students should know what our plan is and how classes will be offered when they register, rather than telling them the first day of classes.
1	0.45%	<input type="checkbox"/>	We need to do better with making sure that students and staff are wearing masks correctly and that staff understands that they have the right and responsibility to make the students comply. I have seen students not wearing a mask and the staff believe it is not their responsibility to as the student to correct their behavior.
1	0.45%	<input type="checkbox"/>	We need to enforce more the use of face masks in buildings some students say that they forgot their mask and still are able to go into the building.
1	0.45%	<input type="checkbox"/>	Wearing a mask was enforced for the first week but haven't been due to no one (police or admins) being out and on campus during classroom exchange time. Many students wear the mask improperly or not at all when walking to and from class. The classrooms maybe be getting "cleaned" but I know many of the offices are not getting proper cleanings. And of course, we get our information from second hand or third hand via the grapevine on how things are to progress. Many times, the proper office does not inform us as staff and they just assume we will find out. Of course the President's office and other offices are more worried about image than about students or staff who work with the students. Therefore we just do the best we can with the information that is eventually provided to us.
1	0.45%	<input type="checkbox"/>	Weatherford College is doing an amazing job of keeping Coyotes safe. I think I can speak for most people in stating that we are sincerely thankful for the diligence and speed in which Covid 19 countermeasures were implemented. I think it is also fair to say that this transition has been more challenging for some than others. Though some people enjoy online classes and the minimal interaction that Zoom and online courses offer, there is a significant population of students that thrive in the interactive environment of face-to-face classes, especially those (like myself) who are kinesthetic learners. Thank you again for everything that the faculty and staff are doing to keep everyone safe, and we will continue to fight this battle alongside you as long as needed as we patiently await the day that we can choose to learn and laugh alongside our peers in a traditional manner once again. Go Coyotes!
1	0.45%	<input type="checkbox"/>	When we first came back on campus, I felt like there was no exact communication of what exactly was expected. I did not feel like the leadership was there. So many DIFFERENT things were said by so many people in administration. But, It seems like things have gotten better since then.
1	0.45%	<input type="checkbox"/>	While the hybridized classes are challenging for both faculty and students, I believe that they have been a successful alternative to fully face-to-face classes. I STRONGLY oppose relaxing classroom capacity restrictions at this point, so I believe that we should either continue using the hybridized approach or shift more classes/students to online modalities for the Spring semester.
1	0.45%	<input type="checkbox"/>	With the dangers of Covid-19, I feel that all courses should be online.
1	0.45%	<input type="checkbox"/>	Would prefer all online courses but must have half or more in face to face due to GI Bill

1	0.45%	<input type="checkbox"/>	You should allow more classes to do online. My Government class is only allowed in face to face and I don't feel safe attending it but I am forced to.
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1	0.45%	<input type="checkbox"/>	Zoom classes work well enough in conveying the necessary information, but they limit the ability to effectively interact with the instructors and other students.
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223 Respondents



Future Agenda Items:

- 2019-20 Financial Audit
- Budget Amendment



Upcoming Events

Friday, Nov. 13	WC International Piano Competition Winner Virtual Concert Featuring pianist Anna Yukho (7:30 p.m.)
Saturday, Nov. 14	Opera performance Alkek Fine Arts Center (7:30 p.m.)
Tuesday, Nov. 17	Piano concert featuring WC student Chaeun Lee Alkek Fine Arts Center (7:30 p.m.)
Thursday, Nov. 19	WC piano student recital Alkek Fine Arts Center (7:30 p.m.)
Monday, Nov. 23- Friday, Nov. 27	WC closed for Thanksgiving Break
Friday, Dec. 4	Employee Awards Dinner The Springs (6:30 p.m.)



**Weatherford College Board of Trustees
Closed Session**

DATE: November 12, 2020

AGENDA ITEM #9.a.

SUBJECT: Closed Session to Consult with College Attorney, in Accordance with Government Code 551.071

INFORMATION AND DISCUSSION: The Board of Trustees will enter into closed session to consult with the College attorney.

ATTACHMENTS: None.

SUBMITTED BY: Mac Smith, Chairman of the Board of Trustees



**Weatherford College Board of Trustees
Closed Session**

DATE: November 20, 2020

AGENDA ITEM #9.b.

SUBJECT: Deliberation of Real Property in Accordance with Government Code 551.072.

INFORMATION AND DISCUSSION: The Board may deliberate items regarding real property in accordance with Government Code 551.072.

RECOMMENDATION: None.

ATTACHMENT: None.

SUBMITTED BY: Mac Smith, Chairman of the Board of Trustees



**Weatherford College Board of Trustees
Closed Session**

DATE: November 12, 2020

AGENDA ITEM #9.c.

SUBJECT: Deliberation of Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee in accordance with Government Code 551.074.

INFORMATION AND DISCUSSION: The Board may deliberate the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.

RECOMMENDATION: None.

ATTACHMENT: None.

SUBMITTED BY: Mac Smith, Chairman of the Board of Trustees



Weatherford College Board of Trustees

DATE: November 12, 2020

AGENDA ITEM #10

SUBJECT: Deliberation of Real Property in Accordance with Government Code 551.072.

INFORMATION AND DISCUSSION: The Board may decide to act on items that include real property.

RECOMMENDATION: None.

ATTACHMENT: None.

SUBMITTED BY: Mac Smith, Chairman of the Board of Trustees



Weatherford College Board of Trustees

DATE: November 12, 2020

AGENDA ITEM #11

SUBJECT: Deliberation of Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee in accordance with Government Code 551.074.

INFORMATION AND DISCUSSION: The Board may decide to act on the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.

RECOMMENDATION: None.

ATTACHMENT: None.

SUBMITTED BY: Mac Smith, Chairman of the Board of Trustees