

*MCC serves our communities, empowering students to succeed through innovative pathways and quality education.*

**Date: Tuesday January 19, 2021**

**Time: 2:00 p.m.**

**Location: <https://mohave.zoom.us/j/>**

1. Announcements  
Welcome Kirk Lacy, Dean of Workforce and Regional Partnerships.
2. President's Report (Klippenstein)
  - A. Pandemic Response Update – D. Bristle, F. Gilbert

Ms. Bristle relayed the following current issues regarding COVID-19:

Vaccinations in Mohave County: \*Phase 1B Priority Population are as follows:

- Protective Services Occupations - Activated/Started
- Adults 75 and Older - Starting 1/15/2021
- Education and Childcare Workers - Pending/Not Started
- Essential Services/Critical Industry Workers - Pending/Not Started
- Adults with Risk Conditions in Congregate Settings - Pending/Not Started
- Adults 65 and Older - Pending/Not Started

Vaccination Update - Get Vaccinated campaign - OneNote Materials included:

- Embry Health administering 300 doses of COVID-19 vaccine at Mohave Community College's Bullhead (The Daily News)
- Vaccination is Safe 75 & Older 1B Sub-Category Phase Ongoing New Provider Onboard By Midweek (MoCo press release)
- "Do I need to wear a face mask and avoid close contact with other if I have received two doses vaccine?" (CDC FAQ)

Safety Plans have been submitted by Health Professions, EMS and CTE.

- Dental Hygiene has requested to add COVID vaccine added to vaccination schedule. Dental Programs is unique in that live patient experiences in the on-campus clinic is the way that students achieve clinic competency. Other Health Professions programs rely on their community partners, in particular the hospitals, to guide their required student immunizations.

Dental Programs utilizes guidance from the Advisory Committee on Immunization Practices (ACIP) and the Centers for Disease Control and Prevention (CDC) when developing the mandatory immunization schedule. At this time students must show documentation of Hepatitis B, MMR, Varicella, and Tetanus-diphtheria-pertussis prior to working on patients. According to ACIP and the CDC, healthcare workers should receive the COVID-19 vaccine. Dental professionals are at a very high risk due the generation of aerosols during routine dental care. The program would like to require the COVID-19 vaccine for all students and instructors that are involved in direct patient care.

There were no objections presented to the Dental Hygiene Program continuing to utilize guidance from ACIP.

B. Stimulus Funds Discussion - Marbury

Ms. Marbury stated that on December 21, Congress passed the CRRSA. Of the bill's approximately \$900 billion price tag, \$81.8 billion would be provided for education. \$20.2 billion, would be distributed to public and non-profit institutions of higher education via formula. This compares to approximately \$12.5 billion under the CARES Act, so the CRRSA provides substantially more money to institutions. Generally, individual community colleges can expect to receive at least a proportionate increased allocation relative to CARES. \$1.7 billion will be distributed to Title III- and Title V-eligible institutions, 62% more than they did through CARES. As under the CARES Act, the total formula will be: • 37.5% Pell FTE, • 37.5% Pell headcount, • 11.5% non-Pell FTE, • 11.5% non-Pell headcount, • 1% exclusively online Pell FTE, • 1% exclusively online Pell headcount.

Each institution must dedicate at least the same dollar amount to students with the new funds that it was required to provide in student emergency grants under CARES. However, since institutions will be receiving more funding under the new legislation than under CARES, the percentage of funds an institution is required to dedicate to student grants will be lower than the 50% required by CARES. Preliminary calculations indicate that percentage to be about 30% or a little less. Any money received by an institution based on its online students, per the above formula, must be used entirely for student grants.

Institutions may use their funds to "defray expenses associated with coronavirus," including lost revenue and expenses already incurred, as well as wages, though this last term is not clarified. These uses are significantly broader than corresponding provisions in the CARES Act, which were limited to prospective expenses directly related to the disruption of campus operations due to the pandemic. One question that CRRSA does not clearly resolve is whether state and local budget cuts count as "lost revenue." It is possible, but not certain, at this time that enrollment drops that can directly be tied to the coronavirus can be categorized as lost revenue. CRRSA also authorizes institutions to use funds to "carry out student support activities authorized by the HEA that address needs related to coronavirus." It is unclear how this vague language would be implemented.

Student grants, which are now dubbed financial aid grants, may be used for any component of the cost of attendance at the institution or for “emergency costs that arise due to coronavirus.” Like the institutional funds, this language is broader than that in the CARES Act. Among other things, it clearly allows grants to be used for tuition and related expenses.

Like the CARES Act, the CRRSA does not define “student” for purposes of who is eligible for grants, so nothing in the bill requires ED to interpret “student” as “Title IV-eligible student,” as was done, amidst controversy, with CARES. This is critical because the Title IV definition would prevent undocumented and non-credit students from receiving funding. Also, institutions “shall prioritize grants to students with exceptional need, such as students who receive Pell Grants.” This does imply some form of needs assessment that would generally, if not necessarily, be associated with Title IV. Unlike under the CARES Act, grants may be awarded to students who are exclusively enrolled in distance education.

ED is required to distribute the main formula funds within 30 days of enactment and Title III and V funds within 60 days, “to the extent practicable.” The broader “uses of funds” language applies retroactively (for both institutional and student funds) to unspent CARES Act funds. However, as under CARES, 50% of all CARES funds must go to student grants.

### C. Tuition and Fees Review – Marbury

Ms. Marbury provided a review of how course fees are assessed to support costs associated with instructional delivery and related services for particular courses and/or programs. In addition to tuition, these charges may be assessed on a flat fee per course or on a per credit hour basis. Course fees are:

- Directly related to completion of the objectives of the course and/or program for which they are collected;
- Collected for the benefit of students and reflect measurable, extraordinary costs of program delivery;
- Assessed to pay for additional materials, services, or facilities required for the delivery of specific courses.

The Course Fee may be comprised of one or more of the following types of expenses:

#### 1. Non-District Facilities, Equipment, or Services Use Fees:

- Participating students may be charged a fee when the College incurs an additional expense for the use of non-district facilities or equipment (e.g. fire equipment for the fire science program).
- Students in classes requiring monitored practicum/preceptorship placements and experiences may be required to pay a fee to defray the costs for a supervisory teacher.
- Students in the College’s Truck Driver Training program will be required to pay a fee to defray the cost of insurance, truck rentals, gasoline, and other related expenses.
- Students in programs that require background verification, such as education or health professions, may be required to pay a fee to defray the costs.

- Field Trip Fees: Students may be asked to pay the incurred costs of an instructional field trip, including meals, lodging, transportation, and incidental expenses. Students shall not be asked to defray the instructor's costs. Note: Fees for non-credit study tours may include instructor costs, since non-credit programs must be self-supporting.
2. Instructional Materials and Certifications: Students may be required to purchase materials that will be of use to the student outside of the classroom setting. These include, but are not limited to, equipment, clothing, tools, and other materials that are necessary for the student's training and employment. Such equipment, clothing, tools, and materials become the personal property of the student at the conclusion of the course.
  3. Consumable Supplies: Students may be required to pay a fee to pay for materials that are consumed in the course of the class, such as laboratory supplies.
  4. Certification and Testing Fees may be required for the program or course.
  5. Access to Highly Specialized Instructional and Student Support Services such as tutoring or coaching provided in addition to the instructor of record.

NOTE: Revenues collected from Course Fees cannot be utilized for items outside of these categories.

Spending Course Fee Revenues: Revenues from assessed Course Fees are intended to defray real costs for materials, special activities, and equipment consumed in the course of instruction, or for items that become the student's property. Course Fee revenues should be applied primarily to the purposes for which they were originally assessed. However, differences in instructional approaches within disciplines and between faculty permit expenditure of Course Fee revenues in any of the categories.

Course fees shall:

- Not be used to supplant regular College budget support for academic programs.
- Not be used to pay regular College faculty or staff positions.
- Be used to replace consumable supplies that may have a lifespan longer than one semester, such as glassware and models that need to be replaced when damaged or broken.
- Be used to replace certain equipment items which may have a shorter than expected lifespan due to high student usage.
- Damaged or obsolete equipment may be replaced using Course Fees.

D. ERP/LMS Report – Mark VanPelt, Sonni Marbury, and Ana Masterson

Mr. VanPelt provided a brief update of the status of the ERP/LMS RFP.

E. Legislative update - Klippenstein

President Klippenstein stated there were numerous CTED bills on the floor that CC's should be tracking. The 10 CC president's met with the 3 University presidents and ABOR representatives.

The proposal for Advanced Manufacturing Training Center, prepared by Kora Architecture & Interiors, is nearing completion. +/- 20,000 square feet, Intelitik curriculum, 1,300 acre "Kingman Industrial Logistics Center", donated land courtesy of Sunbelt Development (valued at 1.8 million dollars), projected opening Spring 2023 (if funded).

3. SP: Institutional Effectiveness and Alignment Report and Recommendations (S. Bristle/Culver)

Mr. Bristle stated that reportable developments since Jan. 5 are minimal. Regular meetings between IEAC co-chairs and committee co-chairs have been established and are designed to enhance common understanding, aid prioritization of complex and interdependent initiatives, and generally help committees move forward with action.

Mr. Bristle took the opportunity to remind cabinet members that it is important for all employees to remain mindful of organizational mission and vision, linking all actions to their fulfillment. It may be productive for all managers engage teams in brief review of mission, vision, values and the student experience statement prior to MCC's HLC visit. HLC Criterion One (Mission) can be reviewed here: <https://www.hlcommission.org/Policies/criteria-and-core-components.html>

4. Executive Vice President Instruction & Enrollment (Culver)

Instruction: (Eaton)

- Semester Start Up
- SARA Renewal

Enrollment: (Masterson)

- 3,416 students (-13% from 19/20) / 27,025 credits (-16% from 19/20)
- All dual entered (670 students, 3,996 credits) + tuition waivers
- Roughly 10% credits unpaid
- Mass drop THIS Sunday, Jan. 24.
- Emergency Grant promotion with loosening of restrictions, Information session coming up within next few weeks
- Work-study discussion back on the table/working virtually
- Outreach continues for nonpaid; those that attended FA, but not registered for SP; etc.
- 12 week starts Feb. 7

Workforce Dev and Regional Partnerships: (Lacy)

- No report – day two

Dr. Culver took the opportunity to share a MCC Pride Point: Western Governors University Transfer Data

- From 1/18 through 12/20 246 students from MCC were enrolled at WGU
- 183 were new
- Average hours transferred, 48
- First term retention was 94%
- Predominantly BSN (50%), Education, Business with a sprinkle of IT

7. Items for Dialogue

President Klippenstein announced that the Governing Board would be holding a workshop after the February 12, 2021 meeting to review facilities, led by Facilities Director Don Montgomery.

With no further business, the meeting was adjourned.