

Faculty Senate Minutes
March 1, 2019
Ware Student Commons, Room 207

Members Present	Mary Dodson, President Karen White, Vice President Sarah Uselding, Parliamentarian Dan Ferguson Robert Johnson Amanda Lester-Chisum Robin Malone Sarah Milford Brandon Moore Bill Netherton Kim Pinter Dave Van Domelen Walter Webb Tammy Holmes Jody Kile substituting for Kati Alley
Members Absent	Nathan Fryml, Secretary Kati Alley DeeAnne Sisco
Guests	FRANK SOBEY

Topics	Discussion/Information	Actions/Decisions Recommendations/Timelines
Call to Order	President Mary Dodson called the meeting to order at 2:00pm.	
Approval of Minutes	Approval of 2/1/2019 meeting minutes.	MOTION to approve: Dave Van Domelen

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		SECOND: Walt Webb YEA: all NAY: none
President's Report	<p>Tracy Dougherty rescheduled visit for April Senate meeting.</p> <p>Cheryl Jones sent email explaining that she and Mark White are turning to an outside Title IX legal expert for advice before addressing the issue with Senate.</p> <p>All Senators please send email to their respective divisions encouraging them to complete the COACHE survey.</p>	
Vice President's Report	Developmental Education	
Secretary's Report		
Parliamentarian's Report		
Courtesy	There is being developed a Badger blog, which will include highlights of faculty achievements.	
Elections	These will come up soon and Brandon needs further consultation on the process.	
Legislative		
Mead Award	The link for nominations and such was sent out to faculty, with 2 or 3 nominations received in the first hour. They will contact marketing for them to publicize this.	
Professor Emeritus Award	A reminder that the reception for Bill Crawford will be held on April 1, 2:30-4:00pm in the lobby of the CUB. Please try to come by even	

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	for 10 minutes.	
Questions	<p>SEE QUESTIONS / ANSWERS for <u>February</u> in attached document. Summary as follows:</p> <p>Question sent to Bob Austin regarding the administration not being fully supportive of faculty on issues such as overriding final grades and student conduct.</p> <p>Bob – Individual faculty are welcome to go to him with any student issue.</p> <p>Dr. Clunis – There have been no such grade changes since she has been here.</p> <p>>>></p> <p>Question sent to Diane Brice regarding the confusing listing of courses in the catalog, in which it is not easy to differentiate whether listed courses are for example Spring-1, Spring-2, or Spring 16 week courses. Instead one has to go to the fine print for the dates on which given courses are offered. One problem this creates is that students get confused sometimes and show up in a room for class Spring-1, when instead they are enrolled in a Spring-2 class.</p>	

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Diane – The registrar has raised this issue before and it has not been addressed. This small change actually affects many related items such that the programming change itself becomes very difficult.

Terry Kleffman – IT is very sympathetic to this issue and will try to make progress on this.

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Question to Kim Crowley regarding severe problems that occur on W Campus for testing, disability accommodations, safety, and cheating due to room and office design issues. Has been known for a long time that there are not enough proctors and that many safeguards against cheating have been inexplicably removed.

Crowley (by email) – This is a complex issue and she would love to sit down and discuss this further.

Senate – W Campus now has 3x more disability accommodation requests than just a few years ago. This is a mess especially for disability issues and for test taking. We should invite the head of disability services to have further discussion with the Senate.

With the elimination of Dev Ed, is cheating likely to become a bigger problem? We could have Frank come back to discuss the cheating concerns on W Campus.

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Technology		
Faculty Survey	Mary – Everyone please take the faculty survey and please email everyone in your department to take this as well. In your email, please remind faculty that this replaces the previous faculty survey tool, and that the raw data stays entirely with Harvard such that all responses will be anonymous. Also, please mention that there will be a follow up survey this spring on the suitability of this new survey tool.	
Hospitality		
Faculty Development		
Instructional Technology		
Pinning		
Faculty Committee Appointments		
Guest report(s)	<p>FRANK SOBEY</p> <p>1. Discussing the proposed Guidelines for Online Classes “Thanks for Senate’s work, I have no major objections”.</p> <p>(a) Student guidelines “How does the sub-committee envision rolling this out? Kim – Will be provided to all online classes. Sarah M – Can introduce through Badger Beginnings.</p> <p>(b) Faculty guidelines “Looks lovely”.</p>	

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“Will this enable an instructor to use a canned course from a publisher?” – He concluded that it would enable this to occur.

This needs to be applied to multiple faculty in multiple disciplines, but may not need to account for different levels of engagement.

Frank – “Does every class need to have a discussion board?”

No, but this is a way for students to engage even if the teacher is not involved. Self-directed learning is important. We might need to offer a workshop on what constitutes a well-designed discussion board. Sometimes there are multiple discussions going on at the same time in a given class. Therefore the instructor cannot be expected to always be in every discussion. We need to recognize that the role of faculty often times is as *facilitators*. The role of faculty should be to moderate and be aware of discussions, but not always being directly involved in the discussion.

Frank – “We might need to add a little more to the left-hand side of the syllabus information so that some faculty do not “ghost” on their responsibilities. Otherwise, the discussion board becomes just a check-off activity with no real value. Not trying to dictate policy, just that we want to ensure that instructors are involved.”

Walt – There likely always is going to be a range of instructor-level involvement in discussion boards, from steering the discussion back to the topic at hand, to entering the discussion directly.

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	<p>Bob – Is the discussion board gradable? If so, how?</p> <p>Frank – “There are normally minimal grading standards, ranging from completion only to having a sophisticated rubric. However, there needs to be a highly structured environment for these to be successful. In cases of a large class, it might be necessary to divide smaller groups of say 25.”</p> <p>Frank supports these guidelines, but thinks there are some questions remaining on rollout and accountability.</p> <p>For now, the goal is just to have general standards for these classes. We can return in a year to modify as needed.</p> <p>Discussion on the role of CTL with online classes.</p> <p>Observation that CTL has a current detailed document for online classes. More of a responsibility document, whereas the present guidelines are directed more towards how one would put together the class.</p> <p>For rollout, Frank initially suggested that the Chairs could do this.</p> <p>Suggestion that instructors could include this on the sidebar of the syllabus, so both faculty and students can see. This may also be a helpful mentoring tool. Frank said that if we want, he will contact CTL to change the syllabus template to do this.</p> <p>Should there be any faculty training on this? We don’t want just to</p>	
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	<p>dump this on faculty without guidance/support. There was agreement that Frank could send an email at some point to provide information on available training.</p> <p>2. Brandon asked for a follow up from Frank’s written reply last fall on suggestions to increase summer student enrollment. Important in part because Steve Smith has told the Senate that if summer enrollment does not increase, AC might not be able to continue full parity pay for future summer teaching.</p> <p>a) Brandon – What is the status of the proposed marketing efforts in terms of outreach to local high schools as well as possibly contacting students from area 4 year schools, or contacting students accepted to other 4 year schools who could in the meantime finish some general ed requirements at AC?</p> <p>Frank said that regarding outreach, the answer was “yes” especially for outreach to local high schools, but he would have to get back to us on further details on marketing efforts. Indicated that for several years the demographics for summer students has had a 75/25 distribution between AC students and ‘transients’, and he does not see this as likely to change much in the near future.</p> <p>b) Brandon - Is there any issue still with many of our summer classes beginning before area high school students are out of school? Faculty Senate – AISD students will indeed be out of school, at</p>	
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least before the start of 8 week summer classes and therefore also Summer-2 classes.

3. The removal of developmental education requirements outside of Math and English

Frank – “The TSI test is a poor placement test and has not been serving us well. Up to now, we have not really been supporting the reading-not ready group of students. Going forward, this will change through the use of directed support centers, which might become mandatory for students. Also looking at developing a contract for student success. There is much work yet to be done.”

Brandon – Out of a current class of 24, if 8 of my students are on average not successful, I know from assigned essays that usually 2 or 3 students simply lack the necessary reading and writing skills to be college successful. I do not see how this is going to improve by removing what has been a required 9th grade reading competency level.

Karen – Will each instructor be taking the initiative to direct students for help?

Frank – “There could be different approaches here such as maybe having an SI in the course or a professional tutor. Feedback will be solicited for Fall implementation. This Dev Ed conversation is happening across the country. People broadly think that it is best to move away from the linear model that we have used for so long.

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Brandon – While the SI system has been very useful in Biology in the past, this was content driven. That is very different than trying to develop reading skills on the fly.

Walt and Frank – East campus is a different situation, where they use an IBEST model. This will require a different type of student support system. The IBEST model is where a support person (usually a dev ed instructor on east campus) helps support the instructor of record. Some colleges will co-teach the support material.

Frank – “One idea is that each department might have to create a <Light Your Fire Class>. These classes might help us to identify, work with, and capture borderline students. In <his> view this should be an ‘ideas’ type of class.”

Brandon – This could be a problem with the current hours limitations in our curricula.

Frank – “We also have to recognize that these students were not getting through anyhow. In the future, if they are not initially successful, this will open an opportunity to having ‘real life conversations’ much earlier in their program. The college readiness issue is a deep seated problem, one that might eventually require triage at the high school level. This would become even more likely if it becomes a law that all high school graduates are deemed to be college ready.”

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<p>New Business</p>	<p>Further discussion about changes in the Developmental Education program.</p> <p>Karen – There was no involvement of Dev Ed faculty in this process even though these changes have been generally known for the past 6 months. Now faculty in Math along with the dev math teachers are needing to redesign 4 courses for Fall 2019, using this co-requisite model. And some of the redesign was already in progress before this knowledge of this model was to be implemented. They are having to make these changes despite having a lot of data that indicate an 80% success rate in students continuing on in their education, because this is a state driven issue.</p> <p>Robin – Where are the Dev Ed faculty going?</p> <p>Karen/others – They might end up co-teaching or serve as support instructors in Math. The dev ed English and Writing will co-reg with Comp I.</p> <p>Mary read an email that she and several other senators had just received from a reporter at the Chronicle of Higher Education asking further about AC’s No Excuses Poverty Initiative. Her inquiry was directed at learning of possible concerns with this initiative that might detract from our mission of education.</p> <p>Discussion followed, in which some senators expressed the view that it is appropriate for AC to give focus to a concern such as poverty, which is a real problem with some our students, and other senators expressed the concern that this focus on alleviating</p>	
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	<p>hardships for our students has indeed detracted from the school's focus on academic rigor as its primary concern. The Senate, therefore, decided to let individual senators speak for themselves in response to the Chronicle letter.</p> <p>Regarding any further reply to the reporter, Mary will send the email to each senator for them to respond, or not, as each sees fit.</p> <p>Report from the AC Board of Regents meeting Bill – The \$89 million bond issue was discussed. The increase in property tax of 4 cents per \$100,000 valuation sounds small, but this represents a 14% increase in the amount of property taxes directed to AC. Most of the funds would go to repair buildings: to make some parking upgrades, to make various building upgrades and updates, including making AC ADA compliant, and to develop a 1st responder's class.</p> <p>Dave – After spring break, the Campus Council will present information regarding their research on the Board of Regents activities and mission.</p>	
Unfinished Business	<p>Mary – Cheryl Jones yesterday canceled her scheduled appearance today for the Title IX discussion. She and Mark White are engaging a Title IX attorney for further information. She will come at a later time for this discussion.</p> <p>Senate – This discussion began in May 2018, with a follow up this last fall with EOD, and now with further delay until someone</p>	

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	<p>eventually can explain the needed compliancy issues.</p> <p>Regarding the proposed change in room assignment for 8 week and 16 week final exams: Brandon – Since there is no scheduled department chair’s meeting this spring with which to have this discussion, the suggested change was presented to Dr. Buse. She thought it seemed reasonable and suggested that this be presented for feedback from Bob Austin and Keith Gamblin. This is now on a re-direct to the registrar, with a hoped-for follow up with Diane and Keith after Spring 2 classes start.</p> <p>Dr. Buse has also given provisional approval for Senators taking minutes of non-sensitive topics from their department meetings with upper administration.</p> <p>Mary – Please bring to next Senate meeting a motion so we can officially consider this.</p>	
Updates and Announcements	Everyone please take the faculty survey.	
Meeting Adjournment	Next meeting scheduled for April 5. Meeting adjourned at 4:00pm.	MOTION to adjourn: Dave Van Domelen SECOND: Walt Webb

Recorder: Nathaniel Fryml, Instructor, Senator for Liberal Arts

February 2019 QUESTIONS

Report for Faculty Senate Meeting on 3/1/19

1. **See attached documents from Steve Smith related to question regarding breakdown of student travel (from January).**
2. **There is a very serious problem on West Campus regarding testing and disabilities accommodations. The computer center has one small room with two computers for disability testing. This does not work if a student has isolation. There are concerns about test safety and cheating because the rooms that are being used are faculty offices in the nursing offices. This prevents faculty from being able to converse with each other, even in their own offices, and the faculty have to tip toe around because the offices are not designed to be sound tight. There are not enough proctors. For example, level 4 nursing has 9 students and level 2 vocational nursing has 3 students with accommodations to proctor. Instructors must proctor exams and find proctors often during the other faculty's office hours and sometimes ask those faculty to miss lunch. These programs run a tight schedule and finding time to accommodate extended testing requires many faculty to find a proctor, and begin an exam, before the rest of their class begins the exam. Instructors are frequently missing lunches, coming in early, and staying late. This poses more problems when a student with accommodations finishes the exam early and has the opportunity to have contact with their peers and disclose test material. Cheating is a problem. It has happened and will continue to happen. This problem has been happening for years and we have been told there will be a solution. A solution is needed now. I do not know about other programs on West Campus, but I imagine they are having as much trouble as nursing. What is the reasoning for the delay? Why has nothing been done when this need has been known for so long? The Town Hall meeting on the 8th is only going to discuss future plans. The problem is now.**

Example: Level II LVN has 12 exams, which is about of 54 hours of proctoring needed for 8 weeks. Class begins immediately after the exam. This program runs M-F 8-5

[Response from Kim Crowley] This is a great question – unfortunately it is also a very complex question with lots of individual issues lumped into it. I would love to get to sit down and visit with you about this topic- but it may be next week before I can do so – since unfortunately this week is packed with meetings, accreditation reporting issues and I will be out of the office some. Would you be available sometime next week to visit about the problems?

I have this issue on my priority list – along with the tutoring center in building D and we are attempting to make changes in this area. We are working with small pools of funds that we have access to- to accomplish things like – carpet to reduce the noise and round tables to facilitate student group work. The issue of isolated testing and creating a true area for isolated testing that allows for proctoring is a more difficult issue.

Debby Hall has spoken with me about this several times and I know that the need is urgent. We have had many potential helpful suggestions from hiring proctors to using other spaces.

As a temporary help to the situation I was able to secure 8 webcams to be installed on the computers in the offices you currently use in Jones Hall – in hopes that it would allow one person to proctor multiple students in the various offices. Those went to Jones Hall this morning. I was thinking about this issue all weekend – and would like to sit down and talk about how to make the best use of the space we have until we can renovate (Very costly) to create the ideal space in building D. Some of my thoughts include scheduling the tests in the rooms in building A with webcams and one proctor monitoring the webcams. Even this will take some doing as we would need a few more computers and monitors placed in a few more rooms but we could get 6 and possibly 9 spaces if we made sure to schedule in advance to reserve the spaces – and if we could do that and connect all to a webcam system we possibly could reduce the need to one proctor for the nine students and we might with appropriate scheduling be able to utilize people other than nursing faculty to proctor. These are all just thoughts but I would like to discuss them and see if we can't help with this situation.

3. *[I am forwarding the following question to see if we could get an answer and even a catalog change to have a less confusing listing of courses.]* **Currently we have students that mistakenly enroll in a class they don't mean to due to the mixture of 1st 8-week, 2nd 8-week, and 16 week courses. When you go to the catalog and pull up the current semesters courses, you have the option to look at multiple semesters. After you pull up, say spring 2019, you get a listing of all the courses for the spring semester. The first column then says Spring 2019, which we already knew because we selected that semester. Is there any way that the first column of the output could say which part of Spring 2019 the course is being taught? That way the first column would give which semester instead of a generic "spring", and students would not have to try and decipher the start and end dates to see when the course is offered.**

[Response from Diane Brice] It is my understanding you have also asked Ernesto Olmos this same question. Additionally, Dan Ferguson has submitted the same question to me as well as Terry Kleffman and copied Nathaniel and Sarah. I am going to attempt to answer, but have copied Ernesto, Olga Kleffman, Terry Kleffman and Kelly Steelman in case I relay incorrect information or they have additional information to share.

- When we first implemented the Colleague system (Amarillo College's Student Information System SIS), we were primarily offering 16 week classes.
- We had a significant number of 1 hour classes such as Physical Education classes, science labs etc.
 - o With both of these items playing into our original system set-up, three semesters (fall, spring and summer) were created.
- What this did was allow us to meet the Texas Higher Education Coordinating Board (THECB) base tuition requirements, reporting requires and allow us to transcript courses with three distinct terms.
- We do recognize the current structure creates a bit of an issue with the 8 week offerings and have requested a few changes to help alleviate the issues this creates. However, the issue you describe does still exist.

- One additional thing we current do is send notifications to students prior to the start of the semester, prior to the start of the 2nd 8 week classes to remind them they are enrolled in classes that are about to begin.
- We have discussed a possible change to this, but it will take a considerable amount of discussion and potential programming service time to update as the following could all be affected:
 - o Student registration
 - o Tuition and Fee billing
 - o Financial Aid processing
 - o Transcript/Record Keeping
 - o State Reporting
 - o Federal Reporting
 - o And other items I may not even be aware of at this time.

I will report this issue again and see what the status may be.

4. **Numerous concerns have been raised as to Administration not fully supporting faculty when there is a student issue, especially in terms of not enforcing the Student Code of Conduct: Seriously disturbed students remain in class and cause disruptions. Seriously disturbed students remain in class, putting pressure on faculty to make sure they pass. And there is a lack of support when faculty tell administration about these kinds of problems.**

[Response from Bob Austin] Thanks for taking the time to share this Faculty Senate Question. As you know, I have served as the student discipline officer at Amarillo College for many years. During that time, I have addressed literally hundreds of faculty requests for support and/or assistance. If I have failed to address a specific request, then I would certainly appreciate an opportunity to make it right. If I have simply failed to communicate my role and my responsibility for enforcing the Student Code of Conduct, then I will attempt to address that issue by sending my faculty student behavior notification message on a more regular basis. Please be sure to let me know if there is anything more I can do to address this question.

5. *[This question was submitted to me by a faculty member today. There are some pretty serious problems on West Campus related to lack of a designated testing facility. Faculty are concerned about cheating and how easy it is for students to cheat on exams in the computer center. As I understand it, West Campus used to have a designated testing center are there were cameras and mirrors to help proctors determine potential cheating. I was told that Lee Colaw changed the center from an "official testing center" to a computer center several years ago. Students have reported they have caught other students cheating by bringing in their cell phones and taking pictures of the computer screens, but it is one student claim against another.]* **I'd like to know why we no longer have mirrors in the testing center on West Campus? The mirrors up high above the students allowed us to see all hands during the test. Walking through 35 students down three rows trying not to disturb them is difficult and we are unable to view all of them at once which leaves a opening for cheating. Some students have been able to bring their cell phones in the testing center without staff noticing. We are unable to 'pat' down students so we have to trust they did not bring in a device. They used to have long body**

length mirrors on the ceiling, is there any way to get these back in place? Thank you for your time and service on this committee,

Treiva

[Response from Jeff Gibson] First, it is important to note, the West Campus Academic Computing Center, is not a Testing Center. It is a computing center/open lab with computers that may be used for writing, research, instruction for faculty and students of Amarillo College. I have supervised the WCACC for at least 10 years. First when it was under the I.T. Division and for the past 3 years under the Academic Outreach Division. I'd say 5-7 years ago, the lab space (under I.T.) got a slight remodel....new computers, paint, Pharos Printing stations, a glassed-in area for students with accommodations. During this remodel, the C.I.O. in charge of I.T. (Lee Colaw) determined that the cameras were not functioning and made the decision to remove them along with the mirrors. All of these items were disposed. The computer desks layout of this room also changed during this remodel. To my knowledge, there are no plans or budget for mirrors on the ceiling.

Travel Review - Student

2019 - 2015

Grant Funds Only

Initial Budget	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
AMA						
5234-Travel Student	Not Complete	\$ 160,109	\$ 168,196	\$ 174,869	\$ 209,279	\$ 185,358
Biology	Not Complete	\$ -	\$ 189	\$ -	\$ 188	\$ -
Criminal Justice Academy	Not Complete	\$ -	\$ -	\$ -	\$ -	\$ 37
Dean of Student Affairs	Not Complete	\$ 1,389	\$ -	\$ 5,911	\$ 1,940	\$ 2,623
Graphic Design	Not Complete	\$ 718	\$ -	\$ 504	\$ -	\$ -
Honors Productions	Not Complete	\$ 65,969	\$ 70,884	\$ 53,610	\$ 93,700	\$ 82,870
Mass Media	Not Complete	\$ 1,095	\$ -	\$ -	\$ -	\$ -
Music	Not Complete	\$ 3,102	\$ 2,640	\$ 13,338	\$ 12,476	\$ 17,152
Student Fee Advisory Committee	Not Complete	\$ -	\$ -	\$ -	\$ 247	\$ -
Student Government Association	Not Complete	\$ -	\$ 2,064	\$ -	\$ -	\$ -
Student Travel	Not Complete	\$ 83,639	\$ 87,344	\$ 97,566	\$ 95,815	\$ 78,346
Theater	Not Complete	\$ 4,197	\$ 5,074	\$ 3,940	\$ 4,913	\$ 4,329
MCC						
5234-Travel Student	Not Complete	\$ 1,128	\$ 125	\$ 1,933	\$ 839	\$ 1,592
Student Government Association	Not Complete	\$ 1,128	\$ 125	\$ 1,933	\$ 839	\$ 1,592
HER						
5234-Travel Student	Not Complete	\$ -				
Student Government Association	Not Complete	\$ -	\$ -	\$ -	\$ -	\$ -
Actual Expense	Not Complete	\$ 161,236	\$ 168,322	\$ 176,802	\$ 210,118	\$ 186,950

Travel Review - Student

2019 - 2015

Grant Funds Only

Academic Year	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
AMA						
5234-Travel Student	Not Complete	\$ 3,314	\$ -	\$ -	\$ -	\$ 336
NSF S-Stem Pipeline	Not Complete	\$ 3,314	\$ -	\$ -	\$ -	\$ -
Stud. Fee Adv. Com.	Not Complete	\$ -	\$ -	\$ -	\$ -	\$ 336
MCC						
5234-Travel Student	Not Complete	\$ -	\$ -	\$ -	\$ -	\$ -
Student Government Association	Not Complete	\$ -	\$ -	\$ -	\$ -	\$ -
HER						
5234-Travel Student	Not Complete	\$ -	\$ -	\$ -	\$ -	\$ -
Student Government Association	Not Complete	\$ -	\$ -	\$ -	\$ -	\$ -
Actual Expense	Not Complete	\$ 3,314	\$ -	\$ -	\$ -	\$ 336