What is Title III?

TITLE III, PART B

Strengthening Historically Black Colleges and Universities Program

Title III is a federal program of the U.S. Department of Education, is funded by the Higher Education Act of 1965 (as amended). This program provides financial assistance to Historically Black Colleges and Universities (HBCUs) to establish or strengthen their physical plants, financial management, academic resources, and endowment-building capacity.

Student Aid and Fiscal Responsibility Act (SAFRA)

The House of Representatives passed H.R. 3221 (The Student Aid and Fiscal Responsibility Act of 2009) on September 17, 2009. H.R. 3221 amends HEA, Title III, Part F to annually provide mandatory funding for historically Black colleges and universities (HBCUs) and other minority-serving institutions (MSIs) through FY2019.

These mandatory funds as a result of the Student Aid and Fiscal Responsibility Act (SAFRA), also known as the SAFRA grant award, are to be added to any amount appropriated in a regular or supplemental grant award under the Title III, Part B Strengthening HBCU Program.

Title III funds may be used for the following activities:

- To purchase, rent, or lease scientific or laboratory equipment for educational purposes, including instructional and research purposes. *
- For construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications and technology equipment or services. *
- To support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.
- For academic instruction in disciplines in which Black Americans are underrepresented. *
- To purchase of library books, periodicals, and other educational materials, including telecommunications program material. *
- For tutoring, counseling, and student service programs designed to improve academic success.
- For funds management, administrative management, and acquisition of equipment for use in strengthening funds management.
- For joint use of facilities, such as laboratories and libraries.
- To establish or improve a development office to strengthen or improve contributions from alumni and the private sector.
- To establish or enhance a program of teacher education designed to qualify students to teach in a public elementary or secondary school in the State that shall include, as part of such program, preparation for teacher certification. *
- To establish community outreach programs that will encourage elementary and secondary students to develop the academic skills and the interest to pursue postsecondary education.
- To establish or improve an endowment fund.
- To acquire real property in connection with the construction, renovation, or addition to or improvement of campus facilities.
- To provide Education or financial information designed to improve financial literacy and economic literacy of students or the students’ families, especially with regard to student indebtedness and student assistance programs under Title IV.
- For services necessary for the implementation of projects or activities that are described in the grant application and that are approved, in advance, by the Secretary, except that not more than two percent of the grant amount may be used for this purpose.
- For other activities that a grantee proposes in its application that contribute to carrying out the purposes of the Title III legislation and are approved by the Secretary as part of the review and acceptance of the grant application.

In addition to LAAs 1, 2, 4, 5, and 10 (marked with asterisk (*) above), SAFRA funds may also be utilized for the following activities: Other activities, consistent with the institution’s comprehensive plan and designed to increase the institution’s capacity to prepare students for careers in the physical or natural sciences, mathematics, computer science or information technology or sciences, engineering, language instruction in the less-commonly taught languages or international affairs, or nursing or allied health professions.

Federal assistance under these programs may not be used to cover any general operating and maintenance expenses of grantees or to supplant what an institution would otherwise spend to carry out activities allowed in the programs.
Meet Our Title III Activity Directors

Dr. Mimi Johnson
Director of Institutional Effectiveness and SACSCOC Accreditation Liaison
HBCU Activity I, Strengthening the Office of Institutional Effectiveness and Research

Robert Allen, Jr.
Director of Physical Plant
HBCU Activity II, Improving Instructional Facilities

Regina Rudolph
Director of Management Information Systems
HBCU Activity III, Strengthening Funds Management, Administrative Management, and Acquisition of Equipment

Paul Blackmon
Head Librarian
HBCU Activity IV, Strengthening the Library Resources through Cutting-edge Technology

Kenneth Ward, Jr.
Accounting Instructor/Program Coordinator
HBCU Activity VI, Enhancing Professional Faculty and Staff Development

Maria Richardson
Job Placement and Follow-Up Coordinator
HBCU Activity VII, Strengthening the Effectiveness of the Office of Development and Institutional Advancement

Monica Robinson
Director of Student Success Center
HBCU Activity V, Tutoring, Counseling, and Student Services Programs Designed to Improve Academic Success

Title III Part B (HBCU) & Title III Part F (SAFRA)
Awards 2008-2018

2018 $1,806,582
2017 $1,699,055
2016 $1,627,076
2015 $1,707,581
2014 $1,699,027
2013 $1,793,648
2012 $1,744,976
2011 $1,631,173
2010 $1,852,996
2009 $1,828,234
2008 $1,807,736

Dr. Nakia Robinson
Associate Dean of Academics
SAFRA Activity I, Developing and Strengthening Academic Programs and Services
Over the years, the primary goals of the Title III programs at Trenholm State have been to increase access to technology in the classroom, upgrade academic facilities, enhance library resources, expand educational programs, support activities to improve student retention and graduation rates and student services. Title III funds are also used to provide professional development opportunities for full-time faculty and staff and strengthen the Development Office to improve contributions from alumni and the private sector.

Title III continues to have a significant impact on several areas of the College. Title III funds are used to help provide innovative upgrades to instructional facilities that will influence students, faculty, and staff. The most recent updates included the Architecture and Engineering Design, Allied Health Services and Business Services programs and the math, music, and biology courses.

During this grant cycle, Title III, SAFRA funds were used to develop two new programs. Thanks to the support of Title III, SAFRA funding, Trenholm State will introduce two new programs. The new Respiratory Therapy and Nursing programs are scheduled to accept students in fall 2019. SAFRA funds were also used to hire faculty for the new programs and purchase equipment and supplies to support classroom activities for the programs.

Trenholm State recognizes the significance of each of its Title III grant awards and is dedicated and committed to using the funds to support students, faculty, and staff. This special edition will focus on how Trenholm State is using Title III funds to transform Trenholm State to serve students and our community better.

Lucious W. Smiley Administration Building

The Lucious W. Smiley Administrative Building houses the President’s Suite, classrooms for the Nursing program, instructional laboratories, computer lab, faculty offices, administrative offices, and support functions.

By expanding and renewing Trenholm State’s physical campus, the institution expanded and renewed its mission in the community to address the needs of our diverse and growing student body, promote innovative faculty teaching and better prepare ourselves for the future.
Building D Renovated to Enrich the Campus Experience

The renovated Building D is designated as the Student Center and has multi-media capabilities. The building is designed to accommodate large-scale faculty, staff, student orientation, and other activities.

Students, faculty, and staff now have access to spaces that will be flexible enough to meet the evolving needs of our students and employees. The building is designed to enrich the campus experience so that the institution will stay competitive with the overall goal of increasing student enrollment and retention.

Building E Renovated to Foster Collaborative Learning

Building E is now designed to provide the best possible place for students enrolled in the Emergency Medical Services program to grow and learn. Classrooms are now outfitted with equipment and supplies to enhance teaching and learning in this program in which students are trained to save lives. The Emergency Medical Services program received computers, simulators, treatment kits, manikins, 15-lead EKG simulator, testing software, stair-chair, and other equipment to support the program.
Building F Designed to Centralize Academic Support

Building F is the home of the Student Success Center. The Student Success Center was established to provide a range of services, resource sharing, and academic support services. The Student Success Center has professional tutors and advisors who can assist students in a variety of subjects. The Student Success Center brings together all components needed for a student to succeed. The Student Success Center provides space allowing students to socialize and study, as well as to receive academic advising, tutoring, and workshops.

The Student Success Center has a computer lab, general classroom, and study room. These significant renovations are critical to student success, which is the number one priority. The transformation to Building F was made possible with Title III funds.

Building H Expanded to Accommodate High-Demand Allied Health Programs

Medical Radiologic Technology, Diagnostic Medical Sonography, and Respiratory Therapy programs are located in Building H. Renovations created state-of-the-art classrooms to include the most up-to-date lab equipment.

Funds were used to purchase equipment such as a pediatric intubation trainer, adult and infant airway trainers, an adult dynamic airway and lung compliance simulator, an LTV 1200 ventilator, a full body manikin, and stretchers for the new Respiratory Therapy program.

The Medical Radiologic Technology program received multi-function stretchers, whole body phantom with head supports, replacement joints, and x-ray film. Trenholm State takes pride in offering student-centered education in classrooms designed to improve instructional learning.

Diagnostic Medical Sonography is now training students by using the GE Logiq P9 ultrasound systems and ultrasound imaging tables with foot controls purchased with Title III funds. Students now have access to equipment and supplies in the classroom that will better prepare them for today’s workforce.
Building J Remodeled to Improve the Severe Space Deficit

Building J is now designed to provide state-of-the-art classrooms for Human Anatomy and Physiology I and II, Microbiology, Principles of Biology I and II, and Medical Terminology for General Studies. The newly renovated biology lab received eight workstations, acoustical ceiling, flooring, paint, plumbing, HVAC system, lighting fixtures, and electrical components.

Other programs in the Allied Health division, such as the Dental Assisting, Medical Assisting, Medical Billing and Coding, and Practical Nursing programs, are also using the updated instructional facilities. The renovated building is designed to make sure every square foot can be used for activities to support student learning and contribute to the success of students.

Joseph Dickerson Education Center Received Upgrades to Interior and Exterior

The renovated Joseph Dickerson Education Center accommodates educational classrooms and teaching labs. The classrooms are equipped with smart-room technology, giving faculty members access to new computers, projectors, and whiteboards. Offices for math and English faculty members are also located in the building. Title III was the funding source for the renovated building and classrooms.

Title III Impacts the Learning Resource Center

The Learning Resource Center houses Library Services, classrooms for Accounting, Computer Information Systems, Office Administration, and Architecture and Engineering Design.

Classroom environments are critically important to the success of students. Title III provided funds to assist the institution in providing an environment that promotes collaboration and interaction in the Architecture and Engineering Design program and state-of-art technology for other classrooms. The classrooms were upgraded with audiovisual equipment that included commercial grade LED display monitors and hardware. The library received much-needed additions and updates to the library’s technology resources.
Upgrades for the Information Literacy and Learning Computer Lab

The Information Literacy Teaching and Learning Computer Laboratory has been transformed with new state-of-the-art equipment. The lab has new computers and new smart-room technology. The Information Literacy Teaching and Learning Computer Laboratory is holding classes for both faculty and students.

The lab is located in room 212 in the Learning Resources Center. After the completion of the lab on January 4, 2019, the first Information Literacy Workshop was hosted on January 7, 2019.

The newly upgraded lab will assist students in conducting better research, improving the evaluation of information, and developing critical thinking skills through learning. Students will also learn how to prevent plagiarism.

Hitting a High Note in the Music Department

With the help of Title III, the Music department is now on a high note. The Music department received 12 student Yamaha Clavinovas, one instructor 645 Yamaha Clavinova, music stands, chairs, and three-step risers. The new equipment will give students the opportunity to better prepare for a career in music or just explore an option in music. The department is now very active with a full slate of concerts scheduled throughout the year. The students are busy with performances on campus and offsite.

Cloud-Based Phone System Coming Soon

As the college’s telephone system reaches the end-of-life stage, Title III funds in the amount of $124,972.67 were allocated to purchase a new cloud-based system. The College is now in the process of finalizing the purchase of the phone system. The investment will allow the College to move to a modern, IP-based voice system. The new telecommunications system will include ShoreTel IP phone sets, and features include transfer, conference, hold, expanded call history, visual voicemail, and directory services. The system’s management console can be accessed from a web-based, user-friendly application. The new, modern, IP-based phone system is expected to be in place at the end of June.

To prepare and expand the network infrastructure for the telecommunications system deployment, seven switches were upgraded at a cost of $15,000.
President Sam Munnerlyn Hosts Institutional Annual Planning Retreat

President Sam Munnerlyn hosted the Annual Institutional Planning Retreat for College deans, associate deans, division directors, and department heads on January 31, 2019. The Alabama Community College System’s Adult Education Director, Dr. David Walters presented on adult education opportunities within the two-year college system. Other presentations included a program financial review given by Dr. Kemba Chambers, Executive Vice President/Vice President of Instructional Services; a QEP presentation led by Krystopher King, QEP Facilitator and Math Instructor; Dr. Nakia Robinson, Associate Dean of Academics; and Monica Robinson, Director of the Student Success Center. An overview of the SACSCOC response to the visiting team was presented by Dr. Mimi Johnson, Director of Institutional Effectiveness, and a budget planning presentation was delivered by Sharon Mahaffey, Dean of Finance and Administrative Services. President Munnerlyn concluded the event with an open discussion about the College’s strengths, challenges, and opportunities.

(L-R) Dr. Mimi Johnson, Shearese Grant, Sharon Mahaffey, Reuben Buice, President Sam Munnerlyn, Dr. Suresh Kausik, Dr. Nakia Robinson, Shemedrea Johnson, Dr. Tracie Carter, and Joe Edwards

When Faculty Learn, Students Learn Too

Professional development is essential to the success of Trenholm State. Title III funds are used to support faculty professional development so that they will continue to enhance student achievement.

When faculty members are equipped with information concerning the variety of ways in which students learn, they are prepared to help all students improve and meet their potential. Investing in the professional development of faculty members creates rewarding and positive outcomes within the classroom. Benefits of faculty professional development include the following:

- Faculty members learn better ways to teach.
- Faculty members develop better planning and organizational skills.
- Faculty gain more knowledge about industry insight.

Faculty Gaining Knowledge about the Canvas Online System

On December 17-18, 2018, training took place for the College’s new online learning system. Canvas is a reliable, adaptable, and customizable system with an interface crafted to save time and effort and to make teaching and learning easier. The training consisted of a Beginning Canvas session and two Advanced Canvas training sessions. The Beginning Canvas session focused on getting started, modules, global navigation, and page creation. The training also focused on discussions, grading, assignments, course settings, and other options. Faculty members are now more knowledgeable of the enhanced online system and can better serve students.

Paola Sanchez Vega from Canvas sharing critical information with faculty
Faculty Introduced to the New Anatomage Table

On January 4, 2019, the faculty members received training on the functions of the new Anatomage table. Arthur Tang, Applications Engineer at Anatomage, Inc., conducted the training. Faculty members started using the Anatomage table in the classroom during the spring of 2019.

Office of Institutional Effectiveness Hires External Evaluator to Assess Programs

On January 17, 2019, Dr. Myrtes D. Green, assistant to the President and Director of Title III and other Sponsored Programs at Lawson State Community College in Birmingham, Alabama, served as the external on-site evaluator for the 2018 program reviews.

Dr. Green visited the following programs that were undergoing a five-year program review: Accounting, Child and Human Development, Culinary Arts, Diagnostic Medical Sonography, and Medical Radiologic Technology. Program reviews at Trenholm State are a rigorous, systematic, objective, impartial, expert-based examination, evaluation, and self-evaluation of how effectively a program is working. As part of the College’s institutional effectiveness process, program review ensures the ongoing pursuit of higher levels of achievement and quality at the College. The purpose of program reviews is to guide the development of programs on a continuous basis. Program review is a process that evaluates the status, effectiveness, and progress of programs and helps identify the future direction, needs, and priorities of those programs.

Campus Labs Conducts Writing and Assessing Learning Outcomes Workshop

Campus Labs conducted a one-day Writing and Assessing Learning Outcomes workshop on January 3, 2019. Campus Labs staff members, Annemieke Rice, Vice President of Campus Success and Kyle Shanks, Campus Adoption Consultant on Assessment, presented sessions on Writing Learning Outcomes, Selecting an Assessment Method, Inputting Information into Compliance Assist Planning, Rubrics as a Direct Measure, Incorporating the Student Voice and Sharing Results.

During the Campus Labs workshop, three faculty (Tamara Ward, program coordinator and instructor for Cosmetology; Lewis Webb, Jr., Music instructor; and Laurie Burnett, program coordinator and instructor for Medical Radiologic Technology) received certificates of recognition for having outstanding learning outcomes for 2017-18.
Alumni have the potential to be the most loyal and generous supporters of Trenholm State. Title III funds continue to support the duties of the Institutional Advancement Coordinator to build stronger alumni relations.

Alumni relationships are an essential part of the institution’s development and advancement activities for the following reasons:

- Alumni are excellent prospects for assisting the institution in securing additional resources.
- With an established relationship, alumni can be Trenholm State’s most loyal supporters.
- Alumni will generate invaluable word-of-mouth marketing among their social and professional networks.
- Alumni can serve as great role models for our current students.
- Alumni can offer practical support to our students as they start their careers.
- Our alumni can be GREAT AMBASSADORS.

Maintaining a positive relationship with our alumni means that the messages they share about our institution will also be positive and current. That is why Title III funds were used to purchase platforms like DonorPerfect to help locate, organize, and efficiently disseminate information to Trenholm State’s Alumni Association.
Title III funds continue to play a significant role in the growth and improvement of the College. Because of our growing spirit and many planning efforts, we continue to improve our instructional facilities; enhance our program offerings; provide professional development opportunities for faculty and staff; and improve information technology, library resources, and student services. As we reflect on the impact of Title III, the accomplishments have been substantial.

Please join us as we celebrate the many achievements that the institution has experienced because of Title III funding. Students are now in classrooms with state-of-art equipment and an environment more conducive to learning. The Student Success Center has incorporated an ambitious retention component that will assist the institution in its goal of increasing retention rates. Each year, the library offerings are increasing with materials that are essential in the pursuit of course completion. The Collegiate Chorale has become an exciting new addition to the institution and continues to offer a multiplicity of options for students. The Development Office has expanded activities to cultivate an active Alumni Association, and the Institutional Effectiveness Office has increased resources to promote the use of data during the decision-making process.

As you can see, the Title III grant is playing an active part in helping to fulfill the mission of Trenholm State. We are proud of our successes, and we look forward to new challenges in the upcoming year.

We thank you for all of your support and ask that you continue to support the Title III activities and encourage all to take advantage of the opportunities made possible through Title III. Take pleasure in the accomplishments.

Best,

Arlinda K. Knight
Director of Title III Programs