



NEWS

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Trenholm State
COMMUNITY COLLEGE

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EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT

It is the official policy of the Alabama Community College System and H. Councill Trenholm State Community College that no person shall, on the grounds of race, color, disability, sex, religion, creed, national origin, age or any other protected class as defined by federal and state law be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program, activity, or employment.

FROM THE TITLE III DIRECTOR'S DESK

Greetings Trenholm Family, Colleagues, and the Campus Community!

I am pleased to share this edition of the Title III Newsletter and to recognize the tremendous progress made across Trenholm State Community College through our Title III initiatives. As Director of Title III, I am continually encouraged by the innovation, collaboration, and commitment to excellence demonstrated by our faculty, staff, and students. Our grant continues to serve as a catalyst for institutional improvement, student success, and transformative growth.

The stories featured in this issue reflect the breadth and depth of our collective work. Whether through enhancing instructional facilities, improving student support services, expanding professional development opportunities, or strengthening academic programming, Title III continues to make a meaningful and lasting impact on our college community.

I extend my sincere appreciation to the many individuals whose hard work and dedication bring these activities to life. Together, we are building a stronger institution that is better equipped to serve our students and communities with excellence, purpose, and vision.

Thank you for your ongoing support of our Title III programs and for your shared commitment to the success of Trenholm State Community College.

Kind regards,

Carol M. Williams

Carol M. Williams
Title III Director



What is Title III?

Title III, Part B

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.

Title III, Part F

Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act

The United States House of Representatives unanimously passed H.R. 2486, the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act on December 10, 2019. This bill permanently authorizes funding for minority-serving institutions of higher education and increases the authorization of appropriations for Pell Grants.

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 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 of 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, HBCU Part F 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 professionals.

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



*Activity Director:
Dr. Mimi Johnson,
Director of Institutional
Effectiveness*

HBCU Part B, Activity I: Strengthening the Office of Institutional Effectiveness

The purpose of the unit is to maintain a historical database of college data, assist with the systematic evaluation of educational support services, administrative processes, and fiscal resources to identify the strengths and challenges of the college. The office will help the college as an accredited institution and continue demonstrating how well it is fulfilling its mission by documenting quality, effectiveness, and student learning outcomes by employing a variety of assessment strategies.



*Activity Director:
Louis Campbell,
Director of Facilities*

HBCU Part B, Activity II: Enhancing Instructional Facilities and Environment

This activity utilizes a multi-pronged approach to alleviate the deficiencies in the physical facilities of the college. This activity will focus on repairs/renovations of the existing campus buildings that currently house academic programs/courses to ensure a conducive learning environment.



*Activity Director:
Arlester Corby,
Assistant IT Director*

HBCU Part B, Activity III: Technology Infrastructure and Support

This activity is designed to address the problems in the college's current system of managing and collecting information. Since the computer system is a pivotal component of this activity, the administrative computing system will continue to be enhanced and secured through the utilization of needed software and hardware updates..



*Activity Director:
Paul Blackmon,
Head Librarian*

HBCU Part B, Activity IV: Improving Library Services Using Cutting-Edge Technology and Collaboration with Faculty to Increase OER for Student Success

This activity is designed to provide the latest technology for student use and improve library resources by increasing library books, periodicals, microfilm, audiovisual materials and equipment, computer software, telecommunications software and equipment, and other educational materials.



*Activity Director:
Regina Jones, Director
of Student Success*

HBCU Part B, Activity V: Supporting Persistence and Completion Through Enhanced Academic and Student Services

This activity is designed to improve academic success through tutoring, counseling, and other student service programs. This activity will address critical issues pertaining to retention. Through retention monitoring and early warning intervention systems, high-risk students will be identified and provided the assistance needed to enhance their learning experience.



*Activity Director:
Carolyn Dees, Director
of Faculty Services*

HBCU Part B, Activity VI: Enhancing Professional Development for Faculty and Staff

This activity is designed to provide ongoing and systematic professional development opportunities for faculty and staff to increase productivity and effectively meet the needs of students. Professional development opportunities will include workshops, seminars, and conferences. This activity will also support guest lecturers, speakers, and consultants.



*Activity Director:
VACANT*

HBCU Part B, Activity VII: Strengthening the Office of Institutional Advancement Through Implementation of a Constituent Outreach Initiative

This activity is designed to expand the awareness of, advocacy for, engagement in, and giving to Trenholm State Community College. This activity will strengthen the Office of Development and Advancement in an effort for strengthening institutional growth and sustainability. The focus is to reorganize and strengthen systems and procedures relative to enhancing financial stability.



*Activity Director:
Dr. Shalanda Lee,
Assistant Dean of
Allied Health*

HBCU Part B, Activity VIII: Strengthening and Developing Allied Health Programs

This activity is designed to support the new programs in Allied Health, the addition of new instructors, and to provide supplemental instructional assistance to students. This activity will address the workforce needs by implementing a new program for Medical Laboratory Technicians.



*Activity Director:
Dr. Nakia Robinson,
Associate Dean of
Academic & Transfer
Programs*

HBCU Part F, Activity I: Developing and Strengthening Academic Programs and Services

This activity is designed to promote curriculum development and the enhancement of instructional delivery by the purchase of state-of-the-art equipment to meet the changing needs within the college service area, to prevent obsolescence. To improve academic quality, this activity will develop new academic programs and curriculum. The activity will also enhance, establish, and support academic programs in the following areas: improve student learning outcomes, increase retention rates, increase student satisfaction, improve technology, facilities, and library holdings.



*Activity Director:
Carol Williams, Director
of Title III Programs*

Project Administration

Project Administration is designed to provide leadership to the overall programmatic operations and fiscal management of all approved grant activities to ensure full compliance with state and federal guidelines. The primary objective of the administrator's office is to facilitate full implementation of all approved grant activities. ▲

WELCOME

NEW TEAM MEMBERS!



Dr. Shalanda Lee

Assistant Dean of Allied Health & Title III Activity Director, Activity VIII

Dr. Lee is a dedicated higher education professional who joined Trenholm State Community College (TSCC) in February 2018. She currently serves in a dual leadership capacity as the Assistant Dean of Allied Health and the Title III Activity Director for Activity VIII. In these roles, Dr. Lee provides strategic leadership and administrative oversight for six Allied Health programs: Dental Assisting Technology, Medical Assisting Technology, Diagnostic Medical Sonography (Ultrasound), Radiology Technology, Respiratory Therapy, and the newly developing Medical Laboratory Technology program.

Dr. Lee earned her Doctor of Education in Leadership and Higher Education from National University in April 2025. She holds a Master of Science in Health Administration from the University of Phoenix (December 2014) and a Bachelor of Science in Respiratory Therapy from the University of Alabama at Birmingham (December 2010). Her academic preparation uniquely positions her to bridge the gap between clinical practice and academic administration in health sciences.

Dr. Lee brings more than eight years of progressive service to TSCC, during which she has been instrumental in advancing the institution's Allied Health mission through program development, accreditation compliance, and workforce pipeline initiatives. She is deeply committed to institutional excellence, student success, and the continued growth of Allied Health programming at Trenholm State Community College.



Mr. Arlester Crosby

Assistant IT Director & Title III Activity Director, Activity III

Mr. Gerrand Crosby is a dedicated information technology professional with extensive experience supporting campus technology, network operations, and digital learning initiatives. He has a strong background in computer support,

infrastructure planning, audiovisual coordination, and technology project implementation. Throughout his career, he has worked to improve access to reliable technology, strengthen learning environments, and support students, faculty, and staff through practical, user-focused solutions. Mr. Crosby is passionate about using technology to expand educational opportunities and help individuals build the digital skills needed for success.



Ms. Kala Goodson

Director of Clinical Education, Respiratory Therapy Program

Kala Goodson is a registered respiratory therapist and clinical educator with a strong focus in neonatal and critical care. She graduated from the Respiratory Therapy Program at Wallace Community College in Dothan, Alabama, in May 2015 and has worked at Baptist South since 2015, gaining experience in the NICU, NICU transport, and critical care. In August 2021, she became the Clinical Educator at Baptist South, where she supported onboarding and continuing education for new graduates and new employees and helped develop and update evidence-based clinical policies. She also served for two years as a respiratory clinical instructor at Wallace Community College in Dothan. She earned her Bachelor of Science in Respiratory Therapy from Jacksonville State University in May 2021 and went on to earn a Master of Business Administration from Jacksonville State University in May 2024. Dedicated to teaching and lifelong learning, Kala joined the Trenholm Community College Respiratory Therapy Program in September 2025 as a clinical adjunct and accepted the position of Director of Clinical Education in October 2025, where she looks forward to sharing her clinical background and respiratory expertise with the next generation of respiratory therapists. ▲

Trenholm State Institutional Effectiveness Staff Engaged at 2025 SACSCOC Summer Institute in Orlando

Dr. Mimi Evelyn Johnson, SACSCOC Accreditation Liaison for Trenholm State Community College and a certified Institutional Effectiveness SACSCOC Evaluator, along with Ms. Eboni Love, Assessment and Accountability Coordinator, attended the 2025 SACSCOC Summer Institute on Quality Enhancement and Accreditation from July 20–23 in Orlando, Florida.

Hosted annually by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Summer Institute serves as a critical forum for educators and administrators to explore best practices in institutional effectiveness, student learning outcomes, and accreditation readiness.

Over the three-day conference, Dr. Johnson and Ms. Love participated in a variety of workshops and sessions that focused on:

- Using data to improve student learning outcomes
- Strengthening academic and administrative unit assessment



- Aligning institutional planning with accreditation standards
- Preparing Compliance Certifications and QEPs
- Fostering a culture of continuous improvement

Their participation reinforces Trenholm's commitment to academic excellence, accountability, and strategic growth. This

year's attendance was especially timely, as Trenholm State received official approval of its Fifth-Year Interim Report in June 2025, marking a major milestone in the College's ongoing SACSCOC journey. The next accreditation reaffirmation is scheduled for 2029.

Trenholm's presence at the Summer Institute extended beyond the Institutional Effectiveness team. The following colleagues also attended:

- Mr. Joe Edwards, Math Instructor and SACSCOC Peer Evaluator
- Dr. Shalandra Lee, Assistant Dean of Health Sciences
- Dr. Devan Flowers, Assistant Dean of Student Affairs

This multi-disciplinary participation reflects a strong internal culture of quality assurance and institutional stewardship across academic and student support areas.

"The Summer Institute always reminds us that accreditation is not just about compliance—it's about student success, planning with purpose, and demonstrating meaningful outcomes," said Dr. Johnson. ▲

Enhancing Instructional Facilities and Environment

See the remarkable progress we've made with the Trenholm Campus Building G Renovation. This Title III initiative encompassed two major projects.

- Trenholm Campus Building G Roof Retrofit (Completed in November 2024)
- Trenholm Campus Building G Renovation (Completed in December 2025)

Our budget enabled us to complete the "Trenholm Campus Building G Roof Retrofit," by replacing the aging, deteriorating roof with a high-quality standing-seam metal roof, adding years of durability and improving the building's aesthetics.

Additionally, we recently completed the "Trenholm Campus Building G



Renovation," providing two large open-space classrooms, two lecture classrooms, modernized restrooms, and four support offices. These upgrades have meaningfully enhanced our campus learning spaces, supporting both students and faculty.

Title III's contributions have truly been the foundation of these achievements,



illustrating how this funding continues to make a real and lasting difference. ▲



Trenholm State Receives Continuation of Title III Funds

Trenholm State Community College received grant awards in the amount of \$7,202,464.00 for fiscal year 2025-2026. The Title III Part B, Strengthening Historically Black Colleges and Universities Program (HBCU) grant was \$2,965,679.00, and the Title III Part F, Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE Act) is \$765,948.00.

Trenholm State received additional funding from the Department of Education through two supplemental grant awards to support its Title III HBCU Part B program. The combined award amount of \$3,470,837.00 is intended to enhance institutional capacity and support student success. ▲



Student Success Center Unveils Newly Transformed Study Spaces on Both Campuses

The Student Success Center has officially completed a major transformation of several study rooms across both the Trenholm and Patterson campuses, creating refreshed, student-friendly environments designed to support studying, tutoring, collaboration, and relaxation.

Thanks to Title III funding, multiple spaces have been updated with modern, comfortable furniture and layouts that better meet today's students' needs. On the Trenholm Campus, the upgrades include Building F, Rooms F106 and F107, and the Career Services Lab in Building E. On Patterson Campus, Room B133 has been fully transformed into a dedicated study room.

Early responses were positive. Students are already using the redesigned spaces to

hold study groups, meet with tutors, and complete assignments in a calm, supportive environment. Staff members report on consistent use of the rooms throughout the day, demonstrating both the need and appreciation for these improvements.

"We are elated and deeply grateful for the funding provided by Title III," says Regina Jones, SSC Director. "These updates directly impact our students by giving them inviting, purposeful spaces where they can focus, collaborate, and thrive academically."

The Student Success Center encourages all students to visit the newly upgraded rooms and take advantage of the enhanced study environments created with their success in mind. ▲

STUDENT SUCCESS Workshops & Events



1st Generation: Breaking Barriers for A Path of Possibilities Workshop

Date: 11/7/2024 & 11/9/2024

Total Students: 76



On November 7, 2024, at 10:00, and on November 9, 2024, on the Trenholm and Patterson Campus, the SSC Retention Specialist hosted the 1st Generation: Breaking Barriers for a Path of Possibilities celebration with the Student Success Center. The primary goal of this event is to recognize and celebrate the achievements of first-generation college students, raise awareness about the challenges they face, and provide support and resources to help them succeed academically and personally. These events aim to equip students with essential skills and strategies to maximize their academic success and personal growth. In addition, these events introduced community resources on and off campus. November 7 event entailed a panel discussion composed of 3 students and 1 faculty member. In which they were asked several questions,



such as: How to balance work, studying, income, and resting? Who can I turn to for support academically, financially, socially, and emotionally? How did it feel to be a first-generation student within your family? What kept you motivated during your academic journey? What did a traditional/online college setting look/feel like for you? What do you wish you had known prior to attending college? What challenges did you face and how did you overcome them? Students were given the opportunity to provide feedback and suggestions, which enabled them to ask panelists questions. Next, students were given the choice to participate in the scavenger hunt. This part of the program encourages students to interact with community resources.

Donuts & Discussions Workshop

Date: 9/24/2024 & 9/25/2024

Total Students: 53

This workshop was an open discussion with students about basic needs. During this workshop, we discussed the importance of student success and what it looks like when basic needs are lacking. Academic achievement and personal development can be achieved when all needs are met; however, what does a student do when he or she lacks food, housing, and other everyday needs? Students were informed about the services the Student Success Center offers, such as Pear Deck Tutoring, Timely Care for Mental Health, ADA, and Advisors/Mentors who are eager to help.



Interview Tips: Easy Wins and Common Mistakes Workshop

Date: July 22nd and 24th, 2025

Trenholm State's Career Services department hosted two immersive Interview Tips workshops on July 22 and July 24, 2025, featuring a fun tropical theme. Participants were guided through every stage of interview preparation, including researching employers, tailoring responses, demonstrating confidence and professionalism during the interview, and sending thoughtful follow-up communication afterward. Each session concluded with a live mock interview, where students shared constructive feedback on responses, body language, and overall presence. A total of 18 students attended and left with hands-on practice and renewed confidence for their upcoming interviews.



Drive Your Career Forward Workshop

Date: April 8th, 2025

Total Students: 29

On April 8, 2025, Trenholm State Career Services partnered with the Council on Substance Abuse NCADD to host the Drive Your Career Forward workshop. Students explored how substance misuse can impact employment attainment, workplace safety, job performance, and long-term career advancement, which are all key factors employers consider when making hiring and retention decisions. Interactive simulations using impairment goggles gave participants a realistic look at how risky decisions can impact their professional futures. All survey



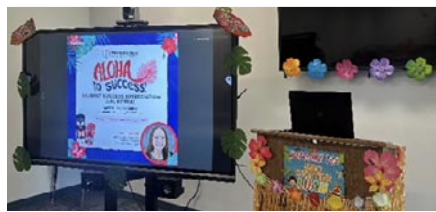
respondents rated the session as engaging and informative.

Aloha to Success: Student Success Appreciation Luau Retreat

Date: April 17, 2025

Total Students: 29

The 1st Annual ALOHA to Success! The Student Success Appreciation Luau Retreat was held on April 17, 2025, from 11:00 AM to 2:00 PM at the Patterson Site, Building E, Room 120. The event, organized by the Student Success Center, celebrated student and instructor success in a relaxing, Hawaiian-themed atmosphere. The retreat featured food, tutoring activities, and a keynote speech by ACES-Kali Gilbert, CLE®, Health and Wellness Regional Extension Agent. The Keynote speaker addressed inquiries from Mrs. Taylor's Fall 2024 Needs Assessment survey; results showed that 59% of our students who completed the survey want to "Enhance Memory." Instructors were awarded for demonstrating consistent involvement and dedication to Student Success Center events throughout the Fall 2024 and Spring 2025 academic year. There were a total of 11 winners: four instructors received a monetary gift and certificate for attending every SSC event on their respective



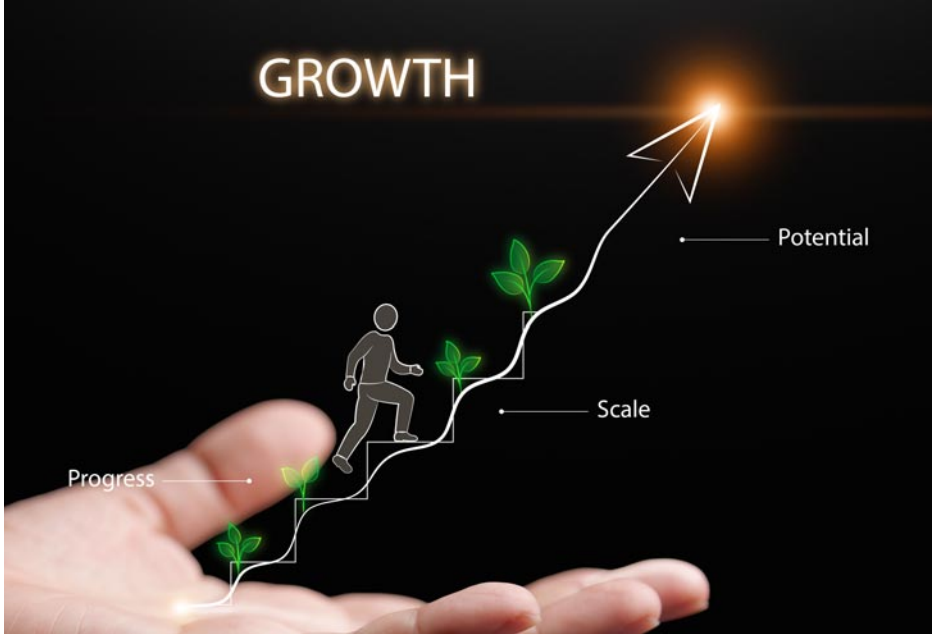
campuses, six instructors, and one department as a whole received certificates for participating. Girl Trek spoke on the importance of health and of planting the seeds now and reaping the benefits later: "Keep going, what you are doing now will pay off." She gave important facts about the benefits of exercising daily: "1 mile a day will add up to 7 years to your life expectancy." Participants in this event received prizes and engaged in open discussions facilitated by Mrs. Taylor. Aromatherapy, food, and massages were facilitated by Mrs. Peterman throughout the retreat. In addition, we recognized graduating seniors and Adult Ed graduates as well. In conclusion, the tutors, Mr. Kemp and Miss Thomas, facilitated tutoring sessions that included English writing labs and assisted transfer scholarship recipients with their applications (writing requirement).

Spring 2025 Resource Fair

Date: 4/7/2025

The Spring 2025 Resource Fair was a great way for students to be introduced to our community partners that offer support services. Eight external agencies attended the fair and shared their organization's information by setting up a table and passing out SWAG and giveaways. It was great to see everyone invited to show support for our TSSC students. ▲





Title III Staff Attend 2025 Annual Technical Assistance Workshop

The National Association of Historically Black Colleges and Universities (HBCUs) Title III Administrators, Inc. hosted its 2025 Annual Technical Assistance Workshop in Arlington, Virginia, June 15–21, 2025. The workshop convened Title III administrators and staff from HBCUs nationwide to share best practices and strategies for maximizing the impact of Title III programs.

Representing Trenholm State, Ms. Carol Williams, Title III Director, and Ms. Danielle Mertel, Title III Program Specialist, participated in the workshop.

Ms. Williams and Ms. Mertel attended sessions focused on grant management, compliance, and program evaluation, and engaged with subject-matter experts to discuss emerging trends and effective practices in Title III administration.

Overall, the workshop strengthened participants' capacity to drive program improvements, build peer networks, and advance institutional effectiveness through Title III initiatives. ▲



INVESTING IN GROWTH: HBCU Part B, Activity VI Professional Development

Professional development plays a critical role in fostering innovation, strengthening competencies, and ensuring that faculty and staff remain current in their respective fields. Through Title III funding, the College has continued to invest in meaningful learning opportunities that enable educators and staff to expand their knowledge, engage with colleagues and experts across the nation, and apply new insights to advance institutional effectiveness.

Over the past year, Title III funding has supported participation in a broad range of in-person and virtual professional development opportunities.

Faculty and staff participated in professional conferences and training opportunities across the nation, with emphasis on education, leadership, student success, and instructional technology. Notable engagements included the Alabama Community College Association (ACCA) Conference in Montgomery, Alabama; the Alabama Association of College and University Business Officers (AACUBO) Conference in Orange Beach, Alabama; the ACCS Dual Enrollment Conference in Birmingham, Alabama; the Alabama Community College System Human Resources Management Association (ACCSHRMA) Conference in Tuscaloosa, Alabama; the ACHIEVE Transfer Student Success Conference in Montgomery, Alabama; the Instructional

Administration Association (IAA) Conference in Gulf Shores, Alabama; the 50th American Mathematical Association of Two-Year Colleges (AMATYC) Conference in Atlanta, Georgia; the Open Education (OER) Conference in Providence, Rhode Island; the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Conference in Kissimmee, Florida; the Teaching Music Conference in New York, New York; the National Association of HBCU Title III Administrators Technical Assistance Workshop in Washington, District of Columbia; the American Culinary Federation (ACF) National Convention in Las Vegas, Nevada; the Feldesman Federal Funding Academy in New Orleans, Louisiana; the Higher Learning Commission (HLC) Conference in Chicago, Illinois; and the International Foundation for Sonography Education and Research (IFSER) Conference in Milwaukee, Wisconsin.

Trenholm State Community College and Title III remain steadfast in their commitment to advancing ongoing professional development. Faculty and staff are encouraged to pursue future learning opportunities, as their continued professional growth strengthens institutional capacity, fosters innovation, and enhances the College's ability to serve students and the broader community with excellence. ▲



LEADERSHIP MATTERS

Dr. Kemba Chambers, President of Trenholm State Community College, exemplifies the caliber of leadership essential for an HBCU community college dedicated to excellence, access, and student success. Her tenure reflects a clear and compelling vision for institutional growth, coupled with a strategic understanding of how presidential leadership can expand the impact of Title III HBCU Part B and Part F initiatives across the college.

Effective presidential leadership requires the ability to set direction, cultivate trust, and maintain a steadfast focus on the institution's mission. Dr. Chambers has led Trenholm State with a commitment to strengthening academic programs, enhancing student support services, modernizing facilities and technology, and advancing meaningful professional development for faculty and staff. These priorities underscore a leadership approach grounded in both progress and measurable impact.

Under her direction, Trenholm State continues to leverage Title III resources to improve instructional environments, expand student success initiatives, and build

institutional capacity. These efforts have strengthened campus culture and fostered a more responsive, student-centered learning environment. Dr. Chambers' leadership demonstrates that visionary presidents do not simply sustain operations—they drive transformation and create lasting momentum for change.

Leading an HBCU community college requires courage, collaboration, and an unwavering commitment to mission. Dr. Chambers embodies these principles through her focus on strategic growth, data-informed decision-making, and the effective stewardship of Title III resources to support long-term institutional transformation. Her presidency reflects leadership that is both intentional and enduring, with a sustained impact on Title III administration at the local, regional, and national levels.

In every respect, leadership matters at Trenholm State Community College because it shapes the institution's future and advances student success. Under Dr. Kemba Chambers, the college continues to move forward with vision, resilience, and an uncompromising commitment to excellence. ▲



Leadership & Legacy SPOTLIGHT

Thank you for your visionary leadership, invaluable support, unwavering commitment and contributions to the Title III Programs at Trenholm State Community College.

Congratulations

JOSEPH GILMER

who has been awarded a \$1,000 scholarship as one of the 2025 recipients of the National Association of HBCU Title III Administrators Scholarship.

This achievement highlights his dedication, hard work, and commitment to academic excellence. We celebrate his accomplishment and look forward to the continued success this opportunity will help him achieve.

HBCU Part F, Activity I

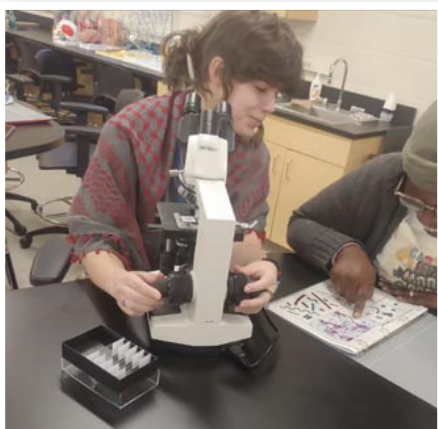
Academic Programs Updates

Diagnostic Medical Sonography

The Diagnostic Medical Sonography program received multiple transvaginal first-trimester ectopic pregnancy ultrasound phantoms through Title III Activity F funding. These training models have significantly enhanced our laboratory instruction by allowing students to practice essential skills in a controlled environment before performing patient examinations in the clinical setting. The phantoms provide a realistic scanning experience, improve student confidence, and strengthen competency in early-pregnancy and gynecologic imaging.

General Education – Principles of Biology I

Principles of Biology students are actively engaged in hands-on learning using microscopes to examine bacterial specimens from the Title III-funded Multimedia Bacterial Package. This instructional set includes prepared slides for 30 students, guided sketch sheets and worksheets, and reference images highlighting various bacterial forms. As they observe each slide, students identify, label, and sketch the organisms, matching their observations to the provided morphological descriptions. This activity enhances their ability to recognize bacterial structures and strengthens foundational skills in microbiological analysis.



Students use a hot-water bath as part of the Macromolecule Testing Lab. Working with a series of unknown food samples, they test for the presence of key biological molecules, such as sugars, starches, and proteins. The hot-water bath is essential for activating Benedict's solution, which turns color in the presence of simple sugars. Students also used iodine to test for starch and Biuret's solution to test for proteins. All of these materials, the water bath, and reagents (Benedict's solution, Biuret's solution, and iodine) were purchased through Title III funding, allowing students to gain valuable hands-on experience with essential laboratory techniques.

Radiology Technology Program

This year, the radiology program has made significant strides in enhancing hands-on learning and clinical preparation by acquiring new equipment. We've added two wheelchairs and three cardiac monitors, and we are eagerly awaiting the arrival of two full-body radiographic phantoms with embedded pathologies. These resources are transforming the way our students learn and practice essential skills.

The wheelchairs have introduced realistic patient mobility and transfer-training scenarios into our labs, allowing students to master safe handling techniques and proper body mechanics—critical for clinical readiness. The cardiac monitors have

elevated our patient-assessment instruction by enabling real-time cardiac monitoring during simulations, helping students understand physiological changes and recognize early signs of patient decline.

Once the radiographic phantoms arrive, students will gain invaluable experience with anatomically accurate models and realistic pathologies, improving their positioning, exposure techniques, and image critique skills. This high-fidelity training will allow repeated practice in a controlled environment, ensuring competence and confidence before entering clinical rotations.



These upgrades, supported by Title III, enrich our curriculum, expand simulation opportunities, and prepare students for success in modern healthcare settings. We are grateful for this investment in our students' future.





Culinary

Several years ago, the Culinary Arts department at Trenholm State Community College wanted to give students a solid culinary experience by using fresh herbs in some of the recipes they produce in labs. Chef Tim McNear suggested that the department transition to a portable hydroponic growing system at the school that allows students to pick a variety of fresh herbs as needed. Hydroponic growing allows chefs to harvest herbs, greens, and edible flowers just before cooking.



Additionally, hydroponic growing is a hands-on way for students to learn and apply concepts such as food sustainability, resource management, and farm-to-table practices. The system brings fresh ingredients right to the plate, creating a better appearance, stronger aromas, and richer flavors. The system is also very cost-effective. Thanks to Title III, students were able to grow and harvest a variety of herbs for use in their assorted lab products.

Respiratory Therapy

Thanks to the Title III grant for 2024-2025, the Respiratory Therapy program has received several cutting-edge pieces of equipment vital to student success. This year's acquisitions focus on expanding our educational tools, particularly within neonatal and pediatric care, giving students the opportunity to practice complex procedures safely and confidently with technology commonly used in hospital neonatal environments.

New Equipment Highlights

- **Neonatal Radiant Warmer:** A must-have for neonatal care, this device

maintains infants' body temperature, preventing hypothermia right after birth. It plays a critical role in NICUs and nursery settings, ensuring newborns are kept warm, comfortable, and healthy—just like in hospital delivery rooms.

- **Pediatric Trainers:** Lifelike medical simulators allow students to practice essential skills, including intubation, ventilation, suctioning, and airway management. With realistic anatomy and real-time feedback sensors, these trainers help students master techniques safely, reducing the risk of pediatric airway injury. Full-body trainers also support CPR and basic respiratory care simulations.
- **Neonatal Trainers:** These full-body manikins model newborns and infants, giving students hands-on experience with intubation, ventilation, suctioning, and airway management. Features include real-time feedback, chest rise, and CPR practice, helping students minimize neonatal airway injury during simulated patient scenarios.
- **Advanced Neonatal Intubation Trainers:** Head-only model trainers focus on realistic simulations for intubation and basic airway skills, providing targeted practice for students.
- **Advanced Artificial Lung Simulator:** This sophisticated simulator uses pistons and sensors to replicate human respiratory mechanics. It connects to real ventilators in the lab, simulating various disease states and allowing students to manipulate ventilator settings and breath effort. The device bridges the gap between theory and practice, enhancing students' skills in ventilator management and airway care for all disease scenarios.

The RPT program is proud to offer these remarkable learning tools, which empower our students to practice and perfect their skills in a safe, controlled environment. These upgrades, funded by Title III, ensure our graduates are well-prepared for real-world clinical challenges and patient care in modern healthcare settings. ▲

TITLE III 2025 Annual Activity Directors' RETREAT

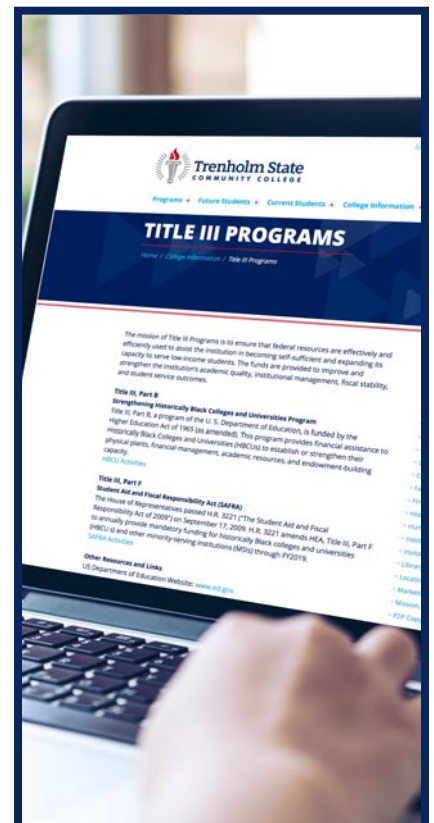


On April 24–25, 2025, the Title III Program Administration Office hosted its Annual Title III Retreat at the RSA Plaza Terrace in Montgomery, Alabama. The theme, Reaching New Heights: Rising Above Challenges, Embracing the Future, highlighted the impact of Title III grant support at Trenholm State Community College and underscored the College's commitment to professional development, collaboration, and innovation.

Sessions included External and Trenholm State Activity Showcases, Strengthening Gateway Courses to

Improve Retention Activities, Innovating Procedures and Practices for Research and Sponsored Programs, Virtual Desktop Infrastructure, An Engagement with Veteran Title III Leadership Professionals and Activity Directors, and a Technical Assistance Workshop.

The retreat provided an opportunity for Title III Program Administration, Activity Directors, College leadership, support staff, and guests to align priorities, share updates, and strengthen cross-functional collaboration to support Title III Programs. ▲



We are on the Web!

Go to the Trenholm
State homepage
www.trenholmstate.edu
select the College
Information tab, and
click the Title III link
for more information
about Title III
programs.



REGION 7 WORKSHOP

Delivers Strong Results for HBCU Title III Leaders

The National Association of Historically Black Colleges and Universities Title III Administrators Region 7 Inaugural Technical Assistance Workshop brought together leaders, administrators, and partners for a highly effective professional development experience focused on compliance, sustainability, innovation, and student success. The inaugural workshop drew a record number of registrants from 46 institutions and organizations across 12 states, including Alabama, Georgia, Tennessee, South Carolina, Delaware, North Carolina, Florida, Louisiana, Virginia, Mississippi, Texas, and Washington, DC.

WORKSHOP HIGHLIGHTS

The three-day workshop hosted on the campus of Alabama State University, February 18-20, 2026, featured sessions on Title III compliance, OIG priorities, institutional sustainability, data-driven decision-making, and AI-powered workflows, along with a President's Title III Roundtable and interactive learning experiences.

The theme, “Stronger Together: Advancing HBCU Institutional Excellence Through Regional Collaboration”,

encapsulated the professional alliance and camaraderie among regional and national Association member institutions. The Presidents' Roundtable gave institutional leaders a space to discuss how Title III funding has supported infrastructure, technology, academic program growth, and student success initiatives, while also identifying shared concerns about sustainability and future funding.

VALUE OF EXPERIENCE

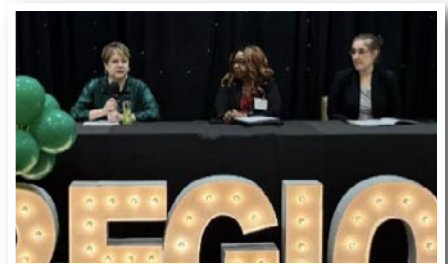
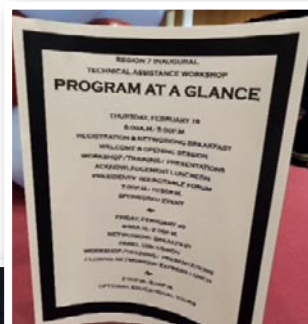
The workshop was especially effective because it combined technical assistance with applied learning, and participants expressed satisfaction with interactive formats, including the simulation room and expert fireside chats, which made the experience more engaging and memorable. Feedback from participants also showed that the workshop was not only informative but also immediately useful. Many respondents described the event as well-organized, valuable, and among the best regional meetings they had attended.

LASTING IMPACT

Some significant highlights included par-



ticipation by program officers from the U.S. Department of Education's Office of Postsecondary Education and the Office of the Inspector General, as well as special appearances by U.S. Congressman Shomari Figures and political commentator Mr. Bakari Sellers. The Region 7 workshop created a meaningful network of support among HBCU Title III professionals while demonstrating the power of regional collaboration to strengthen institutional capacity and advance the mission of HBCUs. ▲





TITLE III 2026

Annual Activity Directors'

R E T R E A T

Trenholm State Community College Title III Activity Directors Retreat held April 23–24, 2026, at the Southern Poverty Law Center (SPLC) in Montgomery, brought together campus leaders, facilitators, and invited guests for two days of collaboration, learning, and renewal. Centered on the theme “Elevating Leadership and Powering Innovation: Reset. Retreat. Recharge.” the retreat created a purposeful space for Title III teams to reflect on progress, strengthen coordination, and sharpen strategies that support institutional transformation.

According to attendees, the 2026 event proved to be one of the best professional development experiences organized by the Title III Program Administration staff. The event location offered stunning high-rise, cityscape, and panoramic views, as well as 5-star accommodation, in a state-of-the-art meeting facility at the new SPLC Conference Center in the downtown Civil Rights district. The on-site hospitality service from the SPLC host staff, dynamic workshop planning, and engagement activities organized by the Title III Program Administration Office resulted in high ratings and overwhelming positive feedback from participants.



A defining feature of the retreat was its emphasis on holistic leadership. In addition to technical training, participants took part in a sensory reset lab escape room experience and a Civil Rights Memorial Center educational tour, both of which underscored the connection between personal wellness, historical awareness, and



mission-driven leadership. These experiences reminded attendees that effective leadership requires both competence and care, especially in environments where compliance, innovation, and student support must work together.

Overall, the Title III Activity Directors Retreat demonstrated the power of intentional professional development in advancing college priorities. By combining strategic presentations, hands-on learning, wellness activities, and reflective dialogue, TSCC created an experience that supported staff growth while reinforcing the college's commitment to student success, continuous improvement, and innovation. ▲

