

**UNIVERSITY OF ARKANSAS
HOPE-TEXARKANA
TITLE III
OPERATIONS MANUAL**



**TITLE III STRENGTHENING
INSTITUTIONS PROGRAM
STRENGTHENING UAHT
BY IMPROVING RETENTION**

U.S. Department of Education
Office of Postsecondary Education

Title III Operations Manual
2020-2021

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UNIVERSITY OF ARKANSAS HOPE-TEXARKANA
TITLE III OPERATIONS MANUAL
PR/AWARD NUMBER **P031A180063**

INTRODUCTION

In October 2018, The University of Arkansas Hope-Texarkana (UAHT) received a five-year Title III Grant from the U.S. Department of Education's *Strengthening Institutions Program* and the Higher Education Act. The focus of UAHT's Title III grant supports the development of an appreciative advising model and engagement center; additional instructional technology to promote student success; an early alert student progress tracking system; redesign of targeted high-risk courses; and the implementation of academic support for redesigned courses. Each project focus leads to overall student success, including persistence, retention and graduation and transfer outcomes.

This program is funded 100% by the United States Department of Education, Title III, Part A-Strengthening Institutions Program: \$2,159,838

On September 16, 2020 UAHT received notification of the continuation of the grant for the grant period of October 1, 2020 through September 30, 2021. The authorized funding for the third year grant period is \$449,962.

PROGRAM PURPOSE

UAHT's Title III grant program purpose is comprised of three components. Component One is the development of an appreciative advising model that includes renovating and equipping a designated Engagement Center and making use of early alert student progress tracking software. Over the course of the five-year grant period professional advising coaches will implement holistic advising that takes into account academic indicators, as well as cultural, financial, and non-cognitive factors impacting placement, success, persistence, and completion. The Engagement Center design will include support for another of the program components, supplemental instruction. Component Two upgrades campus technology to support student persistence, retention, and completion. Technology includes the student progress tracking system, classroom interactive whiteboards, classroom audio, camera, and projectors, and human simulators for the healthcare and health sciences programs. Component Three redesigns targeted courses, both developmental and gateway, with low success rates and implements academic support for the redesigned courses through Supplemental Instruction.

OPERATIONS MANUAL PURPOSE

The Title III Operations Manual assists UAHT personnel to carry out the objectives of the grant and monitor expenditures within approved budgets for grant activities. Operating Manual assurances include:

1. Proper resource use consistent with UAHT policies and procedures and with those of the U.S. Department of Education;
2. Proper stewardship of funds and expenditures directly related to grant objectives;
3. Compliance with grant objectives through all work performed on behalf of grant personnel and College personnel;
4. Proper maintenance of records to demonstrate progress toward grant goals;
5. Compliance with all statutory and regulatory requirements; and

6. Proper employment of personnel commensurate with grant goals and objectives.

“The purpose of the Title III Strengthening Institutions Program is to provide grants to eligible institutions of higher education to improve their academic programs, institutional management, and fiscal stability in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation.” (34 CFR 607.1)

UNIVERSITY OF ARKANSAS HOPE-TEXARKANA MISSION STATEMENT

The mission of the University of Arkansas Community College Hope-Texarkana is to connect students and community partners to quality academic and technical education, beneficial student support services, customized business and industry training, community development endeavors, and prevailing educational opportunities through exemplary and timely educational technologies, effective content delivery methods, and efficient organizational structures in an environment of integrity and respect that fosters student success, economic improvement, and civic and cultural enrichment.

THE NATURE OF DEVELOPMENTAL GRANTS

The Title III Grant fund utilization is for developmental use only. Title III funds cannot be operational funds (supplanting). Title III funds may be used as startup costs for developing and piloting new systems and for pilot modifications. Developmental grants require a development sequence process of: design, develop, pilot, evaluate, modify, and institutionalize.

DISTRIBUTION OF THE TITLE III OPERATIONS MANUAL

All levels of employees funded by the UAHT Title III grant are informed about the Title III Operations Manual and each is instructed to familiarize themselves with it and follow the requirements.

The Title III Operations Manual is posted on the UAHT website under the Title III webpage.

ORGANIZATION AND ADMINISTRATION

UAHT CHANCELLOR

The Chancellor of the University of Arkansas Hope-Texarkana (UAHT) is appointed by the Board of Trustees upon the recommendation of the President and the Board of Visitors. The Chancellor exercises complete executive authority over the campus subject to the policies established by the Board and the President. The Chancellor is the official spokesperson for UAHT, promoting the educational excellence and general development and welfare of the College. The Chancellor defines the authority of administrative committees and officers of the College, and all projects, programs, and institutional reports on behalf of the College are subject to his or her authorization and approval.

The Chancellor is responsible to the President for enforcement of the policies and procedures, budget, and decisions of the Board of Trustees concerning UAHT and provides

an annual report and any other reports requested to the President. The Chancellor attends all Board meetings to report upon the status of UAHT upon the request of the President or any Board member.

The Chancellor makes recommendations to the Board and to the President with respect to the budget and the appointment of full-time academic personnel. The Chancellor is the official medium of communication between the President and all College personnel. The Chancellor is actively involved in short-term and long-range planning, human resource management, communications with other agencies, legislation, and finance acquisitions. The Chancellor is a member of the faculty and the campus governing body.

Interim Chancellor Laura Clark is fully committed to the Title III Program and the success of the projects that are designed to lead to increased student success, persistence, retention, and graduation. Chancellor Clark works closely with the Title III Project Director to oversee collaborative efforts to ensure all initiatives outlined in the grant project are accomplished.

TITLE III PERSONNEL

TITLE III PROJECT DIRECTOR

The Title III Project Director is a half-time position with full autonomy to administer the project. The Project Director reports directly to the UAHT Chancellor. The Project Director supervises and evaluates all Title III personnel, conducts regular staff meetings, and reviews all necessary reports and documents required for Title III to ensure the proper and timely implementation of all grant activities. The Project Director oversees budget management of grant funds and maintains compliance with UAHT policies and federal regulations to ensure equitable access and participation for all project activities and services.

The Project Director serves on the Chancellor's Cabinet, attends all Cabinet meetings and keeps key College administrative personnel advised of grant activities. The Project Director keeps College personnel and constituencies informed of all Title III objectives and periodically updates them on progress toward achieving the objectives. It is the Project Director's responsibility to maintain effective communication, implement and oversee effective and objective project evaluation, assure timely completion of development and pilot-test phases of activities, authorize expenditures and maintain budget control, assist in inventory records and distribution of Title III equipment, and oversee the preparation and monitoring of fiscal and technical aspects of the grant.

The Project Director submits all federal performance reports annually and works closely with the UAHT administrative team, the UAHT business office, and all other campus personnel and Title III personnel to assure accuracy of information and data collection. It is the responsibility of the Project Director to remain current regarding all Title III and USDE policies in order to ensure that the program operates in compliance with all federal, state, and campus regulations.

Project Director John Hollis has academic and administrative experience and prior experience in federal grant management. The position of the Title III Project Director ends at the conclusion of Title III grant activities.

Duties and Responsibilities:

- Administer the Title III project and coordinate project evaluations

- Assist in the recruitment of key personnel and assist project personnel in the coordination of external resource personnel
- Oversee the preparation of and monitor the fiscal and technical reports for the College and the U.S. Department of Education
- Authorize all expenditures and maintain control over the budget
- Oversee the appropriate utilization of funds
- Oversee inventory of Title III acquired equipment
- Work with College administration to institutionalize grant personnel and project objectives
- Supervise Title III personnel
- Provide advice and direction for the implementation of grant activities
- Perform other related tasks as assigned or required by the grant

TITLE III ACTIVITY DIRECTOR

The Title III Activity Director is a full-time position with autonomy within the parameters of College structures to implement the grant project. The Activity Director reports directly to the Title III Project Director. The Activity Director supervises the Advising Coach staff, the Curriculum Specialist, and Supplemental Instruction Peer Leaders. The Activity Director will work closely with UAHT Academic Leadership, academic deans, academic faculty, and student services personnel in course redesign, professional development, supplemental instruction, and the design, development, and implementation of a student advising support system.

The Activity Director keeps the Project Director informed of all Title III objectives performances, including progress toward achieving the objectives, updates on specific measures to ensure success, and information on any issues or concerns. It is the Activity Director's responsibility to maintain effective communication with all Title III personnel and campus constituencies, implement a comprehensive student advising system, oversee course redesign, oversee supplemental instruction and assist with the timely completion of development and pilot-test phases of activities.

The Title III Activity Director position is one of collaboration. The Activity Director works with all levels of College personnel and students to ensure that all aspects of the grant projects align with best practices for postsecondary student support.

Activity Director Misty Hughes has demonstrated familiarity with student services systems and has demonstrated the ability to work collaboratively with campus personnel and external constituents. Ms. Hughes has excellent organizational and communication skills. UAHT institutionalizes the position of the Title III Activity Director at the end of the grant period and the Activity Director will become the UAHT Director of Advising.

Duties and Responsibilities:

- Collaborate with appropriate campus departments to design, develop, and implement comprehensive student advising, advising coaches, and other student support systems
- Ensure that advising design aligns with best practices for postsecondary student support
- Supervise Advising Coaches
- Oversee the selection, training and supervision of Supplemental Instruction Peer Leaders

- Assist in providing professional development to confer with faculty providing advising services
- Cooperate with campus academic deans to coordinate professional development to faculty involved in supplemental instruction in redesigned courses
- Provide assistance to the Project Director
- Provide assistance in the gathering, documenting, and evaluation of data necessary for comprehensive project evaluation

TITLE III ADVISING COACHES

The Title III Advising Coach role is a full-time position to promote student success and increase student enrollment and retention. Academic advising is a developmental process that considers students' academic needs, individual interests, and career and professional goals. Advising Coaches report directly to the Title III Activity Director. Advising Coaches work with the Activity Director to design, pilot, evaluate, and implement advising services to students. Advising Coaches are required to keep student contact logs and report student contact hours to the Activity Director. Advising Coaches cooperate with the Activity Director to gather, aggregate, evaluate, and report data necessary for project evaluation. Advising Coaches will assist the College in institutionalizing the coaching positions aligned with the best practices for postsecondary student support.

Advising Coaches maintain up-to-date knowledge about UAHT's programs and assists students with developing academic program guides. Advising Coaches participate in on and off campus events to promote UAHT and assist with orientation programs.

Advising Coaches maintain administrative documents related to student enrollment and adhere to strict confidentiality of student records.

Advising Coaches report advising contacts and numbers to the Activity Director and works with the Activity Director to compare results with grant objectives, evaluate results, and address unexpected results. Advising Coaches develop and promote best practices for continuous improvement, remain current with technology used to provide advising services, pilot, evaluate, and report on all grant activities and requirements.

The Title III Advising Coaches are comprised of four primary areas of focus: transfer, pre-health programs, personal intervention, and career. The grant objective is to provide one-stop, holistic advising that takes into account academic indicators, as well as cultural, financial, and non-cognitive factors impacting placement, success, persistence, retention, completion, and graduation. Advising Coaches are professionals within their area of focus and work with each other and faculty members who retain advising responsibilities. Advising Coaches provide advising responsibilities for both the Hope and Texarkana campuses.

Qualifications for Title III Advising Coach include a bachelor's degree in education or student development. A master's degree is preferred. Coaches should have a minimum of 2 years' experience in academic advising or student services and should demonstrate excellent organizational and communication skills, the ability to use complex computer-based systems and multi-faceted network software and databases, and the ability to work collaboratively. Ideal candidates for the Advising Coach positions demonstrate the ability to work effectively with individuals of varying backgrounds, abilities, outlooks, ages, socio-economic levels, nationalities, and ethnic origins.

Transfer Advising Coach

The Title III Transfer Advising Coach is a Year 1 Title III position. The Transfer Coach's primary duty is to advise students about content and structure of postsecondary programs. The focus is on graduation and fulfilling transfer requirements to particular areas of study. The Transfer Coach maintains knowledge and information of transfer articulation agreements and transfer requirements and regulations. The Transfer Coach assists campus personnel regarding information and requirements at sending institutions. The Transfer Coach educates students about course planning and registration processes. The Transfer Coach meets with students related to on-and-off campus resources to meet students' individual needs and make appropriate referrals to students perceived as at-risk, and acts as an advocate for students' individual success.

The Transfer Advising Coach audits, monitors, and evaluates individual students' academic progress, helps students interpret placement decisions, and helps student determine their readiness for college programs. The Advising Coach informs students about alternatives, limitations, and possible consequences of academic decisions, such as dropping courses or effects of changing majors or programs.

Pre-Health Advising Coach

The Title III Health Professions Advising Coach is a Year 2 position. The Health Professions Coach mirrors the duties of the Transfer Advising Coach in terms of students' academic progress, placement decisions, and readiness for advance programs. The Health Professions Coach's primary duty is to advise students about content and structure of health professions and pre-health programs, including graduation and/or transfer requirements for a particular program of study. The Health Professions Coach serves as an information resource for students by maintain knowledge of health professions and pre-health programs, articulation agreements and other requirements and regulations. The Health Profession Coach helps maintain the health professions and pre-health advising website and provides appropriate training and information for academic advisors across campus and at sending institutions.

Personal Intervention Advising Coach

The Title III Personal Intervention Advising Coach is a Year 3 position. The Personal Intervention Coach mirrors the qualifications and duties of all Title III Advising Coaches. The Personal Intervention Coach works with students who need intervention through identified academic disengagement, absenteeism, probation or suspension status, or other tangible indicators to warrant intervention for a student. The Personal Intervention Coach serves as an information resource to students for institutional support services and monitors and evaluates individual student academic progress. The Personal Intervention Coach assists students in developing educational plans, informs students of alternatives, and possible consequences of academic decisions (e.g. withdrawing from courses, change of program or major, effect on transfer institutions).

Career Advising Coach

The Title III Career Advising Coach is a Year 4 position. The Career Advising Coach mirrors the duties of all Title III Advising Coaches.

TITLE III CURRICULUM SPECIALIST

The Title III Curriculum Specialist is a full-time position to lead faculty in the redesign of targeted courses. The Curriculum Specialist reports directly to the Title III Activity Director. The Curriculum Specialist engages faculty to explore ways to improve the academic success

of students. Courses earmarked for redesign can be developmental or gateway courses in traditional, online, and hybrid modalities. The Curriculum Specialist works with faculty to infuse active learning and learner-centered strategies, including the development and implementation of course redesign, training, development, and piloting high-risk courses to include supplemental instruction.

The Curriculum Specialist assists faculty in course redesign in five primary areas of focus: math (year 1), health and science-related courses (year 2), business (year 3), English and speech (year 4), and social sciences (year 5). The Curriculum Specialist works with faculty to infuse learner-centered, active learning strategies to improve success. The Curriculum Specialist works with the Activity Director, academic deans, and faculty in professional development on new active learning pedagogies, focused on learner-centered strategies that are most effective with at-risk students. For each year of the targeted disciplinary focuses the Curriculum Specialist leads faculty in incorporating strategies, tools, and technologies appropriate to the courses' content, level and delivery method. The Curriculum Specialist assists in the gathering of data for analysis of the success of piloted courses. The Curriculum Specialist compares targeted course syllabi pre-and-post faculty development to establish changes occur and document increases in course success.

Each year of the Title III project courses earmarked for redesign undergo a redesign phase. Following the redesign phase the Curriculum Specialist coordinates professional development for full-time and adjunct faculty in that year's targeted discipline to prepare them for the follow year's pilot. Redesigned and piloted courses include new pedagogies and support materials and new syllabi. The Curriculum Specialist oversees faculty in making pedagogy and materials decisions, and in updating syllabi.

The position of the Title III Curriculum Specialist ends at the conclusion of Title III grant activities.

Duties and Responsibilities:

- Oversee the day-to-day implementation of course redesign activities
- Lead redesign of targeted courses toward the goal of student success
- Lead the development and piloting of targeted courses to include supplemental instruction
- Compare course syllabi in targeted courses
- Other related responsibilities related to fulfill grant objectives

TITLE III INFORMATION TECHNOLOGY SPECIALIST

The Title III Information Technology Specialist is a half-time position to assist in the instillation of the Engagement Center and the early alert system. The Information Technology Specialist supports pilots of advising and other student support initiatives under the grant objectives.

The position of the Title III Information Technology Specialist ends at the conclusion of Title III grant activities.

TITLE III ADMINISTRATIVE ASSISTANT

The Title III Administrative Assistant is a full-time position to assist the Title III Program Director and Activity Director in the day-to-day operations of the Title III offices.

The position of the Title III Administrative Assistant ends at the conclusion of Title III grant

activities.

TITLE III PROJECT PERSONNEL

Title III Project Director	John Hollis	November 2018
Title III Activity Director	Misty Hughes	November 2018
Title III Administrative Assistant	Ginger Russell	May 2019
Title III Curriculum Specialist		
Title III Transfer Coach	Aimee Hooker	March 2019
Title III Pre-Health Coach	Cassi Steed	November 2019
Title III Personal Intervention Coach	Sydney Moses	November 2020
Title III Career Coach		
Title III Information Technology Specialist		

TITLE III PERSONNEL PROCEDURES

HIRING PROCEDURES

All hiring of Title III personnel follows UAHT policy for hiring.

UAHT is an equal opportunity employer through affirmative action in employment and educational programs and activities. [UAHT Policy 1500].

The personnel policies for the College insure the employment of the best possible staff and the evaluation of faculty and staff in a fair and professional manner. [UAHT Policy 1515]

The Chancellor is the sole authority in the hiring of personnel. [UAHT Policy 1518]

All Title III positions may be filled internally. If positions are not filled internally, positions are advertised. A selection committee is appointed by the Chancellor or the Project Director. Candidates must provide appropriate documentation as outlined in the position advertisement. The selection committee interviews candidates and makes a recommendation to the Chancellor.

POSITION OPENING REQUEST

The UAHT Personnel Requisition form opens position requests. The Personnel Requisition form is located on the UAHT Intranet. Required information includes the title of the position requested, the department or division within the College, employment status, salary recommendation, and a justification. Personnel Requisitions are signed by the Project Director, the Executive Vice Chancellor, and the Chancellor.

EMPLOYMENT APPLICATION

Employment application forms are in the office of Human Resources. Applications and any forms or materials required are either emailed to the Office of Human Resources or returned to the College.

HUMAN RESOURCES RECORDKEEPING

Personnel records at the University of Arkansas Hope-Texarkana are handled in accordance with the existing state laws concerning public access and personal privacy. Any request to review a personnel record must be made in writing and delivered to the HR Officer. Such records are available within the context of the law, as soon as reasonably possible but no later than three (3) working days of receipt of the request. The individual whose record is reviewed will be notified prior to the release of that record. Any material which is protected

by federal or state law or regulation will be removed from the record before being produced and held confidential. [UAHT Policy 1578]

CHANGES IN TITLE III PERSONNEL

The U. S. Department of Education receives all requests for changes in Title III personnel for approval.

PERSONNEL EVALUATION

Arkansas State Legislative Act 101 of 1985 mandates the implementation of a performance evaluation system for all classified employees. The Chancellor is responsible for compliance with all state regulations and guidelines as published by the Arkansas Department of Higher Education, regarding the evaluation of classified employees. Staff evaluations are conducted annually. [UAHT Policy 1595]

All Title III personnel are evaluated annually under UAHT institutional policy. Title III personnel complete a self-assessment and are evaluated by the Title III Project Director. The Project Director is evaluated by the Chancellor.

TITLE III PROJECT EVALUATION

COMMUNICATION

It is important to the success of the Title III project that progress toward goals and objectives is communicated. Communication to internal constituencies should build support for project initiatives and gain insights and campus-wide assistance in all project development work. The internal institutional community should understand plans to integrate and institutionalize project initiatives throughout the grant timelines.

External communities and constituencies communication build strong project public relations and builds positive partnerships. External partnerships become critical to the success of the Endowment Option of the Title III project and well as serving to attract new students.

OVERALL EVALUATION STRATEGIES

The evaluation strategy for Title III projects is to collect qualitative and quantitative data analyzed for formative and summative indicators of progress toward achieving annual and overall objectives. Evaluation strategies follow a continuous improvement model based on review and analysis of project strengths and deficits and on implementation of programmatic changes as needed for program improvement.

Strategies include identification of data elements and data collection and analysis procedures to measure project outcomes.

EVALUATION OBJECTIVES

The criteria for the evaluation of Title III projects include:

- The plan is clearly tied to proposed project outcomes
- The plan provides for effective assessment of student learning
- The plan provides useful information to project personnel and other evaluators
- Regular reports provide information for review by Title III personnel, the campus community, and external constituencies.
- Ensure that project objectives are met within proposed timelines and budget

- Application of a continuous assessment model of formative and summative evaluation to evaluate project impact that integrates with institutional processes
- Identify and address concerns and unintended outcomes
- Collect and analyze valid quantitative and qualitative data to effectively evaluate program outcomes
- Timely preparation of reporting documents required to document project outcomes

The Project Director is responsible for ongoing coordination and oversight of project evaluation. Every effort is made to ensure that methods are standards-based and appropriate to project objectives. The Project Director and Activity Director work together to supervise data collection and analysis.

TITLE III EVALUATION OVERVIEW

Activity Objective	Baseline Data	Project Data	Data Collection and Analysis
As each new type of advising becomes available, at least 100 students will take advantage of that type of advising.	Count of non-duplicated students receiving each type of advising.	Count of non-duplicates students receiving each type of advising in the year each is piloted.	Advisors report numbers to the Activity Director annually and compare results with objectives. Advisors analyze any unexpected results
Low success courses are redesigned to introduce practices proven to be effective with under-prepared students.	List of courses with success rates below 75%.	Syllabi of courses selected for redesign indicating learner-centered changes.	Syllabi compared pre and post-faculty development documenting changes and course success.
Supplemental Instruction support designed and piloted for designated courses.	Count of designated courses with Supplemental Instruction support.	Syllabi of designate courses indicating addition of Supplemental Instruction support.	Instructors of designated courses assure Supplemental Instruction support is developed and piloted.
An increasing percentage of students earn a “C” or better in Supplemental Instruction supported courses.	Percentages of students earning a “C” or better in same courses before addition of Supplemental Instruction.	Percentage of students earning a “C” or better in Supplemental Instruction supported course sections; student demographics.	Institutional Research Officer reports grades at the end of each term. Tallied results compare objectives and results analyzed for significant differences by demographic characteristics.
Utilization of an early alert system to support student success.	Number and identity of personnel using the early alert system.	Participants’ survey about the usefulness of the early alert system; count of	Report of numbers trained and using early alert; determination of

		persons using the system.	need for additional training.
Increasing percentage of entering students retained fall-to-fall.	Comparison of fall cohort of first-time students and numbers re-enrolling the following fall.	Percentage of entering students returning for following fall.	Institutional Research Officer calculates retention rates annually; work with UAHT personnel to modify and improve results.
Increase of total enrollments.	Comparison of fall 2018 enrollment with subsequent fall enrollments.	Headcount fall 2023 to fall 2018.	Fall enrollments monitored annually.
Increased percentage of non-graduating students persisting from fall to spring.	Comparison of students completing spring semester and re-enrolling the following fall.	Percentage of spring students returning for following fall.	Institutional Research Officer calculates persistence rates annually.
Increased percentage of students graduate within 150% of program length.	Count of graduates by entering cohort.	Count of graduates completing within 150% of program length.	Institutional Research Officer calculates graduation rates annually.
Increased enrollment revenues by improving retention.	Beginning enrollment numbers; institutional financial reports 2018-2019.	Annual enrollment numbers; retention data; persistence data; annual institutional financial reports	Executive Vice Chancellor reports tuition revenues.

FORMATIVE AND SUMMATIVE EVALUATION

Because formative evaluation is critical during project development, grant personnel conduct formative evaluation throughout each academic term. Identification of strengths and weaknesses provides data for project improvement. Formative evaluation contains both qualitative and quantitative measures of project progress and outcomes.

Evaluation begins with process evaluation to document and analyze the early development and actual implementation of the strategy and assess whether implementation occurred as planned and whether expected outcomes were produced.

At the end of each year summative evaluation focuses on value-based judgments about objective achievements and overall project success and impact. Evaluation is a tool for improvement that supports and directs adjustments throughout the course of project implementation. Determining the project’s impact on the College is essential. Ongoing evaluation throughout all five grant years constitutes formative and summative evaluation of the project’s institutional impact.

INTERNAL MONITORING PROCESS

The Internal Monitoring Team is responsible for the internal oversight of the grant project. The Internal Monitoring Team must be familiar with the scope and purpose of the Title III project to enable and ensure smooth transitions to implement project objectives. The Internal Monitoring

Team reviews formative and summative reports and makes recommendations and adjustments to ensure continuous improvement and assessment of implementing program activities.

The Internal Monitoring Team meets quarterly. The Project Director and other Title III personnel report on progress toward annual goals and objectives. The Project Director keeps the Internal Monitoring Team apprised of timelines for completion of objectives, identifies obstacles, justifies incomplete activities, and reports on the budget.

Questions for the Internal Monitoring Team to consider:

- Were resources adequate to carry out planned activities?
- Were activity designs completed on time; are timelines realistic?
- Were results successful
- Did evaluation indicate any issues with course design?
- Did the number of students advised increase?
- Did student success increase in redesigned courses?
- Did students participating in SI experience course success?
- Were annual objectives consistently met?
- Did retention and graduation rates improve?

EXTERNAL MONITORING PROCESS

The Title III Project retains an external evaluator for the grant throughout the lifetime of the grant project. The External Evaluator works with Title III personnel and the Internal Monitoring Team to review and refine the grant evaluation plan as needed to include review of evaluation instruments and the collection and analysis of data.

TITLE III REPORTING PROCEDURES

RECORDKEEPING

Recordkeeping under the Title III Grant follows UAHT Policy, including documentation in accordance with generally accepted institutional practices.

GRANT MANAGEMENT REPORTING

Activity progress documentation includes Time and Effort Reports, Monthly Progress Reports, Equipment Inventory, Travel Reports, Faculty Development, Davis Bacon Compliance, and Memos to the File.

TIME AND EFFORT DOCUMENTATION

Title III personnel complete a Time and Effort Report each month. Time and Effort Reports document major tasks accomplished toward yearly grant objectives and verify the percentage of time spent on Title III activities. Title III personnel submit Time and Effort Reports to the Project Director. The Project Director maintains records electronically. Title III personnel select the electronic Time and Effort reporting format best suited to their position and as the best practice of documenting grant objectives.

Time and Effort Reports document the number of hours and percentage of effort on the project. Time and Effort Reports are submitted to the Project Director in as timely a manner as possible but no later than ten (10) calendar days from the end of the reporting month. Time and Effort Reports are dated and signed.

MONTHLY PROGRESS REPORTS

Title III personnel complete a Monthly Progress Report documenting progress toward yearly grant objectives. Monthly Progress Reports are a detailed summation of major activities and accomplishments pertaining to Title III programs for the specific reporting period. Monthly Progress Reports reference progress toward yearly grant objectives.

Monthly Progress Reports identify any problems or obstacles experienced in meeting the objectives of program objectives and propose solutions to address progress toward yearly grant objectives. Monthly Progress Reports should detail and describe any cooperative activities with other departments of the College, both Title III and non-Title III.

Monthly Progress Reports identify equipment or other significant purchases made with Title III funding during the specific reporting period. Summaries of any travel paid with Title III funds during the specific reporting period are included. Any grant administrative activities addressed or completed are included.

Title III personnel submit electronic Monthly Progress Reports to the Project Director. The Project Director maintains records electronically. Monthly Progress Reports are submitted to the Project Director in as timely a manner as possible but no later than ten (10) calendar days from the end of the reporting month. Reports are dated and signed.

QUARTERLY REPORTS

The Project Director provides Quarterly Reports to the Internal Monitoring Team and any external constituencies directed by the UAHT Chancellor. Quarterly Reports focus on progress toward annual project goals and objectives and include a timeline for the specific reporting period. Quarterly Reports address any incomplete activities and explain justifications and plans to meet annual project goals. Quarterly Reports include budget expenditures and acknowledge remaining funds.

ANNUAL PROGRESS REPORT

An Annual Progress Report, required by the U.S. Department of Education, is completed by the Project Director and submitted electronically in the timeframe required under grant regulations. The Annual Progress Report is reviewed by the Chancellor, the Internal Monitoring Team for feedback and needed revisions prior to its submission. The Annual Progress Report includes an Executive Summary of Title III activities over the prior 12 months, a project status summation, a schedule of assessed activities, and a budget status report. The purpose of the Annual Progress Report is to describe the institutional impact of the reporting year's grant activities, including direct positive impacts and any ancillary impacts. The Annual Progress Report may include any supplemental information needed to describe grant progress and may include cooperative activities among and between divisions of the College and other Title III activities.

Annual Progress Reports are due 90 calendar days after each grant year.

FINAL PERFORMANCE REPORT

A Final Performance Report is due 90 calendar days after the expiration of the grant award. The performance report includes a comparison of actual accomplishments with goals and objectives and any explanation of why established goals were not met.

EQUIPMENT AND SUPPLIES PROCUREMENT

All supply and equipment requests must be directly related to the objectives of Title III project activities and must follow UAHT procurement policies.

Standard College procedures are followed by the UAHT Business Office for purchasing, ordering, and remitting payment to vendors. The Business Office maintains original documentation and receipts. Copies of all purchase orders are maintained in the Title III Office.

Equipment inventory must contain the following:

- Description (such as model number)
- Identification number (such as a serial number)
- Title III PR/Award number: P031A180063
- Title holder
- Acquisition date
- Unit cost
- Percentage of Federal participation in cost
- Location
- Use
- Security and condition
- Information on ultimate transfer, replacement, or disposition

Supply requests related to Title III project activities originate with Title III personnel and are accompanied by a justification for the purchase. Equipment requests related to Title III project activities originate with Title III personnel and are accompanied by a justification for the purchase.

Title III personnel and the UAHT Business Office provide effective control over the accountability for all funds, equipment, property, and assets under the grant. Adequate safeguards assure that use is solely for authorized purposes.

Purchase Orders

Purchases under the Title III grant are requisitioned on the UAHT Purchase Request form. Purchase Orders are signed by the Project Director and the UAHT Executive Vice Chancellor and then forwarded to the UAHT Business Office for processing. The UAHT Controller also approves the request.

On July 6, 2020, UAHT transitioned to Workday. Purchase orders are titled Spend Authorizations and are used for both travel and non-travel expense events. Requesting a spend authorization is through the Workday homepage under the 'Create Spend Authorization' task. Once the required fields for the spend authorization are completed and submitted the process for requesting a spend authorization is complete. To view the actions taken, 'Details and Process' may be accessed and spend authorizations may be tracked in the 'Process History' table.

Spend authorizations must be approved by the appropriate supervisor(s) through the Workday Inbox task. Supervisors may approve, deny, or send back changes to the spend authorization. Approvers must provide a reason if the 'send back' action is used.

FACULTY DEVELOPMENT

Faculty contracted for development work provide progress reports. Reports include deliverables and timelines, documentation of course redesign or development, instructional strategies, and advising pilots, if applicable. Course redesign deliverables are completed and documented before payment is received.

DAVIS BACON COMPLIANCE

All federally funded renovation projects over \$2,000 require compliance documentation of the Davis-Bacon Act. Project work includes construction, alteration, repair, painting, and decorating of public buildings and public works. Contractors and subcontractors must pay laborers and mechanics employed under the contract no less than the locally prevailing wages and fringe benefits for corresponding work on similar projects in the area under the Department of Labor determinations.

MEMOS TO FILE

Variations from approved budget items or use of funds is best documented through a memorandum written expressly for the purpose of recording and explaining such variations. Memos to the File are filed in a manner that future references and an organized paper trail explains decisions, situations, or budget matters which might be questioned or require explanation.

TITLE III BUDGET ADMINISTRATION

FISCAL MANAGEMENT

The Project Director maintains fiscal control over the expenditure of federal dollars using existing College policies and procedures. The Project Director does not have more authority within the College than that of the business office, administration, or any other institutional organizational structure. Monthly budget reports include the eight (8) line items required under federal law.

The principles set forth by the Office of Management and Budget (OMB) for generally accepted accounting rules used to determine whether costs applicable to grants contracts, and other agreements are allowable, reasonable, and allocable. Allowable costs are those necessary and reasonable under generally accepted accounting principles and conform with any limits or exclusions set forth in the Federal Cost principles applicable to the organization incurring the costs or in the GAN as to types or amounts of costs. Reasonable costs are those incurred by a reasonable person. Allocable costs are those associated with specific activities within the approved grant.

FINANCIAL MANAGEMENT

The standard for financial management under the Title III grant is accurate, current, and complete disclosure of the financial results of each federally sponsored project. Records adequately identify the source and application of funded projects and activities, including authorizations, obligations, and balances. Effective control over and accountability for all funds includes adequate safeguards for assets to assure that they are used solely for authorized purposes.

Standards for financial management include five major parts of a financial transaction:

- Identification of the transaction or other recognizable event (grant-related function)
- Proper source document (purchase order or invoice) including adequate information, necessary signatures, and justification of allowable and reasonable
- Analysis and classification of transactions (account number and budget line)
- Journal of transaction records
- Post of general journal entries into an account ledger

RECORDS

The College must provide an accurate, current, and complete disclosure of the financial status of each program sponsored by the U.S. Department of Education. The College maintains records that adequately identify the source and application of funds for sponsored activities and that contain information specific to institutional awards, authorizations, obligations, unobligated balances, assets, income, liabilities, revenues, expenditures, and cash disbursements.

Accounting records include cost accounting records that are supported by source documentation.

TITLE III ACCOUNTS

All Title III funds are controlled and reported in accordance with grant terms and conditions and federal regulations. Internal cash management standards must ensure that the College does not spend more funds than it has the authority to spend. Drawdowns and disbursements are tracked and recorded to show there is an equal drawdown for every disbursement. Officials authorizing requests for federal funds must know the available fund balance when making the request.

Funds advanced through the U.S. Department of Education system should be processed in a manner to minimize the time between the transfer of funds from the U.S. Treasury as soon as administratively feasible, but no later than three (3) business days following the date the College receives the funds.

FISCAL CONTROL

All purchases using Title III funds comply with UAHT Policy. Purchases must meet provisions of project budget allowances and must be approved by the Project Director and the UAHT Vice Chancellor for Finance and Administration.

All Title III charges are consistent between the Title III office and the UAHT business office and comply with UAHT recordkeeping systems. Budget files are maintained in the Title III office and the UAHT business office. The U.S. Department of Education G5 accounting system is regularly checked to ensure consistency between UAHT Title III budget records for draw down of funds and the U.S. Department of Education records.

DRAWDOWNS

The College receives Title III funds through the U.S. Department of Education's G5 grants management and payment system. The G5 system access is online: www.g5.gov Fund withdrawal is under the College's PR/Award Number: **P031A180063**. Funds are deposited into the College's designated bank account. The frequency of payment requests and the amount of withdrawals is limited to the amounts actually needed to meet the obligations under the grant and timed in accordance with the cash needs to carry out the activities of the grant. The College operates under a reimbursement payment method, whereby the College makes disbursements before it submits a request to drawdown funds. When the College encumbers funds (the business office makes an obligation to pay for equipment, supplies, and services necessary to meet grant obligations) and disburses funds (issues a check), then it submits a request to drawdown funds through the electronic G5 system.

Only the UAHT Business Office has registered access to the G5 system to drawdown funds. The Project Director is allowed "view only" status in the G5 system for monitoring drawdowns to ensure timeliness and currency.

UNALLOWABLE COSTS

The Title III Grant fund utilization is for developmental use only. Title III funds cannot be operational funds (supplanting). Title III funds are startup costs for developing and piloting new systems and for pilot modifications. Developmental grants require a development sequence process: design, develop, pilot, evaluate, modify, and institutionalize.

The carry out of the following activities or the payment for costs associated with the following activities is unallowable:

- Activities that are not included in the approved application
- Activities that are inconsistent with any Arkansas plan for higher education
- Activities or serves that relate to sectarian instruction or religious worship
- Activities provided by a school or department of divinity
- Developing or improving non-degree or non-credit courses other than basic skills development courses
- Developing or improving community-based for community service programs unless the program provides academic-related experiences or academic credit toward a degree for degree-seeking students
- Purchase of standard office equipment, such as furniture, file cabinets, bookcases, typewriters, or work processors
- Payment of any portion of the salary of the UAHT Chancellor or equivalent officer who has college-wide administrative authority
- Costs of organized fund-raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar expenses incurred solely to raise capital or obtain contributions
- Costs of student recruitment such as advertisements, literature, and college fairs
- Services to high school students unless they are services to encourage such students to develop the skills and interests to pursue postsecondary education
- Instruction in UAHT's standard courses as indicated in the College Catalog
- Costs for health and fitness programs, transportation, and day care services
- Student activities such as entertainment, cultural, or social enrichment programs, publications, social clubs, or associations
- Activities that are **operational** in nature rather than **developmental** in nature

PROGRAMMATIC CHANGES AND BUDGET REVISIONS

Deviations from budget and program plans are reported and requests to the U.S. Department of Education are required before approvals for budget and program plan revision in the following instances:

- Change in the scope of objective of the project
- Change in key personnel specified in the application or award document
- The absence of more than three months, or a 25 percent reduction in time devoted to the project by the approved Project Director
- Need for additional federal funding
- The inclusion, unless waived by the Secretary, of costs that require prior approval in accordance with OMB Circular A-21
- Transfer of budget funds to increase contractual services
- Transfer of budget funds to decrease faculty training stipends
- Purchase of more or different items of equipment
- Changes to travel categories (budget, individual traveling, destinations)

Requests for programmatic changes or budget revision include a budget revision/justification letter to the Title III Project Director. Programmatic changes or budget revisions include the signature of the Chancellor and are submitted to the U.S. Department of Education for final approval.

EQUIPMENT INVENTORY

Federal requirements state that all equipment (\$5,000 or more) purchased with Title III funds are tagged with a UAHT non-removable control number sticker and with a Title III sticker. The College's policy is that all equipment over \$500 is tagged. Title III equipment is tagged in compliance with College policy.

All equipment is inventoried through an electronic master equipment list maintained by the UAHT Business Office. Inventory records are also maintained in the Title III office.

Equipment inventory must contain the following:

- Description (such as model number)
- Identification number (such as a serial number)
- Title III PR/Award number: P031A180063
- Title holder
- Acquisition date
- Unit cost
- Percentage of Federal participation in cost
- Location
- Use
- Security and condition
- Information on ultimate transfer, replacement, or disposition

A physical inventory of all equipment is performed annually. Safeguards include adequate efforts to prevent loss, damage, or theft.

TITLE III TRAVEL

TRAVEL PROCEDURES

All Title III travel follows College policy and procedures. The Project Director must approve each travel expense paid by Title III funds. Travel must be directly related to project objectives and receipts for travel costs must be provided.

The College recognizes the need for travel to promote professional development, student instruction, attendance at educational and professional meetings, service on committees and perform official college functions. Administrative procedures are published which delineate the methods and process for travel approval, allowances, and reimbursements. Travel and reimbursements are in accordance and compliance with approved State and College travel regulations and procedures. Administrative procedures which delineate the process for travel approval, allowances, and reimbursements are located on the campus intranet. The Chancellor is the Travel Administrator for the College and has the authority to delegate that responsibility to other employees. [UAHT Policy 2000]

Reimbursement for travel is in accordance with state and college travel regulations and procedures. A Request for Leave Form is approved by the appropriate administrator and the Chancellor. Requests should be submitted at least five (5) days prior to the travel when possible. Persons travelling should include personnel assuming their duties in their absence and an estimated cost of the trip. Whenever possible, a college vehicle will be assigned for an approved trip. An electronic Request for College Vehicle form should be submitted simultaneously with the Leave Form. Priorities for college vehicles will be given to trips based on the number traveling, miles to be driven and vehicle suitability. All things being equal, vehicles will be assigned on a first come basis.

The actual cost of meals is reimbursed on a TR-1 Form if overnight lodging is required. The maximum allowance for meals is the amount listed in the most current Federal Travel Directory published by GSA. The maximum is only allowed if a travel day begins before 6:00AM and ends after 6:00PM; however, reimbursements are made based on actual receipts not per diem amounts. (<http://www.gsa.gov/portal/content/104877>)

College and/or state policy require receipts for meals, lodging, registration fees, or any miscellaneous travel expense. Reimbursements will not be made for these items without valid receipts (meal receipts must be itemized showing what items were ordered and cannot be handwritten). Also, no reimbursement will be allowed to any employee for personal entertainment, valet service, flowers, laundry, cleaning, lounge charges, handwritten tips, tips exceeding 15%, or personal phone calls.

All requests for travel reimbursement must be made on a TR-1 form. A copy of the approved leave form and receipts for lodging, registration etc. must be attached to the TR-1 form.

All TR-1 forms are turned in to the appropriate Vice Chancellor for approval. All information must be completed, and the form must be signed by a Travel Supervisor or the Travel Administrator. The approved TR-1 form must be submitted to the Business Office to process reimbursement.

The College Vice Chancellors are the only approved Travel Supervisors for the college. Questions pertaining to travel regulations or procedures should be directed to the Travel Supervisors or the Business Office.

The Chancellor is the Travel Administrator for the College and must approve all out of state travel.

The official station for most employees is the campus location at which their permanent office is located either the Hope or Texarkana campus. Employees unsure of the official station or of any other information requested on the TR-1 should contact the Business Office.

When travel by private vehicle is approved, reimbursement will be made by the official mileage shown on the current Arkansas Highway map. The Business Office has current Arkansas maps. Vicinity mileage must be listed separately on the TR-1. No reimbursement for the use of a private vehicle can be made without the license number of that vehicle listed on the TR-1.

Out of State travel reimbursements must have a copy of the approved Leave Request attached to the TR-1 reimbursement form. [UAHT Policy 2004]

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Spend authorizations must be approved by the appropriate supervisor(s) through the Workday Inbox task. Supervisors may approve, deny, or send back changes to the spend authorization. Approvers must provide a reason if the 'send back' action is used.

Personnel traveling utilizing Title III funds must report a summary of their participation and information gained that relates to the objectives or outcomes of the project. Every effort should be made to share participation information. Personnel traveling utilizing Title III funds complete a Summary Travel Form upon returning from the trip.