

**Wallace Community College**

**Title III Program  
Policy and Procedure Manual**

**Center for Writing and Writing Instruction (CWWI)**

**March 2014**

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## **Strengthening Institution Programs**

The Strengthening Program assists eligible institutions of higher education to become self-sufficient by providing help to improve their academic quality, institutional management and fiscal stability. Self-sufficient means the point at which, in the determination of the Secretary, an institution should be viable, thriving and able to survive without continued funding under the Strengthening Programs.

The Secretary awards planning grants, renewable and nonrenewable development grants under the Strengthening Program. A development grant implements portions of an applicant's long-range plan to enable it to move toward self-sufficiency (renewable grant) by the end of the grant period. A planning grant may be used to develop a long-range plan, to develop an application for a development grant under the Strengthening Institutions Program, or to develop both a plan and application. Institutions may receive a planning grant, a renewable development grant, or a nonrenewable development grant individually or as part of a cooperative arrangement.

Wallace Community College was awarded a five-year nonrenewable development grant for the period of 2013-2018.

The Strengthening Program at Wallace Community College is governed by federal regulations, policies and guidelines of the U. S. Department of Education and the Office of Management and Budget. The state of institutional policies must be managed such that all regulations, policies and procedures are adhered to in concert.

Wallace Community College uses Title III resources to:

- Help meet institutional goals
- Strengthen retention of students
- Improve and strengthen existing academic offerings and to add needed courses
- Strengthen and improve existing management operations

## **Preface**

This Policy and Procedure Manual is provided to the Title III director and supervisors as a guide to the administration of Title III policies as they apply to all funded activities. It is to be used in monitoring and evaluating programs, managing personnel assigned to program activities, and maintaining fiscal controls of expenditures.

This Manual should be used as a reference and as a general guide. It is expected that activity directors will strive to apply these policies appropriately in spending and in any actions taken. Compliance with the guidelines and regulations contained in this manual will assure adherence to the Education Department General Administration Regulations (EDGAR) and other Federal directives.

The Policy and Procedure Manual will be updated on a regular basis, and the College reserves the right to change, modify, or supersede any of these policies and procedures with or without notice at any time.

Copies of this Manual are distributed to the Title III Activity Director at the College and to appropriate administrative units. It will also be available in the Grant Development Office located in Wallace Hall or online at the completion of the Title III website.

March 2014

## Funded Activities, 2013-2018

Wallace Community College (WCC) has identified three overall goals with six measurable objectives. These goals and objectives will improve the College's ability to fulfill its mission of providing accessible quality educational opportunities for its students.

<b>Table 1: Key Goals and Measurable Objectives</b>	
<b>GOAL 1: Enhance student success and engagement through increased excellence in educational programs.</b>	
<b>Measurable Objectives by September 30, 2018:</b>	
<ul style="list-style-type: none"> <li>(1) Increase to 24% the fall-to-fall retention of first-time students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 14.33%</li> <li>(2) Increase completion rates in ENG 101 to 73% for students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 63.56%</li> <li>(3) Increase the percentage of first-time students who graduate within three years to 20%. Baseline: 14.8%</li> </ul>	
Specific Tasks and Methods Involved	Tangible Results
<ul style="list-style-type: none"> <li>(1) Increase student access to tutorial support for writing.</li> <li>(2) Implement a Center for Writing &amp; Writing Instruction (CWWI) with intervention strategies in response to students' writing deficiencies.</li> <li>(3) Hire a full-time director for the CWWI to lead &amp; direct operations of student support &amp; faculty development in writing instruction.</li> <li>(4) Hire full-time coordinators for Dothan &amp; Sparks Campuses to conduct training of tutors, assist with scheduling &amp; data collection, &amp; provide tutorial assistance &amp; technological support.</li> <li>(5) Hire professional &amp; peer tutors to collaborate with student writers to increase writing proficiency.</li> <li>(6) Require developmental English students to complete one hour of weekly writing center lab time with instructor coupled with standard classroom instruction.</li> <li>(7) Require weekly writing center support for students scoring 62-77 on COMPASS Writing Skills Test.</li> </ul>	<ul style="list-style-type: none"> <li>(1) Writing support services &amp; writing-rich pedagogy consolidated into the Center for Writing &amp; Writing Instruction (CWWI) will significantly improve students' writing proficiency through one-to-one tutorials, tracking &amp; advising systems, &amp; technological support.</li> <li>(2) Persistence in &amp; completion of ENG 101, one of the Top Ten freshman courses, will be significantly improved as a result of writing support services and writing-rich pedagogy.</li> <li>(3) Progress will be made toward persistence, retention, &amp; completion by improving students' skills in writing.</li> </ul>
<b>GOAL 2: Provide proven academic strategies &amp; on-going professional development opportunities responsive to the needs of the faculty.</b>	
<b>Measurable Objectives by September 30, 2018:</b>	
<ul style="list-style-type: none"> <li>(1) Increase the percentage of general academic faculty teaching Top Ten freshman courses trained in the instruction &amp; assessment of writing through the CWWI to 90% Baseline = 0%</li> <li>(2) Increase the number of Top Ten freshman courses integrating writing-rich pedagogical practices &amp; evaluation techniques established by the CWWI into the curriculum by 100%. Baseline = 0.</li> </ul>	

Specific Tasks and Methods Involved	Tangible Results
(1) Train faculty teaching Top Ten general education courses in designing writing assignments linked to GEO outcomes, evaluating student writing, & tracking students' growth in writing within their content areas.	(1) Student writing skills will develop more quickly as assignments are more closely aligned in general educational courses to program & career goals. (2) Faculty growth & innovation in the teaching & evaluating of student writing will lead to increased student persistence, retention, and completion. (3) Directed focus on writing in general education courses will lead to improvement in General Educational Outcomes (GEOs) related to critical thinking & effective communication.
<b>GOAL 3: Improve the infrastructure essential to support &amp; achieve the purposes of the Center for Writing &amp; Writing Instruction.</b>	
Measurable Objectives by September 30, 2018: (1) Increase square footage available for CWWI by 4,900 square feet.	
Specific Tasks and Methods Involved	Tangible Results
(1) Reassign existing spaces on Dothan Campus to achieve the purposes of the Center for Writing & Writing Instruction initiative. (2) Relocate the CNA lab on the Sparks Campus & renovate the space to achieve the purposes of the Center for Writing & Writing Instruction initiative. (3) Upgrade technology to improve instructional delivery.	(1) Conversion of existing classrooms & labs will lead to technology-rich collaborative workspaces for tutorials, teaching, & learning. (2) Center for Instructional Excellence (CIE) and Management Information Systems (MIS) will provide reliable technological support for faculty development & curricular innovation using technology to teach writing.

**Methods and Resources Used**

This Title III project has been approved by WCC President Linda C. Young and her Administrative Council, members of which have been involved in project design. The implementation plan for this grant is structured to involve WCC decision-making bodies (i.e., Curriculum Committee) and intra-institutional authorizations at key points throughout the five-year project. Coordination across divisional lines will ensure a smooth and timely transition from federal to institutional support.

Although cost sharing is not required for Title III, the College have assumed a substantial financial commitment. Most notably, WCC will begin institutionalizing the costs for key personnel in Year 3 and will begin assuming other costs (technology maintenance, professional development, and travel) in Year 4. The Dean of Business Affairs conservatively estimates WCC's assumed costs will be \$282,128 for the five-year grant period. The grant initiatives will be well established by the end of the grant cycle, and WCC leadership has committed to institutionalize all practices and improvements by the end of the grant period.

**Salaries and Fringe Benefits**

The College will begin assuming an increasing percentage of the salaries and fringe benefits for the three full-time positions (the Center for Writing and Writing Instruction (CWWI) director and coordinators for Dothan and Sparks campus Writing Centers) and two part-time professional tutor positions beginning in Year 3, Year 4, and Year 5 (20%, 30%, and 40%, respectively). Title III funds will be used to hire peer tutors as instructional assistants in the CWWI. WCC will retain the peer tutoring program after the Title III grant has expired by using general operating funds set aside for the peer tutoring program. At the end of the grant cycle, the



College will assume 100% of the salaries/fringe benefits for all full- and part-time positions (see Table 2 below) totaling \$324,841.

**Technology Plan**

Beginning with Year 1 of the grant period, WCC will incorporate all equipment and technology purchased with Title III funds into its equipment and maintenance and software upgrade schedule. Post-grant needs will be incorporated into the annual maintenance and upgrade process.

**New Tuition Revenue**

As the College achieves its Title III fall-to-fall retention rates of 24% and degree completion goal of 20%, WCC is confident that resulting revenue streams will be sufficient to maintain this commitment. Using current enrollment as a baseline, estimating based on today’s tuition and instructional costs, and applying a cohort attrition model, reaching these two objectives will net \$353,080 of additional revenue by 2019.

<b>Table 2: Title III Post-Grant Cost and Revenue Projection</b>			
<b>Cost Estimates</b>		<b>Anticipated Revenue</b>	
Salaries	\$255,911	Tuition Revenue	\$305,162
Fringe Benefits	\$68,930	Technology Fee	\$22,698
Travel	\$7,200	Facility Fee	\$22,698
Supplies	\$14,029	Bond Fee	\$2,522
Other	\$4,000		
<b>TOTAL</b>	<b>350,070</b>	<b>TOTAL</b>	<b>\$353,080</b>

## Realistic Objectives for Each Activity

Table 3: Annual Objectives and Performance Indicators	
Annual Measurable Objectives	Performance Indicators
<b>Year 1: 2013-14</b>	
<b>Objective 1:</b> By Sept. 30, 2014, increase to 16% the fall-to-fall retention of first-time students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 14.33%	At least 16 % of first-time students scoring 1-77 on the COMPASS Writing Skills Test who received writing center support & enrolled FA 2013 will return in FA 2014.
<b>Objective 2:</b> By Sept. 30, 2014, increase completion rates in ENG 101 to 65% for students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 63.56%	By Sept. 30, 2014, at least 65% of students scoring 1-77 in FA 2013 on the COMPASS Writing Skills Test who received writing center support will successfully complete ENG 101.
<b>Objective 3:</b> Increase the number of first-time students who graduate within three years to 17% in 2017 and to 20% in 2018. Baseline: 14.8%	This objective will be measured beginning in year 4.
<b>Objective 4:</b> By Sept. 30, 2014, increase the number of general academic faculty teaching Top Ten freshman courses trained in the instruction and assessment of writing through the CWWI to 20%. Baseline: 0%	By Sept. 30, 2014, at least 20% of general academic faculty teaching Top Ten freshman courses will be trained in the instruction & assessment of writing through the CWWI.
<b>Objective 5:</b> By Sept. 30, 2014, increase number of Top Ten freshman courses integrating writing-rich pedagogy developed through the CWWI into the curriculum to 20%. Baseline: 0	By Sept. 30, 2015, at least 20% of Top Ten freshman courses will integrate writing-rich pedagogy developed through the CWWI into the curriculum.
<b>Objective 6:</b> By Sept. 30, 2014, increase sq. ft. available for CWWI by 4,900 square feet.	By Sept. 30, 2014, lab spaces completely reconfigured into CWWI workspaces.
<b>Year 2: 2014-15</b>	
<b>Objective 1:</b> By Sept. 30, 2015, increase to 18% fall-to-fall retention of first-time students scoring 1-77 on the COMPASS Writing Skills Test who receive writing center support. Baseline: 14.33%	At least 18% of first-time students scoring 1-77 on the COMPASS Writing Skills Test who received writing center support & enrolled FA 2014 will return in FA 2015.
<b>Objective 2:</b> By Sept. 30, 2015, increase completion rates in ENG 101 to 67% for students scoring 1-77 on the COMPASS Writing Skills Test who receive writing center support. Baseline: 63.56%	By Sept. 30, 2015, at least 67% of students scoring 1-77 in FA 2014 on the COMPASS Writing Skills Test who received writing center support will successfully complete ENG 101.
<b>Objective 3:</b> Increase the number of first-time students who graduate within three years to 17% in 2017 and to 20% in 2018. Baseline: 14.8%	This objective will be measured beginning in year 4.
<b>Objective 4:</b> By Sept. 30, 2015, increase the number of general academic faculty teaching Top Ten freshman courses trained in the instruction & assessment of writing through the CWWI to 35%. Baseline: 0%	By Sept. 30, 2015, at least 35% of general academic faculty teaching Top Ten freshman courses will be trained in the instruction & assessment of writing through the CWWI.
<b>Objective 5:</b> By Sept. 30, 2015, increase number of Top Ten freshman courses integrating writing-rich pedagogy developed through the CWWI into the curriculum to 40%. Baseline: 0	By Sept. 30, 2015, at least 40% of Top Ten freshman courses will integrate writing-rich pedagogy developed through the CWWI into the curriculum.

Year 3: 2015-16	
<b>Objective 1:</b> By Sept. 30, 2016, increase to 20% the fall-to-fall retention of first-time students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 14.33%	At least 20% of first-time students scoring 1-77 on the COMPASS Writing Skills Test who received writing center support & enrolled FA 2015 will return in FA 2016.
<b>Objective 2:</b> By Sept. 30, 2016, increase completion rates in ENG 101 to 69% for students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 63.56%	By Sept. 30, 2014, least 69% of students scoring 1-77 in FA 2015 on the COMPASS Writing Skills Test and received writing center support will successfully complete ENG 101.
<b>Objective 3:</b> Increase the number of first-time students who graduate within three years to 17% in 2017 and to 20% in 2018. Baseline: 14.8%	This objective will be measured beginning in year 4.
<b>Objective 4:</b> By Sept. 30, 2016, increase the number of general academic faculty teaching Top Ten freshman courses trained in the instruction and assessment of writing through the CWWI to 55%. Baseline: 0%.	By Sept. 30, 2016, at least 55% of general academic faculty teaching Top Ten freshman courses will be trained in the instruction & assessment of writing through the CWWI.
<b>Objective 5:</b> By Sept. 30, 2016, increase number of Top Ten freshman courses that integrate writing-rich pedagogy developed through CWWI into the curriculum to 60%. Baseline: 0	By Sept. 30, 2016, at least 60% of Top Ten freshman courses will integrate writing-rich pedagogy developed through CWWI into the curriculum.
Year 4: 2016-17	
<b>Objective 1:</b> By Sept. 30, 2017, increase to 22% the fall-to-fall retention of first-time students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 14.33%	At least 22% of first-time students scoring 1-77 on the COMPASS Writing Skills Test who received writing center support & enrolled FA 2016 will return in FA 2017.
<b>Objective 2:</b> By Sept. 30, 2017, increase completion rates in ENG 101 to 71% for students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 63.56%	By Sept. 30, 2017, at least 71% of students scoring 1-77 in FA 2016 on the COMPASS Writing Skills Test who received writing center support will successfully complete ENG 101.
<b>Objective 3:</b> By Sept. 30, 2017, increase the number of first-time students who graduate within three years to 17%. Baseline: 14.8%	At least 17% of first-time entering students who attended WCC in 2015 will graduate with a credential by Sept. 30, 2017.
<b>Objective 4:</b> By Sept. 30, 2017, increase the number of general academic faculty teaching Top Ten freshman courses trained in the instruction & assessment of writing through the CWWI to 75%. Baseline: 0%	By Sept. 20, 2017, at least 75% of general academic faculty teaching Top Ten freshman course will be trained in the instruction & assessment of writing through the CWWI.
<b>Objective 5:</b> By Sept. 30, 2017, increase number of Top Ten freshman courses integrating writing-rich pedagogy developed through the CWWI into the curriculum to 80%. Baseline: 0	By Sept. 30, 2017, at least 80% Top Ten freshman courses will integrate writing-rich pedagogy developed through CWWI into the curriculum.

Year 5: 2017-18	
<b>Objective 1:</b> By Sept. 30, 2018, increase to 24% the fall-to-fall retention of first-time students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 14.33%	At least 24% of first-time entering students scoring 1-77 on the COMPASS Writing Skills Test who received writing center support & enrolled FA 2017 will return in FA 2018.
<b>Objective 2:</b> By Sept. 30, 2018, increase completion rates in ENG 101 to 73% for students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 63.56%	By Sept. 30, 2018, at least 73% of students scoring 1-77 in FA 2017 on the COMPASS Writing Skills Test and received writing center support will successfully complete ENG 101.
<b>Objective 3:</b> By Sept. 30, 2018, increase the number of first-time students who graduate within three years to 20%. Baseline: 14.8%	At least 20% of first-time students who attended WCC in 2016 will graduate with a credential by Sept. 30, 2018.
<b>Objective 4:</b> By Sept. 30, 2018, increase the number of general academic faculty teaching Top Ten freshman courses trained in the instruction & assessment of writing through the CWWI to 90%. Baseline: 0%	By Sept. 30, 2018, at least 90% of general academic faculty teaching Top Ten freshman courses will be trained in the instruction and assessment of writing through the CWWI.
<b>Objective 5:</b> By Sept. 30, 2018, increase number of Top Ten freshman courses integrating writing-rich pedagogy developed through the CWWI into the curriculum to 100%. Baseline: 0	By Sept, 30, 2018, 100% of the Top Ten freshman courses will integrate writing-rich pedagogy developed through the CWWI into the curriculum.

### Title III Administrative Structure

WCC’s review of similar programs and an assessment of the ideal qualifications, abilities, and responsibilities of the Title III Project Coordinator position and the Director of the Center for Writing and Writing Instruction (CWWI) position revealed that they are complementary and strategically aligned with the project’s implementation activities. Based on this assessment, WCC will hire a full-time Title III Project Coordinator/CWWI Director who will be responsible for oversight and management of the Title III project and the project implementation activities. He/she will be assisted by the Dothan Campus and Sparks Campus CWWI Coordinators who will provide day-to-day management of the CWWI at their respective locations. Other key personnel for the project include two part-time professional tutors and four peer tutors for one-to-one assistance in the CWWI. Below are descriptions of the desired experience, training, skills, and duties of these key positions, as well as the Title III time commitment for each. All requested personnel are considered essential for successful implementation of WCC’s project.

**Table 4: Title III Coordinator/CWWI Director**

Position: Title Project Coordinator/CWWI Director	
<b>Title III Time Commitment</b>	100% Title III (1.0 FTE) (25% Project Coordinator; 75% CWWI Director)
<b>Supervisor</b>	Dean of Instruction for CWWI with direct access to the President for project oversight
<b>Education</b>	<ul style="list-style-type: none"> <li>▪ Advanced degree with an emphasis in Composition or related discipline; Ph.D., Ed.D., MFA preferred</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>▪ Experience with project management</li> <li>▪ Demonstrated experience in designing and teaching composition courses (min. 2 years)</li> <li>▪ Experience coordinating a writing center, including training and supervising of tutors (min. 2 years)</li> <li>▪ Experience in writing center evaluation and assessment</li> <li>▪ Familiarity with use of technology in writing intensive classes</li> <li>▪ Professional activities relevant to writing center leadership and administration</li> <li>▪ Excellent organizational skills and ability to plan and prioritize tasks/projects</li> </ul>
<b>Duties &amp; Responsibilities</b>	<ul style="list-style-type: none"> <li>▪ Monitor and assist with all implementation strategies</li> <li>▪ Monitor project budget and ensure appropriate use of funds</li> <li>▪ Prepare project reports for submission the U.S. Department of Education and other interested stakeholders</li> <li>▪ Ensure compliance with applicable policies, grant terms, and conditions</li> <li>▪ Oversee project evaluation activities</li> <li>▪ Provide oversight for setting up writing center spaces on both campuses</li> <li>▪ Interview, hire, train CWWI staff</li> <li>▪ Develop CWWI policies</li> <li>▪ Conduct outreach to faculty and campuses</li> <li>▪ Meet regularly with administrators and faculty to discuss issues pertinent to the writing requirements</li> <li>▪ Ability to work effectively and professional with faculty, staff, and students</li> </ul>

**Table 5: The Writing Center Coordinators**

<b>Position: The Writing Center Coordinator (1 Dothan Campus and 1 Sparks Campus)</b>	
<b>Title III Time Commitment</b>	100% Title III (1.0 FTE)
<b>Supervisor</b>	Project Coordinator/CWWI Director
<b>Education</b>	<ul style="list-style-type: none"> <li>▪ Bachelor's degree in English or related field</li> <li>▪ Prefer Master's degree in English or related field</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>▪ Experience in a learning center, writing center or related area (min. 2 years)</li> <li>▪ Prefer teaching experience in higher education</li> <li>▪ Prefer writing center coordinator experience</li> </ul>
<b>Duties &amp; Responsibilities</b>	<ul style="list-style-type: none"> <li>▪ Coordinate all writing center activities</li> <li>▪ Recruit, supervise and train writing center tutors</li> <li>▪ Conduct training sessions and workshops</li> <li>▪ Network with appropriate college groups and departments</li> <li>▪ Assist the Project Coordinator/CWWI Director with data and report preparation</li> </ul>

**Table 6: The Writing Center Professional Tutors**

<b>Position: The Writing Center Professional Tutor</b>	
<b>Title III Time Commitment</b>	100% Title III Part-time
<b>Supervisor</b>	CWWI Coordinator
<b>Education</b>	<ul style="list-style-type: none"> <li>▪ Bachelor's degree in English, Education, or Reading</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>▪ Teaching, graduate internship or relevant experience in a writing support center is also required (min. 1 year)</li> <li>▪ Prefer advanced professional training that gives them the ability to tutor in basic and difficult subject areas.</li> </ul>
<b>Duties &amp; Responsibilities</b>	<ul style="list-style-type: none"> <li>▪ Tutor and encourage students on their writing on an appointment or drop-in basis</li> <li>▪ Supervise and serve as a resource for peer tutors</li> <li>▪ Address tutoring or general questions from students and other members of the college community or refer those questions they cannot answer to the Writing Center Coordinator</li> <li>▪ Present classroom workshops</li> <li>▪ Complete a survey after every tutoring session</li> <li>▪ Relate to and work with students individually and/or in small groups</li> <li>▪ Exercise good judgment and communicate effectively both orally and in writing</li> <li>▪ Exercise strong organizational skills</li> <li>▪ Promote positive student, faculty, and staff relations</li> <li>▪ Use basic computer software programs</li> </ul>

**Table 7: The Writing Center Peer Tutors**

Position: The Writing Center Peer Tutors	
Title III Time Commitment	100% Title III Part-time
Supervisor	The Writing Center Coordinator
Education	<ul style="list-style-type: none"> <li>▪ Completion of English 101 (required) and English 102 (preferred)</li> </ul>
Experience	<ul style="list-style-type: none"> <li>▪ Recommendation of composition instructors</li> <li>▪ Good writing and communication skills</li> <li>▪ Computer literacy</li> </ul>
Duties & Responsibilities	<ul style="list-style-type: none"> <li>▪ Be familiar with all resources, e.g., handouts, reference books, computer software and manuals, located in The Writing Center</li> <li>▪ Answer grammar questions</li> <li>▪ Attend tutor training meetings</li> <li>▪ Write articles for the newsletter/website</li> <li>▪ Be aware of and able to use a variety of strategies to work with a diverse clientele whose writing skills cover a wide range of ability</li> </ul>

### Project Management Plan

Management of the Title III project takes into account the following administrative processes:

- a) granting administrative authority and autonomy of the Title III Project Coordinator;
- b) monitoring progress of the activity;
- c) establishing lines of authority; and
- d) providing information to key administrators.

The management processes will meet the following five management objectives:

**Table 8: Title III Project Management Objectives**

The WCC Title III Project will be managed to:
<ul style="list-style-type: none"> <li>▪ <b>Ensure</b> the achievement of all project objectives through appropriate management techniques;</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Establish data collection</b> methodologies and maintain accurate data to monitor and measure the effective attainment of college-wide annual goals and measurable objectives;</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Generate and maintain</b> active engagement, support, and open communication;</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Maintain compliance</b> with federal, state, and institutional regulations, procedures, and policies affecting the administration and management of the project, and</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Integrate and institutionalize</b> all components into institutional operations during and upon conclusion of the project.</li> </ul>

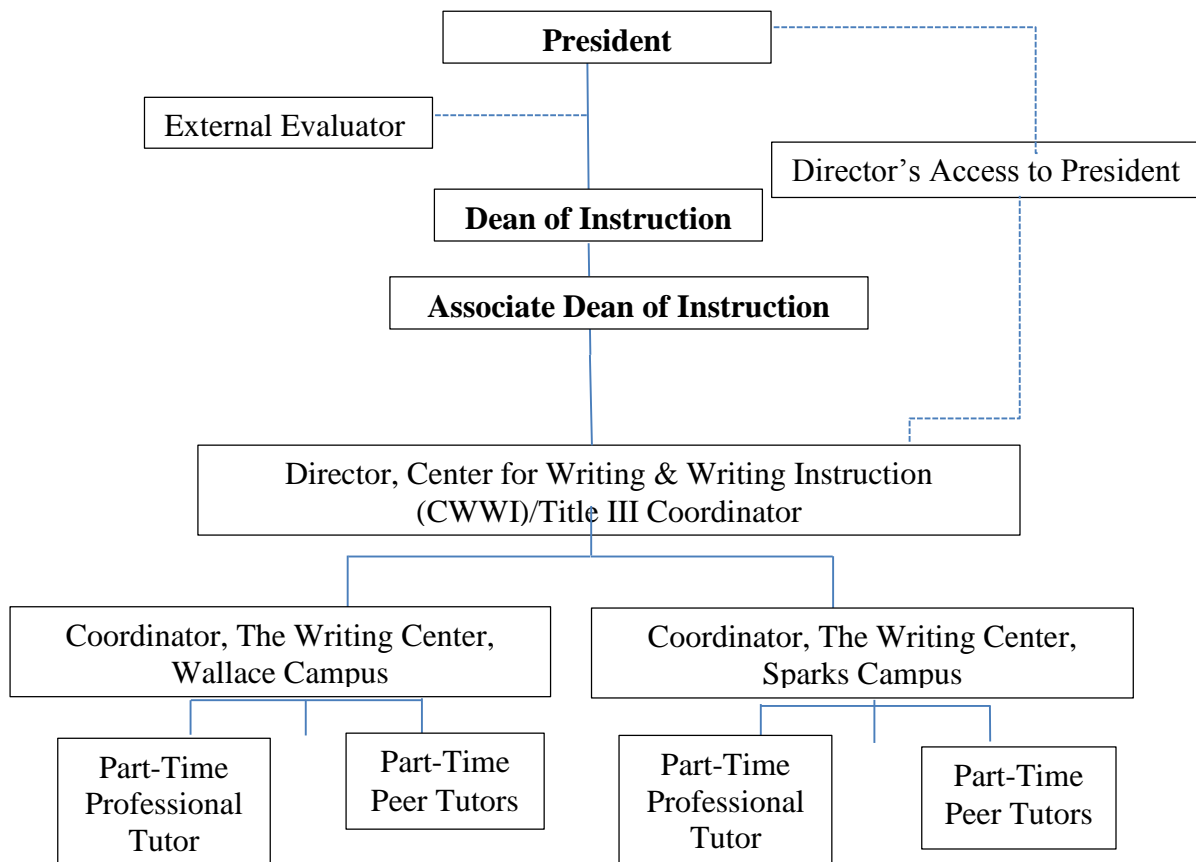
Administration of the Title III project will be integrated into the management structure of the College, ensuring that key decision-makers are directly involved in and responsible for the progress, impact, and institutionalization of the activity. President Linda C. Young has the ultimate authority and responsibility for all aspects of College operations in accordance with policies of the Alabama College System.

As shown below, the Title III Project Coordinator/CWWI Director has a dual reporting line; she will report directly to the President on all oversight matters related to the project management and will report to the Associate Dean for Instructional Affairs on matters related specifically to the operation of the CWWI. This position has the support of the President, senior administrators, and faculty leadership to ensure that the activity goals and objectives are met in an effective and efficient manner. She will have access to the President for all Title III related-

matters with authorization to schedule a meeting at any time a need arises. The Title III Coordinator will meet with the President monthly to update her on the Title III progress and will provide a written quarterly report on project achievements to the President’s Administrative Council. The Title III Coordinator will perform the day-to-day management tasks of the project and will be directly responsible for oversight of its implementation and evaluation. Weekly meetings will be held with project staff to ensure that Title III objectives and implementation strategies are effectively and efficiently carried out and that modifications are addressed in a timely manner. The Title III Coordinator will devote 25 percent of time and effort to project management and will be assisted by the two Writing Center Coordinators who have the day-to-day responsibilities for the CWWI. The Writing Center Coordinators will devote 30 percent (15% each) to project management activities.

**Title III Administrative Organization Chart**

President Young has given the authority of her office to the Title III Director to operate the Title III Project in accordance with federal and institutional policies with direct access to the President as needed on all Title III-related matters and has the administrative authority over The Writing Center Coordinators. A Title III Management Team will assist with the implementation, evaluation, and institutionalization of the project. The chair of the Management Team will be Dean for Instructional Affairs and others appointed by the President, including the Title III Coordinator and The Writing Center Coordinators.





## **OPERATIONAL POLICIES AND PROCEDURES**

Major changes in the general scheme of any Title III activity must be approved by the U.S. Department of Education in writing prior to implementation. Requests for modification of any programmatic objective must be made through the Title III Coordinator. If approved by the President, subject modifications will be included in our annual report submission to the U.S. Department of Education. It is only after approval is received from the U.S. Department of Education that changes may be put into effect. The U. S. Department of Education defines major changes to institution programs as those changes, which redirect the objectives and scope of an activity, changes in key personnel, and continuation of the project for more than three months without the direction of a Title III Director.

### **HIRING TITLE III PERSONNEL**

#### **Advertising/Interviewing/ Hiring Policies**

1. A Request to Fill form is generated identifying the account information, minimum and preferred qualifications, justification for the position, and proposed Search Committee members (for full-time positions only).
  - a. For new positions, a job description must be developed and vetted through the appropriate supervisory chain, once finalized the job description should be sent to Human Resources.
  - b. For current positions, the job description should be reviewed for accuracy and/or changes.
2. The position must be approved by Administrative Council (all Deans and President) and the Request to Fill form must be routed through the appropriate approval path.
  - a. The appropriate Dean.
  - b. Dean, Institutional Services and Community Development (Dr. Ashli Wilkins).
  - c. Dean, Business Affairs (Dean Lynn Bell) for funding approval.
  - d. The President (Dr. Young).
  - e. Human Resources.
3. Upon approval of the Request to Fill, a job vacancy announcement will be generated by the Human Resources office (the information is generated using the job description for the position), and submitted for review through the appropriate supervisory chain (i.e. Director, Associate Dean, Dean, etc.).
4. Upon approval of the Job Vacancy Announcement, the position is posted by Human Resources in required areas (website, newspaper advertisements, Department of Postsecondary Education, ACCS websites, diversity publications, etc.)
5. Posting dates are based on the salary schedule for position:
  - a. Minimum of 21 days for B,C and D positions.
  - b. Minimum of 14 days for E and H positions.
  - c. Minimum of 14 days for all L salary schedule (i.e. hourly paid employees, part-time positions, peer tutors, students, adjuncts, etc.).
6. For full-time positions, following the posting date closure, Human Resources meets with the Search Committee for orientation and review of the application materials.
  - a. The search committee reviews applications and determine who meets minimum and has a complete application packet and will move forward for the interview process; verses who did not meet minimum or did not have a complete application packet and will not be interviewed.
  - b. Initial interviews are scheduled with the search committee members.

- c. Letters to candidates who will not be interviewed are sent by the Human Resources office.
  - d. Once initial interviews are complete, the Search Committee recommends three (3) finalist to the office of the President by way of memo.
  - e. Upon recommendation of finalist, the secretarial support for the search committee will complete reference checks on the finalist.
  - f. Dr. Young and/or the appropriate Dean will interview the finalist and determine who will be offered employment.
  - g. Coordination of salary schedule step placement is determined by the Dean, Institutional Services and Community Development through conversation with the appropriate Dean.
7. For part-time positions, after the minimum posting date, the appropriate supervisor reviews applications and develops a consistent method for interview and recommendation for hire.
- a. Review of application materials to determine if candidate meets qualifications.
  - b. Identify interview team (if utilizing).
  - c. Develop questions to ask during the interview process.
  - d. Make a recommendation to the Dean regarding who you would like to select.
  - e. Coordinate with the Dean to determine if a secondary interview will take place.
8. Once a candidate is determined, an Authorization of Employment form will need to be generated and routed through the signature approval path.
- a. Immediate supervisor generates the form.
  - b. The appropriate Dean.
  - c. Dean, Institutional Services and Community Development (Dr. Ashli Wilkins).
  - d. Dean, Business Affairs (Dean Lynn Bell).
  - e. The President (Dr. Young).
  - f. Human Resources.
9. Upon approval of the Authorization of Employment form from the President, Human Resources notifies the department and coordinates new employee orientation with the individual selected.

### **Student Employment**

Employment of students will be approved in the same manner as regular employees. Hiring of students will be approved based on institutional policies. Students cannot become employed under Title III funds for an activity, if they are currently on Pell Grant Work Study Program or employed by any other grant or source of funds. Students must be compensated for work completed through payroll. Contractual agreements are not acceptable for means of compensation of student work.

Students should not commence work under Title III funds until the hiring process has been completed and employment related paperwork is completed through the Human Resources office. The Office of Title III and the institution are not responsible for compensation of work performed before the effective employment date. Students are only allowed to work up to 19 hours per week. The activity director is responsible for monitoring the number of hours the students work. No one should approve hours over the approved hours assigned up to 19 hours per week. Students cannot work during scheduled class times.

Time sheets must be maintained and signed by the activity director to authorize payment. Time sheets must be signed and dated the last day of each pay cycle.

### **Termination of Employment**

Termination of an employee for performance related issues or issues of moral turpitude must be discussed and approved through the Dean, Institutional Services and Community Development. The President will issue a letter to the employee if termination is approved.

A Termination of Employment Form will be completed by the appropriate supervisor and routed to Human Resources to acknowledge resignation, reduction in force, or other reason (such as loss of funding).

### **Definition of Personnel**

- *Key Personnel* is defined as the professional staff members whose participation is essential to the overall accomplishment of the objectives established for a particular activity. It should be noted that the College is not obligated to offer appointed personnel the budgeted salary amount. Salaries are based on approved Wallace Community College salary schedules based on equity, expected duties and responsibilities, and experience and qualifications needed to perform the assigned duties in a particular position.
- *Part-time Personnel* is defined as staff members hired to work no more than 19 hours per week.
- *Temporary Personnel* is defined as staff members hired to work on a temporary basis not to exceed one year of employment.

### **BENEFITS**

Fringe benefits are available to persons supported by Title III funds, as allowed by Department of Postsecondary Education and College policy. Various benefits available for fulltime employees includes life insurance, health insurance, Teacher Retirement, etc. For more information concerning benefits entitlements, please refer to the Personnel handbook or contact the Department of Human Resources.

The fringe benefits rates for each employee is based on benefits offered by Retirement Systems of Alabama. The rates are as follows:

### **Full-time Employees**

- FICA 7.65%
- Retirement 11.71% Tier I (October – September) Subject to change every October
- 11.08% Tier II (October – September) Subject to change every October
- Health 7.14% (October – September) Subject to change every October
- *Total 36.5% Tier I employees*
- *Total 25.87% Tier II employees*

### **Part-time Employees**

- *FICA 7.65%*
- Retirement is only withheld if an employee has an active Teachers Retirement account prior to employment with Wallace Community College. Part-Time employees are not eligible for benefits through Wallace Community College.
- Retirement 11.71% Tier I (October – September) Subject to change every October
- 11.08% Tier II (October – September) Subject to change every October
- *Total 7.65%*

### **PERSONNEL MANAGEMENT POLICIES**

The Title III Director must:

1. Submit an Authorization of Employment for approval through the appropriate supervisory chain to receive approval of the salary changes or account number changes of the Title III employees under his/her activity.

### **Budget Management**

As per EDGAR 74.25, the budget of your activity is the” financial expression of the project or program as approved during the award process. It shall be related to performance for program evaluation purposes whenever appropriate.”

With this in mind the Title III Coordinator is accountable for the management of funds by complying to the following:

1. Ensure that the funds are used as approved by the U.S. Department of Education in order to achieve the objectives stated in the activity’s plan.
2. Maintain records related to grant funds.
3. Ensure expenditure of funds in compliance to federal and University’s guidelines.

**Records Related to Grant Funds:** A grantee shall keep records that fully show:

- a) the amount of funds under the grant;
- b) how the grantee uses the funds;
- c) the total cost of the project;
- d) the share of the cost provided from other sources.

**Transfer of Funds:** The Title III Director is permitted to allow for budget transfer in non-construction activities with a 20% limitation on budget line item transfers. Transfers must be made to carryout activities that are within the approved scope of the activity.

### **PURCHASING POLICIES AND PROCEDURES**

The basic objective of College purchasing policies and procedures is to identify, select, and acquire needed materials and services as economically as possible within accepted standards of quality at the time items are needed. Purchasing is a joint responsibility of the user’s department and the Business Office. Procedures and policies in this manual are prescribed by legislative statute, State Board of Education Policy, and *The Alabama Community College System Fiscal Policies and Procedures Manual* and are reviewed by the Examiners of Public Accounts, State of Alabama.

## **Purchasing Overview**

All requests must be supported by the approved Title III activity plan and budget for the fiscal year. Procedures governing requisition of supplies, equipment, travel and payment for services by Cover personnel apply equally to staff and faculty in Title III activities. The standard requisition form of the College should be used.

In accordance with the Education Department General Administration Regulations (EDGAR), recipients of Federal awards, such as Title III, shall take all of the following steps to further the goal: Ensure that small businesses, minority-owned firms, and women's business enterprises are used to the fullest extent practicable. Make information on forthcoming opportunities available and arrange time frames for purchases and contracts to encourage and facilitate participation by small businesses, minority-owned firms, and women's business enterprises. Consider in the contract process whether firms competing for larger contracts intend to subcontract with small businesses, minority-owned firms, and women's business enterprises. Encourage contracting with consortiums of small businesses, minority-owned firms and women's business enterprises when a contract is too large for one of these firms to handle individually.

Use the service and assistance, as appropriate, of organizations such as the Small Business Administration and the Department of Commerce's Minority Business Development Agency in the solicitation and utilization of small businesses, minority-owned firms and women's business enterprises.

Under no circumstances will any Title III representative engage in any formal contract or other commitment with outside vendors without prior approval and appropriate process of required requisition documentation through Title III Administration. Neither the Office of Title III nor the College is liable for purchases or commitment made by individuals without proper approval.

Centralized purchasing procedures are used at Wallace Community College. All purchasing actions are processed by the Business Office. Any action that encumbers or commits College funds for any supplies, materials, goods, or services requires the processing of a *Purchase Order* prepared by the Business Office. No employee or student may order supplies, equipment, or services (verbally or otherwise) without an approved *Purchase Order*. This restriction is not intended to preclude preliminary discussions with potential vendors to arrive at satisfactory delivery dates, quality, quantity, or estimated costs. However, no commitment or firm order can be placed without an approved College *Purchase Order*. Any College employee making a purchase without an approved *Purchase Order* will be expected to pay for the materials or service.

## **Equipment Management Requirements (EDGAR 74.34/80.32)**

Procedures for managing equipment (including replacement equipment) until transfer, replacement, or disposition takes place shall, as a minimum, meet the following requirements: Property records shall be maintained accurately. Retention and access requirements for these records are explained in subpart D of the Education Department General Administrative Regulations (EDGAR). For each item of equipment, the records shall include:

- A description of the equipment, including the manufacture's model number, if any
- An identification number

- Identification of the grant under which the recipient acquired the equipment
- The information needed to calculate the Federal share of the equipment.
- Acquisition date and unit acquisition cost
- Location, use, and condition of the equipment and the date the information was reported
- All pertinent information on the ultimate transfer, replacement, or disposition of the equipment.

A physical inventory of equipment shall be taken by the Title III Coordinator and the results reconciled with the property records every six months to ascertain the existence, current utilization, and continuation need for the equipment. Any difference between quantities determined by the physical inspection and those shown in the accounting records shall be investigated to determine the cause of the differences.

A control system shall be in effect to insure adequate safeguards to prevent loss, damage, or theft of the equipment. Any loss, damage, or theft of equipment shall be investigated and fully documented. The Title III Director must contact Public Safety follow appropriate procedures regarding loss, damage or theft of equipment. The Title III Director must maintain documentation of this action within files.

Adequate maintenance procedures shall be implemented to keep the equipment in good condition.

Equipment is approved for use in the achievement of objectives of each activity and should be moved only if the activity is being moved to different quarters at the College or the equipment is required for use in another department attached to the College. The Title III Director must be notified prior to the relocation of any equipment or furniture items. The transfer or disposition must be coordinated with the Title III Director

### **Purchasing Procedures**

An electronic requisition can be submitted for approval via the Web site in the following manner:

1. Go to **www.wallace.edu**
2. Select Faculty and Staff tab
3. Select Employee Access System
4. Complete login information
5. Select Purchase Requisitions
6. Select Create New Requisition
7. Select Budget and Account Code
8. Enter vendor number or type in first few letters of vendor name and then search
9. Enter items to be ordered
10. Select Submit Requisition

The requisition proceeds through the designated approval process until it reaches the Business Office. The Business Office issues a 4-part *Purchase Order*. Once the *Purchase Order* has been signed by the Dean, Business Affairs, the order can be placed.

If the *Purchase Order* is under \$5,000, Business Office personnel follow instructions on the requisition either to mail the original *Purchase Order* or place it in courier service,

department mailbox, or other (fax, etc.). Requisitions that request goods or services in excess of \$5,000 or more must be outbid when the items are not covered by already competitively bid contracts. If the *Purchase Order* is over \$5,000, the original *Purchase Order* and a *Disclosure Statement* are either mailed or faxed to the vendor, authorizing shipment of the material to the person who requisitioned the items. The second copy is sent to the person who requisitioned the material to be maintained in a file until the material is received. The third copy is retained in the Business Office in an outstanding *Purchase Order* file. The fourth copy is retained in the Business Office in a consecutive number file, along with the requisition. If sufficient funds are not available in departmental budgets, a *Request for Budget Adjustment* (See Appendix E, or Appendix Z in the WCC Personnel Handbook) must be completed and submitted along with the requisition.

Promptly, when the ordered items are received, the person making the original request should check the items received against the *Purchase Order*. When the invoice is received, the Business Office sends it to the person who requested the materials to be checked for accuracy of items charged and items received. The invoice and *Purchase Order* are approved and returned to the Business Office for payment.

The purchase of all computer hardware and software must be approved by the AS-400 Programmer/Systems Administrator prior to purchase. The Alabama Competitive Bid Law requires that sealed bids be taken for purchases of any single item of \$15,000 or more and purchases of like items that exceed \$15,000 during a fiscal year.

### **Purchase Orders**

A properly executed *Purchase Order*, if accepted, constitutes a binding contract on the part of the College and the vendor.

The person placing the order is responsible for any necessary follow-up action. If supplies are not received in a reasonable period of time, the person who placed the order must contact the vendor to determine the cause of delay.

### **Purchasing Cycle**

The complete purchasing cycle consists of the following steps:

1. The requisition is initiated, approved, and forwarded, using the online requisition process, to the Business Office.
2. The *Purchase Order* is prepared.
3. The *Purchase Order* is approved, and the amount of the *Purchase Order* is encumbered.
4. The yellow copy of the *Purchase Order* is returned to person placing the order after processing.
5. If *Purchase Order* is less than \$5,000, Business Office personnel follow instructions indicated on the requisition either to mail or place in courier service, department mailbox, or other (fax, etc.) the white copy of the *Purchase Order* and maintain the pink copy. The blue copy is forwarded to accounts payable to be filed with the payable voucher.
6. If *Purchase Order* is more than \$5,000, Business Office personnel either mail or fax the white copy of the *Purchase Order* and a *Disclosure Statement* to the vendor and maintain the pink copy. The blue copy is forwarded to accounts payable to be filed with payable voucher.
7. The item or service is delivered.

8. The person receiving the order verifies the order and signs, dates, and forwards the yellow copy to the Business Office.
9. The yellow copy serves as a receiving report that authorizes payment to the vendor.
10. If *Purchase Order* is more than \$5,000, accounts payable will hold the yellow copy of *Purchase Order* and invoice until a completed *Disclosure Statement* is received from the vendor.

### **Emergency Purchases and Confirmation of Orders**

When emergency conditions exist that require an immediate delivery of items, the following procedure is to be followed:

1. The person submitting a requisition must carry it through appropriate offices for signatures or may obtain signatures by fax, acquire a *Purchase Order* number, place order, note on requisition the date order was placed, and forward requisition to Business Office.
2. The Business Office must issue a *Purchase Order* to the vendor confirming a verbal order.

Lack of proper planning is not considered a valid reason for using the emergency purchase procedure.

### **Contractual Services**

The Contractual line item includes hiring of consultants, service agreements for equipment purchased with Title III funds, and other services needed from an outside agent to develop or design a component to achieve the objectives of a Title III activity.

### **Other Expenses**

Direct costs for items, which are not covered in any of the previously mentioned classifications, are included here. Examples are communications, rental of vehicles or space, membership dues, subscriptions, fees, reimbursable expenses to nonemployees, printing costs, etc.

Rules for most common “Other” expenses can be found below.

- **Membership Dues/Subscriptions Membership:** Dues/Subscriptions must be applicable to the activity plan. Individual memberships/subscriptions are not allowed. Only institutional memberships are permissible. All supporting documentation must be attached with the requisition. The request must clearly indicate that the membership is institutional. All subscriptions must be transferable. The effective dates of the memberships and subscriptions must fall within the Title III budget period.
- **Printing Costs:** Requisitions for printing of publications must be submitted with a copy of the publications to be printed for the Title III Director’s approval. According to Public Law 1087 Sec. 507, when issuing statements describing projects or programs funded in whole or in part with Federal money, all grantees receiving federal funds included in this Act, including, but not limited to state and local governments and recipients of Federal research grants shall clearly state:
  1. the percentage of total costs for the program or project which will be financed with Federal money;
  2. the dollar amount of Federal funds for the project or program; and



3. percentage and dollar amount of the total costs of the project or program that will be financed by nongovernmental sources.

## **TRAVEL**

The College reimburses employees for expenses incurred in approved travel according to *SBP 316.01* and Section F of *The Fiscal Policies and Procedures Manual*. All travel must be approved in advance by the appropriate supervisors in accordance with the travel policy. Out-of-state travel must be approved by the Administrative Council and the President and reported to the Chancellor.

All official non-local travel by employees must be requested on a *Travel Requisition* form (See Appendix B, or Appendix M in the WCC Personnel Handbook). *Travel Requisition* forms may be obtained from the office of the respective dean or supervisor. The *Travel Requisition* should be routed through the Business Office for verification of budgeted funds. Approved travelers must request the use of a College-owned vehicle. Reimbursement for travel by private vehicle will not be approved if a College-owned vehicle is available. Travelers may schedule to use a College-owned vehicle by contacting the Secretary, Operational Support Services Office on the Wallace Campus and the Secretary/Receptionist on the Sparks Campus.

### **Travel Planning Guidelines**

College resources are limited; therefore, travel must be restricted to instances that clearly support the College mission, contribute to the success of its programs and students, and are supported by approved budgets. Based on budgetary circumstances, the President may restrict funded travel. When travel is restricted, faculty and staff members may request professional development leave to participate in appropriate functions at their own expense.

- a) Appropriate personnel should budget for attendance at periodic meetings of the professional groups related to their functions and will be reimbursed for approved travel.
- b) College personnel appointed to System-wide committees, task forces, and working groups will be reimbursed for travel in conjunction with those appointments.
- c) Instructors required to teach at College locations other than their designated *home base* and to conduct and oversee clinical activities in supporting agencies will be reimbursed for their travel.
- d) Instructors and staff members attending approved professional development and technical update training that clearly supports their professional responsibilities or teaching duties will be reimbursed.
- e) In all circumstances, College employees are required to coordinate transportation when travelling to the same points of destination.

### **Travel Approval Process**

Each member of the Administrative Council will review and approve in-state travel requests from personnel in their area of responsibility.

Out-of-state travel requests will be presented to the Administrative Council for review and approval. Such requests must be presented well in advance of any commitments related to attendance and in sufficient time to take advantage of reduced registration fees or advance-purchase airline rates. Out-of-state travel must be accommodated by approved budgets, meet the approval guidelines, and comply with bid law constraints where applicable.

## **In-State Travel**

Reimbursement at the approved federal reimbursement rate is allowed for employees traveling by personal vehicle. Mileage will be paid according to the most economical route. If travel involves more than one destination, the traveler should indicate the route taken (point to point). Employees should use [http:// maps. yahoo.com](http://maps.yahoo.com) or <http://www.mapquest.com> to calculate and verify mileage. Example: Eufaula to Montgomery, Montgomery to Birmingham, Birmingham to Eufaula **or** Midland City to Wal-Mart, Wal-Mart to Office Depot, or Office Depot to Midland City.

Calculations of fare resulting in odd amounts are to be rounded up to the nearest cent. Employees must use the College as the base for beginning travel unless the actual departure point will result in less mileage claimed by the traveler and has been approved by the respective dean or supervisor. Under no circumstances will employees be reimbursed for gasoline or repairs when traveling by private vehicle.

## **Meal Allowance**

A meal allowance of \$11.25 may be claimed if a trip requires 6-12 hours.

## **Meal and One-Fourth per Diem Allowance**

If a trip exceeds 12 hours and does not require an overnight stay, \$11.25 for a meal plus \$18.75, which is 1/4 per diem, is allowed. Meal allowances and partial per diems of \$11.25 and \$18.75 are subject to federal, state, and FICA withholding. These payments will be reported, and taxes will be withheld from the employee's monthly payroll compensation.

## **Per Diem Allowance**

An amount of \$75.00 per full day, or fraction of a day, may be claimed if the trip requires an overnight stay. Example: An employee leaves base at 3:00 p.m. on Monday and is away 2 nights and returns to base Wednesday at 11:00 a.m., the employee is entitled to 3 days of per diem for a total of \$225.00.

The hour of departure from base and the hour of return to base must be reported on the *Statement of Official In-State Travel* form (See Appendix D, or Appendix N in the WCC Personnel Handbook) to claim a meal allowance and/or per diem.

## **Other Allowances**

Other allowances are registration fee, operating expenses of College-owned vehicles, parking, and required College business expenses during the trip. In-state travel costs are reimbursed through appropriate per diem allowances, with the exception of registration fees and mileage. Registration fees, parking, and other expenses for which reimbursement is requested must be supported with itemized receipts and filed with the reimbursement claim.

## **Out-of-State Travel**

Approval to travel out of state must be obtained from the respective dean or supervisor as well as the Administrative Council and the President prior to the date of travel. The President will report all out-of-state travel to the Chancellor. A *Travel Requisition* form (See Appendix B, or Appendix M in the WCC Personnel Handbook) must be completed, signed, and submitted at

least 10 business days prior to the date of travel. A copy of the program or agenda or a statement of justification should be attached to the *Travel Requisition* form.

If travel plans must be changed following initial approval, an amended request must be submitted to the respective dean or supervisor as well as the Administrative Council and President, accompanied by a copy of the previously approved request. Employees who incur travel expenses at their own cost and fail to accomplish the trip will not be reimbursed by the College.

### **Reimbursement Allowances**

Reimbursement at the approved federal reimbursement rate is allowed for employees traveling by private vehicle. (See *In-State Travel* above for details and instructions.) Actual expenses of commercial transportation are reimbursed to the employee. Travel accommodations should be limited to the most economical class of transportation. Receipts must be filed with claim.

### **Subsistence**

Actual expenses of meals and lodging will be reimbursed to the employee for out-of-state travel. Itemized receipts must be filed with reimbursement claim. Employees are expected to exercise reasonable prudence when expending College funds for lodging and meals.

### **Other Allowances**

Other allowances may include registration fees, taxi fares, tolls, and other required miscellaneous expenses. Itemized receipts must accompany reimbursement requests. Gratuities should be reasonable and limited to 20% of the total purchase. All paid expenses must be supported with itemized receipts and filed with the *Request for Out-of-State Travel Reimbursement* form (See Appendix C, or Appendix O in the WCC Personnel Handbook). Receipts must be itemized—a credit card receipt displaying only the total is not sufficient. Purchases of alcoholic beverages will not be reimbursed.

### **Out-of-State Travel for Professional Development**

No group of 3 or more people from a single two-year college or 10 or more people from various two-year colleges will be permitted to travel outside of Alabama on professional development leave unless the group has received prior approval from the State Board of Education.

Any group applying for approval of out-of-state professional development leave must do so by submitting a written request for approval to the Chancellor at least 45 days in advance of the first day of the respective professional development leave.

Group members must apply jointly for approval of out-of-state professional development leave. Each request for approval will contain complete information on the activity or process for which the professional development leave is requested. Information about the activity or process will include, but not be limited, to:

- 1) name, position, and college of each person for whom approval is sought;
- 2) location;
- 3) inclusive dates and times;
- 4) mode(s) of travel;

- 5) itemized estimated expenses and source of funds (including account number) from which each expense will be paid;
- 6) name of entity or entities conducting and/or sponsoring the activity or process;
- 7) professional development objectives of the participants with respect to the activity or process; and
- 8) value of the professional development activity or process to the respective college(s).

The Chancellor will make a determination of whether to recommend the requested professional development leave to the State Board of Education for approval.

### **Travel Reimbursement Claims**

Travel reimbursement forms (See Appendix C and D, or Appendix N, Statement of Official In-State Travel and Appendix O, Out-of-State Travel Reimbursement Form, in the WCC Personnel Handbook) must have the required itemized receipts, meeting or conference agenda, and approved *Travel Requisition* attached. The reimbursement form must be notarized, verified and approved by the respective dean or supervisor, and submitted to the Business Office by the 10th day of the following month. Employees traveling at fiscal year-end on state-funded programs must properly report and submit reimbursement forms on or before September 30. Employees traveling at program year-end on federally funded programs must properly report and submit reimbursement forms on or before the end of the particular program.

Business Office personnel will review all reimbursement forms for accuracy and forward them to the Dean, Business Affairs for approval. Payment will be processed on completion and approval of the appropriate forms and documentation. The original reimbursement forms, with supporting documentation, will be retained in the Business Office file for audit purposes. All expenses paid for by state and federal appropriations are audited each year by the Examiners of Public Accounts and are subject to review.

### **Credit Cards**

The Examiners of Public Accounts consistently hold that College credit cards cannot be used for employee travel expenses paid from College funds. The employee must bear the cost of traveling and seek reimbursement from the College. If chaperoning students, the employee may use the College credit card for student expenses allowable under state law. Employee expenses cannot be co-mingled with student expenses. Coaches and assistant coaches accompanying athletic teams must abide by the same guidelines as all other employees.

Travel expenses for sponsors and/or chaperones traveling on club-related activities may be reimbursed from club funds with approval of the club. Such approval must be obtained in writing and noted by the signature of a club officer.

### **Cash Advances**

At its discretion, the College may issue a cash advance to an employee for out-of-state travel expenses. The *Request* section of the *Cash Advance Form* (See Appendix A, or Appendix JJ of WCC Personnel Handbook) must be completed, approved by the respective dean or supervisor, and submitted to the Business Office along with the approved *Travel Requisition* form at least 10 days prior to the date of the anticipated trip.

The employee assumes all responsibility for cash and receipts and must account for the total cash advance with either itemized receipts or return of cash.

Within 15 business days of returning, the *Itemized Expenses* section of the *Cash Advance Form* must be completed and approved by the respective dean or supervisor and then submitted to the Business Office along with the itemized receipts and unexpended cash. Receipts must be itemized—a credit card receipt displaying only the total is not sufficient. Any cash advance reconciliations not received by the Business Office in a timely manner or without appropriate documentation will be deducted from the employee's next payroll check.

The College cannot legally issue a cash advance to an employee for in-state travel. However, employees chaperoning students or athletes can request cash advances to cover students' or athletes' expenses. Employee and student or athlete expenses cannot be co-mingled.

### **State Vehicle Use**

The Dean, Business Affairs is responsible for the general supervision of all transportation services provided by the College to and from any College location as well as to and from any College activity or function. This responsibility includes inspection and general supervision over use of College-owned or hired vehicles used by the College for 172 transportation of students and/or faculty and staff members and any other use determined by the President. In accordance with *SBP 401.01*, College-owned vehicles are inspected monthly by the using department. Vehicles assigned permanent drivers will be inspected monthly by the driver.

No College owned, operated, or hired vehicle will be used for any purpose other than for the authorized official transportation of students, employees, visitors, and/or College property or for such other College-related purposes as will be specifically authorized by the College President. College vehicles will not be used to participate in any activity or event that is in violation of any applicable state statute or State Board of Education rule, regulation, or policy. Each College employee is responsible for compliance with all College vehicle regulations.

The College maintains various vehicles for official College use. The Dean, Business Affairs approves the use of vehicles for the Wallace Campus. The Dean, Student Affairs and Sparks Campus approves vehicle use for the Sparks Campus. Formal requests for transportation services should be forwarded to the Dean, Business Affairs. If more than one request for transportation services is received, the number of passengers and the distance to travel will be considered when assigning vehicles.

### **Title III-Specific Travel Policies**

Only travel for faculty and staff is an allowable cost of Title III. Travel taken from Title III must be proven necessary to carry out the objectives of an approved activity. The travel regulations below apply to the usage of Title III funds. The Title III Director must keep in accordance to regulations set forth by federal and institutional guidelines:

#### **As Per OMB Circular A21 Section 48, *Travel costs*.**

- a) *General*. Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the institution. Such costs may be charged on an actual basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, results in reasonable

charges, and is in accordance with the institution's travel policy and practices consistently applied to all institutional travel activities.

- b) *Lodging and subsistence.* Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, shall be considered reasonable and allowable only to the extent such costs do not exceed charges normally allowed by the institution in its regular operations as a result of an institutional policy and the amounts claimed under sponsored agreements represent reasonable and allocable costs.
- c) *Commercial air travel.* Airfare costs in excess of the lowest available commercial discount airfare, Federal Government contract airfare (where authorized and available), or customary standard (coach or equivalent) airfare, are unallowable except when such accommodations would: require circuitous routing; require travel during unreasonable hours; excessively prolong travel; greatly increase the duration of the flight; result in increased costs that would offset transportation savings; or offer accommodations not reasonably adequate for the medical needs of the traveler.

### **ACCOUNTABILITY AND EVALUATION**

- *Coordination:* Each project shall be developed so as to be in coordination, to the extent feasible, with other programs at the College with similar educational purposes. Such coordination shall continue during the period in which such project remains in effects.
- *Evaluation:* Each project shall include procedures for effective evaluation of the extent to which project objectives are being met.
- *Site Visit:* Site visits will be made by representatives of the U.S. Department of Education to:
  - a) review program accomplishment and management control systems, and
  - b) provide such technical assistance as may be required.
- *Monitoring by Recipients:* Recipients shall constantly monitor the performance under federally supported activities to assure that adequate progress is being made toward achieving the goals of the grant. This review shall be made for each function or activity as set forth in the approved grant application or contract document.
- *Records Related to Grant Funds:* The Title III Coordinator shall keep records that fully show:
  - a) the amount of funds under the grant;
  - b) how the grantee uses the funds;
  - c) the total cost of the project;
  - d) the share of the cost provided from other sources.
- *Records Related to Compliance:* The Title III Coordinator shall keep records to show its compliance with program requirements.
- *Records Related to Performance:* The Title III Coordinator shall keep records to identify significant project experiences and results and use the records to:
  - a) determine progress in accomplishing project objectives; and
  - b) revise those objectives, if necessary.
- *Records Retention Period:* Unless a longer period is required under 34 CFR part 74, a grantee shall retain records for five (5) years after the completion of the activity for which it uses grant funds.
- *Unexpected Funds:* In the event that the amounts previously awarded have not been obligated pursuant to the approved project and in the judgment of the Secretary of the

Department of Education, will not be obligated for such purposes, the Secretary may upon notice to the recipient, reduce the amount of the grant or contract to an amount consistent with the recipients' needs pursuant to regulations regarding termination and suspension for cause.

- *Termination and Suspension for Cause:* Assistance under any Federal program to which this part is applicable may be terminated in whole or part if the Secretary determines, after affording the recipient reasonable notice and an opportunity to be heard, that the recipient has failed to carry out its approved project proposal in accordance with the applicable law and the terms of such assistance, or has otherwise failed to comply with the law, regulations, assurance, term or condition of the grant or contract.

### **TIMELINES AND REPORTING TIMELINES**

To work in a cohesive manner with the WCC Business Office and adhering to the state and federal budget closeout periods, the following are dates that requisitions will not be accepted by the CWWI.

1. August 30th until Business Office's official new fiscal year beginning date of operation: Requisitions will not be accepted during this time period to allow Fiscal Affairs to close of the state fiscal year. Please complete requests for all major purchases before August 30<sup>th</sup>.
2. Internal Evaluations will be conducted on a quarterly basis by Title III personnel.

### **Reporting Dates**

- Time and Effort Reports and Time Cards – Due at the end of each month.
- Quarterly Progress Reports – Due by the end of each quarter month according to the College's fiscal year. Progress reports must be submitted in completion.
- Final Progress Report – Due within 30 days after the end of the fiscal year.

### Title III IMPLEMENTATION TIMETALBE

<b>Table 9: Title III Implementation Timetable</b>				
<b>Specific Task</b>	<b>Primary Participants</b>	<b>Methods Involved</b>	<b>Tangible Results</b>	<b>Timeframe</b>
<b>Year 1: October 1, 2013 – September 30, 2014</b>				
Identify, interview, & hire T3/CWWI Dir position	Human Resources, Search Com	Recruit, screen, & hire director as per HR policies	Hire T3/CWWI Dir	10/1/13-11/15/13
Contract with external evaluator	Dean/Instructional Affairs	Follow WCC's policies & procedures for contracted services	Ext eval visits & estab data collection procedures	10/1/13 – 9/30/2014
Develop data collection process	Dir/Inst Effectiveness, Ext Eval	Collect & organize data & surveys as necessary	Baseline data & process for evaluation established	10/15/13-9/30/14
Prepare Title III policy manual	Dean/Instr Affairs, T3/CWWI Dir	Follow established procedures & applicable federal law & rules	Manual to guide Title III operations established	10/1/13 – 9/30/2014
Establish the Center for Writing & Writing Instruction	Dean/Instr Aff & Curriculum Comm.	Consolidate writing support services & writing-rich pedagogy into CWWI	Writing support services & writing-rich pedagogy assist retention/completion	10/1/13 – 9/30/2014
Identify & hire project coordinators for Dothan & Sparks Campuses	Human Resources, WCC Search Comm.	Recruit, screen, & hire coordinators as per HR policies	Coordinators hired	10/1/13 – 11/15/2013
Hire & train two part-time professional tutors, one per campus	HR, WCC Search Com	Recruit, screen, & hire as per HR policies; train tutors	Prof tutors hired & trained	11/30/13 – 12/15/2013
Reassign & reconfigure spaces on Dothan & Sparks Campuses	Facilities/Grounds Com.	Follow CWWI reconfiguration & technology plan	New workspace for CWWI opens SP 2014	10/1/13 – 11/15/2013
Set up writing centers on Dothan & Sparks Campuses	T3/CWWI Dir, Facilities/Grounds Com	Purchase/install equipment/ <i>WOnline</i> ; journal subscriptions	CWWI ready for students beginning SP 2014	10/1/13 – 12/15/2013
Promote CWWI to students /faculty	T3/CWWI Dir & Coordinators	Introduce students & faculty to CWWI	Student & faculty use of CWWI tracked	10/1/13-9/30/2014
Develop schedule for required tutoring for ENG 092-093, ENG 101	T3/CWWI Dir; ENG Division Chair	ENG faculty implement instructional strategies for ENG courses paired with CWWI	ENG 092-093 & ENG 101 paired with CWWI for tutorials in place	11/4/13-2/5/2014



Redesign & strengthen ENG 092-093 & ENG 101 to include CWWI support	T3/CWWI Dir. & Staff, ENG faculty	ENG/SPH faculty & CWWI staff evaluate course alignment to GEO writing /communication outcomes	Alignment to GEO outcomes strengthened	1/1/14-5/15/2014
Implement PD plan for full-time & adjunct faculty	Dean/Instr Affairs, T3/CWWI Dir	Enhance curriculum & standardize instructional methods to strengthen writing in ENG 092-093 & ENG 101	Increased faculty awareness of best practices in teaching writing	1/1/14-9/30/2014
<b>Specific Task</b>	<b>Primary Participants</b>	<b>Methods Involved</b>	<b>Tangible Results</b>	<b>Timeframe</b> <b>From - To</b>
Develop writing resources for Top Ten courses (ENG & SPH)	T3/CWWI Dir & Staff	Departmentalize e-folios to track growth in writing; develop writing resources for webpage, writing skills videos, bank of writing assignments	Increased writing support & resources increase student engagement with writing	1/1/14-9/30/2014
Develop CWWI webpages with writing resources	T3/CWWI Dir; CIS	Design webpages with writing resources & link to WCC website	Webpages designed & linked to WCC website	11/4/13-9/30/2014
Develop referral system & policies & procedures for CWWI	T3/CWWI Dir, Coordinators	CWWI policies & procedures collected into downloadable manual	Policies & procedures posted to CWWI webpage	11/4/13-1/13/2014
Develop PD plan for full-time & adjunct faculty	Dean/Instr Affairs, T3/CWWI Dir, Curriculum Com	Standardize practices across full-time & adjunct faculty to implement writing in Top Ten courses	Faculty training initiated	1/14/14-9/30/2014
Develop training course for professional & peer tutors	T3/CWWI Dir, Coordinators	Prepare training for tutors & est criteria for selecting peer tutors	Tutor training tutors prepared/tutors selected	1/14/14-9/30/2014
Attend writing center conference & T3 Project Directors' Conference in Washington, D.C.	T3/CWWI Dir (T3 Conf & WC)	Apply conference strategies to assist in managing CWWI & increase student success	Strategies implemented & student success measured	11/4/13-9/30/2014
Prepare Title III Year End Report	T3/CWWI Dir	Collect & analyze data; begin T3 report preparation.	T3 report completed for timely submission per USDOE deadlines	9/1/14-9/30/2014

<b>Year 2: October 1, 2014 – September 30, 2015</b>				
Review Year 1 & contract with external evaluator	T3/CWWI Coord., Dir/Dean of Instr Aff	Analysis & review of Year 1	Strategies modified & implemented as necessary	10/1/14-9/30/2015
Hire & train one part-time peer tutor for every 1000 students enrolled	T3/CWWI Dir, Coord.	Recruit, screen, & hire as per HR policies & policies; train tutors	Peer tutors hired and trained	10/1/14-9/30/2015
Strengthen HIS 101 & PSY 200 to include CWWI support	T3/CWWI Dir. & Staff, HIS & PSY faculty	HIS & PSY faculty / CWWI staff evaluate course alignment to GEO writing /communication outcomes	Alignment to GEO outcomes strengthened	10/1/14-9/30/2015
Implement PD plan for full-time & adjunct faculty	Dean/Instr Affairs, T3/CWWI Dir, Curriculum Com	Enhance curriculum & standardize instructional methods to strengthen writing in HIS 101 & PSY 200	Increased faculty awareness of best practices in teaching writing	10/1/14-9/30/2015
Continue referral system & new student orientation to CWWI	T3/CWWI Dir & Staff; Faculty	Referral system & orientation program in place	Improve student writing & increased retention	10/1/14-9/30/2015
Develop writing resources for Top Ten courses (HIS 101 & PSY 200)	T3/CWWI Dir. & Staff	Develop course-specific writing skills videos & bank of writing assignments	Increased writing support & resources increase student writing success	10/1/14-9/30/2015
Promote CWWI to students / faculty	T3/CWWI Dir & Staff	Orient new students/faculty; update about upcoming workshops/events	Increased student/faculty use of CWWI tracked	10/1/14-9/30/2015
<b>Specific Task</b>	<b>Primary Participants</b>	<b>Methods Involved</b>	<b>Tangible Results</b>	<b>Timeframe From - To</b>
Attend writing across the curriculum (WAC) conference; writing center (WC) conferences	T3/CWWI Dir (WAC) Coordinators (WC)	Apply conference strategies to assist in managing the CWWI & increase student success	Strategies implemented & student success measured	1/15/15-9/30/2015
Attend T3 Project Director's conference in Washington, D.C.	T3/CWWI Dir	Apply conference guidelines to assist in managing the CWWI	Guidelines implemented	1/15/15-9/30/2015
Update writing skills videos to upload to CWWI webpage	T3/CWWI Dir & Staff; Faculty	Add to bank of writing skills videos linked to CWWI webpage	Increased student use of writing skills videos	10/1/14-9/30/2015
Collect data & analyze for evaluation	T3/CWWI Dir; Dir/Inst Effectiveness	Collect & organize data & surveys as necessary	Analyze data; identify areas for improvement	10/1/14-9/30/2015
Prepare Title III Year End Report	T3/CWWI Dir	Collect & analyze data; begin T3 report preparation	Title III report completed & submitted	9/1/15-9/30/2015

<b>Year 3: October 1, 2015 – September 30, 2016</b>				
Review Year 2 & contract with external evaluator	T3/CWWI Coord., Dir/Dean of Instr Aff	Analysis & review of Year 2	Strategies modified & implemented as necessary	10/1/15-9/30/2016
Hire & train one part-time peer tutor for every 1000 students enrolled	T3/CWWI Dir, Coord.	Recruit, screen, & hire as per HR policies & policies; train tutors	Peer tutors hired & trained	10/1/15-9/30/2016
Strengthen MUS 101 & ART 100 to include CWWI support	T3/CWWI Dir. & Staff, MUS & ART faculty	MUS & ART faculty / CWWI staff evaluate course alignment to GEO writing /communication outcomes	Alignment to GEO outcomes strengthened	10/1/15-9/30/2016
Implement PD plan for full-time & adjunct faculty	Dean/Instr Affairs, T3/CWWI Dir, Curriculum Com	Enhance curriculum & standardize instructional methods to strengthen writing in MUS 101 & ART 100	Increased faculty awareness of best practices in teaching writing	10/1/15-9/30/2016
Continue referral system & new student orientation to CWWI	T3/CWWI Dir & Staff; Faculty	Referral system & orientation program in place	Improve student writing & increased retention	10/1/15-9/30/2016
Develop writing resources for Top Ten courses (MUS 101 ART 100)	T3/CWWI Dir. & Staff	Develop course-specific writing skills videos & bank of writing assign	Writing support/ resources increase student success	10/1/15-9/30/2016
Promote CWWI to students / faculty	T3/CWWI Dir & Staff	Orient new students/ faculty; update about upcoming workshops/events	Increased student/ faculty use of CWWI tracked	10/1/15-9/30/2016
Attend WC conferences & WAC conference	T3/CWWI Dir (WC) Coordinators (WAC)	Apply conf strategies to managing the CWWI & increase student success	Strategies implemented & student success measured	1/15/16-5/30/2016
Attend T3 Project Director's conference in Washington, D.C.	T3/CWWI Dir	Apply conference guidelines to assist in managing the CWWI	Guidelines implemented	1/15/16-5/30/2016
Update writing skills videos to upload to CWWI webpage	T3/CWWI Dir & Staff; Faculty	Add to bank of writing skills videos linked to CWWI webpage	Increased student use of writing skills videos	10/1/15-9/30/2016
Collect data & analyze	T3/CWWI Dir; Dir/Inst Effectiveness	Collect/organize data / surveys	Areas identified for improvement	10/1/15-9/30/2016
<b>Specific Task</b>	<b>Primary Participants</b>	<b>Methods Involved</b>	<b>Tangible Results</b>	<b>Timeframe</b> <b>From - To</b>
Prepare Title III Year End Report	T3/CWWI Dir	Collect & analyze data; T3 report preparation	Title III report completed & submitted	9/1/16-9/30/2016

Year 4: October 1, 2016 – September 30, 2017				
Review Year 3 & contract with external evaluator	T3/CWWI Coord., Dir/Dean of Instr Aff	Analysis & review of Year 3	Strategies modified & implemented as necessary	10/1/16-9/30/2017
Hire & train one part-time peer tutor for every 1000 students enrolled	T3/CWWI Dir, Coord.	Recruit, screen, & hire as per HR policies & policies; train tutors	Peer tutors hired & trained	10/1/16-9/30/2017
Strengthen MTH 100, CIS 146, & BIO 103 to include CWWI support	T3/CWWI Dir. & Staff, MTH, CIS, & BIO faculty	MTH, CIS, BIO faculty / CWWI staff evaluate course alignment to GEO writing /communication outcomes	Alignment to GEO outcomes strengthened	10/1/16-9/30/2017
Implement PD plan for full-time & adjunct faculty	Dean/Instr Affairs, T3/CWWI Dir, Curriculum Com	Enhance curriculum & standardize instructional methods to strengthen writing in MTH100, CIS146, BIO103	Increased faculty awareness of best practices in teaching writing	10/1/16-9/30/2017
Continue referral system & new student orientation to CWWI	T3/CWWI Dir & Staff; Faculty	Referral system & orientation program in place	Improve student writing & increased retention	10/1/16-9/30/2017
Update writing resources for Top Ten courses (MTH100,CIS146, BIO103)	T3/CWWI Dir. & Staff	Add to course-specific writing videos & bank of writing assignments	Writing support /resources increase student success	10/1/16-9/30/2017
Promote CWWI to students / faculty	T3/CWWI Dir & Staff	Orient new students/faculty; update about upcoming workshops/events	Increased student/faculty use of CWWI tracked	10/1/16-9/30/2017
Attend WC conferences & WAC conference	T3/CWWI Dir (WAC) Coordinators (WC)	Apply conf strategies to manage the CWWI & increase student success	Strategies implemented & student success measured	10/1/16-9/30/2017
Attend T3 Project Director's conference in Washington, D.C.	T3/CWWI Dir	Apply conference guidelines to assist in managing the CWWI	Guidelines implemented	10/1/16-9/30/2017
Update writing skills videos to upload to CWWI webpage	T3/CWWI Dir & Staff; Faculty	Add to bank of writing skills videos linked to CWWI webpage	Increased student use of writing skills videos	10/1/16-9/30-2017
Collect data & analyze	T3/CWWI Dir; Dir/Inst Effectiveness	Collect/organize data /surveys as necessary	Areas identified for improvement	10/1/16-9/30/2017
Prepare Title III Year End Report	T3/CWWI Dir	Collect & analyze data; begin T3 report preparation	Title III report completed & submitted	9/1/17-9/30/2017

**Year 5: October 1, 2017 – September 30, 2018**

Review Year 4 & contract with external evaluator	T3/CWWI Coord., Dir/Dean of Instr Aff	Analysis & review of Year 4	Strategies modified & implemented as necessary	10/1/17-9/30/18
Hire & train one part-time peer tutor for every 1000 students enrolled	T3/CWWI Dir./Coord.	Recruit, screen, & hire as per HR policies & policies; train tutors	Peer tutors hired & trained	10/1/17-9/30/18
<b>Specific Task</b>	<b>Primary Participants</b>	<b>Methods Involved</b>	<b>Tangible Results</b>	<b>Timeframe From - To</b>
Continue on-going PD for faculty teaching Top Ten courses	Dean/Instr Affairs, T3/CWWI Dir, Curriculum Com	Enhance curriculum & standardize instructional methods to strengthen writing in Top Ten courses	Increased faculty awareness of best practices in teaching writing	10/1/17-9/30/18
Update writing resources for designated Top Ten courses	T3/CWWI Dir. & Staff	Add to course-specific writing skills videos & bank of writing assignments	Increased writing support & resources increase student writing success	10/1/17-9/30/18
Implement referral system & new student orientation to CWWI	T3/CWWI Dir & Staff; Faculty	Referral system & orientation program in place	Improve student writing & increased retention	10/1/17-9/30/18
Promote CWWI to students / faculty	T3/CWWI Dir & Staff	Orient new students/ faculty; update about upcoming workshops/events	Increased student/ faculty use of CWWI tracked	10/1/17-9/30/18
Attend WC conferences & WAC conference	T3/CWWI Dir (WAC) Coordinators (WC)	Apply conference strategies to assist in managing the CWWI & increase student success	Strategies implemented & student success measured	1/15/18-5/30/18
Attend T3 Project Director's conference in Washington, D.C.	T3/CWWI Dir	Apply conference guidelines to assist in managing the CWWI	Guidelines implemented	1/15/18-5/30/18
Update writing skills videos to upload to CWWI webpage	T3/CWWI Dir & Staff; Faculty	Add to bank of writing skills videos linked to CWWI webpage	Increased student use of writing skills videos	10/1/17-9/30/18
Collect data & analyze for evaluation	T3/CWWI Dir; Dir/ Inst Effectiveness	Collect & organize data & surveys as necessary	Areas identified for improvement	10/1/17-9/30/18
Prepare Title III Year End Report	T3/CWWI Dir	Collect & analyze data; begin T3 report preparation	Title III report completed & submitted	9/1/18-9/30/18

## Appendices

Appendix A: Cash Advance Form

**WALLACE COMMUNITY COLLEGE  
CASH ADVANCE**

Employee \_\_\_\_\_ Department \_\_\_\_\_  
Expense Account # \_\_\_\_\_ Position \_\_\_\_\_

<b>REQUEST FOR CASH ADVANCE</b>	
Amount Requested \$ _____	Destination _____
Purpose of Expense _____	
Approver's Signature _____	Date _____
<small>Dean/Administrator</small>	

<b>DISTRIBUTION OF CASH ADVANCE</b>	
By signing this I acknowledge; 1) I accept the responsibility of the cash advance and must return this form completed and signed to the respective Dean, then to the business office. 2) I will assume liability and make personal payment (via personal check or payroll deduction) to WCC for any non-allowable, undocumented expenses incurred. 3) I authorize WCC to withhold from my payroll any non-allowable, unlawful, and/or questionable expenses. I also authorize WCC to withhold the amount of the cash advance from my payroll in the event that documentation is not provided to the business office in a timely manner.	
Amount Received \$ _____	Date to be returned _____
Requestor's Signature _____	Date _____
Distributed By _____	Date _____
<small>Business Office</small>	

<b>ITEMIZED EXPENSES</b>						
Date	Description	Mileage	Lodging	Meals	Other	Total
				Subtotal		
				Less Cash Advance		
				Cash to be returned		
Requestor's Signature _____				Date _____		
Approver's Signature _____				Date _____		
<small>Dean/Administrator</small>						

<b>RETURN OF CASH ADVANCE</b>	
Cash Received By _____	Date _____
<small>Business Office</small>	
Final Approval _____	Date _____
<small>Dean of Business Affairs</small>	

Originated 02/25/2008 tak



## Appendix B: Travel Requisition Form

## WALLACE COMMUNITY COLLEGE TRAVEL REQUISITION

Traveler \_\_\_\_\_ Social Security# \_\_\_\_\_

Destination \_\_\_\_\_

Departure Date \_\_\_\_\_ Time \_\_\_\_\_

Return Date \_\_\_\_\_ Time \_\_\_\_\_

Reason for Travel \_\_\_\_\_

**Estimated Cost for In-State Travel:**

Transportation (check one)  
     State Vehicle \_\_\_\_\_  
     Private Vehicle \_\_\_\_\_  
 Mileage \$ \_\_\_\_\_  
 Registration Fee \$ \_\_\_\_\_  
 Per Diem \$ \_\_\_\_\_  
 Other \$ \_\_\_\_\_  
 TOTAL \$ \_\_\_\_\_ -

Expenses will be paid from account number:

State Funds \_\_\_\_\_  
 Federal Funds \_\_\_\_\_  
 Other Funds \_\_\_\_\_

\_\_\_\_\_  
 Traveler's Signature Date

By signature, traveler affirms that a college-owned vehicle has been requested. Traveler's requesting reimbursement for private vehicle mileage must include correspondence validating the unavailability of a college-owned vehicle.

**Estimated Cost for Out-of-State Travel:**

Transportation  
     State Vehicle \_\_\_\_\_  
     Private Vehicle \_\_\_\_\_  
     Airline Cost \$ \_\_\_\_\_  
 Mileage \$ \_\_\_\_\_  
 Registration Fee \$ \_\_\_\_\_  
 Lodging \$ \_\_\_\_\_ -  
     Number of Nights \_\_\_\_\_  
     Cost per Night \$ \_\_\_\_\_  
 Hotel Parking \$ \_\_\_\_\_  
 Meals \$ \_\_\_\_\_  
 Taxi \$ \_\_\_\_\_  
 Airport Parking \$ \_\_\_\_\_  
 Other \$ \_\_\_\_\_  
 TOTAL \$ \_\_\_\_\_ -

APPROVED:

\_\_\_\_\_  
 Supervisor Date

\_\_\_\_\_  
 Dean Date

\_\_\_\_\_  
 Dean of Business Affairs Date

\_\_\_\_\_  
 President (out-of-state only) Date

## Appendix C: Statement of Official Out-of-State Travel

**WALLACE COMMUNITY COLLEGE  
STATEMENT OF OFFICIAL OUT-OF-STATE TRAVEL**

EMPLOYEE: \_\_\_\_\_ DEPARTMENT: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ POSITION: \_\_\_\_\_  
 DESTINATION: \_\_\_\_\_ EXPENSE ACCT# \_\_\_\_\_

2013 Month & Day	Points of Travel		Private Car Mileage	Mileage Fare \$0.565	Airfare Amount	Subsistence				Emergency and necessary expenses incurred in connection with travel		
	From:	To:				Breakfast	Lunch	Dinner	Room	Postage, Telephone	Misc	Detail of Misc Items
				-								
				-								
				-								
				-								
				-								
				-								
				-								
				-								
				-								
				-								
				-								
				-								
TOTALS			0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

I hereby certify that the expenses reported hereon were accomplished in the performances of official duties pursuant to travel authority granted me. I have attached the approved 'Travel Requisition' along with the agenda and all applicable itemized receipts.  Signature: _____  Sworn to and subscribed before me this _____ day of _____, 20____  _____ Notary Public	TOTAL AMOUNT TO BE PAID      \$      -
	The transportation and subsistence expense indicated in this statement and on the attached receipts was previously authorized. I have verified the accuracy of this statement and approve for payment as reported.  _____      _____ Dean/Administrator      Date  _____ Dean of Business Affairs

Appendix D: Statement of Official In-State Travel

## WALLACE COMMUNITY COLLEGE STATEMENT OF OFFICIAL IN-STATE TRAVEL

EMPLOYEE: \_\_\_\_\_ DEPARTMENT: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ POSITION: \_\_\_\_\_  
 \_\_\_\_\_ EXPENSE ACCT# \_\_\_\_\_

APPROVED BASE IF OTHER THAN COLLEGE CAMPUS: \_\_\_\_\_

**INSTRUCTIONS**

Please complete all applicable columns.  
 Compensation is allowed only when traveling to conduct official college business.  
 College campus is the official designated base, unless otherwise approved by President or designee.  
 Approved 'Travel Requisition' along with the agenda and applicable receipts must be attached.

- Column 1 Report only actual mileage traveled.
- Column 2 Mileage rate is **\$ .565** per mile effective 01/01/2013.
- Column 3 If duration of trip is from 6 to 12 hours, \$11.25 meal is allowed.
- Column 3 & 4 If trip exceeds 12 hours but does not require an overnight stay, \$11.25 for a meal plus \$18.75 (1/4 per diem) is allowed.
- Column 5 If trip requires an overnight stay, \$75.00 per day is allowed.

2013 Month & Day	Points of Travel		1 Private Car Miles	2 Mileage Fare	Time of Departure		Time of Return		3 Meal Allow	4 1/4 Per Diem	5 Full Per Diem
	From:	To:			AM	PM	AM	PM			
				-							
				-							
				-							
				-							
				-							
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				-							
				-							
				-							
				-							
				-							
				-							
				-							
				-							
				-							
<b>TOTAL TRANSPORTATION</b>			-	-	<b>TOTAL PER DIEM</b>				\$ -	\$ -	\$ -

Detail other allowable expenses and attach receipts: \$ \_\_\_\_\_ -

I hereby certify that the expenses reported hereon were accomplished in the performances of official duties pursuant to travel authority granted me.

Signature: \_\_\_\_\_

Sworn to and subscribed before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

\_\_\_\_\_  
Notary Public

**TOTAL AMOUNT TO BE PAID** **\$ \_\_\_\_\_ -**

Based on travel policy and approved budget, I have verified the accuracy of this statement and approve for payment as reported.

\_\_\_\_\_  
Dean/Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean of Business Affairs

## Appendix E: Budget Adjustment Form

**WALLACE COMMUNITY COLLEGE  
REQUEST FOR BUDGET ADJUSTMENT**

- Transfer from Line Item
- Unbudgeted Expenditure
- Unbudgeted Revenue/Expenditure

**LINE ITEM TRANSFER**

**Transfer From:**

**Transfer To:**

Account # _____	\$ _____	Account # _____	\$ _____
Account # _____	\$ _____	Account # _____	\$ _____
Account # _____	\$ _____	Account # _____	\$ _____
Account # _____	\$ _____	Account # _____	\$ _____
Account # _____	\$ _____	Account # _____	\$ _____
Account # _____	\$ _____	Account # _____	\$ _____
Account # _____	\$ _____	Account # _____	\$ _____
Account # _____	\$ _____	Account # _____	\$ _____
Account # _____	\$ _____	Account # _____	\$ _____
Account # _____	\$ _____	Account # _____	\$ _____

**REVENUE SOURCE**

Funding will be provided by the following unbudgeted revenue source.

Description: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Account # \_\_\_\_\_  
 Amount \$ \_\_\_\_\_

**EXPENDITURE**

Description: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Account # \_\_\_\_\_  
 Amount \$ \_\_\_\_\_

Requested by \_\_\_\_\_ Date \_\_\_\_\_ Approved by Dean of Business Affairs \_\_\_\_\_ Date \_\_\_\_\_

Approved By Dean/Director \_\_\_\_\_ Date \_\_\_\_\_

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