



BOARD OF TRUSTEES
Regular Meeting Agenda

May 11, 2026 06:00 PM
Wallace W. Gee Building - Room G222
1247 Jimmie Kerr Road
Graham, NC 27253

1. Call to Order

2. Call for Conflicts of Interest

3. Employee Recognitions (Dr. Ingle)

- 3.a Penny Miller, Full-Time Staff Member of the Year
- 3.b Diane Shipmon, Part-Time Staff Member of the Year
- 3.c Ann Snell, Excellence in Teaching Award recipient
- 3.d Donna Maskill, Adjunct Instructor of the Year
- 3.e Iuliia Manokhina, Workforce and Economic Development Instructor of the Year
- 3.f Adult Basic Literacy Education (ABLE) | Community College Day Participation

4. Presentations

- 4.a QEP/Mental Health and Support Services Update (Jennifer Brownell & Danielle Woodall) Page 6

5. Minutes

- 5.a Recommendation for approval:
 - 5.a.1 Board of Trustees regular meeting, April 17, 2026 Page 15
 - 5.a.2 Board of Trustees Annual Planning Session, April 17, 2026 Page 20
- 5.b Board of Trustees Committee Minutes
 - 5.b.1 Building and Grounds Committee meeting, April 8, Page 24

2026

5.b.2 Budget and Finance Committee meeting, April 10, 2026 Page 26

6. Committee Reports

6.a Personnel Committee Report

6.a.1 Employment Report April 2026 Page 28

6.a.2 Recommendation for approval:

6.a.2.1 Revision: Policy 3.1.3 - Employment Classifications and Workloads Page 30

6.a.2.2 Rescind: Policy 3.4.5 - Spring Term 2023 Pilot Teleworking for Staff Page 34

6.b Building and Grounds Committee Report

6.b.1 Recommendation for approval:

6.b.1.1 BCOE DOAS System Modifications Project Page 41

6.b.2 Capital Projects Summary Report, May 2026 Page 43

6.b.3 Capital Project Budget Update, April 2026 Page 46

6.c Budget and Finance Committee Report

6.c.1 Recommendation for approval:

6.c.1.1 Recommendation for FY26 Financial Auditing Services Page 47

6.c.2 Financial Report, April 2026 Page 49

6.c.3 FY25 Yellow Book audit of Office of State Budget and Management Directed Grants (50222, 50223, and 50224) Page 58

6.d Curriculum and Student Engagement Committee Report

6.d.1 Recommendation for approval:

1. Terminate Animal Care and Management: Animal Sheltering and Field Services Diploma (D55100A)
2. Terminate Industrial Systems Electrical Apprenticeship Certificate (C50240EB) and Industrial Systems Mechanical Apprenticeship Certificate (C50240MB)
3. Terminate Mechanical Engineering Basic Certificate (C40320B)
4. Terminate Mechatronics Engineering: Mechanical CCP Pathway (C40350PM)
5. Add Special Needs Certificate (C55220C)
6. Add Birth through Kindergarten Residency Licensure Certificate (C55500)
7. Add High School Math Residency Licensure Certificate (C55510)
8. Add High School Science Residency Licensure Certificate (C55520)
9. Add Middle School Math Residency Licensure Certificate (C55530)
10. Add Middle School Science Residency Licensure Certificate (C55540)
11. Add Special Education Residency Licensure Certificate (C55550)
12. Revise Information Technology-Cloud Computing and Virtualization (A25590V)
13. Revise Information Technology-Computer Programming and Development
14. Revise Social & Behavioral Sciences AAS Picklist
15. Terminate Associates in General Education
 1. AGE Dental (A10300DN)
 2. AGE Practical Nursing (A10300PN)
 3. AGE Vet Tech (A10300VT)
 4. AGE Medical Assisting (A10300M)
 5. AGE Medical Laboratory Tech (A10300ML)
16. Revise Biotechnology (20100)

6.d.1.2	Revision: Policy 5.1.2 - Acceptance of Transfer Students/Credits	Page 88
6.d.1.3	Revision of Policy 4.2.6 - Classroom Management	Page 94
6.d.1.4	Revision: Policy 4.2.3 - Instructional Material Selection	Page 100
6.d.1.5	Revision of Policy 4.2.8 - Substantive Change Compliance	Page 103

7. Other Reports

7.a	SGA Report	Page 109
7.b	Chair's Report	
7.b.1	Report of Ethics Education due dates and Statement of Economic Interest (SEI) filings	Page 111
7.b.2	Reminder: 2025-26 Board Self Evaluation	
7.b.3	Trustee terms expiring June 30, 2026 Grantlin Brooks — General Assembly, President Pro Tempore Tammy Karnes — County Commissioner Sylvia Munoz — Governor Appointment (now General Assembly, Speaker of the House of Representatives)	
7.b.4	Reminder: Election of Officers	
7.c	Staff Association Report	Page 112
7.d	President's Report	
7.d.1	Update: NCACCT Law/Legislative Seminar held April 22-24, 2026	
7.d.2	Reminder- 2026 Commencement: May 15, 2026 at 3:00 p.m. & 7:00 p.m., to be held at Lamb's Chapel, 3539 Alamance Rd., Burlington, NC 27215	

8. Handouts

9. Announcements

- 9.a 2026 Commencement: May 15, 2026 at 3:00 p.m. & 7:00 p.m., to be held at Lamb's Chapel, 3539 Alamance Rd., Burlington, NC 27215
- 9.b 2026 NCACCT Leadership Seminar, August 26-28, 2026, The Grandover Resort, Greensboro

10. Adjournment



Board of Trustees

1247 Jimmie Kerr Road
Graham, NC 27253-8000
Phone: (336) 506-4100

www.alamancecc.edu

Board of Trustees

Sponsor: Elizabeth Brehler

Date: May 11, 2026

Title of Document: QEP/Mental Health and Support Services Update

Summary:

The special presentation will provide an update on the college's Quality Enhancement Plan (QEP), with a focus on our ongoing commitment to student mental health and well-being. Trustees will hear highlights of key initiatives, including expanded counseling services, prevention programming, and campus-wide efforts to create a supportive, student-ready environment.



Student Experience Spotlight: QEP

Jenny Brownell, Director of Wellness and Student Support
Danielle Woodall, Community Resource Coordinator & Counselor



Main Goal and Objectives

To improve student success through enhanced and integrated mental health awareness, support, and services.

Objective 1: Improve Mental Health Awareness

Objective 2: Enhance Mental Health Resources and Services

Objective 3: Foster a Supportive and Inclusive Campus Environment

Highlights



Create a culture of care



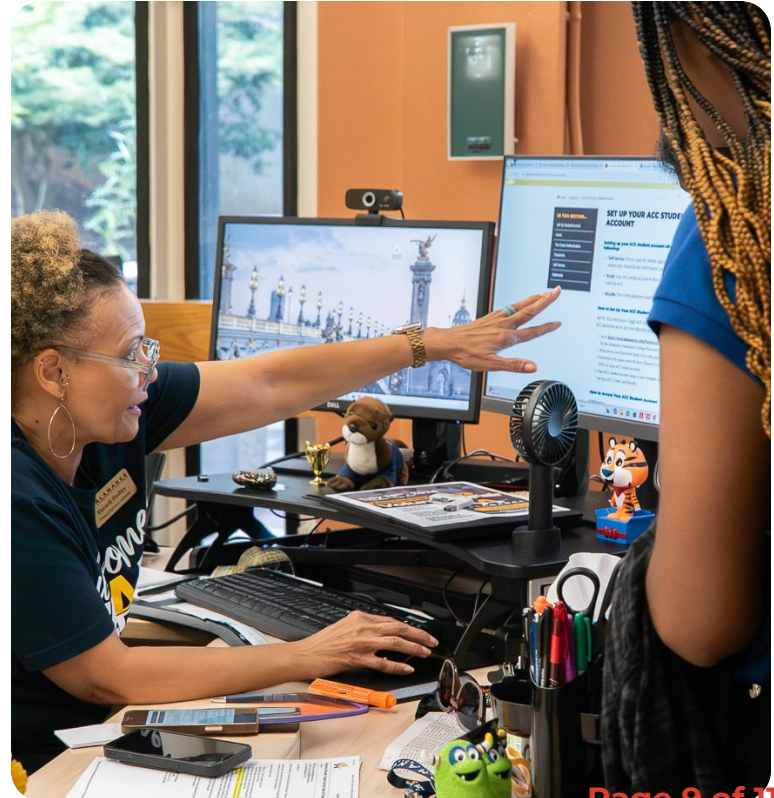
Counseling available on site



Mental health training for students and employees



Community partnerships



Training and Education



QPR Suicide Prevention Training

170 In-person participants

150 Online certified participants

Mental Health First Aid Training

17 BLET students

30 Nursing students

16 Employees



**Mental Health
FIRST AID**

from NATIONAL COUNCIL FOR
MENTAL WELLBEING

Evidence-based mental health trainings

Equipping our campus with the tools to
support mental well-being.

Healthy Minds Study - Fall 2024



66% agree

Academic Impact & Mental Health

My emotional or mental difficulties hurt my academic performance either 1-2 days, 3-5 days, or 6 or more days in the last month.

69% agree

Student Resource Awareness

If I needed to seek professional help for my mental or emotional health, I would know where to access resources from my school.

86% agree

Distress Recognition

Employees have a good idea of how to recognize when a student is in emotional or mental distress.

84% agree

Supportive Conversations

Employees are comfortable having conversations with students about their mental health.

Student Feedback



Hello Danielle and Darsell,

I want to share my heartfelt appreciation for both of you, especially during a time when I needed support the most. I was feeling scared, confused and often went ahead without realizing when I should pause and reach out for help. Meeting you both at the food pantry brought me comfort. I was expressing my struggles in different words, and you understood perfectly. As a student, an individual, and a parent, I am genuinely grateful for the professional help I received this semester.

Thanks for the food, referrals, emails, kind words, water, snacks, smiles, laughter, jokes, ideas and counseling, which made a huge difference for me. Today, I feel grateful to have secured childcare and financial aid. I hadn't planned to ask for help or make any requests, but I truly needed it, and I feel blessed to have experienced your department's caring assistance during this time.

Thanks to each of you, including the behind-the-scenes staff, for all the support and ideas. I sincerely appreciate all that you do and am deeply thankful.

Sincerely,



Faculty Feedback



"I would like to say, thank you for everything you do. It means so very much to us in the MLT department the work that you and your team have done to support our students."

"I had no idea how great of an impact Student Support Services really can have for our students. I am so very grateful for the work you all have done and continue to do."

Sincerely,

Jamie Mongillo-Hooker, MLS(ASCP)

Department Head MLT, Health Science, & Histotechnology



THANK YOU!



BOARD OF TRUSTEES
Regular Meeting Agenda

April 17, 2026 08:45 AM
Alamance Ballroom
3007 N. Fairway Drive | Burlington, NC

Trustees Present:

Mr. James Butler
Mr. Steve Carter
Dr. Roslyn Crisp
Mr. Powell Glidewell, III
Mr. William Gomory
Ms. Tammy Karnes
Ms. Julie Scott Emmons, Chair
Mr. Ken Walker, Vice Chair
BG (R) Blake Williams
Mr. Walter Britt
Mr. Grant Brooks
Dr. Kenneth Ingle, III, President and Secretary to the Board

Trustees Absent:

Ms. Sylvia Muñoz

Guests:

Erik Perel, Department Head, Graphic Design
Carmen Clippinger, Graphic Design Student
Harley Hogan, Graphic Design Student
Samantha Hendershot, Graphic Design Student
Taylor Lee, Graphic Design Student
Robyn Yizar, Graphic Design Student

Also Present:

Ms. Ana Fleeman, Director of Governance and Executive Operations
Ms. Lisa Huffman, Executive Assistant to the President
Dr. Justin Snyder, Senior Vice President of Student Learning and Workforce Development
Mr. Thomas Hartman, Associate Vice President of Administrative Services and Facilities
Mr. Frank Longest, Board Attorney
Ms. Sarah Hardin, Associate Vice President of Communications and Public Affairs
Mr. Jason Mayer, Associate Vice President of Information Services and Chief Information Officer
Ms. Sonya McCook, Vice President of Instruction

1. Call to Order

Chair Emmons called the meeting to order at 8:45am and welcomed everyone to the meeting.

The Board determined that a quorum was present.

2. Call for Conflicts of Interest

Chair Emmons called for conflicts by reading the following statement:

In accordance with North Carolina General Statute 138A, the State Government Ethics Act, it is the duty of every Alamance Community College Board of Trustees member to avoid both conflicts of interest and appearances of conflict. If any Board member has any known conflict of interest or appearance of conflict with respect to any matters coming before the Board today, please identify the conflict or appearance of conflict and refrain from any undue participation in the particular matter involved.

No conflicts of interest or appearances of conflict were noted

3. Presentations

3.a Introduction: Graphic Design Students

Dr. Ingle introduced Mr. Erik Perel, Department Head of Graphic Design, who in turn introduced the students who designed the ACC Day jersey in collaboration with the Burlington Sock Puppets. Mr. Perel shared that the project partnered second-year students with OT Sports and the Sock Puppets, providing a real-world design experience from concept to client presentation. Students engaged in the full design process, culminating in formal presentations to the client. Following review, a winning design by student Carmen Clippinger was selected, incorporating traditional baseball elements, ACC branding, and references to Burlington's textile history. He also noted that students have designed multiple keychains and stickers for various events and departments across the ACC community.

4. Minutes

4.a Recommendation for approval:

4.a.1 Board of Trustees regular meeting, March 9, 2026

Moved By Mr. Gomory

Seconded By Mr. Walker

Chair Emmons called for a motion to approve the minutes of the Board of Trustees' regular meeting held on March 9, 2026.

Carried

4.b Board of Trustees Committee Minutes

The following committee meeting minutes were also included in the packet for informational purposes.

4.b.1 Building and Grounds Committee meeting, March 4, 2026

4.b.2 Budget and Finance Committee meeting, March 6, 2026

5. Committee Reports

Chair Emmons called for committee reports.

5.a Personnel Committee Report

5.a.1 Employment Report March 2026 .docx

Dr. Crisp asked Dr. Ingle to present the employment report. Dr. Ingle directed the Trustees to the report included in the meeting packet and shared that it is the standard monthly report, outlining employment demographics and listing new employees.

5.b Building and Grounds Committee Report

5.b.1 Capital Project Summary Report for April 2026

Mr. Gomory shared the College provided updates on bond and capital improvement projects. The Public Safety Training Center remains on schedule for August 2026 completion, with Phase 2 planning ongoing. The main campus wayfinding project is complete. Progress continues on the Veterinary Medical Technology Barn, Biotechnology Center upfit, and infrastructure upgrades. Additional projects, including campus security rekeying and HVAC controls, are scheduled to begin this spring.

5.b.2 Capital Project Budget Update for March 2026

Mr. Gomory directed trustees to the report in the packet. He shared the College's capital project budget reflects continued progress across major projects, including the Public Safety Training Center and various campus improvements. Several projects are

ongoing, with funds remaining to support completion and future capital needs.

5.c Budget and Finance Committee Report

5.c.1 Financial Report for March 2026

Mr. Glidewell shared that Ms. Thomas provided the following information at the committee meeting: Ms. Thomas presented the March 31, 2026 financial report, noting it is unadjusted and unaudited. She reported the College's financial position remains strong, supported by increased enrollment and available institutional funds. Expenditures reflect typical contractual, insurance, energy, financial aid, and construction costs. All negative balances are timing-related, with no unplanned deficits reported.

6. Other Reports

6.a Chair's Report

6.a.1 Report of Ethics Education due dates and Statement of Economic Interest (SEI) filings

Chair Emmons presented the Report of Ethics Education and SEI filings. Trustees were asked to review the report to stay informed of their individual status and upcoming due dates related to required ethics education and Statement of Economic Interest (SEI) filings.

6.a.2 Trustee terms expiring June 30, 2026

Chair Emmons reminded the Board to review the information regarding Trustees with expiring terms approaching.

6.b President's Report (No Report)

7. Handouts

8. Announcements

Chair Emmons directed the trustees to review the following announcements.

8.a Celebration of Excellence, May 7, 2026

8.b 2026 Commencement: May 15, 2026 at 3:00 p.m. & 7:00 p.m., to be held at Lamb's Chapel, 3539 Alamance Rd., Burlington, NC 27215

9. Adjournment

Having no further business to discuss, Chair Emmons called for a motion to adjourn the meeting.

Moved By Ms. Karnes

Seconded By Mr. Glidewell

Carried

Kenneth Ingle, Ed.D. President & Secretary to the Board of Trustees



BOARD OF TRUSTEES
Planning Session Agenda

April 17, 2026 08:00 AM
Alamance Ballroom
3007 N. Fairway Drive | Burlington, NC

Trustees Present:

Mr. James Butler
Mr. Steve Carter
Dr. Roslyn Crisp
Mr. Powell Glidewell, III
Mr. William Gomory
Ms. Tammy Karnes
Ms. Julie Scott Emmons, Chair
Mr. Ken Walker, Vice Chair
BG (R) Blake Williams
Mr. Walter Britt
Mr. Grant Brooks
Dr. Kenneth Ingle, III, President and Secretary to the Board

Trustees Absent:

Ms. Sylvia Muñoz

Guests:

Also Present:

Ms. Ana Fleeman, Director of Governance and Executive Operations
Ms. Lisa Huffman, Executive Assistant to the President
Dr. Justin Snyder, Senior Vice President of Student Learning and Workforce Development
Ms. Elizabeth Thomas, Senior Vice President of Operations
Dr. Elizabeth Brehler, Vice President of Student Experience
Mr. Frank Longest, Board Attorney
Ms. Sarah Hardin, Associate Vice President of Communications and Public Affairs
Mr. Jason Mayer, Associate Vice President of Information Services and Chief Information Officer
Ms. Sonya McCook, Vice President of Instruction

1. Breakfast (8:00-8:30 a.m.)

Chair Emmons called the meeting to order at 8:00 a.m.

2. Opening Remarks (8:30-8:45 a.m.)

2.a Welcome

Dr. Ingle welcomed everyone to the meeting.

2.b Call for Conflicts of Interest

Chair Emmons called for conflicts of interest by reading the following statement:

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No conflicts of interest or appearances of conflict were noted.

2.c Framing the Day

Dr. Ingle reviewed the agenda with the trustees and shared that we would have two guest groups of panelists.

3. Regular Board of Trustees Meeting (8:45-9:30 a.m.)

4. ALL-IN Overview (9:30-10:10 a.m.)

Dr. Ingle explained that the 2026 Planning Session outlines the College's ALL IN strategic framework, focused on strengthening student success, workforce alignment, and community impact. The plan centers on three pillars: Integrated Pathways, which create seamless transitions across programs; a Single Entry Point, providing a centralized and simplified onboarding experience; and Lifelong Learning, positioning the College as a continuous partner in education and career advancement. Dr. Ingle emphasized the importance of aligning programs with workforce outcomes and leveraging partnerships with local employers. He also highlighted the role of artificial intelligence in enhancing student support, improving institutional effectiveness, and expanding access. The strategy reflects a unified approach to connect students to meaningful career opportunities while responding to evolving community needs and economic demands.

5. Break (10:10-10:15 a.m.)

6. Integrated Pathways & The Journey (10:15-10:45 a.m.)

Dr. Snyder shared the Integrated Pathways initiative and explained it focuses on creating seamless and flexible learning pathways that allow students to move

easily between workforce development, curriculum, and transfer programs. The approach emphasizes stackable credentials, alignment across departments, and partnerships with employers to ensure workforce relevance. Dr. Snyder highlighted the importance of connecting programs to career outcomes, supporting students from entry through advancement. He also discussed strengthening non-credit to credit alignment to ensure prior learning is recognized, reduce duplication, and create more equitable and efficient pathways for students to achieve credentials and degrees.

Ms. McCook introduced herself and explained the “Journey” initiative positions the College as a lifelong education partner, supporting individuals through every stage of learning and career development. The strategy emphasizes re-engagement of alumni, expansion of micro-credentials, and alignment with workforce needs. She highlighted efforts to assess community needs, expand certification opportunities, and strengthen outreach to increase awareness and engagement, ensuring the College remains responsive and accessible to the communities it serves.

7. Partnership Panel (10:45-11:45 a.m.)

Dr. Snyder called the Partnership Panelists to the panel table and asked them to introduce themselves and share what they do in the community. Panelists represented key partnerships connecting Alamance Community College to the region. Reagan Gural highlighted workforce and economic development through business engagement. Elizabeth Ham emphasized designing skills-based pathways aligned with workforce needs. Edmund Gant Jr. reflected industry and community leadership, focusing on culture and workforce readiness. Dr. Matthew Haley underscored K–12 alignment and student pipeline development. Both Dr. Snyder and Ms. McCook asked the panelists questions about their professions and how their work connects to the College, reinforcing ACC’s collaborative role in supporting student success and regional growth.

8. Lunch (11:45 a.m.-12:30 p.m.)

9. Student Panel (12:30-1:30 p.m.)

Dr. Brehler called the student panelists to the panel table and asked them to introduce themselves and share their experiences at Alamance Community College. Students represented a range of programs aligned with community workforce needs, including public safety, healthcare, university transfer, and advanced manufacturing. Mia Hildebrand highlighted a pathway from Criminal Justice to Basic Law Enforcement Training, supporting local public safety needs. Vanessa Hamilton reflected healthcare workforce demand through her work and continued education in dental hygiene. Jessi Blu demonstrated transfer pathways preparing students for advanced degrees, while Luis Bailon Garcia represented

the skilled trades pipeline through apprenticeships and industry experience. Dr. Brehler asked the students questions about their educational journeys and career goals, reinforcing how ACC supports diverse learners while addressing critical workforce and community needs.

10. Single Entry Point (1:30-2:00 p.m.)

Dr. Brehler shared that the Single Entry Point initiative focuses on creating a centralized and streamlined onboarding experience for all students, both in-person and virtually. The approach emphasizes unified intake, advising, and financial processes, supported by enhanced communication, virtual tools, and a strong customer service culture. She highlighted improved access, reduced barriers, and a more consistent, welcoming experience to help students navigate enrollment and connect to resources efficiently.

11. Data Driven Insights (2:00-2:30 p.m.)

Dr. Webster thanked the group for the opportunity to present at this year's Annual meeting. She explained the College is advancing efforts to move from data collection to data-informed decision-making through the use of interactive dashboards. These tools provide timely, accessible, and customizable data to support enrollment, retention, and student success analysis. Dr. Webster highlighted how dashboards enable more effective program review, advising, and strategic planning, while supporting continuous improvement and informed decision-making across the institution.

12. The Future of the College (2:30-3:15 p.m.)

Dr. Ingle shared that today's meeting outlined the new ALL IN initiative. He shared that overall the college is expecting many benefits in areas that will be streamlined for the greater ACC Community. The ALL IN framework positions the College to deliver a more seamless, accessible, and student-centered experience while strengthening workforce alignment and long-term community impact. Key benefits include simplified onboarding through a single entry point, clearer academic and career pathways without duplication, and expanded access through flexible, stackable credentials. Enhanced data tools support more informed decision-making, while integrated systems and improved communication reduce barriers for students. The model also supports lifelong learning by re-engaging alumni and meeting evolving workforce needs. Overall, the approach increases efficiency, improves student success outcomes, and ensures the College remains responsive, relevant, and accessible to the community it serves.

13. Closing Remarks and Adjournment (3:15-3:30 p.m.)

Having no further business to discuss, the meeting adjourned at 3:28pm.



Committee Members Present:

William Gomory, Chair
Walter Britt
Steve Carter
Powell (Pete) Glidewell, III
Kenneth Ingle, III, Secretary to the Board of Trustees

Committee Members Absent:

Guests:

James Leenhouts, Facilities Manager, Aramark

Also Present:

Elizabeth Thomas, Senior Vice President of Operations
Ana Fleeman, Director of Governance and Executive Operations
Thomas Hartman, Associate Vice President of Administrative Services & Facilities

1. Call to Order

Mr. Gomory called the meeting to order at 9:01 a.m. and welcomed everyone to the meeting.

The Committee determined that a quorum was present.

2. Call for Conflicts of Interest

Mr. Gomory called for conflicts by reading the following statement:

In accordance with North Carolina General Statute 138A, the State Government Ethics Act, it is the duty of every Alamance Community College Board of Trustees member to avoid both conflicts of interest and appearances of conflict. If any Board member has any known conflict of interest or appearance of conflict with respect to any matters coming before the committee today, please identify the conflict or appearance of conflict and refrain from any undue participation in the particular matter involved.

No conflicts of interest or appearances of conflict were noted.

3. Action Items

4. Informational Items

4.a Capital project summary report

4.a.1 April 2026

Mr. Hartman provided an update on bond and capital improvement projects. The Public Safety Training Center remains on schedule for completion in August 2026, with Phase 2 planning underway and expected to be presented to the Board in June. The Campus Exterior Wayfinding Project main entrance sign has been completed. The Veterinary Medical Technology Barn project is progressing through design review, with construction anticipated to begin in December 2026. The Biotechnology Center of Excellence third-floor upfit is advancing, with framing underway and inspections expected this summer. The Tech Infrastructure project began cabling work in February, with a mid-April submission goal. Additional projects, including campus security upgrades and HVAC improvements, are scheduled to begin this spring.

4.b Capital project budget update

4.b.1 March 2026

Ms. Thomas shared the capital project budget update for March 2026 and highlighted the information provided in the packet.

5. Other Business

6. Adjournment

Having no further business to discuss, the meeting adjourned at 9:18 a.m.



Committee Members Present:

Kenneth Ingle, III, Secretary to the Board of Trustees
Powell (Pete) Glidewell, III, Chair
Ken Walker
Steve Carter

Committee Members Absent:

Tammy Karnes

Also Present:

Elizabeth Thomas, Senior Vice President of Operations
Ana Fleeman, Director of Governance and Executive Operations

1. Call to Order

Mr. Glidewell called the meeting to order at 9:30 a.m.

He welcomed everyone to the meeting.

2. Call for Conflicts of Interest

Mr. Glidewell called for conflicts of Interest by reading this statement:

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No conflicts were identified

3. Action Items

4. Informational Items

4.a Financial Report

Ms. Thomas presented the March 31, 2026 financial report, noting it is unadjusted and unaudited. She reported the College's financial position remains strong, supported by increased enrollment and available institutional funds. State expenditures totaled 69.57%, while County expenditures reached 77.37%, largely due to contractual, insurance, and energy costs. Institutional spending totaled approximately \$12.7 million, primarily for financial aid and construction. All negative balances are timing-related, with no unplanned deficits reported.

5. Other Business

6. Adjournment

Having no further business to discuss, the meeting adjourned at 9:55 a.m.



Board of Trustees

1247 Jimmie Kerr Road
Graham, NC 27253-8000
Phone: (336) 506-4100

www.alamancecc.edu

Board of Trustees

Sponsor: Valerie Fearrington

Date: May 11, 2026

Title of Document: Employment Report April 2026

Summary:

The data from the April 2026 Employment Report show a slight increase in the number of full-time employees. It provides the demographics for each occupational category with the percentage ratios remaining the same as the Employment Report from March 2026.

Workforce Analysis (Full-Time)
Occupational Categories

26-Apr

Occupation	Count	Age 40+ (Total)	Under Age 40 (Total)	Males (Total)	Females (Total)	African-American (Total)	American Indian/ Alaska Native (Total)	Asian (Total)	Hawaiian/ Pacific Islander (Total)	Hispanic (Total)	White (Total)
01 (Management Occupations)	31	25	6	10	21	4	0	0	0	0	27
02 (Business/Finance Opers)	7	6	1	0	7	3	0	0	0	0	4
03 (Comp/Eng/Science)	8	5	3	6	2	4	0	0	0	0	3
04 (Com Serv/Legal/Arts/Media)	17	10	7	8	9	7	0	0	0	1	8
05 (Postsecondary Teachers)	111	83	28	49	62	6	2	1	0	2	97
08 (Librarians)	1	1	0	0	1	0	0	0	0	0	1
10 (Academic Affairs)	41	30	11	15	26	14	0	0	0	3	23
11 (Health Practitioners/Tech)	1	1	0	0	1	0	0	0	0	0	1
12 (Service Occupations)	3	3	0	3	0	0	0	0	0	0	3
14 (Office & Admin Support)	44	34	10	6	38	6	1	1	0	4	31
15 (Natural Res/Constr/Maint)	1	0	1	1	0	0	0	0	0	0	0
TOTALS	265	198	66	97	167	44	3	2	0	10	198

New Full Time Employees:

Brittney Goldston	BOOST Academic Advisor
Kwanza Rone	Admissions Office Assistant
Jordan Crawford	EMS Continuing Education Coordinator

		County
African American	16%	22%
American Indian / Alaska Native	1%	2%
Asian	1%	2%
Hawaaian / Pacific Islander	0%	0%
Hispanic	4%	13%
White	75%	61%
Chose not to Identify	3%	



Executive Leadership Team

1247 Jimmie Kerr Road
Graham, NC 27253-8000
Phone: (336) 506-4100
www.alamancecc.edu

Policy and Procedure Request Form

Click or tap here to enter text.

Date: May 11, 2026

Title of Document: Revised Policy 3.1.3 Employment Classifications and Workloads

Type of Request:

- New Policy
- New Procedure
- Revised Policy
- Revised Procedure
- Revoke Policy

Policy Chapter:

- Chapter 1 Board of Trustees and Governance
- Chapter 2 Administrative
- Chapter 3 Human Resources
- Chapter 4 Instructional
- Chapter 5 Student Services
- Chapter 6 Business Services
- Chapter 7 Information Technology

Policy Title: Policy 3.1.3 Employment Classifications and Workloads

Summary of Proposed Changes:

The updates to *Policy 3.1.3 Employment Classifications and Workloads* clarify that employee work locations are determined by the College and provide the overarching policy foundation for remote work. *Procedure 3.1.3.4 Remote Work* supplies detailed guidance on how remote work is administered, including eligibility, approval and review processes, scheduling expectations, supervisory responsibilities, safety considerations, and agreement management. Together, these documents align remote work practices with the College's overall approach to workforce management.

If time sensitive, proposed effective date: Click or tap here to enter text.

I. EMPLOYMENT CLASSIFICATIONS

- A. Permanent Full-Time Employee – any individual who occupies a College designated full-time position, subject to the Fair Labor Standards Act.
- i. Permanent full-time employees are employed in budgeted positions, which can reasonably be expected to be funded on a continuing basis and which are selected and appointed based on the requirements of the College’s “Personnel Employment Procedures.”
 - ii. All permanent full-time positions are classified as either full-time faculty or full-time staff and exempt or non-exempt.
 - iii. Permanent full-time faculty (who are not Department Heads or otherwise required to work 12 months) receive contracts for nine-month periods within a fiscal year and may be contracted on a month-to-month basis in the summer per instructional needs.
- B. Part-Time Employee – any individual who is employed for less than 30 hours per week.
- i. All part-time employee positions are classified as either part-time faculty or part-time staff.
 - ii. At ACC, all part-time employees are considered to be “temporary” rather than “permanent” employees. Part-time faculty and staff are not eligible to earn leave, participate in the College’s retirement system, or to receive or purchase health benefits.
- C. Temporary Full-Time Faculty and Staff – an appointment for a limited, short-term period not to exceed nine (9) full pay periods.
- i. These appointments terminate upon expiration of the contractual period without expectation of extension
 - ii. For purposes of the Affordable Care Act only, any temporary full-time faculty and staff who are anticipated at the date of hire to work in excess of three (3) months during the academic year are considered a full-time employee for purposes of an offer of health insurance. Otherwise, temporary faculty and

staff are not eligible to earn leave, participate in the College's retirement system, or to receive health benefits.

- D. Contractual Appointment – an appointment to a position that is typically funded on an annual basis by federal, state, or local grants and that can reasonably be expected to be funded for a minimum of one (1) year.

II. WORKLOADS

The President is hereby authorized to develop administrative procedures to establish workloads consistent with this Policy.

III. WORK LOCATIONS

Employee work locations will be decided by the College.

Adopted: June 13, 2022

Revised: May 11, 2026



Executive Leadership Team

1247 Jimmie Kerr Road
Graham, NC 27253-8000
Phone: (336) 506-4100
www.alamancecc.edu

Policy and Procedure Request Form

Click or tap here to enter text.

Date: May 11, 2026

Title of Document: Revoke Policy 3.4.5 Spring Term 2023 Pilot Teleworking for Staff

Type of Request:

- New Policy
- New Procedure
- Revised Policy
- Revised Procedure
- Revoke Policy

Policy Chapter:

- Chapter 1 Board of Trustees and Governance
- Chapter 2 Administrative
- Chapter 3 Human Resources
- Chapter 4 Instructional
- Chapter 5 Student Services
- Chapter 6 Business Services
- Chapter 7 Information Technology

Policy Title: Policy 3.4.5 Spring Term 2023 Pilot Teleworking for Staff

Summary of Proposed Changes:

Policy 3.4.5 Spring Term 2023 Pilot Teleworking for Staff is recommended for revocation because its key provisions are now reflected in the updated *Policy 3.1.3 Employment Classifications and Working Hours*, and are fully implemented through *Procedure 3.1.3.4 Remote Work*. Policy 3.4.5 was initially adopted as a short-term pilot to explore teleworking options during the Covid-19 pandemic. Since then, remote work has become an established and ongoing practice, making it appropriate to establish a permanent, integrated framework within the College's policies and procedures.

The updates to Policy 3.1.3 clarify that employee work locations are determined by the College and provide the overarching policy foundation for remote work. Procedure 3.1.3.4 supplies detailed guidance on how remote work is administered, including eligibility, approval and review processes, scheduling expectations, supervisory responsibilities, safety considerations, and agreement management. Together, these documents cover the full scope of topics addressed in Policy 3.4.5, expand applicability where appropriate, and better align remote work practices with the College's overall approach to workforce management.

If time sensitive, proposed effective date: [Click or tap here to enter text.](#)

~~Teleworking, or working remotely, will be considered in situations in which it can be mutually beneficial for both the College and its employees.~~

~~If an employee is interested in teleworking, his or her supervisor must first evaluate suitability as outlined in the conditions and requirements provided in this policy. Not all positions will be appropriate for teleworking. Teleworking arrangements shall be limited to no more than one day a week.~~

~~This teleworking policy applies to staff only, as distinguished from faculty. Faculty workload options are explained in Procedure 3.1.3.1.~~

Definitions

- ~~1. Telework is an arrangement in which an employee, under a written telework agreement, is scheduled to perform the duties and responsibilities of his or her position at an alternate location on a regular and recurring basis. The employee is approved for telework on an agreed-upon day or days of the week. For the purposes of this policy, telework and remote work are used interchangeably.~~
- ~~2. Alternate (or remote) worksite is the employee's approved telework site (e.g., an employee's residence).~~
- ~~3. Official worksite is the College campus or location where the employee reports on-site to work.~~

Teleworking Eligibility

~~The following conditions must be met for an employee to qualify for telework:~~

- ~~1. The employee's job responsibilities can be completed remotely in an effective manner.~~
- ~~2. There is adequate and suitable work available for the employee to perform away from campus.~~
- ~~3. Teleworking does not adversely affect service quality, College operations, or workload for other employees.~~

- ~~4.—There will be sufficient on-campus presence in the teleworking employee’s department during normal operating hours to meet the needs of students, faculty, and staff.~~
- ~~5.—The employee has maintained a good work record prior to making his or her request to telework.~~
- ~~6.—Suitable equipment and technology services can be provided and/or maintained at the remote work site by the College and/or employee.~~
- ~~7.—The employee can be adequately supervised when teleworking, and his or her performance can be assessed through measureable work products.~~

Supervisor Responsibilities

Supervisors of employees who telework must adhere to the following:

- ~~1.—In making decisions about which employees are approved for telework, the supervisor will consider the needs of students, the department, and the College.~~
- ~~2.—The supervisor will participate in telework training for managers and supervisors of teleworkers.~~

Teleworking Employee Responsibilities

Employees who wish to telework must agree to the following:

- ~~1.—To attend required in-person meetings and events at the College or other locations as directed by their supervisor or as necessary for performance of their job responsibilities, including on days designated for teleworking. When teleworking employees must be on campus during an established remote working day, they cannot exchange or swap another day during that week.~~
- ~~2.—To be responsible for all travel and per-diem to and from the remote work location to the College’s designated workplace regardless of distance.~~
- ~~3.—To work their normal hours when teleworking, typically 8:00 a.m. to 5:00 p.m. during weekdays. Some departments have alternate shifts, such as 9:00 a.m. to 6:00 p.m. Work schedules may change during summer hours.~~

- ~~4. To be readily available by phone and responsive to other forms of communication during their normal hours when teleworking. When teleworking, employees are required to forward their office phone to their home or cell phone.~~
- ~~5. To demonstrate professionalism in communication when teleworking, including professional dress and video/audio during virtual meetings.~~
- ~~6. To designate a remote work site that is preapproved by the College and protect the workspace from any known hazard or danger that could affect College equipment or the employee.~~
- ~~7. To follow normal procedures for reporting illness and use leave in accordance with existing policies and procedures when working remotely. Teleworking employees cannot use teleworking in place of sick leave.~~
- ~~8. To focus on work tasks when teleworking. Teleworking is not intended to be a substitute or replacement for child or adult care. If family members in need of primary care are in the telework location during employees' work hours, some other individual should be present to provide the care, or the employee must take leave during the time he or she is tending to the family member.~~
- ~~9. To maintain compliance with College policies and regulations while teleworking, including following the College's approved Acceptable Use of Information Systems policy and procedures in order to ensure confidentiality and security of data. Supervisors must grant permission for employees to work on restricted access information or materials at alternate work locations.~~
- ~~10. To maintain a consistent remote work schedule by teleworking on the same day each week.~~

Safety and Liability

~~The College assumes no responsibility for injuries occurring in the employee's alternate work location outside the agreed upon work hours or for injuries that occur during working hours but do not arise out of and in the course of employment. Workers' Compensation coverage is limited to designated work areas in employees' homes or alternate work locations. Employees must follow normal procedures for reporting injury. The employee consents to allow the College or its designee to inspect the workspace after a reported accident. The College also assumes no liability for damages to employees' real or personal property resulting from participation in the teleworking program.~~

~~The College and the teleworking employee shall agree on the equipment, if any, and the maintenance thereof to be provided by the College and/or the employee to enable the teleworking arrangement. Teleworking employees may use College equipment only for legitimate College purposes. Employees may use their own equipment while teleworking provided the use of such equipment has been approved by the Director of Information Services or designee. When employees are authorized to use their own equipment, the College is not responsible for the cost, repair, or service of the equipment, unless agreed to in advance in the telework agreement.~~

~~The College is not obligated to assume responsibility for operating costs, home maintenance or internet services, ergonomically appropriate and safe telework furniture or equipment, or other costs incurred by employees in the use of their homes as a telework location. The College will not assume responsibility for the purchase of office supplies other than basic supplies that can be obtained from the College supply room.~~

~~Teleworking Request and Approval Procedure~~

- ~~1. The employee should discuss a potential teleworking request with his or her supervisor. If the employee's supervisor agrees with the teleworking request after evaluating and discussing suitability, requirements, and conditions as outlined in this policy, the employee shall complete the teleworking agreement.~~
- ~~2. The supervisor will notify the appropriate Associate Vice President or Vice President, and present the agreement to the Director of Human Resources ("Director"). If approved, the Director will present the information to the President.~~
- ~~3. If approved by the President, the agreement will be signed by the employee, the employee's supervisor, the Director, and the President. The agreement will be included as an addendum to the employee's employment contract.~~
- ~~4. Teleworking agreements will be reviewed regularly.~~

~~In unusual situations, and in order to ensure continuity of College operations, the President may grant temporary teleworking approval for positions that would not normally be considered appropriate for teleworking.~~

Terminating a Teleworking Agreement

Teleworking arrangements may be revised or discontinued at any time. In the event the College or the employee wishes to discontinue the teleworking arrangement, all equipment owned by the College will be returned promptly.

Adopted: November 14, 2022

Revoked: May 11, 2026

(This policy was revoked following the incorporation of remote work provisions into updated Policy 3.1.3 Employment Classifications and Working Hours, and the adoption of Procedure 3.1.3.4 Remote Work.)



Building & Grounds Committee

1247 Jimmie Kerr Road
Graham, NC 27253-8000
Phone: (336) 506-4100

www.alamancecc.edu

Building and Grounds Committee

Sponsor: Thomas Hartman

Date: May 6, 2026

Title of Document: BCOE DOAS System Modifications Project

Summary:

Recommendation to approve new capital project and contract for BCOE DOAS system modification.

Action: (remove if no action is needed)



**Buildings & Grounds Committee
May 7, 2026**

Action Item: BCOE DOAS System Modifications Project

Executive Summary:

To resolve the humidity issue and additional occupant load considerations with the upfit of the third floor of the BCOE, modifications to the dedicated outdoor air system (DOAS) are necessary. Included in this project are replacement of the existing hot water coil, modifications to the existing chilled water coil, new piping and associated electrical work as well as connecting the system to the HVAC digital controls system.

Three quotes were solicited for the project:

- | | |
|-----------------------------------|---------------------------------|
| 1. Comfort Mechanical Contractors | \$96,075.00 (includes controls) |
| 2. Hoffman Mechanical Solutions | \$56,747.97 (includes controls) |
| 3. AC Corporation | \$90,597.00 (includes controls) |

College administration recommends contracting with Hoffman Mechanical Solutions with the following budget:

Labor & materials to install DOAS modifications	\$45,539.22
HVAC digital controls	\$11,208.75
Contingency	\$ 2,500.00
Total Project Budget	<u>\$59,247.97</u>

Action:

College Administration requests establishing the BCOE DOAS System Modifications Project as a Capital Project with a total budget of \$59,247.97 and awarding the contract to Hoffman Mechanical Systems in the amount of \$56,747.97. Project to be funded from County Capital funds.

Discover Your Passion



Building & Grounds Committee

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Phone: (336) 506-4100

www.alamancecc.edu

Building and Grounds Committee

Sponsor: Thomas Hartman

Date: May 7, 2026

Title of Document: Capital Projects Summary Report

Summary:

The summary report comes to the Board monthly updating progress on ACC capital projects.

Action: (remove if no action is needed)

**MAY 2026 SUMMARY
BOND AND CAPITAL IMPROVEMENT PROJECTS**

BOND PROJECTS

STATUS SUMMARY

Public Safety Training Center

Burlington Site:

Monthly construction meetings continue between the College, the General Contractor and Forge Fire. We recently received the final drawings from Forge Fire for permitting. This is the final step before the units go into fabrication. The current schedule remains the same with completion on or about 8/17/26.

Phase 2:

College administration and the design team have continued discussions to refine the scope of the project to help align the project with available funding. The stakeholder group will meet on May 6th to review the cost estimate and related scope options with the final Advanced Planning document including scope and budget recommendations brought to the President for review after May 18th. The next step will be to submit the grant package to HUD so that a grant agreement can be executed with the College allowing for full funding approval.

We expect to bring the project to the Board for approval in June and then to the State Board in July with full design services beginning in August. Current projected schedules show the project going out to bid in March 2027.

CAPITAL PROJECTS

STATUS SUMMARY

Veterinary Medical Technology Barn Project

College representatives met with the architect on 4/29/26 to review the overall scope required for IT cabling and infrastructure, audio visual and security cameras/access control. The schematic design/design development documents were submitted to State Construction on 4/14/26 for initial review. State Construction then has 30 days for review and comment.

We expect to have construction drawings from Hobbs Architects for review by mid-July with approval to bid by early October and construction scheduled to begin in December 2026.

Third Floor Biotechnology COE Upfit Project

Core drilling is nearing completion, HVAC duct installation is ongoing, and rough-ins of electrical and plumbing are close to completion. Drywall should begin by the end of April. Lomax continues to keep the project on track. The current construction schedule shows final building inspections by the City in mid-July and the final State Construction inspection the first week of August. The College is currently coordinating cabling installation required for IT, AV and security installations. In addition, the College is finalizing furniture coordination and installation timeframes.

Tech Infrastructure Replacement Project

Campus Data Resiliency: Spectrum data circuit installation is complete. This increases the overall amount of data available to the campus community and in case of an outage it will allow for redundancy in case of a service outage. Structured Cabling Improvements: We are continuing to work with the State Construction Office and a 3rd party to get the college an RFQ to award a design/build provider to design the upgraded data connectivity for all the buildings on the Carrington-Scott Campus.

Campus Security Rekeying & Hardware Replacement Project

Contracts are now in place and parts have been ordered. Installation will begin in May and run through June.

Powell Building HVAC Controls Project

Work on control installation and upgrades will begin on May 1st and continue during the break between Spring and Summer terms, to minimize any disruptions of classes.

Budgeted Capital Improvement Projects Equal to or Less than \$50,000 Approved by the President (informational)

- None



**Alamance Community College
Buildings and Grounds Committee Meeting
Capital Project Budget Plan For Fiscal Year 2026
As of April 30, 2026**

		Budget	Actual	Remainder
1.	County Capital Carryforward			
a.	Unspent 2025 Allocation	152,850	2,989	149,861
		152,850	2,989	149,861

		Budget	Actual	Remainder
2.	County Capital--FY 2026 Allocation			
a.	Various Campus Renovations & Repairs	35,000	33,891	1,109
b.	Roofing Preventative Maintenance Year 5	17,000	-	17,000
c.	Building Pressure Washing	50,000	48,957	1,043
d.	B Bldg Soffit Sealing Repair	7,750	7,750	-
e.	Foundation Carpet	7,071	7,071	-
f.	Public Relations Flooring	20,000	19,495	505
g.	Chiller replacement	134,000	119,832	14,168
h.	Elevator Repairs	39,000	38,634	366
i.	Powell HVAC Controls Upgrade	67,000		
j.	Uncommitted Allocation	159,179		159,179
		536,000	275,630	193,371

		Budget	Total Expended	Remainder
3.	County-State-Federal Projects			
a.	Public Safety Training Center	24,607,664	22,841,705	1,765,960
		24,607,664	22,841,705	1,765,960

		Budget	Total Expended	Remainder
4.	Non-County Projects			
a.	Campus Exterior Wayfinding Project	302,600	227,923	74,677
b.	Veterinary Medical Technician Instr. Center	1,850,000	105,810	1,744,190
c.	Technology Infrastructure Project	1,500,000	808,650	691,350
d.	BioTech Center Third Floor Upfit	2,542,000	305,499	2,236,501
e.	Main Campus Rekeying Project	338,000	152,741	185,259
f.	Uncommitted Allocation	684,028	-	684,028
		7,216,628	1,600,624	5,616,004

TOTAL CAPITAL PROJECTS **32,513,142** **24,720,947** **7,725,195**

Funds Available for Future Projects **993,068**

RECOMMENDATION FOR FINANCIAL AUDITING SERVICES

BACKGROUND INFORMATION

Pursuant to North Carolina General Statute 115D-58.16, community colleges are required to have a financial audit a minimum of once every two years. Community colleges may use state funds to contract for the financial audit with the North Carolina Office of the State Auditor (State Auditor) or with a certified public accountant licensed in the state of North Carolina. Audit results must be submitted to the State Board of Community Colleges, State Auditor, and North Carolina Office of the State Controller.

Alamance Community College (College, ACC) solicited proposals for a financial audit for the fiscal year ended June 30, 2012, with the option to renew for two additional years. The audit contract was awarded to S. Preston Douglas & Associates, LLP, a licensed certified public accounting firm in North Carolina, for Fiscal Year 2012. In turn, the College renewed the audit contract for two years, Fiscal Year 2014 and Fiscal Year 2016.

ACC solicited proposals for a financial audit again for the fiscal year ended June 30, 2018, with the option to renew for two additional years. The audit contract was awarded to S. Preston Douglas & Associates, LLP for Fiscal Year 2018. In turn, the College renewed the audit contract for two years, Fiscal Year 2020 and Fiscal Year 2022. The College once again solicited for bids in 2024 and awarded the contract to S. Preston Douglas & Associates for a one-year term to allow the incoming CFO an opportunity to solicit, review, recommend and award an Independent Auditor for the fiscal year-ending June 30, 2026.

FISCAL YEAR 2026 AUDIT SERVICES

Given that the previous audit contract with S. Preston Douglas & Associates concluded with the Fiscal Year 2024 audit, the College publicly requested proposals for Fiscal Year 2026 audit services. Pursuant to guidelines established by the State Auditor, the College is required to select the vendor that provides the best overall value, which may not be the least expensive choice. The vendor's reputation and history of providing quality auditing services must also be considered.

A request for proposal (RFP) was issued on the North Carolina Electronic Vendor Portal (eVP) on February 5, 2026. Proposals were due to the College on March 4, 2024, for a public opening. Three responsive proposals were received from:

- 1) Clifton Larson Allen LLP. (CLA)**
- 2) Forvis Mazars, LLP**
- 3) Sharpe Patel PLLC**

EVALUATION AND RECOMMENDATION

The College was required to solicit proposals for auditing services in two parts: 1) a technical proposal and 2) a cost proposal. The technical proposal was required to define the scope of services to be provided under the contract and the auditor’s experience and qualifications to perform the audit. The cost proposal was required to provide the amount expected to be billed for the audit, describe billing arrangements, and contain a maximum not to exceed amount for the total term of the contract. The technical proposals were to be reviewed prior to the cost proposals.

College administration evaluated the audit services proposals using defined criteria including, but not limited to, the following:

- Vendor’s technical approach
- Vendor’s qualifications and pertinent skills
- Vendor’s experience, especially with community college financial statements audits
- Vendor’s most recent peer review
- Vendor’s reference list
- Review of North Carolina Board of CPA Examiners’ database
- Cost for the audit
- Maximum-not-to-exceed amount for cost

The College evaluated and ranked the three proposals received using the guidelines and criteria presented above. In addition, the College considered the cost component of each proposal.

Rubric	CLA	Forvis Mazars	Sharpe Patel
Technical approach	Government Audit Standards	Government Audit Standards	Government Audit Standards
Qualifications	Higher Education & Colleague	Higher Education	Higher Education & Colleague
Experience	1 Community College Audit	No community colleges	10 Community College Audits
Peer Review	Nov-25	Dec-23	Aug-24
References	NC Community Colleges (1)	NC Community Colleges (0)	NC Community Colleges (3)
CPA Examiner’s Board	No reported interaction	No reported interaction	Reported interaction
Cost	41,500	30,000	36,024

- 4) Based on the process followed, College Administration recommends Clifton Larson Allen LLP. (CLA), to perform the financial audit for Fiscal Year 2026.

Action Required

College Administration respectfully requests the Board of Trustees to approve CLA to perform the College’s financial audit for the fiscal year ending June 30, 2026.



Budget and Financial Information

For the
Month Ending
April-26

This report is produced for the Board of Trustees of Alamance Community College and is intended to provide both budget and financial information for the month ending April 30, 2026. This report is unadjusted and unaudited, meaning that consistencies (e.g. due to timing), transfers, and other items may still need processing for accurate comparison to prior statements. This report includes the following exhibits:

- o **Exhibit A - State Accounting Fund: Year-to-Date Budget Report**
- o **Exhibit B - County Accounting Fund: Year-to-Date Budget Report**
- o **Exhibit C – Institutional Accounting Fund: Year-to-Date Summary Report**
- o **Exhibit D – Institutional Accounting Fund: Year-to-Date Detail Report**

Report highlights include:

The college budget is strong with increased enrollment. Institutional funds also support the college should any unexpected expenses occur.

- o **Exhibit A--State Accounting Fund:** The College has expensed 78.04% of the State budget with 83.33% of the year completed. Areas exceeding 83.33% are due to annual contractual expenses such as insurance and software. Also, increased expenses in Continuing Education are due to a 15% increase in FTE.
- o **Exhibit B—County Accounting Fund:** The College County operating budget is over with 87.61% of the budget spent through April. Insurance expenses are paid annually. Contractual expenses and security upgrades impact the administrative expenses paid YTD. Higher energy costs and weather related expenses increased some costs YTD. Capital outlay has spent 55.15% of the budget.
- o **Exhibit C— Institutional Accounting Fund Balance Summary Report:** The College has Institutional funds available to support items not supported by state and county funds. Funds are owed for federal grants and capital projects due to timing differences.
- o **Exhibit D—Institutional Accounting Fund Balance Detail Report:** The college spent 14.46 million in Institutional funds through April. The largest expenses include financial aid and construction projects.
- o **Negative program balances:** **Planned** negative balances appear in reports usually as a result of spending first, then receiving reimbursement later, such as with financial aid, grant programs, and capital projects. There are no Institutional funds with unplanned negative balances to report.

Exhibit A - State Funds

Division	Budget 7/1/25	Actual	Remaining	%	Prior Year
Executive Management	1,625,496.00	1,288,063.81	337,432.19	79.24%	1,359,894.01
Financial Services	1,532,836.00	1,314,073.52	218,762.48	85.73%	1,472,101.45
General Administration	2,023,900.00	1,711,506.85	312,393.15	84.56%	1,815,793.09
Information Systems	1,942,024.00	1,715,865.82	226,158.18	88.35%	1,426,370.30
Institutional Support	7,124,256.00	6,029,510.00	1,094,746.00	84.63%	6,074,158.85
Curriculum Instruction	16,385,706.00	13,217,213.81	3,168,492.19	80.66%	14,484,552.48
Curriculum Support	1,688,858.00	1,201,072.69	487,785.31	71.12%	1,270,617.51
BioBetter	598,985.00	314,534.38	284,450.62	52.51%	459,975.06
Curriculum	18,673,549.00	14,732,820.88	3,940,728.12	78.90%	16,215,145.05
Occupational Ext. Instruction	2,055,924.00	1,770,981.51	284,942.49	86.14%	1,666,536.95
Occupational Ext. Support	1,274,058.00	1,055,422.03	218,635.97	82.84%	1,004,915.24
Continuing Education Support	1,045,941.00	873,198.91	172,742.09	83.48%	1,008,506.94
Continuing Education	4,375,923.00	3,699,602.45	676,320.55	84.54%	3,679,959.13
Adult Basic Education Title 2	1,463,481.00	1,043,045.39	420,435.61	71.27%	1,237,632.00
Adult High School	206,240.00	154,806.45	51,433.55	75.06%	190,425.00
Integrated Education(IET)	100,000.00	91,055.81	8,944.19	91.06%	94,720.39
Literacy Special Programs	49,666.00	15,865.41	33,800.59	31.94%	22,884.27
College and Career Readiness	1,819,387.00	1,304,773.06	514,613.94	71.71%	1,545,661.66

Exhibit A - State Funds

Division	Budget 7/1/25	Actual	Remaining	%	Prior Year
Small Business Centers	186,411.00	124,383.50	62,027.50	66.73%	170,494.19
Customized Training	185,867.00	135,160.29	50,706.71	72.72%	190,400.64
Apprenticeship	230,785.00	203,963.31	26,821.69	88.38%	58,235.48
Industry Support	603,063.00	463,507.10	139,555.90	76.86%	419,130.31
Library/Learning Center	571,921.00	412,236.13	159,684.87	72.08%	550,165.04
Student Services	3,747,035.00	2,835,887.34	911,147.66	75.68%	2,657,812.61
IDD Training (Devt Disab)	194,000.00		64,194.91	66.91%	111,768.46
Childcare	56,641.00		23,094.00	59.23%	54,036.00
Scholarships	46,669.00		9,685.87	79.25%	33,597.10
Student Services	4,044,345.00	3,036,222.56	1,008,122.44	75.07%	2,857,214.17
Equipment	2,059,182.00	970,982.99	1,088,199.01	47.15%	948,505.49
Books	46,188.00	32,763.84	13,424.16	70.94%	46,627.96
Capital Outlay	2,105,370.00	1,003,746.83	1,101,623.17	47.68%	995,133.45
Grand Total	39,317,814.00	30,682,419.01	8,635,394.99	78.04%	32,336,567.66

Exhibit B - County Funds

Division	Budget 7/1/25	Actual	Remaining	%	Prior Year
Executive Management	658,685.00	651,048.70	7,636.30	98.84%	587,375.00
Plant Operations	3,517,712.00	3,089,243.18	428,468.82	87.82%	3,181,915.00
Plant Maintenance	759,785.00	658,441.98	101,343.02	86.66%	799,030.00
Facilities Services	4,277,497.00	3,747,685.16	529,811.84	87.61%	3,980,945.00
Capital Projects	536,000.00	285,148.83	250,851.17	53.20%	355,618.00
Capital Carryforward	152,850.00	2,989.00	149,861.00	1.96%	51,472.00
Capital Outlay	688,850.00	288,137.83	400,712.17	55.15%	407,090.00
Grand Total	5,625,032.00	4,686,871.69	938,160.31	83.32%	4,975,410.00

Exhibit C

Department	Beginning 7/1/25	Revenues	Expenses	Balance
Bookstore	\$ 1,624,297.92	\$ 922,572.37	\$ 871,650.00	\$ 1,675,220.29
Proprietary Funds	\$ 31,416.81	\$ 21,131.65	\$ 57,396.83	\$ (4,848.37)
Unrestricted	\$ 667,683.42	\$ 177,422.78	\$ 236,117.66	\$ 608,988.54
Vending	\$ 46,803.41	\$ 8,531.07	\$ 38,557.69	\$ 16,776.79
College Funds	\$ 2,370,201.56	\$ 1,129,657.87	\$ 1,203,722.18	\$ 2,296,137.25
College Fees	\$ 638,210.95	\$ 650,582.65	\$ 495,653.90	\$ 793,139.70
Course Fees	\$ 327,652.26	\$ 417,581.58	\$ 312,236.68	\$ 432,997.16
Live Projects	\$ 312,071.97	\$ 108,356.98	\$ 75,699.30	\$ 344,729.65
Self-Supporting	\$ 557,686.04	\$ 166,066.40	\$ 32,196.88	\$ 691,555.56
College Support Funds	\$ 1,835,621.22	\$ 1,342,587.61	\$ 915,786.76	\$ 2,262,422.07
Federal Grants	\$ 33,923.50	\$ 716,465.34	\$ 788,523.58	\$ (38,134.74)
Grants	\$ 12,375.60	\$ 10,000.00	\$ 15,340.03	\$ 7,035.57
NCCCS Grant	\$ 682,961.00	\$ 59.00	\$ 304,017.08	\$ 379,002.92
State Grants	\$ 734,810.97	\$ 32,239.98	\$ 25,844.92	\$ 741,206.03
Grants	\$ 1,464,071.07	\$ 758,764.32	\$ 1,133,725.61	\$ 1,089,109.78
Federal Scholarships	\$ (12,210.14)	\$ 7,361,074.12	\$ 7,771,734.35	\$ (422,870.37)
State Scholarships	\$ 226,967.05	\$ 318,256.55	\$ 466,734.35	\$ 78,489.25
Federal Administrative Funds	\$ 175,504.92	\$ 9,355.00	\$ 3,736.31	\$ 181,123.61
Financial Aid and Scholarships	\$ 390,261.83	\$ 7,688,685.67	\$ 8,242,205.01	\$ (163,257.51)
Capital Assets	\$ 101,597,427.58	\$ -	\$ -	\$ 101,597,427.58
Capital Projects	\$ (109,197.48)	\$ 2,874,672.24	\$ 2,970,082.55	\$ (204,607.79)
Capital Funds	\$ 101,488,230.10	\$ 2,874,672.24	\$ 2,970,082.55	\$ 101,392,819.79
Grand Total	\$ 107,548,385.78	\$ 13,794,367.71	\$ 14,465,522.11	\$ 106,877,231.38

Exhibit D

Department	Beginning 7/1/25	Revenues	Expenses	Balance	Notes
Biblui Bookstore Charges	27,690.00	910,837.41	863,330.00	75,197.41	
Bookstore	1,596,607.92	11,734.96	8,320.00	1,600,022.88	
Bookstore	1,624,297.92	922,572.37	871,650.00	1,675,220.29	
Duplicating Center	17,720.45	426.65	10,066.86	8,080.24	
Graduation	10,140.43	20,705.00	28,082.64	2,762.79	
Public Information & Marketing	3,555.93	0.00	19,247.33	-15,691.40	
Proprietary	31,416.81	21,131.65	57,396.83	-4,848.37	
Administrative Services	98.30	5,000.00	1,051.96	4,046.34	
Board of Trustees	0.00	0.00	4,707.67	-4,707.67	
Capital Investments Fund	264,690.77	63,053.69	0.00	327,744.46	
Continuing Education	564.45	8,000.00	9,297.44	-732.99	
Curriculum	-1,017.41	20,000.00	13,394.19	5,588.40	
Executive Vice President	4,576.84	0.00	1,022.62	3,554.22	
Fiscal Services	313,421.72	57,419.84	140,274.45	230,567.11	
Lost Revenues-Instituional	5,416.83	0.00	5,768.26	-351.43	
Lost State Revenue	38,582.27	0.00	33,563.23	5,019.04	
Presidents Office	-2,138.58	20,000.00	10,470.84	7,390.58	
Thigpen Trust	43,488.23	3,949.25	16,567.00	30,870.48	
Unrestricted	667,683.42	177,422.78	236,117.66	608,988.54	
Vending	46,803.41	8,531.07	38,557.69	16,776.79	
College Funds	2,370,201.56	1,129,657.87	1,203,722.18	2,296,137.25	
Career Services	0.00	2,400.00	0.00	2,400.00	
CE Technology Fee	152.59	0.00	0.00	152.59	
Contingency Funds	0.00	270,000.00	72,660.03	197,339.97	
Curriculum CAPS Fee	184,061.05	81,758.61	139,443.07	126,376.59	
Curriculum Technology Fee	144,340.43	118,251.07	124,437.00	138,154.50	
Learning Resource Center	1,074.70	615.06	32.42	1,657.34	
Otter Support	0.00	5,000.00	2,233.12	2,766.88	
Student Activity Fee - CU	236,743.49	162,219.81	157,890.30	241,073.00	
Traffic Control, Parking and S	71,838.69	10,338.10	-1,042.04	83,218.83	
College Fees	638,210.95	650,582.65	495,653.90	793,139.70	
Advertising Graphics Technolog	0.00	6,553.25	8,216.40	-1,663.15	
Agriculture	0.00	1,350.00	0.00	1,350.00	
Automotive Technology	84.22	9,050.00	0.00	9,134.22	
Beauty Professional	2,400.00	20,127.33	5,247.20	17,280.13	
Biotechnology	3,574.37	4,592.88	3,462.60	4,704.65	
BLET Uniforms	0.00	6,188.00	9,321.03	-3,133.03	
Computer Aided Drafting Tech	0.00	1,285.00	37.35	1,247.65	
Con-Ed Fees - Public Safety	133,799.48	17,734.98	41,096.16	110,438.30	
Con-Ed Fees - Special Programs	21,997.27	4,396.45	0.00	26,393.72	
Criminal Justice	700.00	3,400.00	0.00	4,100.00	
Culinary Technology	-869.29	1,571.98	1,587.61	-884.92	
Dental Assistant	20,039.71	12,518.87	7,407.90	25,150.68	
Emergency Medical Science	16,015.00	1,918.00	0.00	17,933.00	
EMS-Graham	25,771.51	8,662.40	-7,010.40	41,444.31	
Health Care	25.00	9,315.00	3,182.02	6,157.98	
Humanities & Fine Arts	0.00	2,025.00	0.00	2,025.00	
Machining	0.00	5,813.18	0.00	5,813.18	
Massage Therapy	0.00	2,070.00	170.79	1,899.21	

Exhibit D

Department	Beginning 7/1/25	Revenues	Expenses	Balance	Notes
Mechatronic/Industrial Systems	0.00	1,717.62	0.00	1,717.62	
Medical Assistant	17,549.68	16,780.75	2,624.50	31,705.93	
Medical Lab Technician	6,234.18	2,867.97	4,499.66	4,602.49	
Misc Curriculum Fees	12,256.09	14.00	0.00	12,270.09	
Natural Sciences	17,992.83	30,740.75	11,228.78	37,504.80	
Nurse Aide	14,896.73	16,507.97	4,020.00	27,384.70	
Nursing	34,073.48	140,646.05	190,048.87	-15,329.34	
Pottery	330.00	7,510.00	3,364.50	4,475.50	
Professional Development& CEUs	0.00	5,136.65	0.00	5,136.65	
Professional Dog Grooming	782.00	13,489.50	18,994.37	-4,722.87	
Trade & Industry	0.00	510.00	0.00	510.00	
Vet Tech - HCWF	0.00	1,150.00	651.20	498.80	
Welding	0.00	58,008.00	4,086.14	53,921.86	
Woodworking	0	3,930.00	0.00	3,930.00	
Course Fees	327,652.26	417,581.58	312,236.68	432,997.16	
Animal Care and Management	411.58	0.00	0.00	411.58	
Automotive Technology	-5,523.54	297.00	0.00	-5,226.54	
Cosmetology	188,266.28	84,976.96	73,474.97	199,768.27	
Culinary Food Service	33,264.70	5,205.00	157.70	38,312.00	
Culinary Technology	-869.29	0.00	6.88	-876.17	
Dental Assistant	67,608.93	2,741.50	2,059.75	68,290.68	
Massage Therapy	28,913.31	13,801.52	0.00	42,714.83	
Professional Dog Grooming	0.00	1,335.00	0.00	1,335.00	
Live Projects	312,071.97	108,356.98	75,699.30	344,729.65	
Comm Svc - Graham - Self Supp	164,942.51	44,002.34	-96,484.60	305,429.45	
Continuing Educ Service Fees	44,652.25	18,853.49	0.00	63,505.74	
Non-FTE/ Self-Supporting	0.00	29,381.00	23,691.53	5,689.47	
Occupational Extension	246,401.55	2,027.37	1,600.00	246,828.92	
OE Self Supp	32,417.47	28,030.20	37,080.49	23,367.18	
Public Offerings	0.00	0.00	1,278.91	-1,278.91	
Special Programs	30,041.64	18,980.00	38,723.69	10,297.95	
Summer Camp	39,230.62	24,792.00	26,306.86	37,715.76	
Self-Supporting	557,686.04	166,066.40	32,196.88	691,555.56	
College Support Funds	1,835,621.22	1,342,587.61	915,786.76	2,262,422.07	
AgSouth Grant	0.00	0.00	-60.00	60.00	
Criminal Justice Fellow	0.00	0.00	1,206.00	-1,206.00	
Cyberskills Grant	704.28	0.00	0.00	704.28	
Digital Navigator Grant	13,534.91	10,000.00	13,809.46	9,725.45	
Firehouse Public Safety Grant	-1,863.59	0.00	76.69	-1,940.28	
Institutional Work Study	0.00	0.00	307.88	-307.88	
College Grants	12,375.60	10,000.00	15,340.03	7,035.57	
ACE Grant	12,550.34	94,569.09	109,775.57	-2,656.14	
AEFLA Section 243	-3,523.54	0.00	867.71	-4,391.25	
AJOBS - Impact Alamance	0.00	0.00	1413.98	-1,413.98	
AJOBS-JCPC Grant	-29,414.55	80,912.96	76,793.43	-25,295.02	Due from Federal Gov't
Americorp	0.00	5,994.26	2,997.63	2,996.63	
AWESM Grant	0.00	0.00	-174.17	174.17	
BioWorks Federal Grant	-652.75	-985.65	0.00	-1,638.40	
College Work Study	84,570.73	99,273.00	79,302.22	104,541.51	

Exhibit D

Department	Beginning 7/1/25	Revenues	Expenses	Balance	Notes
SIP - PACE Program	2,581.04	192,066.44	238,690.03	-44,042.55	Due from Federal Gov't
Steps4Growth Fed Grant (ARP)	-12,217.67	72,670.27	64,993.55	-4,540.95	
TRIO Student Support Services	-19,970.10	171,964.97	213,863.63	-61,868.76	Due from Federal Gov't
Federal Grants	33,923.50	716,465.34	788,523.58	-38,134.74	
Advance NC	0.00	0.00	-40,000.00	40,000.00	
America 250 Grant	4,494.55	3,000.00	3,547.54	3,947.01	
C-Step Grant	-8,052.83	10,000.00	3,569.24	-1,622.07	
Governors Crime Commission	-14,732.25	13,800.00	-3,005.44	2,073.19	
NC Space Grant	0.00	0.00	4,791.29	-4,791.29	
NSF Mentor Connect	-526.10	0.00	305.39	-831.49	
Short -Term Workforce Dev Gran	0.00	0.00	2,450.00	-2,450.00	
TECAT State Funds	753,627.60	5,439.98	54,186.90	704,880.68	
State Grants	734,810.97	32,239.98	25,844.92	741,206.03	
Longleaf Commitment Grant	225,482.00	59.00	0.00	225,541.00	
NC Community Colleges Boost	457,479.00	0.00	304,017.08	153,461.92	
NCCCS Grants	682,961.00	59.00	304,017.08	379,002.92	
Grants	1,464,071.07	758,764.32	1,133,725.61	1,089,109.78	
Overhead Receipts - DOE	151,199.32	9,355.00	866.32	159,688.00	
Overhead Receipts - VA	24,305.60	0.00	2,869.99	21,435.61	
Federal Administrative Funds	175,504.92	9,355.00	3,736.31	181,123.61	
Pell 2007 - 2008	15,812.28	0.00	0.00	15,812.28	
Pell 2024 - 2025	-49,200.60	59,581.40	10,127.66	253.14	
Pell 2025-2026	0.00	7,232,345.72	7,682,571.16	-450,225.44	Due from Federal Gov't
SEOG	21,178.18	69,147.00	79,035.53	11,289.65	
Federal Financial Aid	-12,210.14	7,361,074.12	7,771,734.35	-422,870.37	
FELS	-807.00	0.00	0.00	-807.00	
Golden Leaf Scholarships	-14,250.02	22,500.00	34,500.00	-26,250.02	Due from State
Helene relief	-926.00	0.00	269.00	-1,195.00	
Less than Half Time Grants	-13,299.00	9,819.00	10,640.00	-14,120.00	Due From State
NC Guarantee	137,937.00	284,016.00	333,459.00	88,494.00	
OSBM Student Support - 50223	96,380.36	658.55	83,989.35	13,049.56	
Targeted Assistance Grant	21,931.71	1,263.00	3,877.00	19,317.71	
State Scholarships	226,967.05	318,256.55	466,734.35	78,489.25	
Financial Aid and Scholarships	390,261.83	7,688,685.67	8,242,205.01	-163,257.51	
Expended Plant Fund	101,597,427.58	0.00	0.00	101,597,427.58	
BioTech Third Floor Upfit	-48,300.00	118,845.00	244,388.71	-173,843.71	Due from SCIF
Covington Barn	-23,400.00	23,400.00	82,410.00	-82,410.00	Due from SCIF
NCDEQ EV Grant	-79,104.21	79,104.00	0.00	-0.21	
Public Safety Training Center	311,606.74	2,159,918.07	2,262,619.01	208,905.80	
Campus Security Rekeying Project	0.00	0.00	152,741.42	-152,741.42	
Wayfinding Project	0.00	213,405.17	227,923.41	-14,518.24	Due from SCIF
Welding Ventilation	-270,000.01	280,000.00	0.00	9,999.99	
Capital Funds	101,488,230.10	2,874,672.24	2,970,082.55	101,392,819.79	
Total	107,548,385.78	13,794,367.71	14,465,522.11	106,877,231.38	



**Direct State Capital
Infrastructure Funds
of
Alamance Community College**
Graham, North Carolina

Financial Statement Audit Report
For the Year Ended June 30, 2025

TABLE OF CONTENTS

	<u>Page</u>
Independent Auditor's Report	1
Management's Discussion And Analysis	4
Financial Statements	
Exhibits	
A-1 Statement of Net Position	8
A-2 Statement of Revenues, Expenses, and Changes in Net Position	9
A-3 Statement of Cash Flows	10
Notes To The Financial Statements.....	11
Supplementary Information	
Schedules	
1 Combining Schedule of Net Position.....	15
2 Combining Schedule of Revenues, Expenses, and Changes in Net Position.....	16
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	17
Schedule of Findings and Questioned Costs.....	19



S. Preston Douglas & Associates, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MEMBERS
American Institute of CPAs
N. C. Association of CPAs

Independent Auditor's Report

Board of Trustees
Direct State Capital Infrastructure Funds of
Alamance Community College
Graham, North Carolina

Opinions

We have audited the accompanying financial statements of the Direct State Capital Infrastructure Funds of Alamance Community College (the "SCIF Grant Fund"), as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the SCIF Grant Fund's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the SCIF Grant Fund as of June 30, 2025, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the SCIF Grant Fund and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Emphasis of Matter

As discussed in Note 1.A, the financial statements of the SCIF Grant Fund, are intended to present the financial position, the changes in financial position, and cash flows of only that portion of the business-type activities of Alamance Community College that is attributable to the transactions of the SCIF Grant Fund. They do not purport to, and do not, present fairly the financial position of Alamance Community College as of June 30, 2025, the changes in its financial position, or its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the SCIF Grant Fund's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the SCIF Grant Fund's internal control. Accordingly, no such opinion is expressed.
- evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the SCIF Grant Fund's ability to continue as a going concern for a reasonable period of time.

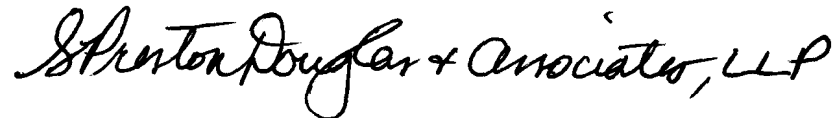
We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that Management’s Discussion and Analysis and required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. We and other auditors have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consist of inquiries of management about the methods of preparing the information and comparing the information for consistency with management’s responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated March 30, 2026 on our consideration of the SCIF Grant Fund’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the SCIF Grant Fund’s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the SCIF Grant Fund’s internal control over financial reporting and compliance.



Ocean Isle Beach, North Carolina
March 30, 2026

Management's Discussion and Analysis

**DIRECT STATE CAPITAL INFRASTRUCTURE FUNDS
OF ALAMANCE COMMUNITY COLLEGE
MANAGEMENT’S DISCUSSION AND ANALYSIS**

This Management’s Discussion and Analysis presents the Direct State Capital Infrastructure Funds of Alamance Community College (“the SCIF Grant Fund”). These statements do not purport to, and do not, present fairly the financial position of Alamance Community College as of June 30, 2025, the changes in its financial position, or its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America. These grants were received to:

- 1) Construct an Indoor Firing Range (Grant 50222 - \$5,500,000 award);
- 2) Provide financial assistance to students enrolled in workforce development programs (Grant 50223 - \$100,000 award);
- 3) Provide workforce training to support advanced manufacturing in the Region (Grant - 50224 - \$750,000 award);

This section should be read in conjunction with the SCIF Grant Fund’s basic financial statements and the notes to the financial statements for this program.

The SCIF Grant Fund is a separate fund included in Alamance Community College’s financial statements and represents only a portion of the College’s transactions and financial position as of and for the year ended June 30, 2025. The scope of the SCIF Grant Fund’s activities is considered to be a single business-type activity and accordingly, is reported within a single column in the basic financial statements. The basic financial statements consist of three statements.

The SCIF Grant Fund’s basic financial statements include the Statement of Net Position, the Statement of Revenues, Expenses, and Changes in Net Position, and the Statement of Cash Flows.

The Statement of Net Position includes all assets, deferred outflows, liabilities, and deferred inflows. The Statement of Net Position is presented in a “classified” format. This means that assets are classified by current unrestricted, current restricted, or noncurrent. It is prepared under the accrual basis of accounting whereby revenues and assets are recognized when the service is provided and expenses and liabilities are recognized when others provide the service, regardless of when cash is exchanged.

The Statement of Revenues, Expenses, and Changes in Net Position presents the revenues and expenses for the fiscal year. Revenues and expenses are classified as operating or nonoperating.

The Statement of Cash Flows presents the information related to cash inflows and outflows, summarized by operating, capital, noncapital financing, and investing activities. The Cash Flow Statement is presented using the direct method, with reconciliation between operating income (loss) and net cash provided (used) by operating activities.

MANAGEMENT'S DISCUSSION AND ANALYSIS (CONTINUED)

Financial Highlights:

Condensed Statement of Net Position

The following chart shows changes between the Statement of Net Position for fiscal years 2025 and 2024:

ASSETS	FY 2025	FY 2024	Increase (Decrease)	Percentage Change
Noncurrent Assets:				
Restricted Cash and Cash Equivalents	\$ 1,472,341.82	\$ 6,028,865.72	\$ (4,556,523.90)	-75.58%
Capital Assets - Nondepreciable	4,925,379.30	239,576.00	4,685,803.30	1955.87%
Total Assets	6,397,721.12	6,268,441.72	129,279.40	2.06%
NET POSITION				
Net Investment in Capital Assets	4,925,379.30	239,576.00	4,685,803.30	1955.87%
Restricted	1,472,341.82	6,028,865.72	(4,556,523.90)	-75.58%
Total Net Position	\$ 6,397,721.12	\$ 6,268,441.72	\$ 129,279.40	2.06%

Assets and Change in Net Position:

The total asset increase of \$129,279.40 primarily results from the addition of the Student Support Grant and interest income earned. Capital outlays totaling \$4,925,379.30 were incurred to build a firing range at our new Public Safety Training Center which was not completed by fiscal year end. This amount is in CIP and will begin depreciation at the completion of the building.

Restricted Assets:

The balance of \$1,472,341.82 represents the unspent portion of the three grants as of June 30, 2025, which is designated for use in fiscal year 2026 when grants are expected to be concluded.

MANAGEMENT’S DISCUSSION AND ANALYSIS (CONTINUED)

Condensed Statement of Revenues, Expenses, and Changes in Net Position

The following chart shows changes between the Statement of Revenues, Expenses, and Changes in Net Position for fiscal years 2025 and 2024:

OPERATING EXPENSES	FY 2025	FY 2024	Increase (Decrease)	Percentage Change
Payments to Vendors and Suppliers	\$ 3,629.50	\$ 3,576,942.96	\$ (3,573,313.46)	-100.00%
Total Operating Expenses	3,629.50	3,576,942.96	(3,573,313.46)	100.00%
NONOPERATING REVENUES				
Investment Income	32,908.90	21,370.05	11,538.85	10.90%
Net Nonoperating Revenues	32,908.90	21,370.05	11,538.85	10.90%
Income Before Other Revenues (Expenses)	29,279.40	(3,555,572.91)	3,584,852.31	17.47%
OTHER REVENUES				
Capital Contributions	100,000.00	6,250,000.00	(6,150,000.00)	-98.40%
Total Other Revenues	100,000.00	6,250,000.00	(6,150,000.00)	-98.40%
Increase in Net Position	\$ 129,279.40	\$ 2,694,427.09	\$ (2,565,147.69)	-95.20%

Three SCIF Grant receipts totaling \$6,350,000 were active during the fiscal year ended June 30, 2025, to support the construction of the firing range, provide student support for workforce development programs, and provide workforce training in the region. These funds generated \$32,908.90 in interest earnings, while \$3,629.50 was expended for student assistance relative to the Student Support Grant.

Nonoperating Revenues:

Net nonoperating revenues increased by \$11,538.85 (10.90%) primarily due to interest income on the grant funds received for this project held in an interest-bearing account. No additional grant contributions were recognized during the fiscal year ended June 30, 2025 beyond the capital contribution of \$100,000 from Grant #50223.

Economic and Other Factors Impacting Future Periods

SCIF Grant Funds are critical to meet the law enforcement training needs of our students, and other law enforcement agencies as the College completes the Public Safety Training Center. They also provide students' resources for short-term workforce development education for programs held at the College. These funds will also support advanced manufacturing in the region through proper training at Alamance Community College along with Guilford Technical Community College and Randolph Community College.

The economic position of the College is closely tied to that of the State of North Carolina. Curriculum enrollment has increased and maintaining or increasing current enrollment levels will play an important role in maintaining current levels of state funding.

The economic outlook is constantly changing, and despite the budgeting challenges, Alamance Community College will continue to respond to the needs of the community to provide services and education to the residents of Alamance County.

FINANCIAL STATEMENTS

Direct State Capital Infrastructure Fund Grant
Statement of Net Position
June 30, 2025

Exhibit A-1

ASSETS

Noncurrent Assets:

Restricted Cash and Cash Equivalents	\$ 1,472,341.82
Capital Assets - Nondepreciable	<u>4,925,379.30</u>

Total Noncurrent Assets 6,397,721.12

Total Assets 6,397,721.12

NET POSITION

Net Investment in Capital Assets 4,925,379.30

Restricted:

Expendable:	
Capital Projects	<u>1,472,341.82</u>

Total Restricted-Expendable Net Position 1,472,341.82

Total Net Position \$ 6,397,721.12

The accompanying notes to the financial statements are an integral part of this statement.

**Direct State Capital Infrastructure Fund Grant
Statement of Revenues, Expenses, and
Changes in Net Position
For the Fiscal Year Ended June 30, 2025**

Exhibit A-2

OPERATING EXPENSES

Student Assistance	\$ 3,629.50
Total Operating Expenses	<u>3,629.50</u>

NONOPERATING REVENUES

Investment Income	<u>32,908.90</u>
Total Nonoperating Revenues	<u>32,908.90</u>

Income Before Other Revenues	29,279.40
------------------------------	-----------

OTHER REVENUES

Capital Contributions, Net	<u>100,000.00</u>
Total Other Revenues	<u>100,000.00</u>

Increase in Net Position	129,279.40
--------------------------	------------

NET POSITION

Net Position - July 1, 2024	<u>6,268,441.72</u>
Net Position - June 30, 2025	<u>\$ 6,397,721.12</u>

The accompanying notes to the financial statements are an integral part of this statement.

Direct State Capital Infrastructure Fund Grant
Statement of Cash Flows
For the Fiscal Year Ended June 30, 2025

Exhibit A-3

CASH FLOWS FROM OPERATING ACTIVITIES

Payments to Vendors and Suppliers	\$ (3,629.50)
Net Cash Used by Operating Activities	<u>(3,629.50)</u>

CASH FLOWS FROM CAPITAL FINANCING AND RELATED FINANCING ACTIVITIES

Capital Grants	100,000.00
Acquisition and Construction of Capital Assets	<u>(4,685,803.30)</u>
Net Cash Used by Capital Financing and Related Financing Activities	<u>(4,585,803.30)</u>

CASH FLOWS FROM INVESTING ACTIVITIES

Investment Income	<u>32,908.90</u>
Net Cash Provided by Investing Activities	<u>32,908.90</u>
Net Decrease in Cash and Cash Equivalents	(4,556,523.90)
Cash and Cash Equivalents - July 1, 2024	<u>6,028,865.72</u>
Cash and Cash Equivalents - June 30, 2025	<u>\$ 1,472,341.82</u>

RECONCILIATION OF OPERATING LOSS TO NET CASH USED BY OPERATING ACTIVITIES

Operating Loss	<u>(3,629.50)</u>
Net Cash Used by Operating Activities	<u>\$ (3,629.50)</u>

The accompanying notes to the financial statements are an integral part of this statement.

NOTES TO THE FINANCIAL STATEMENTS

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES

A. Financial Reporting Entity (SCIF Grant Fund) - The accompanying financial statements present NC Office of State Budget and Management (OSBM) Direct State Capital Infrastructure Funds (“the SCIF Grant Fund”) of Alamance Community College. They do not purport to, and do not, present fairly the financial position of the Alamance Community College as of June 30, 2025, the changes in its financial position, or its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America. Alamance Community College (College) is a component unit of the State of North Carolina and an integral part of the State’s *Annual Comprehensive Financial Report*.

This financial statement for the SCIF Grant Fund is presented as of and for the fiscal year ended June 30, 2025.

B. Basis of Presentation - The accompanying financial statements are presented in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB). Pursuant to the provisions of GASB Statement No. 34, *Basic Financial Statements - and Management’s Discussion and Analysis - for State and Local Governments*, as amended by GASB Statement No. 35, *Basic Financial Statements - and Management’s Discussion and Analysis - for Public Colleges and Universities* and GASB Statement No. 84, *Fiduciary Activities*, the full scope of the SCIF Grant Fund’s activities is considered to be a single business-type activity and accordingly, is reported within a single column in the basic financial statements.

C. Basis of Accounting - The financial statements of the SCIF Grant Fund have been prepared using the economic resource measurement focus and the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred, regardless of the timing of the cash flows.

Nonexchange transactions, in which the SCIF Grant Funds receive (or give) value without directly giving (or receiving) equal value in exchange, include state aid, certain grants, and donations. Revenues are recognized, net of estimated uncollectible amounts, as soon as all eligibility requirements imposed by the provider have been met, if probable of collection.

D. Cash and Cash Equivalents - This classification includes undeposited receipts, petty cash, cash on deposit with private bank accounts, savings accounts, and money market accounts.

E. Capital Assets - Capital assets are stated at cost at date of acquisition or acquisition value at date of donation in the case of gifts. The value of assets constructed includes all material direct and indirect construction costs.

The SCIF Grant Fund capitalizes assets that have a value or cost of \$5,000 or greater at the date of acquisition and an estimated useful life of more than one year.

Depreciation is computed using the straight-line and/or units of output method over the estimated useful lives of the assets in the following manner:

<u>Asset Class</u>	<u>Estimated Useful Life</u>
Buildings	10-100 years
Machinery and Equipment	2-30 years
General Infrastructure	10-75 years

F. Restricted Assets - Certain resources are reported as restricted assets because restrictions on asset use change the nature or normal understanding of the availability of the asset. Resources that are not available for current operations and are reported as restricted include resources restricted for the acquisition or construction of capital assets, resources whose use is limited by external parties or statute, and endowment and other restricted investments.

G. Net Position - The SCIF Grant Fund’s net position is classified as follows:

Net Investment in Capital Assets - This represents the SCIF Grant Fund’s total investment in capital assets, net of outstanding liabilities related to those capital assets. Additionally, deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of capital assets or related debt are also included in this component of net position.

Restricted Net Position - Expendable - Expendable restricted net position includes resources for which the SCIF Grant Fund is legally or contractually obligated to spend in accordance with restrictions imposed by external parties.

Unrestricted Net Position - Unrestricted net position includes resources derived from student tuition and fees, sales and services, unrestricted gifts, and interest income. It also includes the net position of accrued employee benefits such as compensated absences, pension plans, and other postemployment benefits.

Restricted and unrestricted resources are tracked using a fund accounting system and are spent in accordance with established fund authorities. Fund authorities provide rules for the fund activity and are separately established for restricted and unrestricted activities. When both restricted and unrestricted funds are available for expenditure, the decision for funding is transactional based within the departmental management system in place at the SCIF Grant Fund.

H. Revenue and Expense Recognition - The SCIF Grant Fund classifies its revenues and expenses as operating or nonoperating in the accompanying Statement of Revenues, Expenses, and Changes in Net Position. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with the SCIF Grant Fund’s principal ongoing operations. Operating revenues include activities that have characteristics of exchange transactions, such as (1) sales and services of auxiliary enterprises, and (2) certain federal, state, and local grants and contracts. Operating expenses are all expense transactions incurred other than those related to capital and noncapital financing or investing activities as defined by GASB Statement No. 9, *Reporting Cash Flows of Proprietary and Nonexpendable Trust Funds and Governmental Entities That Use Proprietary Fund Accounting*.

Nonoperating revenues include activities that have the characteristics of nonexchange transactions. Revenues from nonexchange transactions that represent subsidies or gifts to the SCIF Grant Fund, as well as investment income, are considered nonoperating since these are either investing, capital, or noncapital financing activities. Capital contributions are presented separately after nonoperating revenues and expenses.

NOTE 2 - DEPOSITS AND INVESTMENTS

The College is required by North Carolina General Statute 147-77 to deposit any funds collected or received that belong to the State of North Carolina with the State Treasurer or with a depository institution in the name of the State Treasurer. All funds of the College, other than those required to be deposited with the State Treasurer, are deposited in board-designated official depositories and are required to be collateralized in accordance with North Carolina General Statute 115D-58.7. Official depositories may be established with any bank, savings and loan association, or trust company whose principal office is located in North Carolina. Also, the College may establish time deposit accounts, money market accounts, and certificates of deposit. The amount shown on the Statement of Net Position as cash and cash equivalents includes deposits in private financial institutions with a carrying value and bank balance of \$1,472,341.82.

The North Carolina Administrative Code (20 NCAC 7) requires all depositories to collateralize public deposits in excess of federal depository insurance coverage by using one of two methods, dedicated or pooled. Under the dedicated method, a separate escrow account is established by each depository in the name of each local governmental unit and the responsibility of monitoring collateralization rests with the local unit. Under the pooling method, each depository establishes an escrow account in the name of the State Treasurer to secure all of its public deposits. This method shifts the monitoring responsibility from the local unit to the State Treasurer.

Custodial credit risk is the risk that in the event of a bank failure, the SCIF Grant Fund's deposits may not be returned to it. As of June 30, 2025, the SCIF Grant Fund's bank balance in excess of federal depository insurance coverage was covered under the pooling method.

NOTE 3 - CAPITAL ASSETS

A summary of changes in the capital assets for the year ended June 30, 2025, is presented as follows:

	<u>Balance July 1, 2024</u>	<u>Increases</u>	<u>Decreases</u>	<u>Balance June 30, 2025</u>
Capital Assets, Nondepreciable:				
Construction in Progress	\$ 239,576.00	\$ 4,685,803.30	\$ -	\$ 4,925,379.30
Total Capital Assets, Nondepreciable	<u>\$ 239,576.00</u>	<u>\$ 4,685,803.30</u>	<u>\$ -</u>	<u>\$ 4,925,379.30</u>

NOTE 4 - COMMITMENTS AND CONTINGENCIES

Commitments - The SCIF Grant Fund has established an encumbrance system to track its outstanding commitments on construction projects and other purchases. Outstanding commitments on construction contracts were \$814,196.50 at June 30, 2025.

NOTE 5 - SUBSEQUENT EVENTS

The SCIF Grant Fund has evaluated subsequent events through March 30, 2026, which is the date the financial statements were available to be issued. All SCIF Grant funds have been exhausted as of the date of these statements.

SUPPLEMENTARY INFORMATION

**Direct State Capital Infrastructure Fund Grant
Combining Schedule of Net Position
June 30, 2025**

Schedule 1

ASSETS	Grant 50222	Grant 50223	Grant 50224	TOTAL
Noncurrent Assets:				
Restricted Cash and Cash Equivalents	\$ 617,926.30	\$ 96,808.71	\$ 757,606.81	\$ 1,472,341.82
Capital Assets - Nondepreciable	4,925,379.30	-	-	4,925,379.30
Total Noncurrent Assets	5,543,305.60	96,808.71	757,606.81	6,397,721.12
Total Assets	5,543,305.60	96,808.71	757,606.81	6,397,721.12
NET POSITION				
Net Investment in Capital Assets	4,925,379.30	-	-	4,925,379.30
Restricted:				
Expendable:				
Capital Projects	617,926.30	96,808.71	757,606.81	1,472,341.82
Total Restricted-Expendable Net Position	617,926.30	96,808.71	757,606.81	1,472,341.82
Total Net Position	<u>\$ 5,543,305.60</u>	<u>\$ 96,808.71</u>	<u>\$ 757,606.81</u>	<u>\$ 6,397,721.12</u>

**Direct State Capital Infrastructure Fund Grant
Combining Schedule of Revenues, Expenses, and
Changes in Net Position
For the Fiscal Year Ended June 30, 2025**

Schedule 2

	Grant 50222	Grant 50223	Grant 50224	TOTAL
OPERATING EXPENSES				
Student Assistance	\$ -	\$ 3,629.50	\$ -	\$ 3,629.50
Operating Expenses	-	3,629.50	-	3,629.50
NONOPERATING REVENUES				
Investment Income	26,589.11	536.34	5,783.45	32,908.90
Net Nonoperating Revenues	26,589.11	536.34	5,783.45	32,908.90
Income Before Other Revenues	26,589.11	(3,093.16)	5,783.45	29,279.40
OTHER REVENUES				
Capital Contributions, Net	-	100,000.00	-	100,000.00
Total Other Revenues	-	100,000.00	-	100,000.00
Increase in Net Position	26,589.11	96,906.84	5,783.45	129,279.40
NET POSITION				
Net Position - July 1, 2024	5,516,716.49	-	751,725.23	6,268,441.72
Net Position - June 30, 2025	\$ 5,543,305.60	\$ 96,906.84	\$ 757,508.68	\$ 6,397,721.12

COMPLIANCE SECTION



S. Preston Douglas & Associates, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MEMBERS

American Institute of CPAs
N. C. Association of CPAs

**Independent Auditor's Report On Internal Control Over Financial Reporting
and On Compliance and Other Matters Based On An Audit Of Financial Statements
Performed In Accordance With *Government Auditing Standards***

Board of Trustees
Direct State Capital Infrastructure Funds of
Alamance Community College
Graham, North Carolina

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Direct State Capital Infrastructure Funds of Alamance Community College (the "SCIF Grant Fund"), as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the SCIF Grant Fund's basic financial statements, and have issued our report thereon dated March 30, 2026.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the SCIF Grant Fund's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the SCIF Grant Fund's internal control. Accordingly, we do not express an opinion on the effectiveness of the SCIF Grant Fund's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the SCIF Grant Fund's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

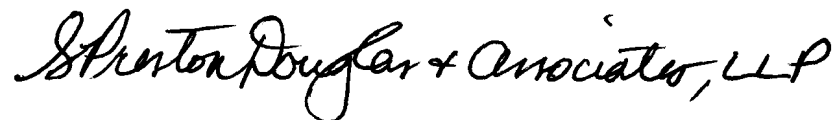
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the SCIF Grant Fund’s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the SCIF Grant Fund’s internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the SCIF Grant Fund’s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Stanton Douglas + Associates, LLP". The signature is written in a cursive, flowing style.

Ocean Isle Beach, North Carolina
March 30, 2026

**Direct State Capital Infrastructure Funds of
Alamance Community College
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2025**

Section I. Summary of Auditor's Results
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Financial Statements

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
• Material weakness(es) identified?	_____ yes <u> X </u> no
• Significant deficiency(s) identified that are not considered to be material weaknesses	_____ yes <u> X </u> none reported
• Noncompliance material to financial statements	_____ yes <u> X </u> no



Curriculum & Student Engagement

Sponsor: Sonya McCook

Date: May 4, 2026

Title of Document: Proposed revisions, additions, and terminations to Programs of Study

Summary:

The Curriculum and Instruction Committee recommends approval of Spring 2026 curriculum updates to align academic offerings with workforce demand, student interest, and industry standards. Proposed changes include the termination of low-enrollment or outdated programs, expansion of Early Childhood and teacher licensure pathways, addition of a Cloud Computing and Virtualization concentration, discontinuation of the Computer Programming and Development concentration, updates to Social & Behavioral Sciences offerings, replacement of select health-related AGE pathways with the Health Science AAS, and enhancement of Biotechnology laboratory requirements. These revisions support the College's commitment to maintaining responsive, relevant, and high-quality academic programming.

Curriculum and Instruction Committee Approved Changes

APPLIED ENGINEERING, AGRICULTURE & SKILLED TRADES DIVISION	
PROPOSED CHANGE	EXPLANATION
ANIMAL CARE & MANAGEMENT AND VET MED TECHNOLOGY	
1. Animal Care and Management <ul style="list-style-type: none"> Terminate- Animal Care and Management: Animal Sheltering and Field Services Diploma (D55100A) 	<ul style="list-style-type: none"> The ACM Diploma is not heavily utilized by students, and there is low interest in the program. The Animal Husbandry Certificate can be an alternative for students who do not want to pursue an A.A.S.
INDUSTRIAL SYSTEMS TECHNOLOGY	
2. Industrial Systems <ul style="list-style-type: none"> Terminate: Industrial Systems Electrical Apprenticeship Certificate (C50240EB) and Industrial Systems Mechanical Apprenticeship Certificate (C50240MB) 	<ul style="list-style-type: none"> There are currently no students enrolled in the Apprenticeship Certificate programs. They were created for a specific company, and that company did not expand as they expected.
MECHANICAL ENGINEERING TECHNOLOGY	
3. Mechanical Engineering <ul style="list-style-type: none"> Terminate: Mechanical Engineering Basic Certificate (C40320B) 	<ul style="list-style-type: none"> The industry does not recognize this certificate. The Mechanical Engineering CCP Pathway now meets the Curriculum Standard on its own, so this certificate is not needed to support that Pathway.
MECHATRONICS ENGINEERING TECHNOLOGY	
4. Mechatronics Engineering <ul style="list-style-type: none"> Terminate: Mechatronics Engineering: Mechanical CCP Pathway (C40350PM) 	<ul style="list-style-type: none"> This CCP Pathway has low enrollment, and there is a Mechatronics CCP Pathway (C40350P) that students can enroll in.
BUSINESS, ARTS AND SCIENCES DIVISION	
PROPOSED CHANGE	EXPLANATION
EARLY CHILDHOOD EDUCATION	
5. Special Needs Certificate (C55220C) <ul style="list-style-type: none"> Add- EDU 247- Sensory and Physical Disabilities (3-0-3) and EDU 248- Developmental Delays (3-0-3) 6. Birth Through Kindergarten Residency Licensure Certificate (C55500)	<ul style="list-style-type: none"> This is a new certificate we will be offering to the Early Childhood program, as well as two new courses to ACC's Catalog. Several students have inquired about a Special Needs Certificate, and a few community colleges offer this certificate.

<ul style="list-style-type: none"> • Add- EDU 246- Early Dev, Well Being & Res (2-3-3), EDU 255-Curr Strat & Learn Exp BK (2-3-3), EDU 260-BK Assmt & Fam Collab (3-0-3), EDU 266- Lang & Lit Dev BK (2-3-3), EDU 267- Math Foundations BK (2-3-3). <p>7. High School Math Residency Licensure Certificate (C55510)</p> <ul style="list-style-type: none"> • Add- EDU 230- Dev Div & Res in You & Sec Stu, EDU 268- Instr Methods for HS Math, EDU 269-Des Res Math Instr for HS <p>8. High School Science Residency Licensure Certificate (C55520)</p> <ul style="list-style-type: none"> • Add- EDU 230- Dev Div & Res in You & Sec Stu, EDU 273- Instr Methods for HS Science, EDU 274- App Sci Inquiry in HS Science <p>9. Middle School Math Residency Licensure Certificate (C55530)</p> <ul style="list-style-type: none"> • Add- EDU 230- Dev Div & Res in You & Sec Stu, EDU 231- Instr Methods for Mid Gra Math, EDU 232- Des Res Math Instr for Mid Gra <p>10. Middle School Science Residency Licensure Certificate (C55540)</p> <ul style="list-style-type: none"> • Add- EDU 230- Dev Div & Res in You & Sec Stu, EDU 238- Instr Methods for Mid Gra Sci, EDU 239- App Sci Inquiry in Mid Gra <p>11. Special Education Residency Licensure Certificate (C55550)</p> <ul style="list-style-type: none"> • Add- EDU 224- Found, Pol, & Prac in Spec Edu, EDU 225-Inst & Beh Strat for Incl Class, EDU 264- Strat for Adpt Math Instr, EDU 265- Strat for Adpt Lit Instr 	<ul style="list-style-type: none"> • Adding the new Birth Through Kindergarten Residency Licensure Certificate will meet the needs of our county and the need for this licensure. • Adding the new High School Math Residency Licensure Certificate will help meet the need for this licensure in the county. • Adding the new High School Science Residency Licensure Certificate will help meet the need for this licensure in the county. • Adding the new Middle School Math Residency Licensure Certificate will help meet the need for this licensure in the county. • Adding the new Middle School Science Residency Licensure Certificate will help meet the need for this licensure in the county. • Adding the new Special Education Residency Licensure Certificate will help meet the need for this licensure in the county.
INFORMATION TECHNOLOGY	
<p>12. Information Technology-Cloud Computing and Virtualization (A25590V)</p> <ul style="list-style-type: none"> • Add- CTI 141-Cloud & Storage Concepts and CTI 240- Virtualization Admin I <p>13. Information Technology- Computer Programming and Development</p> <ul style="list-style-type: none"> • Terminate- AAS degree concentration for computer programming and development (A25590P) and its sub-diploma (D25590P) • Terminate- WEB 115- Web Markup Scripting, WEB 182- PHP Programming, CSC 251- Advanced Java Programming 	<ul style="list-style-type: none"> • Adding the concentration of Cloud Computing and Virtualization is based on market need in the surrounding areas. • Terminating the concentration on computer programming and development based on entry-level software professionals continues to diminish. Software Skills will still be included in the remaining concentrations.

SOCIAL & BEHAVIORAL SCIENCES	
<p>14. Social & Behavioral Sciences AAS Picklist</p> <ul style="list-style-type: none"> • Add- SOC 240- Sociology Psychology • Remove- HIS 221- African-American History and SOC 230- Race and Ethnic Relations 	<ul style="list-style-type: none"> • SOC 240 will be offered consistently online starting in Fall 2027. • HIS 221 and SOC 230 have not been offered in the last 10 years and need to be removed from the picklist.
HEALTH AND PUBLIC SERVICES DIVISION	
PROPOSED CHANGE	EXPLANATION
ASSOCIATE IN GENERAL EDUCATION	
<p>15. Terminate- Associates in General Education</p> <ul style="list-style-type: none"> • AGE Dental (A10300DN) • AGE Practical Nursing (A10300PN) • AGE Vet Tech (A10300VT) • AGE Medical Assisting (A10300M) • AGE Medical Laboratory Tech (A10300ML) 	<ul style="list-style-type: none"> • The Health Science AAS will replace the need for these specific AGE degrees. The Health Science AAS is an industry-recognized credential, unlike the Associate in General Education.
BIOTECHNOLOGY	
<p>16. Add- BTC 250A- Principles of Genetics Lab as a corequisite for BTC 250 Principles of Genetics</p>	<ul style="list-style-type: none"> • Adding BTC 250A as a corequisite requirement for BTC 250 would provide Biotechnology students with essential laboratory experience.



Executive Leadership Team

1247 Jimmie Kerr Road
Graham, NC 27253-8000
Phone: (336) 506-4100
www.alamancecc.edu

Policy and Procedure Request Form

Name: Beth Brehler

Date: February 17, 2026

Title of Document: 5.1.2 Acceptance of Transfer Students/Credits

Type of Request:

- New Policy**
- New Procedure**
- Revised Policy**
- Revised Procedure**

Policy Chapter:

- Chapter 1 Board of Trustees and Governance**
- Chapter 2 Administrative**
- Chapter 3 Human Resources**
- Chapter 4 Instructional**
- Chapter 5 Student Services**
- Chapter 6 Business Services**
- Chapter 7 Information Technology**

Policy Title: 5.1.2 Acceptance of Transfer Students/Credits

Summary of Proposed Changes:

The proposed revisions streamline and clarify the College's transfer credit policy by defining evaluation criteria, roles, and processes to ensure consistent decision-making. The update provides clearer guidance on documentation, time limits, and appeals. These changes improve transparency, consistency, and alignment with current institutional practices.

If time sensitive, proposed effective date: N/A

- A. Course work transferred or accepted for credit toward an undergraduate degree must represent collegiate course work relevant to the degree with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the College's undergraduate degree program.
- B. Any such earned credit must meet the minimum College academic standards of a grade of "C" or better and must parallel the content of similar courses offered. The maximum amount of credit allowed to be transferred is 75% of the student's program of study. Any course taken at a North Carolina Community College System institution will be accepted for the equivalent course except as specified herein.

For all others, the following criteria will be considered in determining the acceptability of the transfer course work:

1. Accreditation of the school by a regional or national accrediting body recognized by the United States Department of Education. Accreditation does not guarantee acceptance of transfer credit.
2. Equivalency of course descriptions, outcomes and analysis of course level, content, quality, comparability, and degree program relevance. It shall be the student's responsibility to provide documentation of this equivalency, which may include, but is not limited to, syllabi, course catalogs, course outcomes, etc.
3. Use of recognized guides, such as those published by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers, and the National Association of Foreign Student Affairs.
4. If the school was not accredited by a regional or national accrediting body recognized by the United States Department of Education at the time the course was taken, additional documentation ~~will~~may be required. It shall be the student's responsibility to provide any additional documentation requested.
5. For skills-based courses, particularly those in the advanced technology programs, demonstration of student skills may be a component of the evaluation process. Decisions related to acceptance of credit will be made by the appropriate ~~faculty member(s)~~Department Head and/or Dean, in consultation with the Vice President of Instruction

6. Within the Nursing department, departmental policy limits transfer credit for nursing courses to NUR 111 and NUR 117. These courses must have been taken no more than two years prior to enrollment at the College and have earned a grade of “B” or better. Credit for general education courses will transfer only with a grade of “C” or better.
- C. The responsibility for determining transfer credit from other colleges and universities rests with the Registrar ~~and Admissions staff's Office~~. When there is doubt about the appropriateness of transfer credit or when a student wishes to appeal a transfer credit decision, the transcript will be referred to the appropriate Dean, whose decision will be final. ~~In such cases, the Dean will note the decision in the student's academic file~~. Time limits may be imposed in certain situations, such as for health sciences program courses. ~~Student Services~~ The Registrar's Office and the appropriate Dean will maintain a list of courses that have time limits for transfer. Any student challenge regarding the award of transfer credit will be referred to the appropriate Department Head or Dean. This credit must be approved by the Dean.
- ~~D. When a student transfers from a postsecondary institution to the College, the following steps will be implemented:~~
- ~~1. The student fills out an application for admission and is responsible for providing an official high school transcript (except when the student has already earned an associate's degree or higher) and an official transcript from any other postsecondary institution. The student should allow at least one month for the transcript evaluation process prior to registering for classes.~~
 - ~~2. The Admissions staff evaluates the transcript and credit is accepted in accordance with the College's program offerings and the procedure stated herein. No credit for a course with a grade lower than a “C” may be transferred. The transcript evaluation is conducted in cooperation with the appropriate Department Head and Dean, as applicable.~~
 - ~~3. The student is given placement test(s), if applicable.~~
 - ~~4. The student continues with registration procedure.~~

The College recognizes the following additional opportunities for awarding transfer credits:

1. College Board Advanced Placement Program (AP): College course credit will be granted to students who pass the AP examinations with a score of three, four, or five.

- Students must submit ~~a College Action Report~~ an official score report to the Student Services Registrar's Office for consideration of granting college credit.
2. College-Level Examination Program (CLEP): College course credit will be granted to students who participate in CLEP Subject Examinations and achieve the minimum passing score as recommended by the American Council on Education. Students must submit a CLEP transcript to the Enrollment Management Office Registrar's Office for consideration of granting college credit.
 3. Educational Experiences in the Armed Services: Servicemen and veterans may be awarded college credit for service schools they have attended. The service schools must be accredited by a regional accrediting agency. Before applying for credit, students should contact the service school(s) and ask them to which regional accrediting agency they belong. Students should ~~Contact Student Services~~ contact ACC's Veterans Services Office for more information.
 4. Non-curriculum to Curriculum Transfer Credit: Non-curriculum course work from the College related to curriculum instruction may be transferred or accepted for credit towards curriculum courses in specific programs. Students must have earned a minimum letter grade of a "C," passed the final assessment with a proficiency of 85% or better, or passed the applicable credentialing exam. The appropriate Dean for each division will approve non-curriculum course material prior to officially granting curriculum credit. Faculty teaching courses for which non-curriculum to curriculum credit may be awarded must meet all SACSCOC credentialing requirements.
 5. Credit by Credential: Academic credit may be awarded for adequately documented and validated industry-recognized credentials. Credential credits must be approved by the subject-matter experts based on content and outcomes. The Department Head, Dean, and Vice President of Instruction must approve credential credits.
 6. Transfer of credit to Nursing Program: Within the Nursing Department, departmental policy limits transfer credit for nursing courses to NUR 111 and NUR 117. These courses must have been taken no more than two years prior to enrollment at the College with a grade of "B" or better. Credit for general education courses will transfer only with a grade of "C" or better.

Adopted: June 13, 2022

Revised: August 11, 2025; ~~March 9, 2026~~ May 11, 2026

(This policy replaces “Transfer Credit Policy” adopted January 11, 2016. This policy also replaces “CLEP, AP, and IB Credits” adopted April 12, 2021. The latter will continue to be published in the College Catalog.)



Executive Leadership Team

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Policy and Procedure Request Form

Name: Justin Snyder

Date: March 17, 2026

Title of Document: Revision of Policy 4.2.6 - Classroom Management

Type of Request:

- New Policy
- New Procedure
- Revised Policy
- Revised Procedure

Policy Chapter:

- Chapter 1 Board of Trustees and Governance
- Chapter 2 Administrative
- Chapter 3 Human Resources
- Chapter 4 Instructional
- Chapter 5 Student Services
- Chapter 6 Business Services
- Chapter 7 Information Technology

Policy Title: Policy 4.2.6 - Classroom Management

Summary of Proposed Changes:

Update section C on discipline to include classroom discipline and disruptive behavior. Sharing examples of disruptive conduct and outlining responsibility for addressing classroom management and reporting process when issues arise.

If time sensitive, proposed effective date: [Click or tap here to enter text.](#)

All College classroom instructors shall adhere to the following provisions when carrying out job duties and employment responsibilities.

- A. Promptness – Punctuality is a valuable habit desired by all employers. College employees can help to develop this habit in their students by meeting with their scheduled classes or other meetings at the time designated and by insisting that students also arrive on time. If an instructor fails to meet his or her class within 15 minutes past the designated starting time, students are to sign their names on a roll and are then excused.
- B. General Housekeeping – Prospective students, student employers, and numerous other interested individuals routinely visit the College. It is important that all employees be active in helping to maintain an orderly and well-organized appearance. The proper attitude toward clean and orderly shops, labs, and other workspaces can be passed on to the student by their instructor's attitude and actions.

Employees can aid the custodial staff by ensuring that:

1. Smoking and the use of smokeless tobacco products are prohibited in all College buildings, facilities, and grounds. Food is not allowed in labs.
 2. Paper and other materials that accumulate during the day are picked up prior to leaving the classroom.
 3. All tools are locked in their proper storage place at the end of each class or day.
 4. Furniture is left in an orderly appearance. In general, disarrangement of a classroom because of teaching activities shall be corrected by the students in the class under the supervision of the instructor in charge.
 5. All labs are secured according to established departmental procedures.
- C. ~~Discipline – Each instructor has the responsibility of handling any discipline problems that arise in class. Student Code of Conduct, violations are referred to the Vice President of Student Experience with Academic Dean notification. Extreme cases are to be immediately referred to Public Safety or other appropriate administrator. Upon request by the instructor, administrators will serve as mediators in extreme or reoccurring disciplinary issues. The College will not condone prolonged disruptive activities by~~

~~students or groups of students. Student disciplinary matters shall be dealt with pursuant to College policy~~

Classroom Discipline and Disruptive Behavior- Instructors have the right and responsibility to maintain a productive learning environment in the classroom. As partners in the educational process, students are expected to participate actively in the learning experience and conduct themselves in an appropriate and respectful manner.

Disruptive conduct that interferes with an instructor's ability to teach or undermines the learning environment will not be tolerated. Disruptive conduct includes, but is not limited to:

- Routinely entering class late or leaving early
- Repeatedly speaking without being recognized or interrupting lectures
- Using cell phones or electronic devices in a manner that disrupts the class (example: ringing phones, texting, or other audible notifications)
- Intimidating, harassing, or verbally abusing an instructor or classmate
- Threatening behavior, physical displays of anger, or other aggressive conduct
- Any behavior that otherwise violates the College's Student Code of Conduct or Sexual Misconduct and Title IX policy.

Each instructor is responsible for addressing routine classroom management and any discipline issues that arise during class. When student behavior may constitute a violation of the Student Code of Conduct, the matter should be referred to the Student Integrity and Compliance Specialist by submitted a General Conduct Reporting Form at https://cm.maxient.com/reportingform.php?AlamanceCC&layout_id=1, with notification to the appropriate Academic Dean or administrator. Situations that pose an immediate safety concern or involve serious disruption should be immediately referred to Public Safety or another appropriate administrator.

D. Professional Appearance – Instructors should always present a professional image.

E. Safety – Every instructor should maintain a proper attitude toward safety. The instructor's attitude and habits toward safety have a profound influence on the habits and attitudes formulated by the students. It is extremely important that the following safety regulations be utilized by all instructors:

1. Safety rules and regulations specific for each program of instruction must be posted on laboratory and shop bulletin boards.
2. The instructor should demonstrate proper procedures for the use of dangerous equipment. Hazards should always be pointed out in advance. This aspect of safety

- training is to be utilized prior to any student being allowed to use equipment and machinery.
3. The instructor must always be present in shops and laboratories when machinery or equipment is being used by students. In the event the instructor must leave the area, another instructor should be placed in charge.
 4. Jewelry or loose clothing should not be worn when operating moving equipment. If neckties are worn, they should be of the bow or breakaway type.
 5. Unauthorized students are prohibited from using equipment and machinery.
 6. Long hair must be tied at the back and placed under a hat or some type of covering while working in any shop.
 7. North Carolina law requires that eye protective devices be worn by students, teachers, and visitors to the instructional area where any of the following activities are conducted:
 - a. Working with hot solids, liquids, or molten metal
 - b. Milling, sawing, turning, shaping, cutting, or stamping of any solid materials.
 - c. Heat-treating, tempering, or kiln firing of any metal or other material.
 - d. Welding of any type.
 - e. Repairing or servicing any vehicle
 - f. Using caustic or explosive chemicals or materials.
 8. Visitors to a classroom, shop, or laboratory must be accompanied by a College employee.
 9. Minor children, with the exception of dual-enrolled students, may not enter shops, labs, or other hazardous areas unless accompanied by an instructor or adult.
- F. Equipment and Furniture – It is the instructor's responsibility to see that the equipment and furniture for each area are maintained. Abuse of equipment or furniture by students will not be tolerated. Longer life and better care may be derived from equipment and furniture if the instructor will utilize the following practices:
1. Emphasize that there is a proper tool or piece of equipment for each job.
 2. Demonstrate and utilize recommended preventative maintenance methods. This includes keeping equipment clean.

3. Emphasize that equipment and furniture are not to be loaned or removed from the premises for any purpose. Special consideration may be given to this regulation when pre-arranged field trips or other conditions warrant the use of equipment away from the school. Prior arrangements must be made with the appropriate administrator

4. Repair damaged or broken equipment whenever possible. Damage and loss of equipment are to be reported to Administrative Services. New equipment must be checked and processed by the Administrative Services Office prior to its disbursement to classrooms or laboratories. Thereafter, the instructor in charge of each area shall be responsible for the accountability and care of the equipment and furniture in that area.

Adopted: June 13, 2022

Revised: June 9, 2025



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Policy and Procedure Request Form

Name: Justin Snyder

Date: April 21, 2026

Title of Document: Revised Policy 4.2.3 - Instructional Material Selection

Type of Request:

- New Policy
- New Procedure
- Revised Policy
- Revised Procedure

Policy Chapter:

- Chapter 1 Board of Trustees and Governance
- Chapter 2 Administrative
- Chapter 3 Human Resources
- Chapter 4 Instructional
- Chapter 5 Student Services
- Chapter 6 Business Services
- Chapter 7 Information Technology

Policy Title: Policy 4.2.3 - Instructional Material Selection

Summary of Proposed Changes:

Update titles to reflect change to the one college model and use of instructional material across all instructional areas.

If time sensitive, proposed effective date: Click or tap here to enter text.

- A. The Department Head/**Program Coordinator** of each **academic** department is responsible for the oversight of ordering instructional materials for his or her department.
- B. Instructors will order instructional materials utilizing the system developed by the College in partnership with the bookstore vendor. At least every four (4) years, the Board shall review the College's mark-up on textbooks and other instructional materials sold through the bookstore to determine if the mark-up is appropriately balanced between affordability for students and other priorities identified by the Board.
- C. Requests for textbooks are to be made as soon as possible after the next semester's schedule is completed. All requests should specify the course in which the textbooks are to be used.
- D. ~~Deans, or their designees,~~ **Department Heads/Program Coordinators of each department** will be responsible for acquiring textbooks for adjunct faculty.

Adopted: June 13, 2022

Legal Citation: 1H SBCCC 300.3



Executive Leadership Team

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Policy and Procedure Request Form

Name: Justin Snyder, Rose Webster

Date: April 21, 2026

Title of Document: Revision of Policy 4.2.8 - Substantive Change Compliance

Type of Request:

- New Policy**
- New Procedure**
- Revised Policy**
- Revised Procedure**

Policy Chapter:

- Chapter 1 Board of Trustees and Governance**
- Chapter 2 Administrative**
- Chapter 3 Human Resources**
- Chapter 4 Instructional**
- Chapter 5 Student Services**
- Chapter 6 Business Services**
- Chapter 7 Information Technology**

Policy Title: Policy 4.2.8 - Substantive Change Compliance

Summary of Proposed Changes:

Revisions reflect the removal of items that are no longer considered SACSCOC substantive changes. The update also includes removing references to the Administrative Compliance Subcommittee because any changes are vetted with the internal curriculum committee, Vice President of Instruction/CAO, and Director of Research and Institutional Effectiveness/SACSCOC Accreditation Liaison.

If time sensitive, proposed effective date: Click or tap here to enter text.

Alamance Community College (ACC) recognizes the importance of compliance with the most recently updated version of the Southern Association of Colleges and Schools Commission on Colleges' Substantive Change Policy and Procedures, which requires ACC to report all substantive changes accurately and in a timely manner to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The purpose of this policy is to describe the process and procedures to be used to ensure that ACC complies with this SACSCOC substantive change policy and procedures.

I. SCOPE

ACC's Substantive Change Compliance Policy is mandatory and applies to each curriculum academic unit and department.

II. DEFINITION OF "SUBSTANTIVE CHANGE"

Substantive change as defined by SACSCOC is "a significant modification or expansion of the nature and scope of an accredited institution." Examples of substantive changes that might be proposed by an institution include the following:

- Initiating coursework or programs at a more advanced level than currently approved;
- Initiating a branch campus;
- Altering significantly the educational mission of the institution;
- Initiating a merger or consolidation with another institution;
- Relocating a main or branch campus;
- Changing governance, ownership, control, or legal status of an institution;
- Changing from clock hours to credit hours;
- Adding a permanent location at a site where the institution is conducting a teach-out for students from another institution that is closing; and
- Closing a branch campus or an institution.

Other examples of substantive changes that might typically originate with proposals from department or academic program leadership include:

- Expanding programs at current degree level;
- ~~Initiating joint degrees with another institution;~~
- Initiating a certificate program at employer's request and on short notice;
- Initiating other certificate programs;
- Initiating off-campus sites;

- Expanding program offerings at previously approved off-campus sites;
- ~~Relocating an off-campus instructional site;~~
- Initiating online programs or other programs where the faculty and students are not in the same location that are significantly different from current online offerings;
- Initiating degree completion programs;
- Initiating programs or courses offered through contractual agreement or consortium;
- Entering into a contract with an entity not certified to participate in USDOE Title IV programs;
- Acquiring any program or site from another institution;
- Altering the length of a program significantly; and
- Closing a program or approved off-campus site.

The initiation of new off-campus sites and the addition of new site-based programs that represent significant departures from current offerings are commonly reported substantive changes. A "significant departure" is one in which the proposed new program has no closely related counterpart among the previously approved programs in the curriculum offered at a site, whether the location is the main campus or an off-campus location. To determine whether a new program is a "significant departure," SACSCOC considers whether the new program requires significant amounts of additional faculty, courses, library or other learning resources, equipment or facilities, or financial resources. **Even if a change to an off-campus instructional site does not constitute a substantive change, ACC is required to maintain an accurate list of off-campus instructional sites via the SACSCOC Institutional Portal.**

III. POLICY

ACC ensures compliance with SACSCOC's Substantive Change Policy and Procedures by: 1) implementing effective communication and procedures, 2) providing adequate resources, and 3) utilizing quality assurance safeguards.

IV. COMMUNICATION AND PROCEDURES

- All curriculum program changes are first vetted and approved in the Curriculum and Instruction Committee, ~~in consultation with the Administrative Compliance Subcommittee.~~
- Detailed procedures regarding academic program planning and revision processes are found in ACC's Curriculum Change Process.
- Academic units follow the procedures within the Curriculum Change Process to obtain internal approval for curriculum changes.
- Once the change has been approved internally, the Vice President of Instruction/CAO and Director of Research and Institutional Effectiveness/SACSCOC Accreditation

- Liaison determine if the change requires notification or prior approval from SACSCOC.
- If notification or approval is needed, the Vice President of Instruction/CAO and Director of Research and Institutional Effectiveness will submit Substantive Change documents to SACSCOC.
 - Approved actions are processed, documented, and tracked for each required compliance step.
 - Actions and decisions are communicated to appropriate Deans and stakeholders according to the guidelines in the Curriculum Change Guide.

V. RESOURCES

- Policies, procedures, and information regarding substantive change are published on the College's website in the Employee Policies and Procedures Manual.
- The Deans and the Vice President of Instruction/CAO provide guidance for internal procedures.
- The SACSCOC Accreditation Liaison provides guidance for all external reporting activities.
- The Office of Research and Institutional Effectiveness will offer periodic information sessions for Deans and Department Heads on substantive change policy and other academic program compliance issues.

VI. QUALITY ASSURANCE

- The President's Office and the Office of Research and Institutional Effectiveness maintain and monitor external reporting and communications with SACSCOC.
- Procedures and information contained in the Curriculum Change Guide are reviewed and published annually on the College's website in the Employee Policies and Procedures Manual.
- The Curriculum and Instruction Committee consists of Deans, Department Heads, and faculty. The Committee reviews proposals from faculty and Department Heads and makes recommendations to approve or deny new programs and modifications to existing programs.
- The Curriculum and Instruction Committee ~~consults with an Administrative Compliance Subcommittee, whose~~ members help ensure compliance with ACC policies and procedures, regional and program-specific accrediting standards, NC Community College System curriculum standards and administrative code, and other federal and state regulations

VII. ENFORCEMENT

Responsibility for enforcement of this policy resides with the President. The Deans are responsible for their units adhering to the procedures set forth within the Curriculum Change Guide, and the Vice President of Instruction/CAO is responsible for ensuring that they do. The Director of Research and Institutional Effectiveness serves as the liaison to the Southern Association of Colleges and Schools Commission on Colleges with responsibility to report substantive changes in a timely manner. No substantive change can be implemented until a letter of approval or an acceptance of notification is received from the Commission on Colleges. Prior to receipt of the letter of approval, any distribution of information, including advertising, must include wording that the program is pending SACSCOC approval.

VIII. REVIEW

The Board of Trustees has approved Alamance Community College's Substantive Change Compliance Policy. This policy will be reviewed and updated periodically as appropriate.

Adopted: September 10, 2012; revised January 11, 2016; revised June 13, 2022; revised: June 9, 2025; revised DATE

Legal Reference: 1B SBCCC 400.96; SACSCOC Policy Statement (June 2021)



Alamance Community College Student Government Association – President’s Report
Submitted by: Katherine Hackney, ACC SGA President & N4CSGA Central Division Representative

Date: May 5, 2026

Executive Summary

As the academic year comes to a close, the Alamance Community College Student Government Association (SGA) Executive Board is wrapping up what has been an incredibly successful and impactful year. Throughout our term, we have remained committed to enhancing student engagement, promoting campus involvement, and serving as a strong voice for ACC students. It has truly been an honor for each of us to serve, and we have greatly enjoyed the opportunity to support and represent the student body.

Over the past month, SGA has focused on hosting meaningful events, fostering partnerships across campus, and ensuring a smooth leadership transition for the upcoming academic year. These efforts reflect our continued dedication to student success, campus connection, and leadership development.

ACC SGA Events and Activities (April 2026)

- April 3, 2026 – SGA Executive Board Elections
The new SGA Executive Board for the 2026–2027 academic year was successfully elected. The incoming officers are:
 - Citlaly Garcia Guijon – President
 - Oswaldo Antonio Santos – Vice President
 - Kali’ Miles – Secretary
 - Madison Ward – Public Relations Specialist
- April 4, 2026 – Mocktails Event (Main Campus)
Partnered with Erica Lewis to host a Mocktails event promoting alcohol awareness and encouraging healthy choices among students.

- April 10–12, 2026 – N4CSGA Spring Conference (Raleigh)
SGA representatives traveled to Raleigh to attend the N4CSGA Spring Conference, engaging in leadership development, networking, and statewide student governance discussions.
 - April 22, 2026 – Spring Fling (Main Campus)
Hosted Spring Fling on the main campus featuring games, entertainment, and activities designed to promote cultural awareness.
 - Partnered with the Culinary program to showcase foods from 10 different countries, creating an engaging and educational experience for students.
 - April 25, 2026 – Poetry Fox Event (Library)
Hosted Poetry Fox in the ACC Library, providing students with a unique creative outlet and interactive literary experience.
 - April 28, 2026 – Stress Relief Event (Main Campus)
Organized a stress relief event to support student wellness, which included:
 - Therapy animals
 - Chair massages provided by Massage Therapy students
 - Pelican’s SnoBalls
 - April 29, 2026 – Spring Fling (Dillingham Campus)
Hosted a second Spring Fling event at Dillingham Campus to ensure those students also had access to end-of-semester engagement and activities.
-

Conclusion

The ACC Student Government Association continues to demonstrate a strong commitment to student advocacy, leadership, and campus engagement. This past year has been filled with growth, collaboration, and meaningful impact, and we are proud of the work accomplished.

As we conclude this academic year, we are confident that the incoming Executive Board will continue to build upon this foundation and further strengthen the student experience at Alamance Community College.

It has been a true honor to serve as SGA President. I extend my sincere gratitude to the Executive Board for their dedication and hard work, as well as to our advisor, Gilbert, for his continued guidance and support.

Respectfully submitted,
Katherine Hackney
President, Alamance Community College SGA
Central Division Representative, N4CSGA Executive Board



Alamance Community College Board of Trustees SEI Filing & Ethics Education

Report of SEI Filing & Ethics Education						
Full Name	Appointment Start Date	Appointment End Date	Last SEI Received Date	Last Education Received Date	Next Education Due Date	
Steven Carter	07/01/2021	06/30/2029	01/30/2026	09/13/2024	09/13/2026	
Sylvia Munoz	07/20/2022	06/30/2026	04/09/2026	07/25/2024	07/25/2026	
James Butler	07/01/2024	06/30/2028	03/06/2026	08/26/2024	08/26/2026	
Kenneth Walker	07/03/2023	06/30/2027	04/01/2026	03/31/2025	03/31/2027	
Grantlin Brooks	07/01/2025	06/30/2026	04/06/2026	12/26/2025	12/26/2027	
Roslyn Crisp	07/01/2025	06/30/2029	02/01/2026	02/06/2025	02/06/2027	
Blake Williams	07/01/2015	06/30/2027	01/28/2026	09/12/2025	09/12/2027	
William Gomory	07/01/2012	06/30/2028	01/15/2026	02/11/2026	02/11/2028	
Powell Glidewell	8/29/2019	6/30/2027	03/02/2026	08/15/2024	08/15/2026	
Ana Fleeman(EL)				07/24/2024	07/24/2026	
Julie Emmons	07/01/2024	06/30/2028	03/02/2026	08/22/2024	08/22/2026	
Tammy Karnes	01/27/2025	06/30/2026	03/02/2026	05/20/2025	05/20/2027	
Walter Britt	07/01/2025	06/30/2029	03/02/2026	09/12/2025	09/12/2027	

Board of Trustees

Sponsor: Sarah Barham

Date: May 11, 2026

Staff Association Update

Summary:

Staff Association Leadership & Upcoming Events

Leadership transitions were announced

- Sarah Thynne will assume the Chair position
- Positions will open for Secretary and Co-Chair

Community Engagement & Volunteer Initiatives

Survey feedback regarding staff community involvement was reviewed.

- Most Popular Suggestions
- Campus cleanup projects.
- Volunteer partnerships.
- One-time service events.
- Hands-on community engagement activities

Staff Member of the month: Ana Fleeman

Her dedication and commitment to help others. She always puts others before herself, and loves sharing what she has learned to help others grow and become better in their role. She's always encouraging and makes you feel appreciated and valued. She puts in endless hours behind the scenes and loves making others feel special...now it's her turn to feel that way.

She impresses me everyday with her willingness to help and share with others what she has learned. She has so much patience and never rushes when showing you new skills. She makes work fun and positive everyday. I am so thankful for her leadership and can't wait to see her feel special too.