



## BOARD OF TRUSTEES

### Regular Meeting Agenda

February 12, 2024 | 6:00 p.m.

Wallace W. Gee Building Boardroom | G222

1247 Jimmie Kerr Road | Graham NC

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I. Call to Order

II. Call for Conflicts of Interest

III. Introductions **pp 1-9**

**Student Excellence Award Recipients**

**Lillia Diez**

*Dr. Carol Disque*

*Dallas Herring Achievement Nominee*

**Quincie Loy**

*Academic Excellence Winner*

**Anika Carr**

*Governor Robert W. Scott Student Leadership Nominee*

**Employee Introductions**

**Dr. Patricia Alghali**

*Dr. Carol Disque*

*Academic Advisor (TRIO) and Student Wellness Counselor*

**Mattie Davis**

*Student Services Assistant, Registrar Office*

**Earl Smith III**

*Ms. Jennifer Jones*

*PC Support Specialist*

**Gina Bader**

*Dr. Lisa Johnson*

*Coordinator Career and College Promise*

**Dr. David Battigelli**

*Biotechnology Instructor*

**Lisa Huffman**

*Administrative Assistant, Cosmetology*

**Deana Ivey**

*Cosmetology Instructor*

**Dr. Samantha Marcellus**

*Department Head University Transfer*

## Promotions

**Mary Beth Morgan**

Natural Science Department Head

**Todd Wanless**

Department Head, Culinary

Dr. Lisa Johnson

### IV. Presentation – Campus Wayfinding Project **pp 10-25**

(Brenda Dunaway, APCO & Lorri Chestnutt)

### V. Committee Reports

#### A. Building and Grounds Committee Report (*Gomory*)

1. Recommendation on Campus Wayfinding Project **p 26**.....\*
2. Capital project summary report **pp 27-28**
3. Capital project budget update for January 2024 **p 29**
4. Capital project change orders signed by the President
5. Capital project amendments/contracts signed by the President **pp 30-34**

#### B. Personnel Committee Report (*Crisp*)

1. President’s Employment Contract **p 35**.....\*
2. Employment Report for January 2024 **pp 36-38**
3. Update on Compensation Study **p 39**

#### C. Budget and Finance Committee Report (*Glidewell*)

1. FY25 Alamance County Budget Request **pp 40-44**.....\*
2. Request for Approval of NCCCS Capital Improvement Project 3-1 Form **pp 45-49** ....\*
- Campus Wayfinding Exterior Signage Replacement Project
3. Enhancing Accountability in Government through Leadership and Education (EAGLE)  
College Risk Level Rating for Fiscal Year 2024 **pp 50-53**
4. Financial Report for January 2024 **pp 54-62**

#### D. Curriculum Committee Report (*Emmons*) – No Report

### VI. Other Reports

#### A. SGA Report (*Azavia Jones*)

#### B. Chair’s Report (*Williams*)

1. Propel NC **pp 63-64**
2. NCACCT Law Legislative Seminar (Mar 13-15)
3. State Ethics Commission Evaluation of Statement of Economic Interest **pp 65-66**
4. Report of SEI Filing & Ethics Education **p 67**
5. Report of SEI Filing & Board Appointment Dates **p 67**

- C. Faculty Affairs Committee Report (*Caitlin Cook*)  
Staff Association Report (*Beth Brehler*)
- D. President's Report (*Ingle*)
  - 1. ACCT National Legislative Summit (*Ingle, Glidewell, Gomory*)
  - 2. IDD Training Program
  - 3. Update on ACC Climate Survey
  - 4. SACSCOC Final Report (*Wolfe*) **pp 68-118**
  - 5. Golden LEAF Update (*Bradley*) **pp 119-122**
- E. Handouts
  - 1. Eyes on Alamance Reception | Ms. Sandy Scott & Dr. Gatewood Exhibit **p 123**
  - 2. Public Safety Training Center Groundbreaking Invitation **p 124**
- F. Announcements
  - 1. Groundbreaking | Public Safety Training Center, Feb 23, 2024, Green Level Municipal Park (Baseball Field) at 1:00 p.m.
  - 2. Alamance County Employer Luncheon, Mar 7, 2024, ACC Culinary Arts at 11:30 a.m.
  - 3. NCACCT Law Legislative Seminar, Mar 13-15, 2024, Raleigh, NC
  - 4. Board of Trustees Planning Session, Apr 12, 2024, Alamance Country Club
  - 5. Statement of Economic Interest, Due Apr 15, 2024
  - 6. ACCF Celebration of Excellence, May 16, 2024, Alamance Country Club at 5:30 p.m.
  - 7. ACC Commencement, Jun 14, 2024, Elon University at 7:00 p.m.

## VII. Adjournment

# ALAMANCE COMMUNITY COLLEGE

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Transforming lives through excellence  
in teaching, learning, and service.



# Dallas Herring Award

- Enrolled at ACC while homeless and earned her GED
- Despite extreme personal struggles, excelled in ACC's Automotive Systems Technology program
- Hired by Cox Dodge dealership in Burlington, becoming the company's first female automotive technician while continuing full-time studies at ACC
- Currently working toward her associate's degree and Automotive Service Excellence (ASE) certification and Master Technician status
- Simultaneously working on ACC degree in Fire Protection as a second career option
- Credits Alamance Community College with providing her with "a new lease on life and a very bright future"



**Lillia Diez**



# Academic Excellence Award

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- Eastern Alamance High school senior with 4.0 GPA
- Career & College Promise student will earn Associate in Arts in June 2024
- Recipient of ACC's Academic Excellence in Sociology Award and English Department Award
- Member of National Honor Society and National Scholars Honor Society
- Serves as captain for high school golf team and swim team; President of Sigma Psi, ACC's Social and Behavioral Science club
- Has been accepted to Wake Forest University, aspires to attend law school



***Quincie Loy***



# Governor Robert W. Scott Student Leadership Award

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- Earned Associate in Arts with High Honors from ACC in spring 2023; currently continuing her ACC education while applying for transfer to a university nursing program
- Recognized by ACC as recipient of Academic Excellence in English and Academic Excellence in Chemistry awards
- As Officer of the Martial Arts Society, organized and taught a Women's Self Defense Class in collaboration with ACC's Women in Industrial Science, Design, Engineering, and Manufacturing (WisDEM) club
- Organized and led the creation of The Clothesline Project at ACC, displaying 30 tee-shirts that spotlight domestic abuse awareness
- Community volunteer for NC Collegiate Hunger Challenge, and organizing Feeding Hungry Minds AmeriCorps VISTA initiative, ACC Food Pantry, EZ Meals and Fresh Produce Bags projects for students in need



**Anika Carr**





## Board of Trustees | New Employee/Role Overviews

| Employee Name   | Employee Title                                       | Start Date  |
|---|--|-------------|
| Dr. Patricia Alghali  | TRIO Academic Advisor and Student Wellness Counselor | Dec 1, 2023 |
| <p><b>Degree(s)   Certifications:</b><br/>           MA, Educational Technology/Instructional Design, North Carolina Central University<br/>           Ed.D., Counseling, Texas Southern University<br/>           Teaching Special Populations Certification, University of Houston<br/>           Human Resources Management Certificate, Houston Baptist University<br/>           M.S., Guidance and Counseling, North Carolina A&amp;T State University<br/>           B.S., Psychology, North Carolina A&amp;T State University</p> <p>Certifications include:</p> <ul style="list-style-type: none"> <li>• North Carolina Licensed Clinical Mental Health Counselor Associate</li> <li>• Teacher certification in Special Education, English as a Second Language</li> <li>• Certification as Special Education Counselor, Counselor, Principal</li> </ul> |  |             |
| <p><b>Brief Background:</b><br/>           2019-2023: Student Success Counselor, Piedmont Community College, NC<br/>           2011-2018: Head of English Faculty, Zayd Al Khair School, Abu Dhabi, UAE<br/>           2006-2011: Counselor Supervisor, John Madison High School, Houston, TX<br/>           1993-2006: Title I Coordinator, Special Ed. Department Chair in two public schools, Houston, TX<br/>           2001-2006: English Language Instructor, Houston Community College, Houston, TX</p>  |  |             |
| <p><b>Fun Fact:</b><br/>           Dr. Alghali had the delightful opportunity to embark on solo journeys to 49 countries, a rich tapestry of experiences that even led her to meet her husband in one of these charming destinations.</p>   |  |             |

| Employee Name   | Employee Title               | Start Date  |
|---|------------------------------|-------------|
| Mattie Davis  | Registrar's Office Assistant | Dec 1, 2023 |
| <p><b>Degree(s)   Certifications:</b><br/>           Current Student, Alamance Community College<br/>           High School Diploma, River Mill Academy</p>   |                              |             |
| <p><b>Brief Background:</b><br/>           2021-2023: Enrolled in associate degree program at Alamance Community College<br/>           2021-2023: College Ambassador for ACC Foundation<br/>           2021-2023: Work study student in Library and Student Activities at Alamance Community College</p> |                              |             |
| <p><b>Fun Fact:</b><br/>           Mattie will be a third generation ACC graduate!!</p>   |                              |             |



| Employee Name   | Employee Title                    | Start Date  |
|---|-----------------------------------|-------------|
| Earl Smith III  | Information Technology Technician | Nov 6, 2023 |
| <b>Degree(s)   Certifications:</b><br>B.S, Computer Information Technology  |                                   |             |
| <b>Brief Background:</b><br>Earl grew up in Greensboro, NC. He moved to Greenville, NC after he graduated from Methodist University in 2016. After his wife earned her first master’s degree, they relocated to Charlottesville, VA where Earl worked as a Technology Support Specialist for the Albemarle County Department of Technology. After his wife earned her second master’s degree they moved to South Carolina where he was the Technology Support Specialist and a JV football and basketball coach for Wilson Hall, a small K-12 private school in Sumter, SC. After the birth of their daughter, the family decided that they wanted to raise their family in North Carolina, so they packed up and returned to their home state. |                                   |             |
| <b>Fun Fact:</b><br>Earl is a tech nerd! He always wants the newest technology coming out. He is currently working on turning their house into a smart home. He wants to have the house that everyone wants to come to.   |                                   |             |

| Employee Name  | Employee Title                       | Start Date  |
|--|--------------------------------------|-------------|
| Gina Bader   | Career & College Promise Coordinator | Dec 1, 2023 |
| <b>Degree(s)   Certifications:</b><br>BA, Journalism & Mass Communication, University of North Carolina at Chapel Hill<br>MS EdS, Counseling & Educational Development, University of North Carolina Greensboro  |                                      |             |
| <b>Brief Background:</b><br>Gina grew up in rural Wisconsin and moved to North Carolina after her second year in college to transfer to UNC. She worked for a publishing company for a few years after college then went to graduate school to become a school counselor. Education helped provide the opportunity to shape her own future, and Gina wanted to empower other students to do the same. She worked as a high school counselor in ABSS for eight years then took a job closer to home at Jordan High in Durham, NC. While at ABSS, Gina worked closely with the CCP team and saw the benefits for students to start college courses in high school. She is very excited to be part of the team! |                                      |             |
| <b>Fun Fact:</b><br>Gina is into sustainability, and does a lot of thrift shopping. She has a side business where she makes mittens, scarves, and other things from upcycled wool and cashmere sweaters.   |                                      |             |

| Employee Name  | Employee Title           | Start Date   |
|--|--------------------------|--------------|
| Dr. David Battigelli   | Biotechnology Instructor | Sep 12, 2023 |
| <p><b>Degree(s)   Certifications:</b><br/> BS, Biology, University of North Carolina Chapel Hill<br/> MSPH, Environmental Sciences, University of North Carolina Chapel Hill<br/> PhD, Public Health, University of North Carolina Chapel Hill</p>   |                          |              |
| <p><b>Brief Background:</b><br/> Dr. Battigelli’s graduate studies focused on the infectious diseases caused by viruses. He has worked in the U.S., Europe and Middle East on projects that focused on the application of biotechnologies for the detection of bacteria and viruses in food and water, the impact of contaminated drinking water in the developing world, and on disease prevention strategies. He served as a member of the Biology faculty at UNCG for fifteen years before joining the Biotechnology team at ACC.</p> |                          |              |
| <p><b>Fun Fact:</b><br/> For years I swore to all my high school friends that I would never, ever become a teacher. Now, for the life of me, I couldn’t imagine doing anything else!</p>   |                          |              |

| Employee Name  | Employee Title                           | Start Date   |
|--|--|--------------|
| Lisa Huffman   | Administrative Assistant,<br>Cosmetology | Nov 13, 2023 |
| <p><b>Degree(s)   Certifications:</b><br/> Graduate of Leon’s Beauty School, Greensboro, NC, 1991-1992 Cosmetology Certification<br/> N.C. State Board of Cosmetic Arts License, 1992</p>  |  |              |
| <p><b>Brief Background:</b><br/> Lisa was born and raised on a cattle and chicken farm in Alamance County in a great place called Eli Whitney. She graduated from Leon’s Beauty College in 1992 with her Cosmetology license and started her 31-year career as a stylist and Salon owner. She also owned two salons during the last 20 years from 2003 to 2023. Great customer service, attention to detail, and her love and passion for hair were always her core values and keys to happiness and success in this wonderful career! Although at 53 years old in 2023, she was led to make a career shift and take a different path but still be around what she loved, which was hair and people! Lisa believes she has found the perfect fit here at ACC in the Cosmetology department as the Administrative Assistant. She immediately fell in love with the Cosmetology team, assisting with all the students, and the entire atmosphere and people at the Dillingham Campus! She love ACC and believe we share the same values!</p> |  |              |
| <p><b>Fun Fact:</b><br/> TWO fun facts! Lisa ran her first Half Marathon at Myrtle Beach, SC with her son in 2018. She also hiked 13 miles on the Bright Angel Trial in the Grand Canyon in 2021 with her husband!</p>   |  |              |

| Employee Name   | Employee Title         | Start Date   |
|---|------------------------|--------------|
| Deana Ivey  | Cosmetology Instructor | Oct 16, 2023 |
| <p><b>Degree(s)   Certifications:</b><br/> Sampson Community College Cosmetology Certification<br/> James Sprunt Community College Cosmetology Instructor Certification<br/> North Carolina State Board of Cosmetics Arts Examiners (Cosmetology License 2000, Cosmetology Instructor License 2002)</p>   |                        |              |
| <p><b>Brief Background:</b><br/> Cosmetology has always been Deana’s passion. Three months after graduating from high school, she enrolled in her cosmetology program and started her journey. From a small town called Magnolia, no dream seemed too small for her to achieve, as long as she stayed true to her goals. Once her certifications were complete, Deana’s new career officially started as a licensed Cosmetologist and Instructor and it has continued to blossom ever since. Now 20 plus years later and the passion, love, and excitement is still here!</p> |                        |              |
| <p><b>Fun Fact:</b><br/> Deana’s favorite cereal is frosted flakes but after pouring the milk, they must sit for 4-6 minutes before she eats them. The perfect blend of slightly soggy and crunchy.</p>   |                        |              |

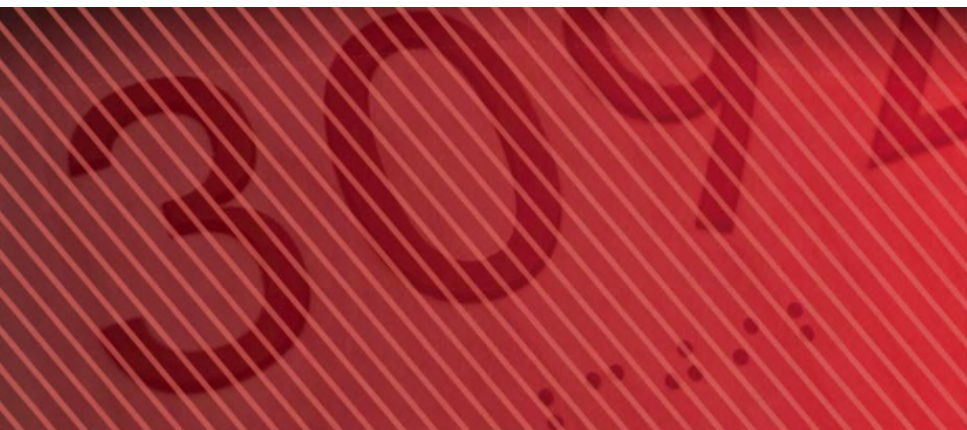
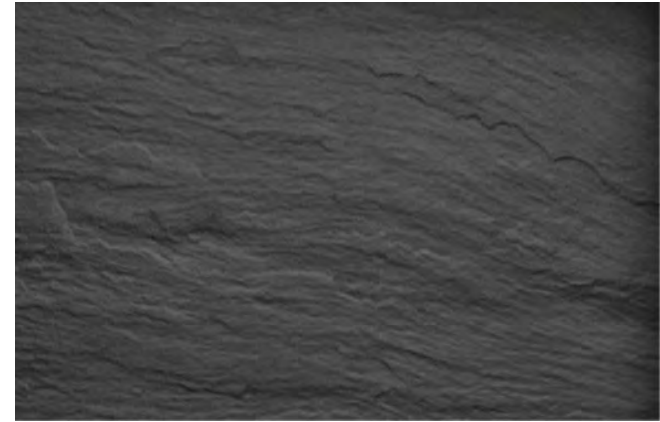
| Employee Name  | Employee Title   | Start Date  |
|--|--|-------------|
| Samantheo Marcellus  | University Transfer Coordinator and Department Head, College Success | Dec 1, 2023 |
| <p><b>Degree(s)   Certifications:</b><br/> BA, Philosophy and Religion, University of NC at Wilmington<br/> MS, Community /Agency Counseling, NC A&amp;T State University<br/> Ed.D, Organizational Leadership, Northeastern University<br/> Licensed Clinical Mental Health Counselor (LCMHC)<br/> National Certified Counselor (NCC)<br/> Board Certified-TeleMental Health Counselor (BC-THM)<br/> Mental Health First Aid Instructor</p>   |  |             |
| <p><b>Brief Background:</b><br/> Although she began her career in Mental Health, she has always been passionate about higher education. When she finally arrived at the education setting (a small community college), she was the career counselor and academic advisor. She thoroughly enjoyed this experience and the people she met, and went on to serve in various roles within higher education and in State organizations. She saw and understood the importance of community college, and glad to be here at ACC and a part of the team educating and supporting the success of students.</p> |  |             |
| <p><b>Fun Fact:</b><br/> Samantheo loves to travel, especially if it is a place she has never been to. She loves going to the beach. She is also a complete gym rat and loves working out.</p>   |  |             |

## Board of Trustees | Promotion Overviews

| Employee Name   | Employee Title                                | Start Date  |
|---|---|-------------|
| Mary Beth Morgan  | Department Head – Natural Sciences Department | Oct 1, 2023 |
| <p><b>Degree(s)   Certifications:</b><br/>           BS, Biology, Greensboro College<br/>           MS, Biology, University of North Carolina at Greensboro<br/>           MS, Nanoscience, University of North Carolina at Greensboro</p>  |   |             |
| <p><b>Brief Background:</b><br/>           Mary Beth is a native of North Carolina and the first in her family to earn a college degree. After graduating from Greensboro College, she worked at LabCorp for three years. Still unsure of her plans for the future, she decided to go to graduate school. During her tenure at UNCG, she became an adjunct at Randolph Community College (and later at Forsyth Tech). Mary Beth soon realized that teaching in a community college setting was her passion. She became a full-time faculty member at ACC in August 2020 and has had the opportunity to grow in ways she never thought possible.</p> |   |             |
| <p><b>Fun Fact:</b><br/>           She is not a professional by any means, but started singing at weddings when she was 18 – she even sang at her own!!</p>   |   |             |

| Employee Name  | Employee Title                  | Start Date  |
|--|---------------------------------|-------------|
| Todd Wanless   | Department Head – Culinary Arts | Aug 8, 2023 |
| <p><b>Degree(s)   Certifications:</b><br/>           AOS; Culinary Arts, Culinary Institute of America, Honors<br/>           BS; Hotel &amp; Restaurant Management, University of Wisconsin-Stout<br/>           American Culinary Federation; Certified Chef de Cuisine<br/>           Court of Master Sommeliers-Americas; Certified Sommelier Level 1<br/>           ServSafe Foundation of The National Restaurant Federation; Certified Sanitation and Safety Instructor &amp; Proctor</p> |                                 |             |
| <p><b>Brief Background:</b><br/>           Having been in kitchens for 42 years; including fine-dining in Chicago, and including 19 years teaching as a Chef-Instructor.</p>   |                                 |             |
| <p><b>Fun Fact:</b><br/>           Chef Wanless is a modern homesteader; milking a cow daily, growing his own fruit &amp; vegetables and hunting for meat.</p>   |                                 |             |





**Alamance Community College**  
 Graham, NC  
  
 Presentation Regarding Fabrication &  
 Implementation of New Exterior  
**Signage & Wayfinding Program**  
  
 Presented  
 9 February 2024



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### Our Project Process

### Exterior Signage Design for Alamance



APCO is a family-owned architectural sign manufacturing company **founded in 1966** and based in Atlanta, Georgia.

Since our founding, we have grown to become a leader in the industry, with over **120 employees**, a network of **offices throughout the US** and representation around the world. We have the expertise to successfully complete the most complex of projects and the **financial stability to ensure long-term product availability and service**. In a volatile industry with sign manufacturers coming and going, this should be a key consideration before making your signage investment.

#### Experience!

Nothing is more valuable than experience, especially when entrusting a company with your brand and image. The **average tenure of APCO's family of 120+ employees is 13 years**, and we have successfully completed thousands of projects of all types and sizes.

From planning and design through fabrication and project management, we have **proven experience implementing turnkey solutions and delivering one hundred percent customer satisfaction**.

*"The only source of knowledge is experience."*

*- Albert Einstein*

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## Signage & Wayfinding for College Campuses

Our Area of Greatest Expertise!

APCO solutions are in place at over 200 schools throughout the US and around the world. We truly understand the needs of educational facilities and have developed award-winning systems to meet those needs.



### A Partial Client Listing: (Projects in the Carolinas)

#### **Appalachian State University, Boone, NC**

Bakersfield College, Bakersfield, CA  
Carnegie Mellon University, Pittsburgh, PA  
Columbus State University, Columbus, GA

#### **Durham Technical Community College, Durham, NC**

Georgia State University, Atlanta, GA

#### **Horry-Georgetown Technical College, Conway, SC**

Lee University, Cleveland, TN  
Louisiana State University, Baton Rouge, LA  
Morehouse School of Medicine, Atlanta, GA

#### **Sandhills Community College, Pinehurst, NC**

#### **Spartanburg Community College, Spartanburg, NC**

#### **University of North Carolina, Chapel Hill, NC**

University of Tennessee, Knoxville, TN  
Virginia Tech University, Blacksburg, VA  
Washington University, St. Louis, MO

Atlanta Technical College, Atlanta, GA  
Black Hawk Community College, Kewanee, IL  
Chattanooga State University, Chattanooga, TN  
Cowley College, Arkansas City, KS  
Emory University, Atlanta, GA  
Gwinnett Technical College, Lawrenceville, GA  
Houston Christian University, Houston, TX  
**Lenoir Community College, Kinston, NC**  
Middle Tennessee State University, Murfreesboro, TN  
Pepperdine University, Malibu, CA  
Santa Monica College, Santa Monica, CA  
**Stanly Community College, Albemarle, NC**  
University of Notre Dame, Notre Dame, IN  
Victor Valley College, Victorville, CA  
**Wake Tech Community College, Raleigh, NC**  
**Western Carolina University, Cullowhee, NC**

Auburn University, Auburn, AL

#### **Blue Ridge Community College, Flat Rock, NC**

Cleveland State Community College, Cleveland, TN  
Dalton State College, Dalton, GA  
Georgia Institute of Technology, Atlanta, GA  
Hiram College, Hiram, OH

#### **Johnston Community College, Smithfield, NC**

#### **Lenoir-Rhyne University, Hickory, NC**

Millikin University, Decatur, IL

#### **Rowan-Cabarrus Community College, Salisbury, NC**

Savannah State University, Savannah, GA

#### **Trident Technical College, North Charleston, SC**

University of Pittsburgh, Pittsburgh, PA

#### **Vance-Granville Community College, Henderson, NC**

Walters State Community College, Morristown, TN



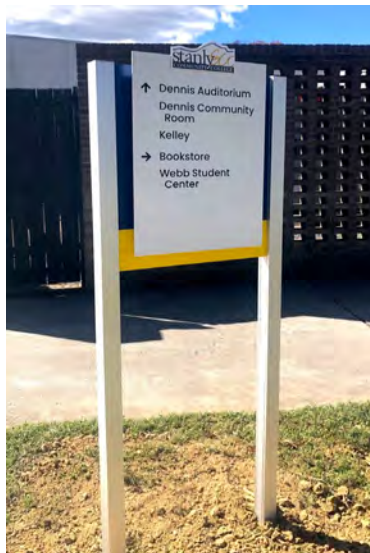
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### Stanly Community College Albemarle, NC

#### Products & Services Featured:

- Design & Planning
- SignBar/SignPanel (Cloud System)





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## APCO Qualifications

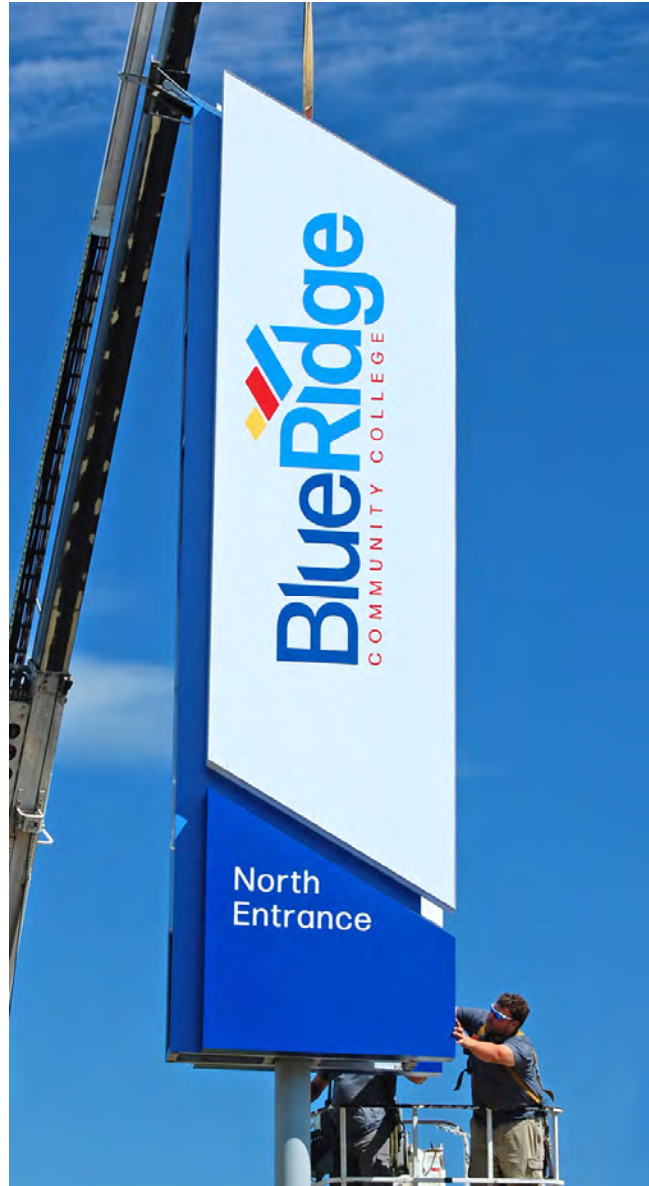
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## Blue Ridge Community College

Flat Rock, NC

### Products & Services Featured:

- Design, Branding & Wayfinding
- AluTek & Custom (exterior)
- Elevate (interior)





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### Durham Technical Community College Durham, NC

#### Products & Services Featured:

- Design, Planning & Wayfinding
- FullView System (interior)
- Custom & SignBar/Panel (exterior)





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## Wake Tech Community College (Exterior) Raleigh, NC

- Products & Services Featured:
- SignPoint & SignBar/SignPanel





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**Sandhills Community College**  
Pinehurst, NC

- Products & Services Featured:**
- SignPanel System & Custom
  - Design, Planning & Wayfinding





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## The Design & Sign Planning Process

We have provided design and planning services for hundreds of colleges and healthcare facilities in our 57 year history and have developed a phased process to maximize efficiencies and overall client satisfaction.

Our process for Alamance Community College was highly collaborative, with active and frequent participation by and input from the ACC Signage Committee. (bottom right)

### Phase 1: Project Kick-Off

- Study Site Plans to Better Understand Destinations, Traffic Flow and Decision Points
- Code Research
- Preliminary Design Concepts & Product Options
- Virtual Kickoff Meeting with ACC
- Comprehensive On-Site Signage & Wayfinding Survey and Traffic Flow Analysis

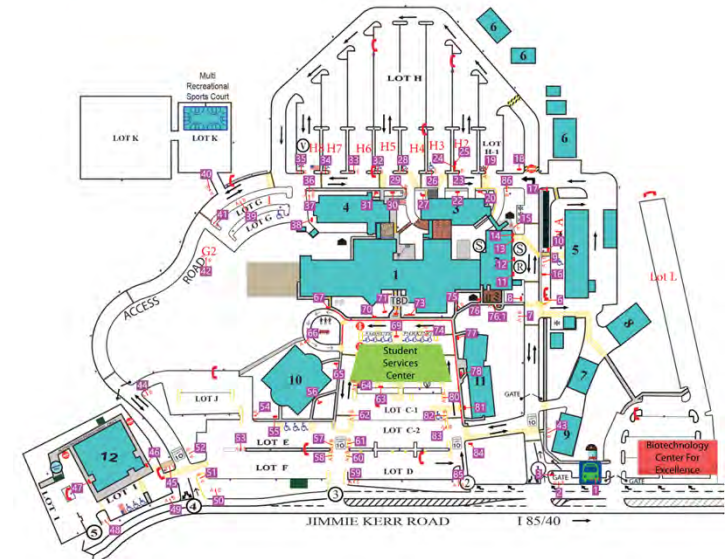
### Phase 2: Design & Planning Development

- Frequent Collaboration Regarding Design Concepts & Wafinding
- Creation of SignType Family, Design Drawings, Location Plans & Message Schedule
- Virtual Meetings to Review All Ongoing Progress

### Phase 3: Project Finalization

- Final Approvals of Designs, Location Plans & Messaging
- Creation of Specifications & All Project Documentation
- Estimates for Implementation

### Phase 4: Fabrication, Installation & Future Servicing!



### Signage Committee

Lorri Chestnutt

*Assistant Director, Facilities and Administrative Services*

Sarah Hardin

*Director, Public Information and Marketing*

Lindsey McDonald

*Graphic Designer, Public Information and Marketing*

James Armstrong

*Director, Public Safety*

James Leenhouts

*Facilities Manager*

Tom Hartman

*Associate VP, Facilities and Administrative Services*

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## Exterior Signage Design for Alamanca

**SIGN SPECIFICATIONS**

**5120 SignBar/SignPanel Series**  
Overall Size w/ Fixtures: 44" (h) x 52" (w)  
Mounting: Direct buried  
Single Sided

**SPC100- Support Posts:**  
4" Round  
Color: Natural Satin

**Decorative Elements:**  
(2) 12" diam. Decorative Escheutcheon Plate  
Color: Brushed

**Core Panel:**  
Part Code: SPA25  
Size: 25" (h) x 36" (w) x 1-1/32" (t) (Visible)  
Color: Natural Satin

**Raised Aluminum Panels:**  
Part Code: 1/8" Aluminum  
Size: 25" (h) x 32" (w) x 1/8" (d)  
Color: PMS 282 C (Blue)  
Includes 1" thick aluminum spacer frame

**Intaglio Graphics:**  
Gold Divider Line  
Size: 7-3/4" (h) x 48" (w)  
Color: PMS 1235 C (Gold)

**Bottom Gold Band:**  
Size: 3" (h) x 32" (w)  
Color: PMS 1235 C (Gold)

**Vinyl Graphics:**  
Copy: Avenir Next - Medium  
Size: 3"  
Color: 7725-20 Matte White

**Arrow: A110**  
Size: 3"  
Color: 7725-20 Matte White

**Symbol: S3**  
Size: 3"  
Color: 7725-20 Matte White

**Square with Building Letter/Name:**  
White Square Size: 2" (4" for "Main")  
Color: 7725-20 Matte White

**Digitally Printed on High Performance Vinyl:**  
Copy: Avenir Next - Demi Bold  
Size: 1-1/2"  
Color: PMS 282 C (Blue)

**Top View**

**Side A**  
12.000 in  
52.000 in

**Side B**  
Scale: 1/2" = 1'-0"

**Color reproduction is general representation of the color. Approval of color calibration and proof required before production.**

**APCO**  
Corporate Headquarters  
388 Grant Street SE  
Atlanta, GA 30316-2227  
Ph: 404.588.0000 / Fax: 404.577.2847  
Email: sales@apcosigns.com  
apcosigns.com

| Project                                | Project Manager                   | Client                                 | Design  | Production   |
|--|-----------------------------------|--|---|--|
| Alamanca Community College<br>Exterior | Brenda Downey<br>Jessica Williams | Chris Darr2<br>Darr3<br>Darr4<br>Darr5 | May 2023<br>10, May 2023<br>14, July 2023<br>07, Nov 2023<br>20, Nov 2023<br>11, Jan 2024 | A. Kennedy<br>A. Kennedy<br>A. Kennedy<br>A. Kennedy<br>A. Kennedy |

388 Grant Street SE  
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Scale: 1" = 1'-0"

## Table of Contents

## APCO Qualifications

- About APCO / Considerations
- Project Team
- Experience / Projects

## Our Project Process

## Exterior Signage Design for Alamanca

### SIGN SPECIFICATIONS

#### 5120 SignBar/SignPanel Series

Overall Size w/ Footers: 74" (h) x 46" (w)  
Mounting: Direct buried  
Double Sided

#### SPC100- Support Posts:

4" Round  
Color: Natural Satin

#### Decorative Elements:

(2) 12" diam. Decorative Escheutheon Plate  
Color: Brushed

#### Core Panel:

Part Code: SPA25  
Size: 48" (h) x 30" (w) x 1-1/32" (t) (Visible)  
Color: Natural Satin

#### Raised Aluminum Panels:

Top Part Code: 1/8" Aluminum  
Top Size: 25" (h) x 26" (w) x 1/8" (d)  
Top Color: PMS 282 C (Blue)  
Includes 1" thick aluminum spacer frame

#### Digitally Printed Map Graphics:

Size: 18" (h)

#### Bottom Part Code: 1/8" Aluminum

Bottom Size: 21" (h) x 26" (w) x 1/8" (d)  
Bottom Color: PMS 282 C (Blue)  
Includes 1" thick aluminum spacer frame

#### Intaglio Graphics:

Bottom Gold Band  
Size: 3" (h) x 30" (w)  
Color: PMS 1235 C (Gold)

#### Vinyl Graphics:

Copy: Avenir Next - Demi Bold  
Size: 5/8"  
Color: 7725-20 Matte White

#### Arrow: Custom

Size: 1"  
Color: 225-25 Sunflower (Serber)

#### Gold Parking Circle Size: 1/2"

Color: 225-25 Sunflower (Serber)

#### Dropped Out Copy:

Copy: Avenir Next - Demi bold  
Size: 3/8"  
Color: Dropped out



Top View



Side B  
Scale: 1/2" = 1'-0"

Colors approximate a general representation of the color specified. Please refer to color chart for more information on color matching.

|  |  |
|--|--|
| <b>Project Information</b>   |  |
| Project:   | Alamanca Community College<br>Exterior |
| Site Rep:  | Brenda Duwayne                         |
| CSR/PM:  | Jessica Williams                       |
| <b>Company Headquarters</b>  |  |
| 392 Grant Street SE<br>Atlanta, GA 30312-2227<br>Ph: 404.688.5000, Fax: 404.577.3847<br>Email: sales@apcosigns.com |  |
| <b>APCO</b><br>apcosigns.com   |  |
| <b>Project Schedule</b>  |  |
| Issue By:  | A. Kennedy                             |
| 01, May 2023   | A. Kennedy                             |
| 01, May 2023   | A. Kennedy                             |
| 14, July 2023  | A. Kennedy                             |
| 07, Mar 2023   | A. Kennedy                             |
| 20, Nov 2023   | A. Kennedy                             |
| 11, Jan 2024   | A. Kennedy                             |
| <b>Revision History</b>  |  |
| Revision:  | Work Order #                           |
| 6A   | 6A                                     |
| Revision:  | Manufacturer                           |
| 6A   | Manufacturer                           |
| Revision:  | Double Sided                           |
| 6A   | Double Sided                           |
| Revision:  | Scale:                                 |
| 6A   | 1" = 1'-0"                             |
| Customer approval is required prior to production.   |  |

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## Exterior Signage Design for Alamance

### SIGN SPECIFICATIONS

#### 5120 SignBar/SignPanel Series

Overall Size w/ Footers: 70" (h) x 36" (w)  
Mounting: Direct buried  
Double Sided

#### SPC100-Support Posts:

4" Round  
Color: Natural Satin

#### Decorative Elements:

(2) 12" diam. Decorative Escheutcheon Plate  
Color: Brushed

#### Core Panel:

Part Code: SPAZ5  
Size: 35" (h) x 20" (w) x 1-1/32" (t) (Visible)  
Color: Natural Satin

#### Raised Aluminum Panels:

Part Code: 1/8" Aluminum  
Size: 33 1/8" (h) x 18" (w) x 1/8" (d)  
Color: PMS 282 C (Blue)  
Includes 1" thick aluminum spacer frame

#### Intaglio Graphics:

Bottom Gold Band  
Size: 3" (h) x 18" (w)  
Color: PMS 1235 C (Gold)

#### Vinyl Graphics:

Copy: Avenir Next - Regular  
Size: 7/8"  
Color: 7725-20 Matte White

#### Arrows: Custom

Size: 1"  
Color: 225-25 Sunflower (Gerber)

#### Gold Circles Size: 3/4"

Color: 225-25 Sunflower (Gerber)

#### Dropped Out Copy:

Copy: Avenir Next - Demi Bold  
Size: 1/2" or 5/16"  
Color: Dropped Out



Notes: Specifications are general representations of the work specified. For all details, refer to the attached drawings for approval.

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|  |  |   |   |
|--|--|---|---|
| <b>APCO</b><br>apcosigns.com                                 | <b>Corporate Headquarters</b><br>388 Green Street, SE<br>Atlanta, GA 30312-2277<br>Ph: 404-888-5000, Fax: 404-577-3847<br>Email: sales@apcosigns.com | Project: Alamance Community College<br>Exhibitor  | Sales Rep: Brenda Downway<br>CSR/PM: Jessica Williams |
|  | Project Reviewer:  | Project Manager:                                  | Designer:   |
| Date:  | Approved By:   | Work Order # Draft:                               | Sign Type:  |
| Draft: David<br>Draft: David<br>Draft: David<br>Draft: David | A. Kennedy<br>A. Kennedy<br>A. Kennedy<br>A. Kennedy   | 7A<br>Double Sided<br>Directional<br>Double Sided | Scale: 1" = 1'-0"                                     |

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## APCO Qualifications

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## Exterior Signage Design for Alamance

### SIGN SPECIFICATIONS

#### 5120 SignBar/SignPanel Series

Overall Size: 80" (h) x 16" (w)  
Mounting: Direct buried  
Double Sided

#### SPC100 - Support Posts:

2" Round  
Color: Natural Satin

#### Decorative Elements:

Decorative Escheutchaon Plate w/ 3" opening  
& custom 1/2" acrylic decorative ring

#### 1/8" Aluminum Panel:

Part Code: 1/8" Aluminum  
Size: 20" (h) x 16" (w) x 1/8" (t)  
Color: PMS 282 C

#### Intaglio Graphics:

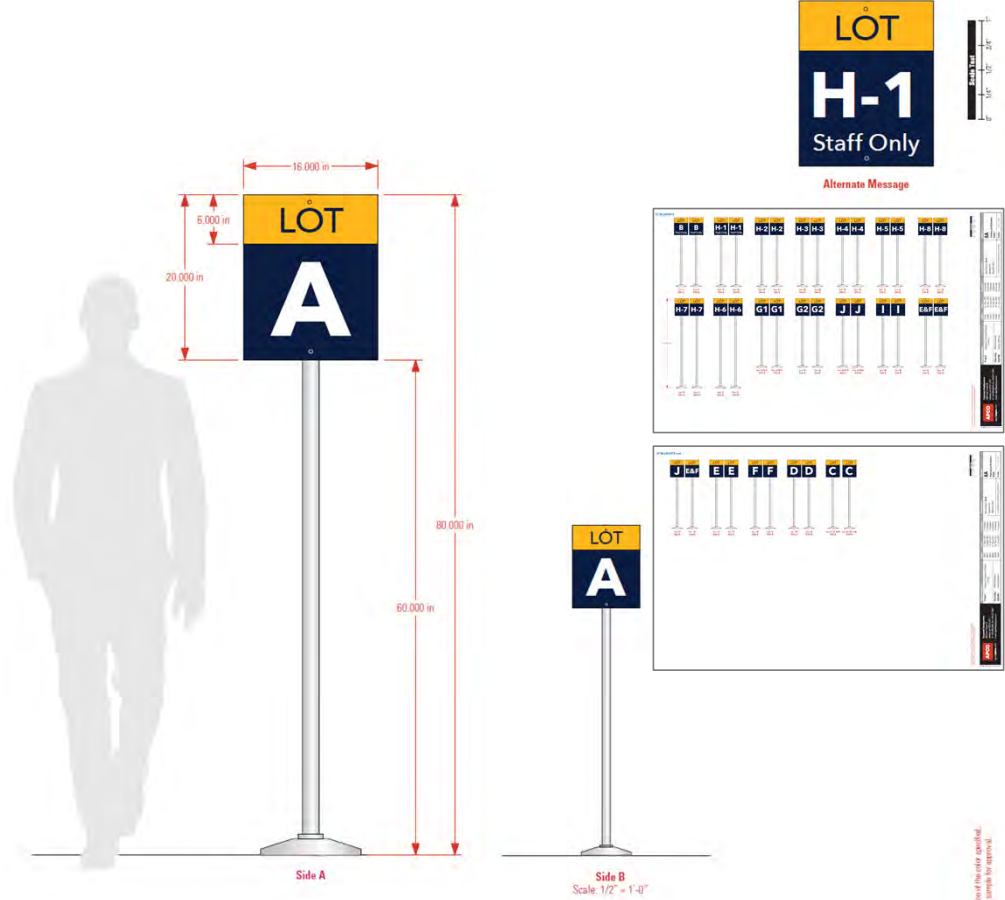
Top Gold Band  
Size: 6" (h) x 16" (w)  
Color: PMS 1235 C (Gold)

#### Copy: Avenir Next - Medium

Size: 3"  
Color: Dropped out of intaglio band

#### FSV Graphics:

Copy: Avenir Next - Bold  
Size: 9" or 5-1/2"  
Color: 7725-20 Matte White



Drawings are a general representation of the order specified. Colors are subject to change without notice and are for reference only.

|                              |  |  |   |  |   |   |
|------------------------------|--|--|---|--|---|---|
| <b>APCO</b><br>apcosigns.com | <b>Composites Manufacturers</b><br>388 Great Street, SE<br>Atlanta, GA 30312-2277<br>Ph: 404.577.3947<br>Fax: 404.577.3947<br>Email: sales@apcosigns.com | <b>Project Reference:</b><br>Project: Alamance Community College<br>Exterior<br>Sales Rep: Brendis Duraway<br>CSR/PM: Jessica Williams | <b>Status:</b><br>Draft: 01, May 2022<br>Draft: 10, May 2023<br>Draft: 07, Nov 2023<br>Draft: 20, Nov 2023<br>Draft: 11, Jan 2024 | <b>Drawn By:</b><br>A. Kennedy<br>A. Kennedy<br>A. Kennedy<br>A. Kennedy<br>A. Kennedy | <b>Production Info:</b><br>Work Order # Draft<br>Approved By:<br>Approved Date:<br>Customer approval is required prior to production. | <b>Sign Type:</b><br>8A<br>Pending Lot ID Double Sided<br>Scale: 1" = 1'-0" |
|------------------------------|--|--|---|--|---|---|



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Exterior Signage Design for Alamance

**SIGN SPECIFICATIONS**

**5120 SignBar/SignPanel Series**  
Overall Size w/ Footers: 109-1/2" (h) x 70" (w)  
Mounting: Direct buried  
Double Sided

**SPC100 - Support Posts:**  
4" Round  
Color: Natural Satin

**Decorative Elements:**  
(2) 1/2" diam. Decorative Escheutcheon Plate  
Color: Brushed

**Core Panel:**  
Part Code: SPA25  
Size: 90" (h) x 54" (w) x 1-1/32" (t) (Visible)  
Color: Natural Satin

**Raised Aluminum Panel:**  
Part Code: 1/8" Aluminum  
Size: 91-1/5" (h) x 50" (w) x 1/8" (d)  
Color: PMS 282 C (Blue)  
Includes 1" thick aluminum spacer frame

**Intaglio Graphics:**  
Size: 10" (h) x 50" (w)  
Color: PMS 1235 C (Gold)

**Copy: Avonir Next - Demi Bold**  
Size: 4"  
Color: Dropped out of gold band

**Vinyl Graphics:**  
Top Silver Band Size: 1-1/2" (w) x 50" (w)  
Color: 7725-120 Satin Aluminum

Bottom Silver Band Size: 1-1/2" (w) x 50" (w)  
Color: 7725-120 Satin Aluminum

**Copy: Avonir Next - Demi Bold**  
Size: 2-1/2"  
Color: 7725-20 Matte White

**Arrow: Custom**  
Size: 3-1/2"  
Color: 225-25 Sunflower (Gerber)

**Gold Circle: Size: 2-3/4"**  
Color: 225-25 Sunflower (Gerber)  
Dropped Out Copy:  
Copy: Avonir Next - Demi Bold  
Size: 1-3/4" or 1"  
Color: Dropped out

**Logo: LTBD**  
Size: 5-1/2" (h)  
Color: 7725-20 Matte White,  
225-25 Sunflower (Gerber)

**Side A**  
Scale: 1/2" = 1'-0"

**Side B**  
Scale: 1/2" = 1'-0"

**Project References:**  
Project: Alamance Community College - Exterior  
Sales Rep: Brenda Dunaway  
CSO/PM: Jessica Williams

**Drawn By:** A. Kennedy  
**Check By:** A. Kennedy  
**Work Order # Draft:** 11A  
**Approved By:** A. Kennedy  
**Approved Date:** 11, Jan 2024  
Customer approval is required prior to production.

**Design Dates:**  
Draft: 01, May 2023  
Draft: 14, July 2023  
Draft: 07, Nov 2023  
Draft: 28, Nov 2023  
Draft: 11, Jan 2024

**Corporate Headquarters:**  
388 East Street SE  
Atlanta, GA 30312-2277  
Ph: 404-888-8000, Fax: 404-577-3847  
Email: sales@apcosigns.com

**APCO**  
apcosigns.com

Colors approximate a general representation of the color specified. For all colors, refer to Pantone color chart for exact color.

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## Exterior Signage Design for Alamance

### SIGN SPECIFICATIONS

#### 5120 SignBar/SignPanel Series

Overall Size w/ Footers: 75 3/8" (h) x 54" (w)  
Mounting: Direct buried  
Double Sided

#### SPC100-Support Posts:

4" Round  
Color: Natural Satin

#### Decorative Elements:

2x 12" diam. Decorative Escheutcheon Plate  
Color: Brushed

#### Core Panel:

Part Code: SPA25  
Size: 46-1/2" (h) x 54" (w) x 1-1/32" (t) (Visible)  
Color: Natural Satin

#### Raised Aluminum Panels:

Top Part Code: 1/8" Aluminum  
Top Size: 35-1/2" (h) x 50" (w) x 1/8" (d)  
Top Color: PMS 282 C (Blue)  
Includes 1" thick aluminum spacer frame

#### Intaglio Graphics:

Size: 2" (h) x 50" (w)  
Color: PMS 1235 C (Gold)

#### Vinyl Graphics:

Copy: Avenir Next - Demi Bold  
Size: 2-1/2"  
Color: 7725-20 Matte White

#### Arrow: Custom

Size: 3-1/2"  
Color: 225-25 Sunflower (Gerber)

#### Gold Circle Size:

Color: 225-25 Sunflower (Gerber)  
Dropped Out Copy:  
Copy: Avenir Next - Demi Bold  
Size: 1-5/8"  
Color: Dropped Out

#### Bottom Part Code: 1/8" Aluminum

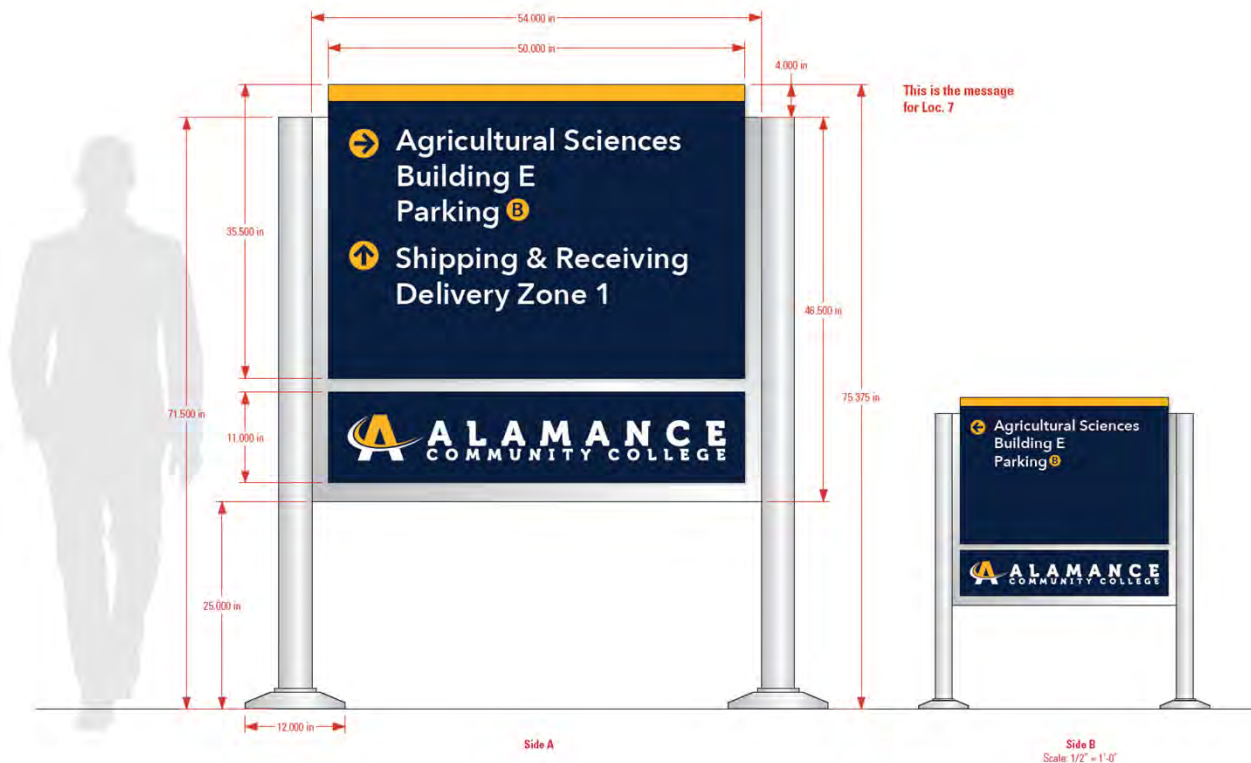
Bottom Size: 11" (h) x 50" (w) x 1/8" (d)  
Bottom Color: PMS 282 C (Blue)  
Includes 1" thick aluminum spacer frame

#### Vinyl Graphics:

Logo: LTBD  
Size: 5-1/2" (h)  
Color: 7725-20 Matte White,  
225-25 Sunflower (Gerber)



TOP VIEW



This is the message for Loc. 7

Colors specifications a general representation of the color specified. Color matching for final proof required through an approval.

| <p><b>APCO</b><br/>apcosigns.com</p> | <p><b>Corporate Headquarters</b><br/>388 East Street SE<br/>Atlanta, GA 30317-2727<br/>Ph: 404.588.3000, Fax: 404.577.3847<br/>Email: sales@apcosigns.com</p> | <p><b>Project:</b> Alamance Community College<br/>Elevator</p> <p><b>Sales Rep:</b> Brenda Duwey<br/>CSR/PM: Jeanna Williams</p> | <p><b>Timeline:</b></p> <table border="1"> <tr> <th>Activity</th> <th>Start Date</th> <th>End Date</th> </tr> <tr> <td>Design</td> <td>07, May 2023</td> <td>14, July 2023</td> </tr> <tr> <td>Approval</td> <td>07, May 2023</td> <td>20, Nov 2023</td> </tr> <tr> <td>Production</td> <td>11, Jan 2024</td> <td></td> </tr> </table> | Activity | Start Date | End Date | Design | 07, May 2023 | 14, July 2023 | Approval | 07, May 2023 | 20, Nov 2023 | Production | 11, Jan 2024 |  | <p><b>Sign Type:</b> 11B<br/>Double-Sided Vertical Directional (Standard)</p> <p><b>Scale:</b> 1" = 1'-0"</p> |
|--------------------------------------|---|--|--|----------|------------|----------|--------|--------------|---------------|----------|--------------|--------------|------------|--------------|--|---|
| Activity                             | Start Date  | End Date   |  |          |            |          |        |              |               |          |              |              |            |              |  |   |
| Design                               | 07, May 2023  | 14, July 2023  |  |          |            |          |        |              |               |          |              |              |            |              |  |   |
| Approval                             | 07, May 2023  | 20, Nov 2023   |  |          |            |          |        |              |               |          |              |              |            |              |  |   |
| Production                           | 11, Jan 2024  |  |  |          |            |          |        |              |               |          |              |              |            |              |  |   |



Administrative and Fiscal Services  
336-506-4410  
FAX 336-578-3964  
1247 Jimmie Kerr Road  
P.O. Box 8000  
Graham, NC 27253-8000  
www.alamancecc.edu

**Buildings & Grounds Committee  
February 9, 2024**

**Action Item: Campus Exterior Wayfinding Project**

**Executive Summary**

In October of 2022, the Board of Trustees approved a Campus Wayfinding Master Planning Project, contracting with APCO Signs to develop a "Signage Master Plan." The project kicked off in January 2023 with participation from various ACC stakeholders including representation from marketing, facilities and public safety. The Committee worked with APCO to review the signage needs on the Main Campus due to the renovations of existing facilities and the addition of new buildings to the campus. A reconfiguration and updating of wayfinding signage is needed both inside the buildings and on the grounds of the campus. This action item specifically focuses on the exterior wayfinding needs. A second project will be brought forward to the Board at a future date for the interior wayfinding needs of the campus developed as part of APCO's master planning process.

As detailed in the presentation by APCO Signs, the Master Plan addresses campus entrance signage, exterior building identification, vehicular wayfinding, pedestrian wayfinding and parking lot identification. APCO has provided the College with final documents including signage design, sign location plans, scaled type drawings, specifications for the public bidding process and the overall estimated budget.

The overall estimated budget for the project is as follows.

|   |                         |
|---|-------------------------|
| Fabrication of signage                        | \$237,135.00            |
| Artwork                                       | \$300.00                |
| Crating/packaging                             | \$5,000.00              |
| Permits                                       | \$850.00                |
| Removal and disposal of existing/installation | \$32,655.00             |
| Sales Tax                                     | \$18,626.00             |
| Contingency                                   | <u>\$8,034.00</u>       |
| <br>Total Project Budget                      | <br><u>\$302,600.00</u> |

If approved by the Board of Trustees, the project will be submitted to the State Board of Community Colleges for approval.

**Action:**

**College Administration requests establishing the Campus Exterior Wayfinding Project as a new capital project with a total budget of \$302,600.00 to be funded through State Capital Infrastructure Funds (SCIF).**



**JANUARY 2024 SUMMARY  
BOND AND CAPITAL IMPROVEMENT PROJECTS**

**BOND PROJECTS**

**STATUS SUMMARY**

**Biotechnology Center of Excellence**

The final Certificate of Occupancy was received from the City of Graham. All punch list items complete. State Construction will now be scheduled for a final visit and sign-off.

**Student Services Center**

Resolute Builders has developed a plan to correct the issues on the main entrance stairs which is acceptable to the College and the designer. This will be at no cost to the College. Work is slated to be completed in February.

**Public Safety Training Center**

**Green Level Site:**

Samet has mobilized on-site and set the construction trailer and installed the required temporary fencing. Erosion control measures have been installed, clearing and grubbing as well as tree protection have begun. Initial site work is also in progress. The Groundbreaking Ceremony is scheduled for 1:00 PM on February 23<sup>rd</sup> at the Green Level Municipal Park.

**Burlington Site:**

The ground lease with the City of Burlington was approved by the Burlington City Council at their January 2<sup>nd</sup> meeting. We are currently working with the Community College System Office on the lease filing and State Construction for the creation of a design contract. Once those are in place we will work through the SCO process to bid out this component of the project.

**Main, Powell & Gee Buildings –  
Classroom, Lab, Offices, Library Reno/  
Nursing Expansion/Childcare Updates**

Multiple phases of the construction are well underway including renovation of the Library, the Skills Center/Tutoring Lab and Powell Building nursing expansion with expected completion in mid-May. Multiple classroom and lab areas within Main Building are also underway with expected completion in late June/early July. The final phase of renovation (Childcare and the 200 classrooms in Main Building) are scheduled to begin in mid-June and be completed by mid-November. The entire project is to be complete by the end of November.

**CAPITAL PROJECTS**

**STATUS SUMMARY**

|   |   |
|---|---|
| <b>Bill and Nancy Covington Education Center</b>        | The College has received the Certificate of Occupancy. A few punch list items remain. Furniture has been fully installed and the classroom is ready for use. We are still coordinating with AT & T for the install of fiber so that cameras and data is operable.   |
| <b>Gee Building Chiller Replacement Project</b>         | This project is now complete.   |
| <b>Main Server Room HVAC Replacement Project</b>        | No new update. The unit shows a scheduled delivery date of 3/15/2024.   |
| <b>Campus Wayfinding Master Planning Project</b>        | The Wayfinding Master Planning is now complete and APCO has provided the College with the required specifications and documents to publically bid the exterior signage project. The interior sign package has been split out from the exterior project until renovations are complete as part of the Main, Powell, Gee project. |
| <b>Horticulture Technology Storage Building Project</b> | The old existing sheds are being emptied by the Horticulture staff and we expect that to be complete by February 19 <sup>th</sup> . Tear down and disposal of the old sheds that line the highway is expected to begin shortly thereafter.  |

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

NO NEW UPDATES

| Buildings and Grounds Committee Meeting          |  |                   |                  |            |  |
|--|--|-------------------|------------------|------------|--|
| Capital Project Budget Plan For Fiscal Year 2024 |  |                   |                  |            |  |
| As of January 31, 2024                           |  |                   |                  |            |  |
| 1  | County Capital--Carry-forward Unspent Fund Balance   | Budget            | Actual           | Remainder  |  |
| a.   | Various minor repairs and maintenance projects   | -                 | -                | -          |  |
| b.   | Master Backfill--Portion from County   | 175,200           |                  | 175,200    |  |
| c.   | savings (i.e. unspent allocation) from various projects                                    | -                 | -                | -          |  |
|  |  | 175,200           | -                | 175,200    |  |
| 2  | County Capital--FY 2024 Allocation   | Budget            | Actual           | Remainder  |  |
| a.   | Various Campus Renovations & Repairs: (painting)   | 29,734            | 17,618           | 12,116     | Monthly Aramark painting allotment \$2643  |
| b.   | Reserved for Emergency Repair Projects   | 50,000            | -                | 50,000     | Appr'vd Jan 2023   |
| c.   | Campus Capital Project Feasibility Study   | 35,200            | -                | 35,200     | Appr'vd Apr 2022   |
| d.   | Wayfinding Master Planning Project   | 9,645             | -                | 9,645      | Appr'vd Oct 2022   |
| e.   | IT Server Room HVAC  | 16,430            | -                | 16,430     | Appr'vd Oct 2022 (In FY23 Cannon awarded \$187,000 reimb. grant)   |
| f.   | Roofing Preventative Maintenance Year 5  | 30,000            | 8,832            | 21,168     | Approv'd Jun 2023  |
| g.   | DC Downspout Installation  | 11,500            | 11,500           | -          | Appr'vd \$14,000 Jan 2023 , Completed.   |
| h.   | Esport Renovation  | 9,489             | 11,469           | (1,980)    | Appr'vd Oct 2022   |
| i.   | Gee Bldg-Chiller Project   | 142,734           | -                | 142,734    | Appr'vd Feb 2023   |
| j.   | Gee Building - Grit Blasting Project   | 29,352            | 29,352           | 0          | Appr'vd \$31,334 May/June 2023; Completed.   |
| k.   | Gee Bldg-Fire Suppression System   | 23,000            | -                | 23,000     | Appr'vd Feb 2023   |
| l.   | Forklift Replacement   | 45,258            | 45,360           | (102)      | Appr'vd Aug 2023   |
| m.   | Variable Air Volume Controllers and Boxes Replacement (nc)                                 | 87,585            | 16,811           | 70,774     | Appr'vd \$230,000 FY23 via HEERF but spent \$142,415 by deadline   |
| n.   | savings (i.e. unspent allocation) from various projects                                    | 16,073            | -                | 16,073     |  |
|  |  | 536,000           | 140,941          | 395,059    |  |
| 3  | Bond Projects (County debt and capital reserves and includes dedicated State SCIF funds)   | Budget            | Total Expended   | Remainder  |  |
| a.   | Biotechnology Center of Excellence and Parking   | 19,453,093        | 18,181,528       | 1,271,565  | \$16,510,212 County Bonds \$2,942,881 SCIF (*FY22*)  |
| b.   | Student Services Center  | 6,703,500         | 6,135,630        | 567,870    | \$6,703,500 County Bonds   |
| c.   | Public Safety Training Center  | 24,157,164        | 985,595          | 23,171,569 | \$13,350,218 County Bonds; \$5,306,946 (\$2,000,000 + \$3,306,946) County Capital Reserves and \$5,500,000 State |
| d.   | Main, Powell, & Gee Buildings-Classrooms, Labs, Offices, Library/Nursing/Childcare Updates | 5,088,981         | 386,852          | 4,702,129  | \$3,036,070 County Bonds; \$652,911 (\$500,000 + \$152,911) County Capital Reserves; and \$1,400,000 SCIF FY22   |
| e.   | Satellite Location-West (Burlington)   | -                 | -                | -          |  |
| f.   | Satellite Location-East (Mebane)   | -                 | -                | -          |  |
|  |  | 55,402,738        | 25,689,605       | 29,713,133 | \$39.6M County bonds, \$5.9M Cty Reserves \$2.942 SCIF, \$5.5M Stat  |
| 4  | Non-County Projects (federal, state, local grants)   | Budget            | Total Expended   | Remainder  |  |
| a.   | Master Backfill--Approved Connect NC Bond Funds  | 436,816           |                  | 436,816    | NC Connect Bonds (Now Available as State SCIF)   |
| b.   | HVAC Replacement - IT Server Room  | 187,000           |                  | 187,000    | Appr'vd Oct 22; Cannon Grant of \$187,000 awarded Jan 2023   |
| c.   | Variable Air Volume Controllers and Boxes Replacement                                      | 142,415           | 142,415          | -          | Appr'vd \$230,000 FY23 via HEERF but spent \$142,415 by deadline   |
| d.   | Covington Education Center: Utility Upgrades   | 380,550           | 319,394          | 61,156     | Appr'vd \$380,550 via Grant: NC Tobacco Trust Fund Commission  |
| e.   | Horticulture Technology Storage Building Project   | 153,800           | 153,796          | 4          | State: (SCIF FY22) Appr'vd Oct 22  |
| f.   | Cosmetology Renovation and New Stations  | 17,440            | 18,232           | (792)      | Cosmetology Live Project Proceeds - Appr'vd Sep 2023   |
|  | Savings (i.e. Unspent Allocation) from Various Projects                                    | 2,600,802         | -                | 2,600,802  | State: (SCIF FY22 & FY23 allocation)   |
|  |  | 3,918,823         | 633,836          | 3,284,987  |  |
|  | <b>TOTAL CAPITAL PROJECTS</b>  | <b>57,415,886</b> | <b>1,589,609</b> |            |  |
|  | <b>Funds Available for Future Projects</b>   | <b>2,616,875</b>  |                  |            |  |

## Capital Improvement Project Contracts/Amendments Signed by President

| Date       | Project   | Vendor                                      | Description  | Amount  |
|------------|---|---|--|---|
| 2/23/2015  | AATC  | Little Diversified Architectural Consulting | Pre-Design Services  | \$ 20,000   |
| 5/14/2015  | AATC  | Rodgers Builders, Inc.                      | Pre-Construction Services Agreement  | \$ 102,000  |
| 7/21/2015  | AATC  | Little Diversified Architectural Consulting | Design Agreement   | \$ 961,500  |
| 2/12/2016  | AATC  | Construction Manager at Risk contract       | General Contract - Construction Manager at Risk services   | \$ 1,781,804  |
| 4/7/2016   | AATC  | Rodgers Builders, Inc.                      | Construction contract - Preliminary Guaranteed Maximum Price   | \$ 13,576,526   |
| 9/16/2015  | Automotive Shop Building Repair & Renovations                       | Resolute Construction                       | Construction Contract  | \$ 344,000  |
| 5/4/2015   | Facilities Master Plan  | Clark-Patterson-Lee                         | Phase I Scope of Services: "Programming and Facility Analysis  | \$ 27,000   |
| 10/30/2015 | HVAC Stairwell, Lighting Repair & Renovation Study Design Agreement | Dewberry Engineers Inc.                     | Design Fee Agreement   | \$ 72,500   |
| 8/2/2016   | HVAC Stairwell, Lighting Repair & Renovation Study Design Agreement | H.M. Kern Corporation                       | General Contract - HVAC  | \$ 617,000  |
| 10/30/2015 | Waterline Replacement   | Pipline Utilities, Inc.                     | Waterline Replacement Project  | \$ 422,819  |
| 8/20/2018  | Performance Contracting   | Piedmont Service Group                      | Investment Grade Audit   | The cost of the IGA will become part of the performance contracting cost. |
| 8/27/2018  | Advertising and Graphic Design Renovation Project                   | Isley Construction                          | Construction contract for renovation project   | \$ 108,000  |
| 3/7/2019   | Backfill Project  | BSA Lifestructures, Inc.                    | Design contract for renovation project   | \$ 525,000  |
| 10/24/2019 | CulinaryExpansion/ Renovation Project                               | MHAworks, Inc.                              | Design contract for renovation project   | \$ 100,000  |
| 12/17/2019 | Pre-Backfill Project  | Romeo Guest Associates, Inc.                | Construction contract for renovation project   | \$ 117,600  |
| 1/8/2020   | Biotechnology Center of Excellence and Parking Project              | Clark Nexsen, Inc.                          | Programming contract for Biotechnology Center of Excellence and Parking Project. The State Construction Office requires the College have two separate contracts with Clark Nexsen - one for programming and one for design | \$ 113,509  |
| 2/13/2020  | Biotechnology Center of Excellence and Parking Project              | The Christman Company                       | Pre-Construction Services Agreement  | \$ 125,890  |

## Capital Improvement Project Contracts/Amendments Signed by President

| Date       | Project  | Vendor                                 | Description  | Amount     |
|------------|--|--|--|------------|
| 3/17/2020  | Biotechnology Center of Excellence and Parking Project | Clark Nexsen, Inc.                     | Advanced planning portion of design fee for the Biotechnology Center of Excellence and Parking Project. This agreement covers the period up to the construction documents phase of the project.  | \$ 924,885 |
| 5/4/2020   | CulinaryExpansion/Renovation Project                   | MHAworks, Inc.                         | Additional Services Contract to add services from a structural engineering firm.   | \$ 7,100   |
| 5/20/2020  | Backfill Project                                       | BSA Lifestructures, Inc.               | Amendment No. 1 to Backfill Project design agreement: For additional services in connection with providing Structural Engineering services (\$6,500) and Food Service - Snack Bar & Kitchen Revisions (\$15,470), the lump sum fee is hereby increased by \$21,970 to a new total of\$546,970. | \$ 21,970  |
| 7/16/2020  | AHU #5 Project   | Dewberry Engineers Inc.                | To provide mechanical and electrical engineering design services, bidding support, construction administration services, and close out services for the Air Handling Unit #5 project.  | \$ 33,500  |
| 8/7/2020   | Student Services Center                                | FWA Group, PA                          | To provide programming and sector planning design services for the Student Services Center Project.  | \$ 39,400  |
| 9/24/2020  | Biotechnology Center of Excellence and Parking Project | Clark Nexsen, Inc.                     | To provide acoustical and technology/AV design consulting services for Biotechnology Center of Excellence and Parking Project  | \$ 45,800  |
| 10/15/2020 | 2018 County Bond Projects                              | CBRE Heery                             | To provide project management services for all county bond projects  | \$ 499,566 |
| 10/15/2020 | Student Services Center                                | FWA Group, PA                          | To provide basic design services (through construction docuemnts) for Student Services Center Project  | \$ 277,755 |
| 11/4/2020  | Native Prairie Project                                 | Isley Construction                     | General Contractor contract for consruction project  | \$ 65,912  |
| 11/4/2020  | Culinary Expansion Project                             | H.M. Kern Corporation                  | General Contractor contract for consruction project  | \$ 813,050 |
| 11/10/2020 | AHU #5 Replacement Project                             | Comfort Systems USA (Mid Atlantic) LLC | General Contractor contract for consruction project  | \$ 185,978 |
| 2/17/2021  | EMS Program Relocation Project                         | HH Architecture                        | Design services  | \$ 35,600  |
| 5/11/2021  | EMS Program Relocation Project                         | Bobbitt Construction, Inc.             | General contractor for construction project  | \$ 285,162 |
| 5/13/2021  | CulinaryExpansion/Renovation Project                   | MHAworks, Inc.                         | Additional Services Contract to add design services for in-ground grease trap installation and corridor finishes and lighting design   | \$ 6,500   |

## Capital Improvement Project Contracts/Amendments Signed by President

| Date      | Project   | Vendor                    | Description   | Amount        |
|-----------|---|---------------------------|---|---------------|
| 6/18/2021 | EMS Program Relocation Project  | HH Architecture           | Design amendment #1 for design and detail of new steel lintel                                     | \$ 1,400      |
| 7/7/2021  | Public Safety Training Center Project   | Withers Ravenel           | ALTA/NSPS boundary survey, subdivision and recombination of plats, topographic survey services    | \$ 48,350     |
| 7/15/2021 | Biotechnology Center of Excellence and Parking Project  | The Christman Company     | CM at Risk Preliminary Guaranteed Maximum Price contract  | \$ 15,025,942 |
| 9/10/2021 | Biotechnology Center of Excellence and Parking Project  | ESP Associates, Inc       | Special inspections and construction materials testing contract                                   | \$ 84,630     |
| 9/10/2021 | Student Services Center   | ESP Associates, Inc       | Special inspections and construction materials testing contract                                   | \$ 59,275     |
| 9/27/2021 | Student Services Center   | Resolute Building Company | General contractor for construction project   | \$ 5,603,500  |
| 10/6/2021 | Public Safety Training Center Project   | Moseley Architects        | Design services   | \$ 586,716    |
| 11/4/2021 | Public Safety Training Center Project   | Samet Corporation         | Pre-Construction Services Agreement   | \$ 135,668    |
| 12/3/2021 | Biotechnology Center of Excellence and Parking Project  | The Christman Company     | CM at Risk Guaranteed Maximum Price contract (true-up)  | \$ 16,703,303 |
| 1/11/2022 | Main, Powell & Gee Buildings - Classroom, Offices, Library Renovation and Childcare Updates Project | Moseley Architects        | Design services   | \$ 222,475    |
| 1/28/2022 | Native Prairie Roof Project   | FWA Group                 | Design services   | \$ 5,000      |
| 2/14/2022 | Backfill Project  | BSA Lifestructures, Inc.  | Supplemental design services - exterior ADA ramp & stair  | \$ 19,100     |
| 2/16/2022 | Backfill Project  | BSA Lifestructures, Inc.  | Supplemental design services - early college & dining   | \$ 9,450      |
| 5/3/2022  | Native Prairie Roof Project   | Isley Construction        | General contractor  | \$ 94,368     |
| 5/20/2022 | Backfill Project  | BSA Lifestructures, Inc.  | Supplemental design services - exterior painting study/design of Horticulture Technology Building | \$ 7,300      |
| 7/12/2022 | Public Safety Training Center Project   | ESP Associates, Inc.      | Geotechnical services for soil conditions   | \$ 29,500     |

## Capital Improvement Project Contracts/Amendments Signed by President

| Date       | Project  | Vendor                          | Description  | Amount     |
|------------|--|---------------------------------|--|------------|
| 7/12/2022  | Public Safety Training Center Project                  | Withers Ravenel                 | Additional surveying services  | \$ 5,000   |
| 7/19/2022  | Biotechnology Center of Excellence and Parking Project | Clark Nexsen, Inc.              | Supplemental design services - plan for natural gas generator (from diesel), generator/transformer screen wall redesign, exterior building signage and interior room donor/donor wall signage design | \$ 19,825  |
| 11/18/2022 | Wayfinding Masterplanning Project                      | APCO Signs                      | Master planning and design of new interior and exterior signage and wayfinding   | \$ 20,710  |
| 1/13/2023  | Public Safety Training Center Project                  | Timmons Group                   | Environmental permits - Riparian Buffer Permit processing  | \$ 6,000   |
| 2/3/2023   | Public Safety Training Center Project                  | Timmons Group                   | Wetland/ Stream delineation and confirmation   | \$ 6,800   |
| 4/14/2023  | Bill & Nancy Covington Education Center Project        | RND Architects                  | General contractor for construction project  | \$ 283,000 |
| 4/17/2023  | Public Safety Training Center Project                  | Withers Ravenel                 | Additional topographic and wetland surveying services for permanent fencing  | \$ 7,000   |
| 5/31/2023  | Main, Powell, Gee - Nursing Expansion/Library Project  | ECS Southeast , LLP             | Hazardous Materials Surevy - Main Building   | \$ 2,800   |
| 6/1/2023   | Main, Powell, Gee - Nursing Expansion/Library Project  | Associated Fire Protection, Inc | Fire flow testing  | \$ 2,400   |
| 6/27/2023  | Main, Powell, Gee - Nursing Expansion/Library Project  | ECS Southeast , LLP             | Asbestos plans and specifications, air monitoring, final reports   | \$ 21,625  |
| 7/6/2023   | Backfill Project                                       | BSA Lifestructures, Inc.        | Additional services for extended construction administration   | \$ 28,000  |
| 7/25/2023  | Public Safety Training Center Project                  | Moseley Architects              | Design services amendment - commissioning services   | \$ 22,340  |



**Capital Improvement Project Contracts/Amendments Signed by President**

| Date       | Project  | Vendor                     | Description  | Amount        |
|------------|--|----------------------------|--|---------------|
| 9/15/2023  | Main, Powell and Gee Buildings: Classroom, Lab, Offices, Library Renovations/Nursing Expansion/Childcare Updates Project | Central Builders of Mebane | General contractor for construction project  | \$ 3,408,900  |
| 10/23/2023 | Public Safety Training Center Project  | Samet Corporation          | Initial GMP Contract   | \$ 12,966,867 |
| 1/30/2024  | Public Safety Training Center Project  | Samet Corporation          | Amended GMP contract to include (1) bid day reconciliation, (2) Firing Range (alt #1) and (3) Driving Pad Extension (alt #2) | \$ 6,986,801  |

**Pertinent compensation points in the Contract between  
Alamance Community College Board of Trustees  
and Dr. Kenneth G. Ingle, III, the new College President  
to commence employment beginning February 1, 2024**

The following terms of compensation are set forth in the Contract:

- Annual compensation payable to Dr. Ingle consists and is composed from the following sources:
  - (a) He is to receive the annual salary in monthly payments of funds allocated by the “State of North Carolina” pursuant to the President’s salary schedule for community colleges as determined by the State Board of Community Colleges pursuant to the classification category of the community college size of Alamance Community College. It is anticipated that the initial annual salary portion from the “State” will be \$167,298.00 for the period beginning February 1, 2024 to June 30, 2024. This portion of the salary will be paid monthly. The annual salary pursuant to the “State” allocation for the new year beginning July 1, 2024 to June 30, 2025 will be set by the Board and the Contract provides that Dr. Ingle will be paid the amount that is the determined portion of the State allocation for the year beginning July 1, 2024.
  - (b) In addition to the “State” funds as above set forth, Dr. Ingle will be paid an initial supplement from local funds initially determined to be \$52,702.00 on an annual basis which amount will be paid pro rata and paid on a monthly basis. Of this amount, \$500.00 is allocated for Dr. Ingle’s “vehicle expense for use of his private passenger vehicle” for College purposes in lieu of a specific vehicle allowance. Dr. Ingle will be entitled to receive “mileage payments” for the use of his vehicle in accordance with the State plan and regulations applicable to private vehicle use on State business.
  - (c) The Contract provides that Dr. Ingle’s moving expenses shall be in accordance with regulations and guidelines of the North Carolina Community Colleges System (which is allowed to be paid by the State upon determination of qualification of Dr. Ingle’s move of household possessions to Alamance County).
  - (d) Dr. Ingle will be paid the customary employee benefits pursuant to the State of North Carolina guidelines relating to his retirement contribution, health insurance, State savings plan, 401(k), State disability and life insurance, and sick leave, all subject to the applicable qualifications and modifications from time to time as implemented by the State of North Carolina.
  - (e) In addition to the above, Dr. Ingle will be provided “dental insurance” for himself and he will be provided local “longevity pay” on the same terms as any other qualified College employee based upon the State longevity pay as per qualification requirements for State employees.
  - (f) In addition, Dr. Ingle will be paid customary vacation time and sick leave time pursuant to State policies.
  - (g) The Contract for Dr. Ingle provides that he will maintain at all times during his full-time permanent employment with Alamance Community College, his full-time residence in Alamance County, North Carolina.
  - (h) All compensation to Dr. Ingle pursuant to the Employment Contract is subject to the availability of funds to the Board of Trustees.

Workforce Analysis (Full-Time)  
Occupational Categories

23-Jan

| Occupation                     | Count      | Age 40+<br>(Total) | Under Age 40<br>(Total) | Males<br>(Total) | Females<br>(Total) | African-American<br>(Total) | American Indian/<br>Alaska Native (Total) | Asian<br>(Total) | Hawaiian/ Pacific<br>Islander (Total) | Hispanic<br>(Total) | White<br>(Total) |
|--------------------------------|------------|--------------------|-------------------------|------------------|--------------------|-----------------------------|---|------------------|---------------------------------------|---------------------|------------------|
| 01 (Management Occupations)    | 28         | 24                 | 4                       | 7                | 21                 | 4                           | 0   | 0                | 0                                     | 0                   | 24               |
| 02 (Business/Finance Opers)    | 5          | 4                  | 1                       | 0                | 5                  | 3                           | 0   | 0                | 0                                     | 1                   | 1                |
| 03 (Comp/Eng/Science)          | 8          | 4                  | 4                       | 5                | 3                  | 3                           | 0   | 0                | 0                                     | 0                   | 4                |
| 04 (Com Serv/Legal/Arts/Media) | 12         | 7                  | 5                       | 5                | 7                  | 5                           | 0   | 0                | 0                                     | 0                   | 6                |
| 05 (Postsecondary Teachers)    | 114        | 92                 | 22                      | 49               | 65                 | 9                           | 2   | 2                | 0                                     | 2                   | 95               |
| 08 (Librarians)                | 1          | 1                  | 0                       | 0                | 1                  | 0                           | 0   | 0                | 0                                     | 0                   | 1                |
| 10 (Academic Affairs)          | 28         | 18                 | 10                      | 12               | 16                 | 5                           | 0   | 0                | 0                                     | 3                   | 20               |
| 12 (Service Occupations)       | 2          | 2                  | 0                       | 2                | 0                  | 0                           | 0   | 0                | 0                                     | 0                   | 2                |
| 14 (Office & Admin Support)    | 43         | 29                 | 14                      | 6                | 37                 | 6                           | 0   | 1                | 0                                     | 6                   | 27               |
| 15 (Natural Res/Constr/Maint)  | 1          | 0                  | 1                       | 1                | 0                  | 0                           | 0   | 0                | 0                                     | 0                   | 0                |
| <b>TOTALS</b>                  | <b>242</b> | <b>181</b>         | <b>61</b>               | <b>87</b>        | <b>155</b>         | <b>35</b>                   | <b>2</b>                                  | <b>3</b>         | <b>0</b>                              | <b>12</b>           | <b>180</b>       |

**New Full Time Employees:**

|                         |                                     |
|-------------------------|-------------------------------------|
| <b>Shylon Smith</b>     | <b>Nursing Instructor</b>           |
| <b>Melissa Cook</b>     | <b>Education Department Head</b>    |
| <b>Carlos Aponte</b>    | <b>Financial Aid Specialist</b>     |
| <b>Ingrid Johnston</b>  | <b>English Instructor</b>           |
| <b>Richard Moriarty</b> | <b>English Instructor</b>           |
| <b>Aleskey Fraser</b>   | <b>Nursing Skills Lab Assistant</b> |
| <b>Carol McBroom</b>    | <b>Finance Specialist</b>           |
| <b>Ian Macklin</b>      | <b>Culinary Instructor</b>          |
| <b>Sarah Heckler</b>    | <b>English Instructor</b>           |

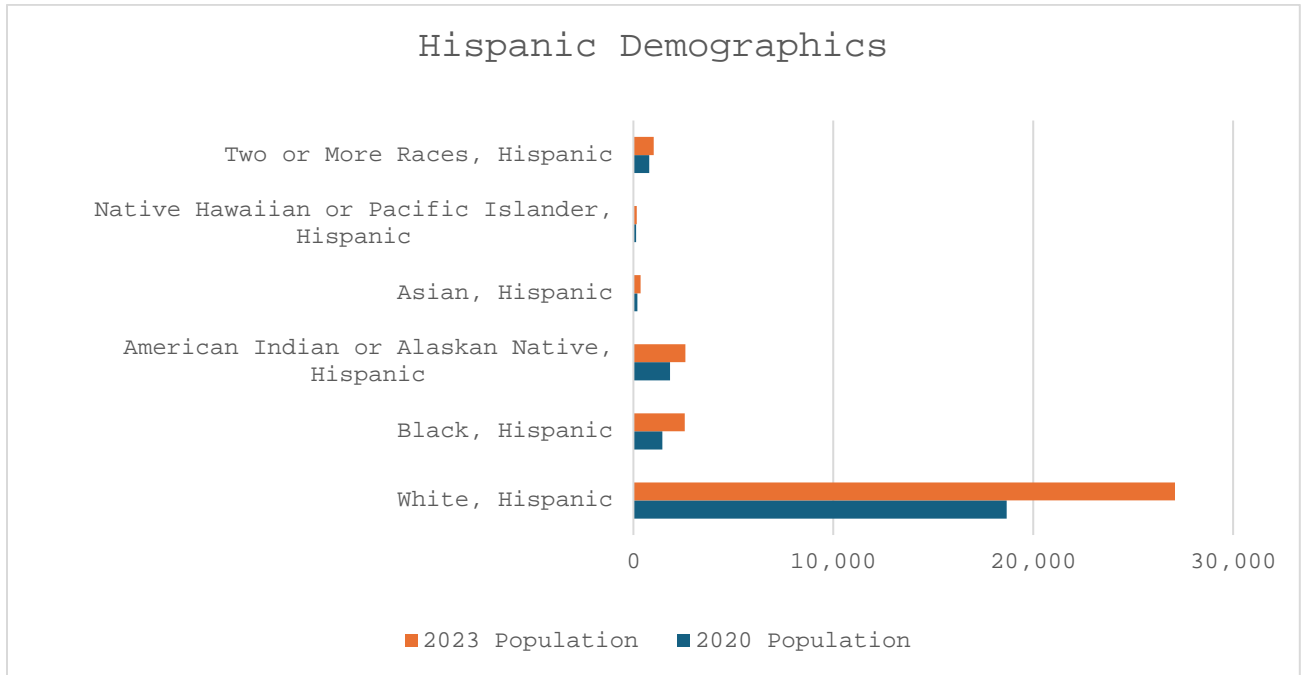
|                                 | County  |
|---------------------------------|---------|
| African American                | 16% 22% |
| American Indian / Alaska Native | 0% 2%   |
| Asian                           | 2% 2%   |
| Hawaaian / Pacific Islander     | 0% 0%   |
| Hispanic                        | 6% 13%  |
| White                           | 75% 61% |



## Hispanic Demographic Information

Alamance County, with a total population of approximately 173,877, has 26,049 (13.7%) Hispanic or Latino residents. (December 31, 2023)

Following is the data received from the Alamance Chamber of Commerce, comparing Hispanic population growth from 2020 to 2023. There was a 14% increase for Alamance County.

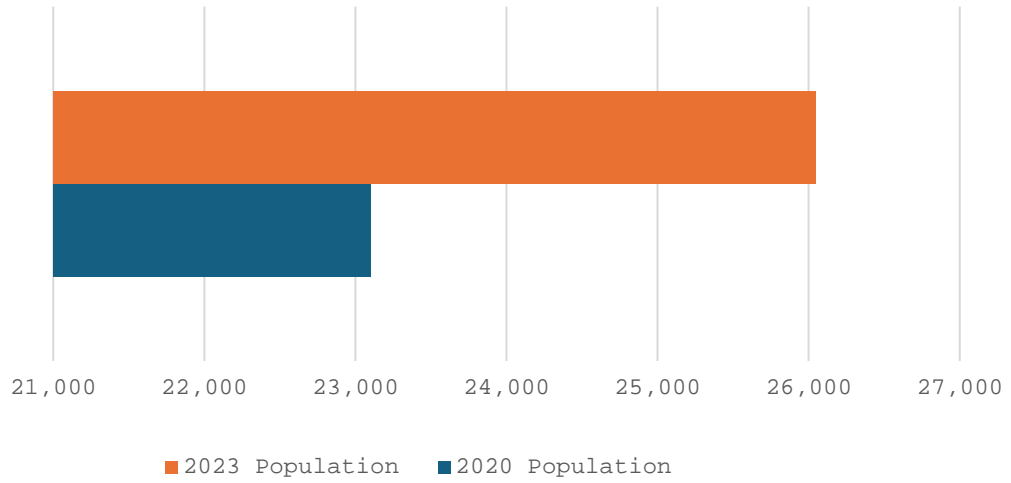


### Hispanic demographics percentage increases compared 2020 to 2023

| Demographic                                   | % Change |
|---|----------|
| White, Hispanic                               | 45%      |
| Black, Hispanic                               | 78%      |
| American Indian or Alaskan Native, Hispanic   | 41%      |
| Asian, Hispanic                               | 70%      |
| Native Hawaiian or Pacific Islander, Hispanic | 35%      |
| Two or More Races, Hispanic                   | 28%      |

Alamance County is growing in line with other counties within North Carolina

### Alamance County - Hispanic Population



The state's 10 largest cities are home to 35.5 percent of North Carolina's Latino population. North Carolina's Latino population grew from 800,120 to 1.1 million, an increase of 39.8%. Nine of North Carolina's major cities are home to the state's largest Latino communities, including Charlotte, Raleigh, Greensboro, Durham, Winston-Salem, Fayetteville, Cary Town, High Point, and Concord.

| County             | Total Population | Latino Population | Latino Share of Population |
|--------------------|------------------|-------------------|----------------------------|
| Wake County        | 1,129,410        | 128,241           | 11.4%                      |
| Mecklenburg County | 1,115,482        | 169,922           | 15.2%                      |
| Guilford County    | 541,299          | 52,152            | 9.6%                       |
| Forsyth County     | 382,590          | 54,688            | 14.3%                      |
| Cumberland County  | 334,728          | 39,498            | 11.8%                      |
| Durham County      | 324,833          | 50,104            | 15.4%                      |
| Buncombe County    | 269,452          | 21,922            | 8.1%                       |
| Union County       | 238,267          | 30,110            | 12.6%                      |
| Gaston County      | 227,943          | 20,068            | 8.8%                       |
| Cabarrus County    | 225,804          | 27,263            | 12.1%                      |

## **ACC Compensation Study Update**

February 7, 2024

We will hold our final meeting with Gallagher representatives next week. Gallagher has researched and benchmarked ACC full-time salaries against higher education institutions, including community colleges, and the region.

When we plot ACC salaries against the market, we are competitive at the 25<sup>th</sup> percentile, but we “lag behind the market a little bit” at the 50<sup>th</sup> and 75<sup>th</sup> percentiles. Our salary structure aligns overall with other higher education institutions.

Gallagher created options for ACC’s salary restructuring. We elected to go with the option that uses the \$15.00/hour as the anchor point.

The study will result in:

1. Updated pay structure for full-time staff and faculty.
2. Toolkit to communicate salary structure changes, estimate salaries, implement the new structure, and update the structure in the future.
3. Template for job descriptions.

Using this information, we are in the process of reviewing and making changes to:

- the proposed pay structure to ensure it fits within ACC’s budget,
- position classifications to ensure that every staff and faculty position is accurately placed within the classification structure, and
- the criteria we use to calculate salaries for faculty and staff to ensure they are consistently applied and result in accurate and competitive salary offers.

# Alamance Community College Fiscal Year 2024-2025 Proposed Budget Request

## Organization Information

Organization Name: Alamance Community College  
Contact Person & Title: Andrea Rollins, Chief Financial Officer  
Address: PO Box 8000, Graham, NC 27253  
Telephone: (336) 506-4410  
FAX: (336) 578-3964  
E-mail: andrea.rollins@alamancecc.edu

Name & Title of Person Authorized to submit this request: Dr. Kenneth Ingle, President

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## Financial Information

Date of most recent audit: FY Ending June 30, 2022

Has a copy been sent to Alamance County Finance Department? Yes  No

- If a copy has not been sent to the Finance Department, please enclose a copy with this form when returning to the Finance Department.
- If your agency has not been audited, please enclose a copy of your most recent financial statement.

Total (non-capital) Budget for FY 2023-2024: \$50,407,333

Amount of County Funding for FY 2023-2024: \$4,565,682

## Budget Request Information

What is the total amount of your FY2024-2025 budget request? \$6,261,962



### Executive Summary

Alamance Community College (College) is requesting current expense funding of \$5,725,962 and capital outlay funding of \$536,000 for a total appropriation of \$6,261,962.

Increased current expenses are related to inflation in general costs to maintain expanded facility space, rising costs in utilities, and the costs of staffing for existing staff (including state retirement health insurance and longevity) FY25 will include the second full year of utility and maintenance costs for the new Student Services building and the Biotechnology Center for Excellence. Costs are higher than anticipated at the beginning of the project due to rising energy costs, additional maintenance costs, and inflation on supplies.

The priority capital requests are for needed repair and maintenance of the existing facilities for the safety and well-being of students.

## Current Expense Request

### Explanation of Request

The College continues to limit county-funded expenses to essential needs, including operating costs associated with nearly 516,000 square feet of facilities and more than 140 acres of grounds. The College continues to see increases, salaries (including benefits), and repairs to keep up with necessary care and maintenance of our buildings and parking areas.

Expenses have increased in the current fiscal year due to inflationary cost escalation of supply and repair costs. The College has been able to manage expenditures through use of operating transfers from other resources. Since Legislation prohibits expenditure of state allocations for capital maintenance or purchases and fund-raising is limited, the County allocation is an essential resource to pay utilities, maintain facilities, and to provide public safety.

| <b>Plant Operation &amp; Maintenance--<br/>Item Description</b> | <b>FY25<br/>Request</b> | <b>Explanation</b>                              |
|---|-------------------------|---|
| Salaries & Benefits   | 1,101,807               | increases in salaries, retirement, & health ins |
| Maintenance & Custodial Services                                | 1,892,497               | Aramark 3 year contract                         |
| Waste Removal/Recycling Services                                | 92,110                  |   |
| Lawns and Grounds Services                                      | 212,973                 | Aramark 3 year contract                         |
| Utilities & Communications                                      | 1,168,036               | New in FY25: Covington Center Classrooms        |
| Performance Energy Contract                                     | 223,884                 | Cost offset by utility savings. 15 yr contract  |
| Janitorial Supplies & Materials                                 | 76,022                  | approximates average amount spent               |
| Maintenance Agreements  | 270,342                 | Systems Inspections, i.e. HVAC, elevators       |
| Buildings and Grounds supplies                                  | 191,497                 | Bldg & equip repair, i.e. doors, paint, widgets |
| Public Safety cameras & equipment                               | 125,000                 | costs are trending upward in recent years       |
| Public Safety operating costs                                   | 77,026                  | Training, vehicles and operating equipment      |
| Rental of Land and Buildings                                    | 18,817                  | Martin Marietta site lease starts March 2024    |
| Insurance-Property & Workers' Comp                              | 175,951                 | 25% inflation expected over FY24                |
| Legal Services & Cost Recoveries                                | 100,000                 | approximates average amount spent               |
| <i>Total Plant Operation &amp; Maintenance</i>                  | <i>5,725,962</i>        |   |

The above table provides some details by expenditure category of the request for the upcoming fiscal year. Actual FY24 operating costs are anticipated to be over \$5 million

## Capital Outlay Request and Justification

### Completed & Active Projects in FY2024

| <u>County Capital--FY 2024 Allocation</u>                         | Budget         | Actual         | Remainder      |  |
|---|----------------|----------------|----------------|--|
| Various Campus Renovations & Repairs: (painting)                  | 29,734         | 15,548         | 14,186         | Monthly Aramark painting allotment \$2643                        |
| Reserved for Emergency Repair Projects                            | 50,000         | -              | 50,000         | Appr'vd Jan 2023   |
| Campus Capital Project Feasibility Study                          | 35,200         | -              | 35,200         | Appr'vd Apr 2022   |
| Wayfinding Master Planning Project                                | 9,645          | -              | 9,645          | Appr'vd Oct 2022   |
| IT Server Room HVAC   | 16,430         | -              | 16,430         | Appr'vd Oct 2022 (In FY23 Cannon awarded \$187,000 reimb. grant) |
| Roofing Preventative Maintenance Year 5                           | 30,000         | 8,832          | 21,168         | Approv'd Jun 2023  |
| DC Downspout Installation   | 11,500         | 11,500         | -              | Appr'vd \$14,000 Jan 2023 , Completed.                           |
| Esport Renovation   | 9,489          | 9,699          | (210)          | Appr'vd Oct 2022   |
| Gee Bldg-Chiller Project  | 142,734        | -              | 142,734        | Appr'vd Feb 2023   |
| Gee Building - Grit Blasting Project                              | 29,352         | 29,352         | 0              | Appr'vd \$31,334 May/Jun 2023; Completed.                        |
| Gee Bldg-Fire Suppression System                                  | 23,000         | -              | 23,000         | Appr'vd Feb 2023   |
| Forklift Replacement  | 45,258         | 45,360         | (102)          | Appr'vd Aug 2023   |
| Variable Air Volume Controllers and Boxes Replacement (non-HEERF) | 87,585         | -              | 87,585         | Appr'vd \$230,000 FY23 via HEERF but spent \$142,415 by deadline |
| savings (i.e. unspent allocation) from various projects           | 16,073         | -              | 16,073         |  |
|   | <b>536,000</b> | <b>120,291</b> | <b>415,709</b> |  |

### Capital Funds Requested for Fiscal Year 24-25:

Last year, the Capital Oversight Committee discussed the need to update the bond modeling report prepared by Davenport & Co., to increase the amount forecasted for future capital needs of the College. Based on current costs, the College estimates project needs of approximately \$536,000 for capital facility maintenance needs in Fiscal Year 2024-2025.

### Top Unfunded Capital Needs and Budget Estimate

Below is a list of the top 15 capital projects not yet funded for Fiscal Year 2024-2025. The projects are priorities based on current information available about our facilities. New capital projects may arise during the year if new information becomes available about statutory mandates, our facility conditions or unexpected opportunities to meet new programmatic needs. Alamance Community College remains committed to researching grant opportunities and looking for other state or federal resources to aid in completion of these projects.

## Top Unfunded Capital Needs and Budget Estimate

|    |   |            |
|----|---|------------|
| 1  | IT infrastructure/Cybersecurity Improvements                                | 575,000    |
| 2  | Wayfinding Project - External and internal Signage                          | 500,000    |
| 3  | Upfit of third floor of Biotechnology Center of Excellence                  | 3,000,000  |
| 4  | Centralized Welding Exhaust System - AATC                                   | 450,000    |
| 5  | Safety - Camera replacement/access control/ emergency speaker add/replace   | 325,000    |
| 6  | Replace Main Building steps to Childcare                                    | 400,000    |
| 7  | Upgrade and renovation of Dillingham Campus exterior                        | 350,000    |
| 8  | Renovation of 40+ classroom, labs and offices on Main campus                | 3,500,000  |
| 9  | Renovate A building exterior stairways                                      | 400,000    |
| 10 | Upgrade fire alarm system   | 500,000    |
| 11 | Additional safety upgrades and ADA compliance renovations                   | 500,000    |
| 12 | Main, A, B buildings restroom ADA compliance renovations (22)               | 220,000    |
| 13 | Replace fire doors - Main Building  | 200,000    |
| 14 | Asphalt repair/replacement  | 450,000    |
| 15 | Flooring / carpet replacement (hallways, classrooms, offices) - campus wide | 500,000    |
|    |   | 11,870,000 |

## Other Information

### Cost Control Indicator – County Current Funding per FTE

Total funding per FTE represents the County’s support per full-time equivalent (FTE) student.

| FY23 State Rank | College              | County Current Support per FTE | FTE     |             |
|-----------------|----------------------|--------------------------------|---------|-------------|
| 8               | Guilford Tech        | 1,719                          | 10,462  | Borders ACC |
| 9               | Durham Tech          | 1,618                          | 4,878   | Borders ACC |
| 14              | Central Carolina CC  | 1,541                          | 5,255   | Borders ACC |
| 21              | Rockingham CC        | 1,468                          | 1,701   | Borders ACC |
| 33              | Piedmont CC          | 1,265                          | 1,374   | Borders ACC |
| 38              | Catawba Valley CC    | 1,125                          | 4,481   | Similar FTE |
| 39              | Randolph CC          | 1,124                          | 2,639   | Borders ACC |
| 40              | Davidson-Davie Count | 1,107                          | 3,848   | Similar FTE |
| 47              | Vance Granville CC   | 1,004                          | 2,785   | Borders ACC |
| 50              | Alamance CC          | 937                            | 4,199   |             |
|                 | Total of 58 NCCC     | 1,434                          | 220,388 |             |

County funds for current operations may be compared on a FTE basis to other community colleges within the North Carolina Community College System (NCCCS), or “Great 58”, as it’s often referred. This one

recommended measure helps discern whether the College receives adequate support from its home County. Please see the table above for a list of nine other community college institutions either similar in size to Alamance CC and/or in a surrounding area. As indicated in the table, ACC was the lowest out of the ten reviewed for fiscal year ended June 30, 2023. This information is compiled and published annually on the NCCCS website.

[https://nccsstg.wpengine.com/sites/default/files/basic-pages/finance-operations/fy2022-23\\_countysupportrankings\\_0.pdf](https://nccsstg.wpengine.com/sites/default/files/basic-pages/finance-operations/fy2022-23_countysupportrankings_0.pdf)



# NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

## CAPITAL IMPROVEMENT PROJECT APPROVAL

NEW PROJECT

|              |   |                   |          |
|--------------|---|-------------------|----------|
| College      | Alamance Community College                                | NCCCS Project No. | 2828     |
| Project Name | CAMPUS WAYFINDING EXTERIOR SIGNAGE<br>REPLACEMENT PROJECT |                   |          |
| Campus       | 1001 Alamance CC - Main Campus                            | County            | Alamance |

### I. TYPE OF PROJECT:

|                                 |  |
|---------------------------------|--|
| Renovation of Existing Facility |  |
|                                 |  |

### II. DESCRIPTION OF PROJECT:

\*For description of a renovation of existing facility project, please include scope of work, description of existing facility (location, size (SF) and floors, materials, use of interior spaces), description of renovation (location, size (SF), materials, use of spaces), overview of facility's existing and new instructional programming, and any special construction requirements (permitting, abatement, demolition, etc.).

Insert project and amendment description here.

As an addition to the overall College facilities master plan of renovations of existing facilities and the additions of new buildings to the Main Campus, a reconfiguration, updating, fabrication and installation of new wayfinding signage is required on the grounds of the Main Campus of Alamance Community College. This project will include the design, fabrication and installation of campus entrance signage, exterior building identification, vehicular wayfinding, pedestrian wayfinding and parking lot identification as well as removal and disposal of old existing signage. In total eighty (80) signs will be installed. This project will also help in enhancing building security by implementing proper building location and identifier signage for the use of ACC Campus police and first responders. This project will update exterior signage for all twelve (12) Main Campus buildings and ten (10) parking lots.


**Project to be constructed/renovated on college owned property**

**Project to be constructed/renovated on leased property**

Provide the System Office a copy of lease that meets criteria as addressed in **Capital Improvement Manual**.

This form was prepared by:

Name: Thomas M Hartman

Signature: 

Contact Number: 336-506-4201

Date: 2/9/2024

CPC Signature: 

**III. ESTMATED COST OF PROJECT:**

**A. PRE-CONSTRUCTION COSTS**

|  |       |             |
|--|-------|-------------|
| 1. Site Grading and Improvements (not in III B) .... | _____ |             |
| 2. Demolition (not in III B) .....                   | _____ |             |
| <b>Subtotal "A"</b>                                  |       | <u>0.00</u> |

**B. CONSTRUCTION**

|                                   |            |                   |
|-----------------------------------|------------|-------------------|
| 1. Design Fee .....               | 300.00     |                   |
| 2. Construction.....              | 255,761.00 |                   |
| 3. Construction Contingency ..... | 8,034.00   |                   |
| 4. Other Contracts .....          | _____      |                   |
| 5. Other Fees .....               | 38,505.00  |                   |
| <b>Subtotal "B"</b>               |            | <u>302,600.00</u> |

**C. Other Costs**

|                                  |       |             |
|----------------------------------|-------|-------------|
| 1. Initial Equipment.....        | _____ |             |
| 2. Work Performed by Owner ..... | _____ |             |
| <b>Subtotal "C"</b>              |       | <u>0.00</u> |

**TOTAL ESTIMATED COST OF PROJECT (Sum of III A, B, C)** \$302,600.00

**IV. SOURCES OF FUNDS IDENTIFIED FOR THIS PROJECT:**

**A. NON-STATE FUNDS**

|                         |       |             |
|-------------------------|-------|-------------|
| 1. County Appropriated  | _____ |             |
| 2. County Bonds         | _____ |             |
| 3. <input type="text"/> | _____ |             |
| 4. <input type="text"/> | _____ |             |
| 5. <input type="text"/> | _____ |             |
| <b>Subtotal "A"</b>     |       | <u>0.00</u> |

**B. STATE FUNDS (Handled locally by college - not reimbursed through System Office)**

|                         |       |             |
|-------------------------|-------|-------------|
| 1. <input type="text"/> | _____ |             |
| 2. <input type="text"/> | _____ |             |
| 3. <input type="text"/> | _____ |             |
| <b>Subtotal "B"</b>     |       | <u>0.00</u> |

\*Must be used on same OSBM SCIF Project

**C. STATE FUNDS (Reimbursed by the System Office)**

|                     |  |                   |
|---------------------|--|-------------------|
| 1. Budget Code      | <input type="text" value="42120 New SCIF \$400M"/> | 302,600.00        |
| 2. Budget Code      | <input type="text"/>                               |                   |
| 3. Budget Code      | <input type="text"/>                               |                   |
| 4. Budget Code      | <input type="text"/>                               |                   |
| <b>Subtotal "C"</b> |  | <u>302,600.00</u> |

**Total Sources of Funds Available (IV A, B, C)** 302,600.00

**D. UNIDENTIFIED FUNDS**

|  |       |             |
|--|-------|-------------|
| 1. Unidentified Funds (Do not include on the NCCCS 2-16) | _____ |             |
| <b>Subtotal "D"</b>                                      |       | <u>0.00</u> |

**Total Sources of Funds Including Unidentified** \$302,600.00

## V. CERTIFICATION BY THE COLLEGE BOARD OF TRUSTEES

To the State Board of Community Colleges:

We, the Board of Trustees of Alamance Community College do hereby certify:

1. That the information contained in this application is true and correct to the best of our knowledge and belief, and do hereby request approval from the State Board of Community Colleges for this application and for the utilization of \$302,600.00 State funds reflected on Page 3, which are appropriated and have been allocated for the use of our college. These funds, along with the non-state funds shown, will be used exclusively for facilities, equipment for those facilities, land, or other permanent improvements described herein and in accordance with the minutes and resolution of the Board of Trustees dated 2/12/2024.

- As part of this certification, the Board of Trustees certify that any equipment purchased with the State Funds must have a useful life of 10+ years.
- As part of this certification, the Board of Trustees acknowledge that furniture is not an allowable expense as part of a capital project funded by State Funds, therefore will not be reimbursed.

2. That the described permanent improvements are necessary for meeting the educational needs of the area served and that this proposed project is in accordance with the rules and regulations adopted by the State Board of Community Colleges.

3. That a fee simple title held by the Board of Trustees to the property upon which the said facilities or improvements are to be made, or that a long-term lease, as described in the North Carolina Community College System Capital Improvement Guide, is held by the Board of Trustees.

4. That in formal sessions with a quorum present, the Board of Trustees authorized this application and further authorized the Chairman and the Chief Administrative Officer of this Board to execute all papers required by the rules and regulations of the State Board of Community Colleges.

---

Chairman - Board of Trustees

---

Chief Administrative Officer/President



**VI. CERTIFICATION AS TO AVAILABILITY OF LOCAL SUPPORT AND FUNDS**

Certification 1.

I certify that I have examined this application for the project no: 2828  
from Alamance Community College and if shown, county funds in the  
amount of \$0.00 are available for the planning and construction of this project.

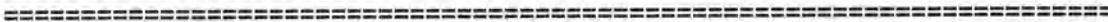
County Manager/Finance Officer Signature \_\_\_\_\_  
Print Name \_\_\_\_\_  
Date \_\_\_\_\_

**(The following certification must be completed for New Facility Projects Only)**

Certification 2.

Based on an analysis of the colleges annual operating and utility costs, (as per the NCCCS 3-1  
Section VIII) it is estimated that the college will expend an additional \$0.00  
per year in support of this new construction. I certify that this document has been reviewed, and that  
the information stated herein will be shared with the proper county officials to seek an appropriate  
adjustment to the college's budget as the new facility is brought online.

County Manager/Finance Officer Signature \_\_\_\_\_  
Print Name \_\_\_\_\_  
Date \_\_\_\_\_



**VII. CERTIFICATION OF ATTORNEY AS TO FEE SIMPLE TITLE TO THE PROPERTY**

(Note: Required only for construction on a new site or when federal funds are involved. Not  
required for long term lease.)

I, \_\_\_\_\_, duly licensed attorney of the State of North  
Carolina, do hereby certify that I have examined the public records of \_\_\_\_\_  
County, North Carolina, from January 1, 1925, to this date concerning title to the property upon which  
the improvements set out in the foregoing application are proposed to be made, and I find from said  
examination that a fee simple title free from all claims or encumbrances, is vested in  
\_\_\_\_\_ by deed recorded in (specify book & page) \_\_\_\_\_  
\_\_\_\_\_ in the Office of the Register of Deeds except as noted below: (Attach  
a copy of deed)

This, the \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_

\_\_\_\_\_  
Signature



**VIII. CERTIFICATION OF LOCAL BUDGET SUPPORT  
ESTIMATED OPERATING/UTILITY ANNUAL COST  
FOR CAPITAL IMPROVEMENT PROJECTS**

Date: 9/12/2020 Project Name: CAMPUS WAYFINDING EXTERIOR SIGNAGE REPLACEM

College: Alamance Community College Project Completion Date: 5/1/2023

| Additional Cost Identification   | 1st Year of Operation | 2nd Year of Operation | 3rd Year of Operation | 4th Year of Operation | 5th Year of Operation | Average Additional Annual Cost |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------|
|  | FY                    | FY                    | FY                    | FY                    | FY                    |                                |
| Staffing (Housekeeping & Facility Operator)  |                       |                       |                       |                       |                       |                                |
| additional annual cost   | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   | \$0                            |
| Plant Maintenance  |                       |                       |                       |                       |                       |                                |
| additional annual cost   | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   | \$0                            |
| Other Operating Cost   |                       |                       |                       |                       |                       |                                |
| additional annual cost   |                       |                       |                       |                       |                       |                                |
| Electric   | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   | \$0                            |
| Fuel (Gas, Oil)  | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   | \$0                            |
| Water  | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   | \$0                            |
| Telecommunications   | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   | \$0                            |
| Total Average Annual Cost (will populate into Section VI of the 3-1)                       |                       |                       |                       |                       |                       | \$0                            |
| I certify that the county has reviewed this information as a part of the approval process. |                       |                       |                       |                       |                       |                                |

\_\_\_\_\_  
County Manager/Finance Officer

3-1 Attachment  
Local Certification of Support

From: **Cash, Wynona W** <[wynona.cash@osc.nc.gov](mailto:wynona.cash@osc.nc.gov)>  
Date: Thu, Dec 21, 2023 at 10:03 AM  
Subject: FY2024 EAGLE College Risk Level  
To: Andrea Rollins <[aerollins405@alamancecc.edu](mailto:aerollins405@alamancecc.edu)>, Barbara Thornton <[bpthornton209@alamancecc.edu](mailto:bpthornton209@alamancecc.edu)>  
CC: OSC.EAGLE.Team <[OSC.EAGLE.Team@osc.nc.gov](mailto:OSC.EAGLE.Team@osc.nc.gov)>

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.  
Good morning,

In 2011, a special provision was included in Section 8.15 of House Bill 200 (Session Law 2011-145) that impacted both the community colleges and the EAGLE Program. This provision amended Article 4A of Chapter 115D of the General Statutes by adding a new section:

**"§ 115D-58.16. Audits.**

...

***(b) Notwithstanding the provisions of Chapter 143D of the General Statutes, a community college shall not be subject to the EAGLE program administered by the Office of the State Controller unless (i) there is a finding of internal control problems in the most recent financial audit of the college or (ii) the State Board of Community Colleges determines that a college should be subject to the program."***

While all community colleges may not be subject to the EAGLE Program, all community colleges must comply with the provisions of the Chapter 143D of the General Statutes ([The State Governmental Accountability and Internal Control Act](#)). The colleges not subject to the EAGLE Program must continue to meet the Chapter 143D compliance requirements which include performing an annual self-assessment evaluation of internal controls and the related certification of internal control effectiveness. The EAGLE Program is designed to meet these requirements. However, as a "Not Subject To" college, you may elect to utilize an alternative methodology, which must be approved by the Office of the State Controller.

The Office of the State Controller established August 31<sup>st</sup> as the cut-off date for delineating between the "Subject To" and "Not Subject To" colleges. In addition, we are continuing with the incentive for the community colleges who have successfully completed the EAGLE Program in the prior year. If a college meets the Green Risk Level criteria (outlined below), the college will complete an Entity Level Control Environment Questionnaire and the EAGLE Framework for all high risk-rate financial accounts and compliance programs. If the number of High Accounts/Programs is less than or equal to one, the college will need to complete two additional moderate accounts and programs. Colleges that are "Not Subject To" could be classified as a

Green or Yellow Risk Level depending on the completion of prior year requirements. Colleges that are “Subject To” would be classified as a Red Risk Level. However, if a college documented and tested their audit finding(s) resolutions in the prior year workpapers, they may be considered as a Yellow Risk Level.

## College Risk Level Rating for FY2024

For FY2024, your college has been classified as “**Not Subject To**” with a “**Green Risk Level**” for successfully completing and uploading the EAGLE documents in the prior year. Accordingly, your college will only need to complete and upload the Entity Level Control Environment Questionnaire and the EAGLE Framework for all high risk-rated financial accounts and compliance programs. **If the number of High Accounts/Programs is less than or equal to one, the college will need to complete two additional moderate accounts and programs.** The Criteria and Benefit/Requirements for each Risk Level are described below.

### Community Colleges Level of Risk:

A college is classified at the **Green Risk Level** if the college meets **both** of the following criteria:

#### Criteria:

- College must have **no audit findings** on the latest **financial and compliance** audit reports.
- College must have **completed and uploaded** the EAGLE **Framework documents** (Financial, Compliance and Performance Measures) in the prior year.

#### Benefit/Requirement:

- College would complete an **Entity Level Control Environment Questionnaire** and the EAGLE Framework for **all High risk-rated financial accounts and compliance programs**.  
If the number of High Accounts/Programs is less than or equal to one, two additional Moderate risk-rated accounts and programs must be completed.

A college is classified at the **Yellow Risk Level** if the college meets **both** of the following criteria:

#### Criteria:

- College must have **no audit findings** on the latest **financial** audit report or documented and tested the audit finding(s) resolutions with no errors.
- College must have **completed** the EAGLE Framework for **Financial and Compliance** in the prior year.

**Benefit/Requirement:**

- College would complete the EAGLE Framework for **all High and one-half of the Moderate risk-rated financial accounts and compliance programs.**

A college is classified at the **Red Risk Level** if the college meets **one** of the following criteria:

**Criteria:**

- College has **audit findings** on the latest **financial** audit report.
- College **did not complete** the EAGLE Framework for **Financial and Compliance** in the prior year.

**Benefit/Requirement:**

- College would have to complete the EAGLE Framework for **all High and Moderate risk-rated financial accounts and compliance programs.**

***The EAGLE Framework also includes IT General Controls, Third Party Service Providers and Performance Measures.***

***The above criteria applies to financial accounts and compliance programs only...not to subsequently identified processes or individual compliance requirements. All financial processes and compliance requirements for all corresponding HIGH and MODERATE risk-rated financial accounts and compliance programs selected (using the above criteria) should be documented in accordance with the prescribed EAGLE Framework methodology.***

The FY2024 EAGLE templates have been updated and uploaded to the Home Page on the EAGLE SharePoint site. ***To ensure compliance with the EAGLE requirements, the updated Risk Assessment templates should be completed.*** Our reviews of the prior year workpapers have been completed and uploaded to the EAGLE SharePoint site under the college's FY2023 OSC Review Folder. *Please review our comments prior to beginning the risk assessments.*

To assist in training, please review the Internal Control Officer Resource Manual for colleges and the Training Tool which are located on the left side of the EAGLE Home Page. Also, we have updated the EAGLE Guidance Manual to assist with training. If you are a new Internal Control Officer (ICO), we recommend that you review this training tool. Also, if you are interested in attending a virtual EAGLE training session in mid-January, please let us know by January 5th.

We have a new EAGLE team member Wayne Gilbert who will be assisting entities. Wayne comes to us from NC Department of Agriculture and Consumer Services and has internal audit experience.



Again, we appreciate your support, and we look forward to working with you throughout this upcoming assessment cycle.

If you have any questions, please do not hesitate to give us a call.

*Wynona*

Wynona W. Cash, CICA  
Audit, Risk and Compliance Services - Lead  
NC Office of the State Controller  
[3512 Bush Street](#) – MSC 1410  
Raleigh, NC 27699-1410  
Office: (919) 707-0763  
Fax: (919) 875-3804  
[Wynona.Cash@osc.nc.gov](mailto:Wynona.Cash@osc.nc.gov)  
[www.osc.nc.gov](http://www.osc.nc.gov)



# Budget and Financial Information

For the  
Month Ending  
**January 31, 2024**

**Alamance Community College – Budget and Financial Information**  
**For the Month Ending January 31, 2024**  
**Executive Summary**

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 January 31, 2024. 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 (With Prior Year Expenditures)
- o Exhibit B - County Accounting Fund: Year-to-Date Budget Report (With Prior Year Expenditures)
- o Exhibit C – (NEW) Institutional Accounting Fund: Year-to-Date Budget Report (With Prior Year Expenditures)
- o Exhibit D – Institutional Accounting Fund: Year-to-Date Activity Report (With Ending Balances)

Report highlights include:

- o **Budget:** The Jan 2024 Monthly Fiscal Update includes all allotments available to-date. Budget Amendments in January include: State Longevity (\$220,629), Customized Training (\$10,159), Construction Bootcamp (\$25,500), Apprenticeships (51,250), and student awards(reversion of \$5,037). The \$5.5 million (previously budgeted) for a firing range was awarded by the NCCCS in Jan24.
- o Overall: At January 31, 2024, the College’s fiscal year is 7 / 12th or 58.3% complete.
- o **Exhibit A—State Accounting Fund:** The *Current Expense* program is lower than at this same point last year by about **\$13,000 (about 0.1% decrease)**. This spending includes a 4% wage increase for full time employees as well as about \$276,000 of non-recurring costs. Overall current expenses are **52.9% expended** when compared to budget. The budget **includes a special allocation of approx. \$640,000** that was awarded in FY21-22 by the State for operations, yet intended to be used as needed until FY 2023-2024. The *Capital Outlay* program is **5% spent**, to date and is substantially budgeted to pay for operations rather than equipment purchases in FY24.
- o **Exhibit B—County Accounting Fund:** Current expenditures were higher than at this same point last year by over **\$381,000 (about 14.5% increase)** and is **74.7% expended** when compared to budget. The *Capital Outlay* program is **66% spent**.
- o **Exhibit C—(NEW) Institutional Accounting Fund:** Current expenses are vastly different than at this same point last year due to error corrections that were posted last fiscal year. Current expenses are **(52.3%) expended** when compared to budget. Two of the bond projects have been substantially completed and the funds will be closed as soon as final expenditures have been reimbursed. Other projects will not be spent evenly throughout the year but all remain within budget. In this accounting fund, both unspent current expense and unspent capital outlay monies are available to carry forward into next year.
- o **Exhibit D—Institutional Accounting Fund:** Programs are categorized as unrestricted, restricted, proprietary, or plant. Now that FY23 has been closed, the beginning balances of each fund are final. FY24 spending of Institutional funds is \$616,000 (32.2%) more than FY23.
- o **Negative program balances:** **Planned** negative balances appear in mid-year 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.

Month Ended  
31-Jan-24

**Alamance Community College -- Budget and Financial Information  
For the Month Ending January 31, 2024  
Management Analysis**

Cash Flow:

- State: In January, ACC received an allotment of about \$220,000 for State Longevity, of which about \$160,000 has already been spent. The System Office reported that tuition receipts from all colleges in the system exceed budget mid-year. At this time, there's no indication that State funds might be reverted this fiscal year.
- County: Each month, the average facility spending exceeds the monthly cash allocation of \$336,000. Also, it's important to remember that no County funds were expended for the agency President between July and December 2023. Because Alamance County paid capital project funds in a lump sum this year, cash flow has remained positive in the first half of FY24.
- Institutional: No updates for Jan 2024.

Budget:

- County Operating Funds: Alamance County expects to receive a budget request from ACC for FY25 by March 1, 2024. The typical budget request document has been prepared for review by the Board of Trustees.

Grants and Other Funds:

○

New Grants Budgeted in Jan 2024: Although new grants are in process, no budgets were amended for grant awards in Jan 2024.

Month Ended  
January 31, 2024



Alamance Community College -- Budget and Financial Information  
 For the Month Ending January 31, 2024  
 State Accounting Fund Year-to-Date Budget Report (With Prior Year Expenditures)

Exhibit A

| <b>Current Expense (State)</b>                 | <b>Board Approved Budget</b> | <b>Amendments</b> | <b>Amended Budget</b> | <b>Expended Amount</b> | <b>Unexpended Budget</b> | <b>Expended %</b> | <b>Expended Prior Year</b> |
|--|------------------------------|-------------------|-----------------------|------------------------|--------------------------|-------------------|----------------------------|
| <b>Institutional Support</b>                   |                              |                   |                       |                        |                          |                   |                            |
| Executive Management.....                      | 1,299,907                    | 11,591            | 1,311,498             | 906,939                | 404,559                  | 69%               | 775,473                    |
| Financial Services.....                        | 1,640,900                    | 43,633            | 1,684,533             | 647,593                | 1,036,940                | 38%               | 900,879                    |
| General Administration.....                    | 2,012,021                    | 5,022             | 2,017,043             | 1,211,276              | 805,767                  | 60%               | 1,167,738                  |
| Information Systems.....                       | 1,468,484                    | -                 | 1,468,484             | 824,899                | 643,585                  | 56%               | 831,330                    |
| <i>Total Institutional Support.....</i>        | <i>6,421,312</i>             | <i>60,246</i>     | <i>6,481,558</i>      | <i>3,590,706</i>       | <i>2,890,852</i>         | <i>55%</i>        | <i>3,675,420</i>           |
| <b>Curriculum Instruction</b>                  |                              |                   |                       |                        |                          |                   |                            |
| FY20-21 State Stabilization Funds.....         | 640,956                      | -                 | 640,956               | -                      | 640,956                  | 0%                | -                          |
| Associate Degree, Diploma & Certificate.....   | 14,051,784                   | 128,450           | 14,180,234            | 8,274,649              | 5,905,585                | 58%               | 8,074,641                  |
| <i>Total Curriculum Instruction.....</i>       | <i>14,692,740</i>            | <i>128,450</i>    | <i>14,821,190</i>     | <i>8,274,649</i>       | <i>6,546,541</i>         | <i>56%</i>        | <i>8,074,641</i>           |
| <b>Continuing Education</b>                    |                              |                   |                       |                        |                          |                   |                            |
| Occupational Education Instruction.....        | 1,597,322                    | -                 | 1,597,322             | 822,762                | 774,560                  | 52%               | 1,029,899                  |
| Occupational Education Support.....            | 748,794                      | 27,037            | 775,831               | 351,465                | 424,366                  | 45%               | 395,913                    |
| Basic Skills (HSE, ESL, etc.).....             | 1,651,279                    | -                 | 1,651,279             | 756,948                | 894,331                  | 46%               | 629,708                    |
| Small Business Center (SBC).....               | 167,222                      | -                 | 167,222               | 87,567                 | 79,655                   | 52%               | 36,535                     |
| Customized, Business, & Industry Training..... | 106,522                      | 10,159            | 116,681               | 90,514                 | 26,167                   | 78%               | 60,113                     |
| Expansion Apprenticeship Program.....          | 349,179                      | 51,250            | 400,429               | 82,339                 | 318,090                  | 21%               | 25,253                     |
| Literacy Special Programs.....                 | 60,554                       | -                 | 60,554                | 20,355                 | 40,199                   | 34%               | 12,147                     |
| BioBetter Grant Programs.....                  | 284,323                      | -                 | 284,323               | 87,476                 | 196,847                  | 31%               | -                          |
| <i>Total Continuing Education.....</i>         | <i>4,965,195</i>             | <i>88,446</i>     | <i>5,053,641</i>      | <i>2,299,424</i>       | <i>2,754,217</i>         | <i>46%</i>        | <i>2,189,568</i>           |
| <b>Academic Support</b>                        |                              |                   |                       |                        |                          |                   |                            |
| Library/Learning Center.....                   | 557,882                      | 5,479             | 563,361               | 333,246                | 230,115                  | 59%               | 381,775                    |
| Curriculum Instruction.....                    | 1,468,308                    | 21,023            | 1,489,331             | 881,917                | 607,414                  | 59%               | 1,018,016                  |
| Continuing Education.....                      | 1,321,976                    | 9,278             | 1,331,254             | 545,760                | 785,494                  | 41%               | 512,720                    |
| <i>Total Academic Support.....</i>             | <i>3,348,166</i>             | <i>35,780</i>     | <i>3,383,946</i>      | <i>1,760,923</i>       | <i>1,623,023</i>         | <i>52%</i>        | <i>1,912,511</i>           |
| <b>Student Support</b>                         |                              |                   |                       |                        |                          |                   |                            |
| Student Services.....                          | 2,613,459                    | (5,511)           | 2,607,948             | 1,264,356              | 1,343,592                | 48%               | 1,270,132                  |
| Childcare.....                                 | 55,209                       | -                 | 55,209                | 14,818                 | 40,391                   | 27%               | 11,416                     |
| Scholarships & Awards to Students.....         | 273,221                      | (4,910)           | 268,311               | 64,962                 | 203,349                  | 24%               | 149,746                    |
| <i>Total Student Support.....</i>              | <i>2,941,889</i>             | <i>(10,421)</i>   | <i>2,931,468</i>      | <i>1,344,136</i>       | <i>1,587,332</i>         | <i>46%</i>        | <i>1,431,294</i>           |
| <b>Subtotal Current Expense (State).....</b>   | <b>32,369,302</b>            | <b>302,501</b>    | <b>32,671,803</b>     | <b>17,269,839</b>      | <b>15,401,964</b>        | <b>53%</b>        | <b>17,283,434</b>          |
| <b>Capital Outlay (State)</b>                  |                              |                   |                       |                        |                          |                   |                            |
| Equipment.....                                 | 104,681                      | -                 | 104,681               | 36,178                 | 68,503                   | 35%               | 271,399                    |
| BioBetter Grant Equipment.....                 | 838,280                      | -                 | 838,280               | -                      | 838,280                  | 0%                | -                          |
| Books.....                                     | 44,433                       | -                 | 44,433                | 11,542                 | 32,891                   | 26%               | 24,527                     |
| <b>Subtotal Capital Outlay (State).....</b>    | <b>987,394</b>               | <b>-</b>          | <b>987,394</b>        | <b>47,720</b>          | <b>939,674</b>           | <b>5%</b>         | <b>295,926</b>             |
| <b>Total Expenditures (State).....</b>         | <b>33,356,696</b>            | <b>302,501</b>    | <b>33,659,197</b>     | <b>17,317,559</b>      | <b>16,341,638</b>        | <b>51%</b>        | <b>17,579,360</b>          |

For the Month Ending January 31, 2024

County Accounting Fund Year-to-Date Budget Report (With Prior Year Expenditures)

| <u>Current Expense (County)</u>                      | <u>Budget</u>    | <u>Expended Amount</u> | <u>Unexpended Budget</u> | <u>Expended %</u> | <u>Expended Prior Year</u> |
|--|------------------|------------------------|--------------------------|-------------------|----------------------------|
| <i>Total College Support Services.....</i>           | 610,951          | 410,630                | 200,321                  | 67%               | 481,245                    |
| <u>Plant Operation and Maintenance</u>               |                  |                        |                          |                   |                            |
| Plant Operations.....                                | 2,764,119        | 2,182,540              | 581,579                  | 79%               | 1,695,187                  |
| Plant Maintenance.....                               | 654,612          | 415,313                | 239,299                  | 63%               | 450,866                    |
| <i>Total Plant Operation and Maintenance.....</i>    | 3,418,731        | 2,597,853              | 820,878                  | 76%               | 2,146,053                  |
| <u>Operating Transfers</u>                           |                  |                        |                          |                   |                            |
| To Unexpended Plant Fund.....                        | -                | -                      | -                        | *                 | -                          |
| <b><i>Subtotal Current Expense (County).....</i></b> | <b>4,029,682</b> | <b>3,008,483</b>       | <b>1,021,199</b>         | <b>75%</b>        | <b>2,627,298</b>           |
| <u>Capital Outlay (County)</u>                       |                  |                        |                          |                   |                            |
| Maintenance Projects, Carryforward.....              | 175,200          | 52,321                 | 122,879                  | 30%               | 178,953                    |
| Maintenance Projects, Current.....                   | 536,000          | 88,620                 | 447,380                  | 17%               | 68,755                     |
| <b><i>Subtotal Capital Outlay (County).....</i></b>  | <b>711,200</b>   | <b>140,941</b>         | <b>570,259</b>           | <b>20%</b>        | <b>247,708</b>             |
| <b><i>Total Expenditures (County).....</i></b>       | <b>4,740,882</b> | <b>3,149,425</b>       | <b>1,591,458</b>         | <b>66%</b>        | <b>2,875,006</b>           |

**Alamance Community College -- Budget and Financial Information**  
**For the Month Ending January 31, 2024**  
**Institutional Accounting Fund Year-to-Date Activity Report (Compared to Budget)**

**Exhibit C**

| <b><u>Current Expense (Institutional)</u></b>               | <b><u>Budget</u></b>         | <b><u>Expended Amount</u></b> | <b><u>Unexpended Budget</u></b> | <b><u>Expended %</u></b> | <b><u>Expended Prior Year</u></b> |
|---|------------------------------|-------------------------------|---------------------------------|--------------------------|-----------------------------------|
| <b><u>Current Unrestricted</u></b>                          |                              |                               |                                 |                          |                                   |
| Institutional Support.....                                  | 54,340                       | 154,813                       | (100,473)                       | 285%                     | 43,915                            |
| Curriculum Instruction.....                                 | -                            | -                             | -                               | *                        | -                                 |
| Continuing Education.....                                   | 122,000                      | 62,374                        | 59,626                          | 51%                      | (105,371)                         |
| Academic Support.....                                       | -                            | (527)                         | 527                             | *                        | (40)                              |
| Student Support.....  | 5,531                        | 5,182                         | 349                             | 94%                      | -                                 |
| <i>Total Current Unrestricted.....</i>                      | <i>181,871</i>               | <i>221,842</i>                | <i>(39,971)</i>                 | <i>122%</i>              | <i>(61,496)</i>                   |
| <b><u>Current Restricted</u></b>                            |                              |                               |                                 |                          |                                   |
| Institutional Support.....                                  | 264,393                      | 145,688                       | 118,705                         | 55%                      | (382,496)                         |
| Curriculum Instruction.....                                 | 692,193                      | 58,572                        | 633,621                         | 8%                       | 150,430                           |
| Continuing Education.....                                   | 22,183                       | 21,929                        | 254                             | 99%                      | -                                 |
| Student Support.....  | 261,888                      | 162,849                       | 99,039                          | 62%                      | 138,944                           |
| CARES (Student, Institutional, SIP).....                    | 8,402                        | 8,401                         | 1                               | 100%                     | 1,492,672                         |
| Student Aid.....  | 5,806,733                    | 3,224,867                     | 2,581,866                       | 56%                      | 3,175,864                         |
| <i>Total Current Restricted.....</i>                        | <i>7,055,792</i>             | <i>3,622,307</i>              | <i>3,433,485</i>                | <i>51%</i>               | <i>4,575,414</i>                  |
| <b><u>Proprietary</u></b>                                   |                              |                               |                                 |                          |                                   |
| Institutional Support.....                                  | 50,000                       | 11,369                        | 38,631                          | 23%                      | 168,651                           |
| Curriculum Instruction.....                                 | 100,000                      | 67,046                        | 32,954                          | 67%                      | 12,647                            |
| Student Support.....  | 85,000                       | 50,888                        | 34,112                          | 60%                      | 94,995                            |
| Bookstore.....  | 100,000                      | 45,950                        | 54,050                          | 46%                      | 76,571                            |
| Vending.....  | 125,000                      | 7,046                         | 117,954                         | 6%                       | 21,924                            |
| <i>Total Proprietary.....</i>                               | <i>460,000</i>               | <i>182,300</i>                | <i>277,700</i>                  | <i>40%</i>               | <i>374,788</i>                    |
| <b><u>Subtotal Current Expense (Institutional).....</u></b> | <b><u>7,697,663</u></b>      | <b><u>4,026,449</u></b>       | <b><u>3,671,214</u></b>         | <b><u>52%</u></b>        | <b><u>4,888,706</u></b>           |
| <b><u>Capital Projects (Institutional)</u></b>              |                              |                               |                                 |                          |                                   |
|   | <b><u>Project Budget</u></b> | <b><u>Current Yr Exp</u></b>  | <b><u>Remainder</u></b>         |                          |                                   |
| B&G - Backfill Project.....                                 | 436,816                      | -                             | 436,816                         |                          |                                   |
| B&G - Center of Excellence/Parking.....                     | 19,453,093                   | 497,864                       | 18,955,229                      |                          |                                   |
| B&G - Student Services Center                               | 6,703,500                    | 115,545                       | 6,587,955                       |                          |                                   |
| B&G - Public Safety Training Center                         | 18,657,164                   | 391,230                       | 18,265,934                      |                          |                                   |
| B&G - Main/Powell (Nursing Expansion)                       | 5,088,981                    | 93,663                        | 4,995,318                       |                          |                                   |
| B&G - Tobacco Trust at "The Farm"                           | 380,550                      | 227,950                       | 152,600                         |                          |                                   |
| B&G - OSBM SCIF (No project assigned)                       | 2,600,802                    | 6,402                         | 2,594,400                       |                          |                                   |
| B&G - Various Projects                                      | 303,849                      | 102,710                       | 201,139                         |                          |                                   |
| <b><u>Subtotal Capital Outlay (Institutional).....</u></b>  | <b><u>53,624,755</u></b>     | <b><u>1,435,364</u></b>       | <b><u>52,189,391</u></b>        |                          |                                   |
| <b><u>Total Expenditures (Institutional).....</u></b>       | <b><u>61,322,418</u></b>     | <b><u>5,461,813</u></b>       | <b><u>55,860,605</u></b>        |                          |                                   |

\* Unadjusted and Unaudited \*

**Alamance Community College -- Budget and Financial Information**  
**For the Month Ending January 31, 2024**  
**Institutional Accounting Fund Year-to-Date Activity Report (With Ending Balances)**

**Exhibit D**

| <b>Programs (Institutional)</b>                         | <b>Budget</b>  | <b>Beg. Program<br/>Balance (est)</b> | <b>Revenue<br/>Amount</b> | <b>Expended<br/>Amount</b> | <b>End. Program<br/>Balance</b> |
|---|----------------|---------------------------------------|---------------------------|----------------------------|---------------------------------|
| <b>Unrestricted Programs (Institutional)</b>            |                |                                       |                           |                            |                                 |
| Financial Services .....                                | 54,340         | 296,831                               | 57,947                    | (154,636)                  | 200,142                         |
| General Administration .....                            | -              | (11,544)                              | 57,498                    | (166)                      | 45,788                          |
| Curriculum Instruction .....                            | -              | 12,336                                | 1,688                     | -                          | 14,024                          |
| Occupational Ext. Instruction .....                     | 25,000         | 42,106                                | 24,736                    | (7,038)                    | 59,803                          |
| Thigpen Trust .....                                     | -              | 85,233                                | 348                       | (11)                       | 85,571                          |
| Community Service .....                                 | 97,000         | 126,048                               | 52,477                    | (55,336)                   | 123,189                         |
| Library/Learning Center .....                           | -              | -                                     | -                         | 527                        | 527                             |
| Esport Program .....                                    | 5,531          | -                                     | -                         | (5,182)                    | (5,182)                         |
| <b>Total Unrestricted Programs (Institutional).....</b> | <b>181,871</b> | <b>551,010</b>                        | <b>194,694</b>            | <b>(221,842)</b>           | <b>523,862</b>                  |
| <b>Restricted Programs (Institutional)</b>              |                |                                       |                           |                            |                                 |
| College Work Study .....                                | 103,166        | (948)                                 | 61,415                    | (87,103)                   | (26,636)                        |
| SEOG .....  | 99,000         | 5,752                                 | 34,950                    | (35,100)                   | 5,602                           |
| Pell Grants .....                                       | 5,103,078      | (199,391)                             | 2,938,113                 | (2,774,154)                | (35,432)                        |
| Community College State Grant .....                     | 132,117        | (1,722)                               | 132,901                   | (133,113)                  | (1,934)                         |
| Targeted Assistance Grant .....                         | -              | 12,005                                | -                         | -                          | 12,005                          |
| Golden LEAF Scholarships .....                          | -              | (10,250)                              | -                         | (7,063)                    | (17,313)                        |
| Less Than Half Time Grant .....                         | -              | (4,009)                               | -                         | (247)                      | (4,255)                         |
| Scholarships .....                                      | -              | 4,254                                 | -                         | (10,626)                   | (6,372)                         |
| Education Lottery Financial Aid .....                   | -              | 1,451                                 | -                         | -                          | 1,451                           |
| Scholarships - GEER .....                               | -              | (7,077)                               | -                         | -                          | (7,077)                         |
| Spec. Fees - CI-Nursing .....                           | 50,000         | 6,304                                 | 26,464                    | (18,842)                   | 13,927                          |
| Spec. Fees - CI-Medical Assistant.....                  | -              | 400                                   | -                         | -                          | 400                             |
| Spec. Fees - CI-Dental Assistant .....                  | -              | 2,488                                 | -                         | -                          | 2,488                           |
| Spec. Fees - CI-Cosmetology .....                       | -              | 1,646                                 | 4,270                     | -                          | 5,916                           |
| Spec. Fees - CI-Automotive Technology .....             | -              | 84                                    | -                         | -                          | 84                              |
| Spec. Fees - OE-Public Safety .....                     | -              | 9,215                                 | 34,509                    | -                          | 43,724                          |
| Spec. Fees - OE-Special Programs .....                  | -              | 9,725                                 | 2,256                     | -                          | 11,981                          |
| CARES Student Relief .....                              | 8,402          | (11,120)                              | 34,393                    | (8,401)                    | 14,871                          |
| CARES Institutional Relief .....                        | -              | -                                     | -                         | -                          | -                               |
| PACE-CARES Strengthening Inst Programs.....             | 472,538        | (89,376)                              | 209,503                   | (264,564)                  | (144,437)                       |
| GA-AJOBS (Impact Alamance).....                         | 53,055         | (1,994)                               | -                         | (581)                      | (2,574)                         |
| GA-Governors Crime Commission .....                     | -              | -                                     | -                         | -                          | -                               |
| GA-Biotech Center Grant .....                           | -              | -                                     | 2,828                     | (10,268)                   | (7,440)                         |
| GA-Natl Coll Landscape Competition .....                | -              | -                                     | -                         | -                          | -                               |
| GA-ACE Grant .....                                      | 108,172        | (62,232)                              | 107,239                   | (42,374)                   | 2,632                           |
| GA-NCSU Biotech (5 yr) Grant.....                       | -              | -                                     | 18,010                    | (5,363)                    | 12,647                          |
| GA-NSF ATE Grant .....                                  | -              | -                                     | -                         | -                          | -                               |
| GA-Truth Initiative Grant .....                         | -              | -                                     | -                         | -                          | -                               |
| GA-NSF WIND Grant .....                                 | -              | (23,293)                              | -                         | -                          | (23,293)                        |
| CI-Gene Haas Foundation .....                           | -              | 211                                   | -                         | -                          | 211                             |
| CI-Golden LEAF Equipment Grant .....                    | -              | (9,699)                               | -                         | -                          | (9,699)                         |
| CI-Golden LEAF Practical Nursing Grant .....            | 200,000        | -                                     | -                         | (57,979)                   | (57,979)                        |
| CI-NSF Bioscience-FTCC .....                            | 15,000         | -                                     | 15,000                    | (13,625)                   | 1,375                           |
| CI-C-Step Grant .....                                   | 12,500         | (1,928)                               | 12,500                    | (865)                      | 9,707                           |

**Financial Aid**

\* Unadjusted and Unaudited \*



**Alamance Community College -- Budget and Financial Information**  
**For the Month Ending January 31, 2024**  
**Institutional Accounting Fund Year-to-Date Activity Report (With Ending Balances)**

**Exhibit D**

| <b>Programs (Institutional)</b>                         | <b>Budget</b>    | <b>Beg. Program<br/>Balance (est)</b> | <b>Revenue<br/>Amount</b> | <b>Expended<br/>Amount</b> | <b>End. Program<br/>Balance</b> |
|---|------------------|---------------------------------------|---------------------------|----------------------------|---------------------------------|
| CI-Telemedicine Grant .....                             | -                | (538,128)                             | 365,511                   | 88,526                     | (84,091)                        |
| CI-AHEC Grant .....                                     | -                | -                                     | -                         | -                          | -                               |
| CI-Wired Machine Grant .....                            | -                | -                                     | -                         | -                          | -                               |
| CI-Stem Cell Grant .....                                | -                | -                                     | -                         | -                          | -                               |
| CI-Gear Up Grant .....                                  | -                | -                                     | -                         | -                          | -                               |
| CI-AWESM Grant .....                                    | 218,280          | (12,373)                              | 50,318                    | (48,300)                   | (10,355)                        |
| CI-Technology Grant.....                                | 100,000          | -                                     | -                         | -                          | -                               |
| CI-NC Aventures Grant.....                              | 6,799            | -                                     | 5,099                     | (3,619)                    | 1,480                           |
| CI-Cyberskills Training Grant.....                      | 20,000           | -                                     | 10,000                    | -                          | 10,000                          |
| CI-AJOBS-GCC Grant .....                                | 42,025           | -                                     | -                         | -                          | -                               |
| Certification-AJOBS JCPC Grant.....                     | 27,589           | -                                     | 5,789                     | (3,868)                    | 1,921                           |
| OE-UAW Ford Grant .....                                 | -                | -                                     | -                         | -                          | -                               |
| Literacy-Scale Grant.....                               | -                | -                                     | -                         | -                          | -                               |
| REACH Adult Learner Project .....                       | -                | 7,127                                 | -                         | (1,366)                    | 5,762                           |
| Literacy-Minority Male Mentoring Grant .....            | -                | -                                     | -                         | -                          | -                               |
| CS-Piedmont Voices .....                                | -                | 1,983                                 | -                         | -                          | 1,983                           |
| CS-Engineering Camp .....                               | -                | 1,350                                 | -                         | -                          | 1,350                           |
| Literacy-LTSA Library Grant .....                       | 22,183           | -                                     | -                         | (20,563)                   | (20,563)                        |
| Literacy-Elon Village / Oak Foundation .....            | -                | -                                     | -                         | -                          | -                               |
| SS-Smart Start Grant .....                              | -                | -                                     | -                         | -                          | -                               |
| SS-NC Works - Career Coach - Matching .....             | -                | -                                     | -                         | -                          | -                               |
| SS-Single Stop Grant .....                              | -                | -                                     | -                         | -                          | -                               |
| SS-TechHire Grant JSCC Consortium .....                 | -                | -                                     | -                         | -                          | -                               |
| SS-East Triad Workforce Grant .....                     | -                | -                                     | -                         | -                          | -                               |
| SS-TRiO Student Support Services .....                  | 261,888          | (26,522)                              | 111,706                   | (162,849)                  | (77,665)                        |
| <b>Total Restricted Programs (Institutional) .....</b>  | <b>7,055,792</b> | <b>(936,064)</b>                      | <b>4,182,773</b>          | <b>(3,622,307)</b>         | <b>(375,597)</b>                |
| <b>Proprietary Programs (Institutional)</b>             |                  |                                       |                           |                            |                                 |
| *GA-Duplicating Center (aka Print Center)* .....        | -                | 1,893                                 | 474                       | -                          | 2,367                           |
| Aux-Public Information & Marketing .....                | -                | 4,208                                 | 396                       | (3,414)                    | 1,190                           |
| Aux-Student Fees Reserve (Security/SGA) .....           | -                | -                                     | -                         | -                          | -                               |
| Aux-Graduation .....                                    | 50,000           | 34,779                                | 4,579                     | (7,955)                    | 31,403                          |
| Aux-Bookstore Commissions .....                         | 100,000          | 1,627,074                             | 11,894                    | (45,950)                   | 1,593,018                       |
| Aux-Snack Bar Commissions .....                         | 15,000           | 41,426                                | -                         | (5,021)                    | 36,406                          |
| Aux-Culinary Food Service .....                         | 110,000          | 17,921                                | 1,395                     | (2,026)                    | 17,291                          |
| Aux-Traffic Control, Parking, and Safety .....          | -                | 37,541                                | 61,689                    | -                          | 99,230                          |
| Aux-SGA .....   | 85,000           | 114,713                               | 71,920                    | (50,888)                   | 135,745                         |
| Aux-Technology Fee .....                                | -                | 8,124                                 | 56,851                    | -                          | 64,975                          |
| *Aux-Child Care* .....                                  | -                | 22,263                                | 842                       | -                          | 23,105                          |
| Spec. Fees - Animal Care & Management .....             | -                | 507                                   | -                         | -                          | 507                             |
| Spec. Fees - Cosmetology .....                          | 100,000          | 147,507                               | 33,329                    | (66,844)                   | 113,993                         |
| Spec. Fees - Massage Therapy .....                      | -                | -                                     | 5,780                     | -                          | 5,780                           |
| *Spec. Fees - Automotive Technology* .....              | -                | (145)                                 | 1,014                     | (202)                      | 666                             |
| Spec. Fees - Dental Assistant .....                     | -                | 56,568                                | 179                       | -                          | 56,747                          |
| Spec. Fees - Occupational Extension .....               | -                | 176,337                               | 14,898                    | -                          | 191,235                         |
| <b>Total Proprietary Programs (Institutional) .....</b> | <b>460,000</b>   | <b>2,290,716</b>                      | <b>265,240</b>            | <b>(182,300)</b>           | <b>2,373,656</b>                |
| <b>Total Non-Plant Programs (Institutional) .....</b>   | <b>7,697,663</b> | <b>1,905,662</b>                      | <b>4,642,708</b>          | <b>(4,026,449)</b>         | <b>2,521,922</b>                |

\* Unadjusted and Unaudited \*

Alamance Community College -- Budget and Financial Information  
 For the Month Ending January 31, 2024  
 Institutional Accounting Fund Year-to-Date Activity Report (With Ending Balances)

Exhibit D

| <b>Programs (Institutional)</b>                              | <b>Budget</b>     | <b>Beg. Program<br/>Balance (est)</b> | <b>Revenue<br/>Amount</b> | <b>Expended<br/>Amount</b> | <b>End. Program<br/>Balance</b> |
|--|-------------------|---------------------------------------|---------------------------|----------------------------|---------------------------------|
| <b>Plant Programs (Institutional)</b>                        |                   |                                       |                           |                            |                                 |
| Building & Grounds-Backfill Project .....                    | 436,816           | (356,408)                             | 229,415                   | -                          | (126,993)                       |
| Building & Grounds-Center of Excellence .....                | 22,053,895        | 193,938                               | 678,908                   | (504,266)                  | 368,580                         |
| Building & Grounds-Student Services Center .....             | 9,407,016         | (972,220)                             | 422,403                   | (115,545)                  | (665,362)                       |
| Building & Grounds-Public Safety Training Center .....       | 18,657,164        | (1,308)                               | 390,755                   | (391,230)                  | (1,783)                         |
| Building & Grounds-Elevated Walkway/Settlement Repair .....  | -                 | -                                     | -                         | -                          | -                               |
| Building & Grounds-Main, Powell (Nursing), Gee(Library)..... | 5,088,981         | (28,806)                              | 84,663                    | (93,663)                   | (37,806)                        |
| Building & Grounds-Tobacco Trust at "The Farm".....          | 380,550           | (79,453)                              | 263,274                   | (227,950)                  | (44,130)                        |
| Building & Grounds-Various Projects.....                     | 303,849           | (51,086)                              | -                         | (102,710)                  | (153,796)                       |
| <i>Total Plant Programs (Institutional) .....</i>            | <i>56,328,271</i> | <i>(1,295,344)</i>                    | <i>2,069,418</i>          | <i>(1,435,364)</i>         | <i>(661,290)</i>                |
| <b>Total All Programs (Institutional) .....</b>              | <b>64,025,934</b> | <b>610,318</b>                        | <b>6,712,126</b>          | <b>(5,461,813)</b>         | <b>1,860,632</b>                |

**From:** [woodson@ncacct.org](mailto:woodson@ncacct.org)

**Date:** February 8, 2024 at 10:31:34 AM EST

**To:** [boardchairs@ncacct.org](mailto:boardchairs@ncacct.org)

**Subject: Propel NC - How Local Boards Can Support This Statewide Initiative**

Good morning Trustees' Board Chairs,

Many of you have asked how your board can support Propel NC, a significant legislative agenda focused on modernizing the NC Community Colleges' funding formula. While some of you have already met with your Legislators about this issue, I wanted to share what Richmond Community College has done, in addition to the in-person meetings. Claudia Robinette, the Chair of the Board, has worked with her President, Dr. Dale McInnis, to develop written support for Propel NC.

The Richmond Community College Board has adopted a Resolution in support of the initiative AND sent a letter of support from a key business leader with the local hospital. As you know, businesses advocating for community college initiatives makes a big difference with legislators.

Please see the attached Resolution approved by Richmond Community College and the letter from the hospital administrator.

Please consider articulating similar support from your local board and send copies of Resolutions and letters from business leaders to your legislative delegation. Also, please send copies to System President, Dr. Jeff Cox at [coxj@nccommunitycolleges.edu](mailto:coxj@nccommunitycolleges.edu). Talk to your President about timing as urgency is building as we approach the legislative short session.

Attached to this email you will also find a one-pager that includes more information about Propel NC and the significant impact it will have on our System. You can use this when you talk to your legislators and other stakeholders about this important issue.

We will talk more about our advocacy strategies during the Board Chairs only session, scheduled for 1:30-2:30 p.m. on Thursday, March 13, in conjunction with the NCACCT Law-Legislative Seminar. Look forward to seeing you there.

Thank you for your leadership.

Julie

*Julie C. Woodson, President/CEO  
NC Association of Community College Trustees  
120 Iowa Lane, Suite 104  
919-467-9754 ext. 222 (office)  
919-607-5767 (mobile)*



— SINCE 1964 —

**RICHMOND**  
COMMUNITY COLLEGE

#### **BOARD OF TRUSTEES**

Claudia S. Robinette, Chair  
Charles Dean Nichols Jr., Vice Chair  
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C. Whitfield Gibson  
John J. Jackson  
Walter T. Jackson, III  
Joe C. Kindley  
Evonne Moore  
Willa C. Spivey  
John S. Stevenson  
Robert Lee Wallace

# *Resolution of Support*

**WHEREAS**, for 60 years, Richmond Community College has provided educational opportunities, cultural enrichment, and workforce development and training to the citizens of Richmond and Scotland County and surrounding areas; and

**WHEREAS**, Richmond Community College is a key driver of this region's economy by producing a skilled workforce to attract new businesses and industries and by providing higher education for citizens to advance their earning potential and quality of life; and

**WHEREAS**, Richmond Community College must be able to offer training to provide the credentials needed by industry; and

**WHEREAS**, Richmond Community College needs to be able to attract instructors to teach high-demand high-wage programs to the people of Richmond and Scotland County; and

**WHEREAS**, Propel NC will allow the North Carolina Community College System to continue to serve as a national leader in higher education and workforce development; and

**WHEREAS**, Propel NC, will allow Richmond Community College to continue to provide quality training and education to support business and industry needs.

#### **NOW, THEREFORE BE IT RESOLVED:**

That the Richmond Community College Board of Trustees strongly supports Propel NC as it will enable North Carolina's systems of community colleges to educate and train a highly qualified workforce for the 21st century. Propel NC will continue to make North Carolina the number one state for business by being able to meet industry needs quickly and efficiently on this 6th day of February, 2024 in the City of Hamlet, N.C.

**Claudia S. Robinette, Chair**  
*Richmond Community College Board of Trustees*





## STATE ETHICS COMMISSION

POST OFFICE BOX 27685

RALEIGH, NC 27611

PHONE: 919-814-3600

February 7, 2024

Dr. Jeffrey Alan Cox, President  
North Carolina Community College System

### Via Email

Re: Evaluation of Statement of Economic Interest – Kenneth Ingle, III  
President – Alamance Community College

Dear President Cox:

Our office has received a 2024 Statement of Economic Interest from **Dr. Ken Ingle** as **President of Alamance Community College**. We have reviewed it for actual and potential conflicts of interest pursuant to Chapter 138A of the North Carolina General Statutes (“N.C.G.S.”), also known as the State Government Ethics Act (“the Act”).

Compliance with the Act and avoidance of conflicts of interest in the performance of public duties are the responsibilities of every covered person, regardless of this letter’s contents. This letter, meanwhile, is not meant to impugn the integrity of the covered person in any way. This letter is required by N.C.G.S. § 138A-28(a) and is designed to educate the covered person as to potential issues that could merit particular attention. Advice on compliance with the Act is available to certain public servants and legislative employees under N.C.G.S. § 138A-13.

**We did not find an actual conflict of interest or the likelihood of a conflict of interest.**

The Act establishes ethical standards for certain public servants, and prohibits public servants from: (1) using their positions for their financial benefit or for the benefit of their extended family or business, N.C.G.S. § 138A-31; and (2) participating in official actions from which they or certain associated persons might receive a reasonably foreseeable financial benefit, N.C.G.S. § 138A-36(a). The Act also requires public servants to take appropriate steps to remove themselves from proceedings in which their impartiality might reasonably be questioned due to a familial, personal, or financial relationship with a participant in those proceedings. N.C.G.S. § 138A-36(c).

In addition to the conflicts standards noted above, the Act prohibits public servants from accepting gifts from (1) a lobbyist or lobbyist principal, (2) a person or entity that is seeking to do business with the public servant’s agency, is regulated or controlled by that agency, or has financial interests that might be affected by their official actions, or (3) anyone in return for being influenced in the discharge of their official responsibilities. N.C.G.S. § 138A-32. Exceptions to the gifts restrictions are set out in N.C.G.S. § 138A-32(e).

Dr. Jeffrey Cox  
February 7, 2024  
p.2

Finally, the Act mandates that all public servants attend an ethics and lobbying education presentation. N.C.G.S. § 138A-14. Please review the attached document for additional information concerning this requirement.

Please contact our office if you have questions concerning our evaluation or the ethical standards governing public servants under the Act.

Sincerely,

A handwritten signature in blue ink that reads "Susanne L. Sing". The signature is written in a cursive style with a large, looped 'S' at the beginning and a long, sweeping tail.

Susanne L. Sing, Compliance Analyst  
State Ethics Commission

cc: Dr. Kenneth Ingle, President of Alamance Community College  
Mr. Christopher Frauendienst, Ethics Liaison

Attachment: Ethics Education Guide

## Report of SEI Filing and Ethics Education Status

| First name | Last Name | Last SEI Received Date | Last Education Received Date | Next Education Due Date |
|------------|-----------|------------------------|------------------------------|-------------------------|
| James      | Butler    | 2/16/2023              | 4/12/2023                    | 4/12/2025               |
| Steven     | Carter    | 1/16/2024              | 5/10/2023                    | 5/10/2025               |
| Roslyn     | Crisp     | 3/13/2023              | 3/13/2023                    | 3/13/2025               |
| Julie      | Emmons    | 4/11/2023              | 8/29/2022                    | 8/29/2024               |
| Anthony    | Foriest   | 2/1/2024               | 2/21/2022                    | 2/21/2024               |
| Powell     | Glidewell | 1/15/2024              | 12/15/2023                   | 12/15/2025              |
| William    | Gomory    | 1/12/2024              | 7/13/2022                    | 7/13/2024               |
| Mark       | Gordon    | 5/3/2023               | 7/8/2022                     | 7/8/2024                |
| Sylvia     | Munoz     | 5/3/2023               | 8/7/2022                     | 8/7/2024                |
| Charles    | Scott     | 2/5/2024               | 3/30/2023                    | 3/30/2025               |
| Ken        | Walker    | 1/15/2024              | 9/1/2023                     | 9/1/2025                |
| Blake      | Williams  | 1/15/2024              | 9/1/2023                     | 9/1/2025                |

See <https://ethics.nc.gov/education/webinar-public-servants-and-ethics-liaisons> to register for the ethics training webinar.

## Report of SEI Filing and Board Appointment Dates

| First name | Last Name | Last SEI Received Date | Appointment Start Date | Appointment End Date |
|------------|-----------|------------------------|------------------------|----------------------|
| James      | Butler    | 2/16/2023              | 4/12/2023              | 4/12/2025            |
| Steven     | Carter    | 1/16/2024              | 5/10/2023              | 5/10/2025            |
| Roslyn     | Crisp     | 3/13/2023              | 3/13/2023              | 3/13/2025            |
| Julie      | Emmons    | 4/11/2023              | 8/29/2022              | 8/29/2024            |
| Anthony    | Foriest   | 2/1/2024               | 2/21/2022              | 2/21/2024            |
| Powell     | Glidewell | 1/15/2024              | 12/15/2023             | 12/15/2025           |
| William    | Gomory    | 1/12/2024              | 7/13/2022              | 7/13/2024            |
| Mark       | Gordon    | 5/3/2023               | 7/8/2022               | 7/8/2024             |
| Sylvia     | Munoz     | 5/3/2023               | 8/7/2022               | 8/7/2024             |
| Charles    | Scott     | 2/5/2024               | 3/30/2023              | 3/30/2025            |
| Ken        | Walker    | 1/15/2024              | 9/1/2023               | 9/1/2025             |
| Blake      | Williams  | 1/15/2024              | 9/1/2023               | 9/1/2025             |



**REPORT OF THE REAFFIRMATION COMMITTEE**  
(Updated December 2022)

**Statement Regarding the Report**

*The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is responsible for making the final determination on reaffirmation of accreditation based on the findings contained in this committee report, the institution's response to issues contained in the report, other assessments relevant to the review, and application of SACSCOC policies and procedures. Final interpretation of the Principles of Accreditation and final action on the accreditation status of the institution rest with SACSCOC Board of Trustees.*

**Name of the Institution: Alamance Community College**

**Date of the Review: November 13-16, 2023**

**SACSCOC Staff Member: Dr. Nuria M. Cuevas**

**Chair of the Committee: Dr. G. Devin Stephenson  
President  
Northwest Florida State College  
Niceville, FL**

## **Part I. Overview and Introduction to the Institution**

Alamance Community College (ACC) is located along the I-85/40 corridor in central North Carolina, between Greensboro to the west and Raleigh/Durham to the east. Alamance County, the primary geographic service area of the College, is centrally located between the Research Triangle and Piedmont Triad metro regions and has a population of approximately 177,499 people. The College is one of 58 community colleges within the North Carolina Community College System.

ACC was founded in 1958 as one of the first organized community colleges in North Carolina. Originally named the Burlington-Alamance County Industrial Education Center, the College offered 15 programs in its first year of operation, with an initial enrollment of 1,700 students. Today, the College offers 45 curriculum programs with 16 concentrations and has an annual enrollment of 5,237 curriculum and 6,445 continuing education students. Approximately 64% of our students are residents of Alamance County, with the remainder coming from surrounding counties. The race/ethnicity of their student population is similar to the county, with 57% identifying as White/Non-Hispanic, 19% as Black, and 16% Hispanic. About two-thirds of ACC students are enrolled part-time.

The College's mission is to provide comprehensive educational programs and services to prepare all members of their diverse community to succeed. Accordingly, ACC has an open-door admissions policy and offers career-technical and university transfer programs, as well as programs in literacy and adult education. Student have the opportunities to earn associate degrees and other credentials in Business, Arts, and Sciences; Health and Public Services; Applied Engineering, Agriculture and Skilled Trades; and in a host of university transfer courses.

Looking back, the institution underwent an inevitable transformation as the needs of its community changed. The institution has taken on several names as it expanded and updated its educational offerings: Burlington-Alamance County Industrial Education Center; Technical Institute of Alamance; Technical College of Alamance; and finally, in 1988 becoming Alamance Community College (ACC). The College moved to its current home in 1976 by building on 48 acres of Haw River farmland donated by then-Governor Robert Scott and his aunt, Mrs. Elizabeth Scott Carrington.

The next decade saw the main campus grow. In 1985, a 12,000-square-foot shop building opened to house automotive, welding, and new industry programs. The addition of the A-wing and B-Building followed, providing additional space for science and technology classrooms, laboratories, and offices.

ACC's growing roster of continuing education courses eventually found a new home in 2008 with The Dillingham Center, a renovated retail facility that today houses Cosmetology, the Small Business Center, continuing education, and community service classes.

Voter-approved bonds gave the green light for new construction on the main campus. The Gee Building opened in 2005 with a new Library and Student Development offices. It honored the memory of Wallace W. Gee, an Alamance County businessman influential in forming the NC



Community College System. Nursing, biotechnology, and medical assisting students gained a new facility to learn their skills when The Powell Building opened in 2007, named for an important local family influential in the fields of health and science.

The College expanded and renovated in the mid-2010s with a new Academic Advising Center, Student Activity Center, upgraded dental clinic, second Culinary Arts baking kitchen, and Literacy Building.

New construction brought high-tech and state-of-the-art facilities to the campus beginning in 2017. The Advanced Applied Technology Center (AATC) opened, providing a state-of-the-art home for Welding, Automotive Systems, Computer-Integrated Machining, Mechatronics Engineering, and HVAC. In 2023, the Biotechnology Center of Excellence (BCOE) and Student Services Center opened, financed with a voter-approved \$39.5 million bond. The BCOE, overlooking I-85/40, serves as the permanent home for Biotechnology, Histotechnology, Agricultural Biotechnology, and Medical Laboratory Technology. The Student Services Center places all enrollment and payment-related offices in one location at the front of campus.

Since 2013, the College has added 19 new academic programs and partnered with 23 four-year institutions to increase opportunities for student transfer.

The role of the On-Site Committee was to determine the institution's compliance with Standard 7.2 which deals with the Quality Enhancement Plan (QEP), to make final determination of compliance with the Core Requirements and Standards, and to finalize the *Report of the Reaffirmation Committee* which will be submitted to the SACSCOC Committee on Compliance and Reports.

The On-Site Committee recognizes the gracious hospitality and cooperation of Alamance Community College's administration, faculty, staff, and students. The Committee appreciates the excellent accommodations and sincere cooperative spirit provided by the entire ACC family. We want to sincerely thank Dr. Larry Keen, ACC Interim President, for his leadership and vision.

Furthermore, we wish to salute Dr. Constance Wolfe, Institutional Liaison, for her outstanding planning and coordination in preparation for and execution of the Committee's visit.

Finally, we appreciate the entire college community for your wonderful hospitality and commitment to assuring that our visit was productive and pleasant.

## **Part II. Assessment of Compliance**

### **Section 1: The Principle of Integrity**

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- 1.1 **The institution operates with integrity in all matters.**  
(*Integrity*) [CR; Off-Site/On-Site Review]  
(*Note: This principle is not addressed by the institution in its Compliance Certification.*)

The Off-Site Reaffirmation Committee found no evidence of a lack of integrity.

The On-Site Committee confirmed the institution operates with the utmost integrity in all matters based upon our observations and interviews with Board members, administration, faculty, staff, and students, as well as through the extensive review of documents and online resources.

## Section 2: Mission

---

- 2.1 **The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.**

*(Institutional mission)* [CR]

The Off-Site Reaffirmation Committee reviewed board policies, the North Carolina Community College System (NCCCS) mission, the college website, the academic catalog, the faculty handbook, and the strategic plan. The institution's mission aligns with the NCCCS mission per the board policy (*Policy 2.3.1 - Mission Statement*) and its *Value Statement* addresses teaching and learning. The institution's mission is to provide "educational programs and services to prepare all members of our diverse community to succeed." This statement is comprehensive, clearly defines the educational intent and scope of the institution's operations, including teaching and learning and student services, is inclusive of its stakeholders, accurately identifies the institution as a part of the higher education community, and is published on the institution's website, academic catalog, faculty handbook, and strategic plan.

## Section 3: Basic Eligibility Standard

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- 3.1 **An institution seeking to gain or maintain accredited status**

- 3.1.a **has degree-granting authority from the appropriate government agency or agencies.**

*(Degree-granting authority)* [CR]

The institution states its degree-granting authority has not changed since the last decennial reaffirmation. The Off-Site Reaffirmation Committee's review of North Carolina General Statutes (i.e., NCGS 115D 1, NCGS 115D 4, and NCGS 115D 5) confirms that the institution has been in existence since 1958 and has maintained degree-granting authority by the State of North Carolina through the North Carolina State Board of Community Colleges.

- 3.1.b **offers all course work required for at least one degree program at each level at which it awards degrees.** (For exceptions, see SACSCOC policy "Documenting an Alternative Approach.")

*(Course work for degrees)* [CR]

The institution awards the associate degree as its highest degree level. As evidence the institution provided an example of the Associate in Applied Science in Accounting and Finance degree plan, course schedules for three semesters (fall 2021, spring 2022, and summer 2022), and a student transcript who completed 100% of this degree at the institution. The institution also provided student transcript examples for a diploma and certificate program. The Off-Site Reaffirmation Committee found that the evidence provided by the institution, the college catalog, and programs of study for various associate degrees offered, demonstrate that the institution provides all coursework required for at least one degree program at each level at which it awards degrees. A review of course offerings for each program also affirms this conclusion.

**3.1.c is in operation and has students enrolled in degree programs.**  
(*Continuous operation*) [CR]

The Off-Site Reaffirmation Committee found that the institution holds accreditation through SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) and has been in operation since 1958. In addition, the *Institutional Summary Form* lists graduates from over 35 programs of study for the academic year 2021-2022. A review of the institution's *2022 Curriculum Fact Book* shows student headcount and degrees and certificates awarded for five academic years, 2017-2018 through 2021-2022, which confirms the institution is in operation and enrolls students in degree programs.

## **Section 4: Governing Board**

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- 4.1 The institution has a governing board of at least five members that:**
- (a) is the legal body with specific authority over the institution.**
  - (b) exercises fiduciary oversight of the institution.**
  - (c) ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.**
  - (d) is not controlled by a minority of board members or by organizations or institutions separate from it.**
  - (e) is not presided over by the chief executive officer of the institution.**
- (*Governing board characteristics*) [CR]

The Off-Site Reaffirmation Committee reviewed Board of Trustees (BOT) minutes, Executive Committee minutes for the board's four committees; *2022-23 Committee Appointments*, board policies, North Carolina General Statutes, and other materials. The institution has a governing board (Board of Trustees) composed of 12 trustees and 1 ex-officio nonvoting member, the president of the Student Government Association, meeting the minimum of five members. State Board of Community Colleges policy states BOT is the legal body with authority over the college, provides fiduciary oversight, ensures the chair and majority of the voting members are free of contractual, employment, personal, or familial financial interest, and is not presided over by the Chief Executive Officer of the institution. Additionally, BOT minutes document that the governing board is presided over by the Board Chair and the Chief Executive Officer of the institution and is not controlled by a minority of board members or by organizations

or institutions separate from it. The Board by-laws define a majority quorum as seven voting members at any meeting of the board, regular or special. In addition, eight voting members are required to amend Board by-laws and nine voting members are required to adopt Board by-laws.

#### 4.2 The governing board

- 4.2.a ensures the regular review of the institution's mission.  
*(Mission review)*

The Off-Site Reaffirmation Committee's review of the institution's policy on mission statement review and approval (*Policy 2.3.1 - Mission Statement*) and the Board of Trustees meeting minutes (*March 16, 2018; June 13, 2022; August 8, 2022*) confirm that the institution's governing board ensures the regular review of the institution's mission statement. The institution's mission statement is reviewed by the Board during a three-year planning cycle initiated by institution personnel. The most recent reviews and approvals by the board, as part of the adoption of updated strategic plans, are documented in board minutes for March 16, 2018, June 13, 2022, and August 8, 2022.

- 4.2.b ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.  
*(Board/administrative distinction)*

The Off-Site Reaffirmation Committee's review of the institution's policies and procedures, board by-laws, state statute, and board of trustees meeting agendas and meeting minutes, provide evidence that there is a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy. The institution also provided examples of this distinction through the creation, adoption, and implementation of a new policy (i.e., Teleworking for Staff Policy).

- 4.2.c selects and regularly evaluates the institution's chief executive officer.  
*(CEO evaluation/selection)*

The Off-Site Reaffirmation Committee reviewed state statutes, the institution's policies (Policy 3.1.3 President-Hiring and Duties, Policy 3.3.2-Evaluations), a recent example of a presidential search and selection of the President/CEO, two years of presidential evaluations, and board meeting minutes. The institution provided evidence that the governing board selects and regularly evaluates the institution's CEO.

- 4.2.d defines and addresses potential conflict of interest for its members.  
*(Conflict of interest)*

The Off-Site Reaffirmation Committee reviewed board policies, state statute, board of trustees meeting minutes, sample Statement of Reason for Abstention from Board of Trustees Action form, and an example of a potential conflict of interest of one of its board members. The institution provided sufficient evidence that the governing board has policies that address conflict of interest for its

members, provides processes to address conflict of interest and delineates violations of conflicts of interest.

- 4.2.e has appropriate and fair processes for the dismissal of a board member.  
(*Board dismissal*)

The Off-Site Reaffirmation Committee reviewed institution's published policy, state statutes, and new trustee orientation agenda, which provide evidence that the governing board has appropriate and fair process for dismissal of a board member as stated in ACC Policy 1.8. The institution states that there has never been a case where a member of its board has been removed.

- 4.2.f protects the institution from undue influence by external persons or bodies.  
(*External influence*)

The Off-Site Reaffirmation Committee reviewed the institution's policies, state statutes, log of ethics training status, example of a Statement of Economic Interest form, board meeting minutes, and other materials. The institution provided sufficient evidence to substantiate the governing board protects the institution from undue influence by external persons and bodies by regularly having ethics training and policies to support it, board member annual submission of a Statement of Economic Interest form, and publishing the conflict of interest statement in their board agenda.

- 4.2.g defines and regularly evaluates its responsibilities and expectations.  
(*Board self-evaluation*)

The Off-Site Reaffirmation Committee reviewed institutional policies, board by-laws, general statutes, meeting minutes, and other materials. The institution's governing Board conducted a self-evaluation of its responsibilities and expectations annually in the years 2021 and 2022. The evaluation report containing Board member responses is shared with the full Board and discussed at its regular meeting and retreat events. While the responsibilities and expectations of the Board are clearly defined in the Board By-Laws, the Committee could not locate an institutional, state or Board policy or article in the by-laws that requires self-evaluation of the governing board or that defines "regularly" for this evaluation.

The On-Site Reaffirmation Committee reviewed updated institutional policies. The institution's policy number 1.13, *Board Self Evaluation*, adopted on June 12, 2023, states, "The Alamance Community College Board of Trustees shall assess its responsibilities and expectations through an annual self-evaluation process." The On-Site Reaffirmation Committee found the institution has made a case for compliance with this standard.

- 4.3 If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy.  
(*Multi-level governance*)



The institution is one of 58 community colleges in the North Carolina Community College System and is authorized by North Carolina general statute (115D-20) to be a corporate body, separate, legal entity and duties and powers are delegated by the State Board of Community Colleges. The Off-Site Reaffirmation Committee confirms there is a clear distinction of authority and operational control between the state and institution's board is evident through General Statute, State Board of Community Colleges code, and institutional policy.

## Section 5: Administration and Organization

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5.1 **The institution has a chief executive officer whose primary responsibility is to the institution.**

*(Chief executive officer)* [CR]

The Off-Site Reaffirmation Committee reviewed the duties and responsibilities for the institution's Chief Executive Officer (CEO) provided as evidence in the CEO's job description and outlined in the institution's policy (Human Resources President: Hiring and Duties 3.1.9) and Board by-laws (Article VIII: Administration of Alamance Community College), which confirms the CEO has primary responsibility is to the institution.

5.2 The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the following:

5.2.a The institution's educational, administrative, and fiscal programs and services.  
*(CEO control)*

The Off-Site Reaffirmation Committee reviewed the organizational chart, position descriptions, meeting minutes (i.e., the President's Cabinet and Board Committee). The reporting structure includes an Executive Vice President, Vice Presidents, and Associate Vice Presidents with functional oversight. The administrators report directly to the CEO with ultimate responsibility for review and approval. Evidence provided by the institution confirms that the CEO is at the top of the organizational structure and ultimately responsible for, and exercises appropriate control over the institution's educational, administrative, and fiscal programs and services.

5.2.b The institution's intercollegiate athletics program.  
*(Control of intercollegiate athletics)*

**Not Applicable**

Institution does not participate in intercollegiate athletics.

5.2.c The institution's fund-raising activities.  
*(Control of fund-raising activities)*

The Off-Site Reaffirmation Committee reviewed the president's job description, organizational charts, Board by-laws, Articles of Incorporation, institutional

policies and agreements (e.g., ACC Policy 1.9, ACCF Board and ACC Board Agreement), and the foundation by-laws. The Foundation's Executive Director is also the institution's Vice President of Institutional Advancement who oversees solicitation of individuals, businesses and organizations on behalf of the college reports to the President/CEO. The institution's President/CEO has ultimate responsibility for and exercises control over the college's fund-raising activities. Organizational charts clearly establish these reporting relationships. The institution has specific procedures to address fundraising by student organizations as well.

- 5.3 For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:
- (a) The legal authority and operating control of the institution is clearly defined with respect to that entity.
  - (b) The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.
  - (c) The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner that assures those activities further the mission of the institution.

*(Institution-related entities)*

The Alamance Community College Foundation was formed in 1982 and is listed as an entity organized separately from the institution. Documents from the US. Department of the Treasury indicate that the foundation is a properly incorporated separate 501(c)3 organization. North Carolina law defines the legal authority for establishment of the foundation and there is documentary evidence in the narrative presenting the articles of incorporation of the foundation.

Formal relationship between the institution and the foundation is created by the ACC and ACC Foundation Agreement (institutional policy 1.9). The agreement relieves ACC of any debt or other obligation liability of the foundation.

The ACC and ACC Foundation agreement clearly describes control of the foundation by the college Board of Trustees and Alamance institutes both a foundation Board and an administrative structure that answer to the college president that is typically found amongst community colleges and give the chief executive officer control over fund raising activities. Specific college mission support by the foundation language is also identified in institution's policy and the aforementioned agreement.

- 5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.  
*(Qualified administrative/academic officers)* **[Off-Site/On-Site Review]**

The Off-Site Reaffirmation Committee reviewed the policies that direct the institution's hiring practices (*Article VIII, Section 1(k) Bylaws for the ACC Board of Trustees*) and evaluation practices (*ACC Policy 3.3.2 - Evaluations*) for academic and administrative officers. The institution provided a table that lists 27 administrative and academic officers by name, education, experience, and position title that hyperlinks to their job descriptions, which confirms the institution employs qualified administrative and academic officers in accordance with the institution's hiring policy. This list included two

vacant positions with a hyperlink to the position's job description. The institution also provided their *2022 Annual Evaluation Timeline* and three years of annual evaluations (2019–20, 2020–21, 2021–22) for a representative sample of 11 administrative and academic officers, which confirms the institution evaluates its officers on an annual basis.

The On-Site Reaffirmation Committee reviewed the policies that direct the institution's hiring and evaluation practices. The On-Site Reaffirmation Committee also reviewed administrative and academic evaluations of administrators and academic officers. The On-Site Reaffirmation Committee interviewed the Vice President for Instruction and the Director of Human Resources in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

- 5.5 The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.  
*(Personnel appointment and evaluation)*

The Off-Site Reaffirmation Committee's review confirms the institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel. The institution provided its policy of appointment, employment, and evaluation of non-faculty personnel, and those policies are available on the institution's Human Resources website. The institution conducts an annual evaluation of non-faculty personnel. Although the Committee found redacted evidence difficult to evaluate, the institution provided redacted examples of implementation of the appointment, employment, and evaluation policies.

## Section 6: Faculty

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- 6.1 **The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.**  
*(Full-time faculty) [CR; Off-Site/On-Site Review]*

The Off-Site Reaffirmation Committee reviewed the strategic plan, organizational charts, policies and procedures on roles and faculty responsibilities, workload, and other materials.

The institution states it uses various measures to ensure adequacy of full-time faculty. These include contact hours taught by full-time faculty, full-time faculty ratios, faculty to student ratios compared to peer institutions, and full-time faculty ratios by delivery method. According to the data provided in Fall 2022, the institution employed 114 full-time faculty who taught all course sections, which represents 44% of faculty. Similarly, in Spring 2022, the institution employed 111 (44%) full-time faculty. Faculty to student ratios in the academic year 2021-2022 was 13:1, the lowest when compared to six other peer institutions in North Carolina. In Fall 2022, 97% of blended course sections, 77% of hybrid course sections, 44% of online course sections, and 81% of traditional (face to face) course sections were taught by full-time faculty. The Committee found that overall, the institution employs an adequate number of full-time faculty to support its mission and goals.

The On-Site Reaffirmation Committee reviewed the administrative organizational charts, faculty-to-student ratios and other documentation. Additionally, the On-Site Reaffirmation Committee interviewed the Vice President of Instruction, Dean of Health and Public Services, Dean of Business, Arts, and Sciences, and Dean of Applied Engineering, Agriculture, and Skilled Trades. The On-Site Reaffirmation Committee concurs with the Off-Site Reaffirmation Committee that the institution employs an adequate number of full-time faculty to support the mission and goals of the institution and found the institution has made a case for compliance with this standard.

6.2 For each of its educational programs, the institution

6.2.a Justifies and documents the qualifications of its faculty members.  
(*Faculty qualifications*)

The Off-Site Reaffirmation Committee reviewed the institution's Faculty Roster in its entirety. While the Off-Site Reaffirmation Committee concurred that the majority of faculty qualifications were adequate, in some cases, insufficient information was provided to verify that an instructor's qualifications were sufficient for the courses taught. In some cases, the minimum qualifications for years of experience required by the institution were not met. A list of faculty for whom additional information or justification is needed is included on the attached form, *Request for Justifying and Documenting Qualifications of Faculty*.

The On-Site Reaffirmation Committee reviewed the updated Faculty Credentials Manual, the Focused Report, and other documentation provided by the institution which did clarify faculty credentials for all but one questioned by the Off-Site Reaffirmation Committee. That one faculty is no longer teaching at the institution and an alternative faculty, with adequate qualifications, was identified. The On-Site Reaffirmation Committee found the institution has made a case for compliance with this standard.

6.2.b Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.  
(*Program faculty*) [**Off-Site/On-Site Review**]

The Off-Site Reaffirmation Committee reviewed the institution's policies, data, and supporting documentation related to full-time program faculty. However, Table 6.2.b.4 presents 114 full-time faculty employed by the institution in Fall 2022, which does not appear to be an accurate number based on other data tables (i.e., Table 6.2.b.5 and Table 6.2.b.6) presented by the institution.

Likewise, the institution did not provide data on the number of full-time program faculty for its transfer programs. Such as:

- Associate in Arts,
- Associate in Science,
- Associate in Arts-Teacher Preparation,
- Associate in Science-Teacher Preparation,
- Associate in Fine Arts-Music,
- Associate in Fine Arts-Visual Arts,

- Associate in Engineering, and
- Associate in Associate in General Education Non-University Transfer.

The institution stated it shares 39 full-time faculty across the transfer programs. The institution provided the number of full-time faculty in the General Education disciplines in Table 6.2.b.6, however, the Committee could not confirm the number full-time faculty for transfer programs as the table only list disciplines in the Business, Arts, and Science and Health and Public Services divisions. The Off-Site Reaffirmation Committee found it difficult to determine the number of full-time faculty employed in these programs.

In addition, several programs were listed on the Faculty Roster for standard 6.2.a but these programs were missing from the Institutional Summary Form and tables provided in this standard (i.e., 6.2.b). The Faculty Roster (i.e., from standard 6.2.a) only included part-time faculty with no qualified full-time faculty representation. Such areas include:

- American Sign Language
- Drama and Theater
- Economics

Mechanical Engineering was listed on the Institutional Summary and in Table 6.2.c.2 for standard 6.2.c, but no information was provided about full-time faculty in this standard (6.2.b). It was not clear to the Off-Site Reaffirmation Committee if an adequate number of full-time faculty is employed, and no explanation was provided to substantiate the institution's reliance on part-time faculty only to teach in these areas.

The On-Site Reaffirmation Committee reviewed full-time faculty policies, data, and supporting documentation related to the institution's full-time faculty teaching in Career and Technical Education and General Education disciplines.

Table 6.2.b.6 provides number of full-time faculty teaching in each General Education discipline within the Business, Arts, and Science and Health and Public Services Division. The institution shares 39 full-time faculty across the following transfer programs:

- Associate in Arts
- Associate in Science
- Associate in Arts-Teacher Preparation
- Associate in Science-Teacher Preparation
- Associate in Fine Arts-Music
- Associate in Fine Arts-Visual Arts
- Associate in Engineering
- Associate in Associate in General Education Non-University Transfer

The Vice President of Instruction/Chief Academic Officer, University Transfer Deans, Technical Program Deans, Institutional Effectiveness personnel were interviewed by members of the On-Site Reaffirmation Committee. The institution utilizes full-time enrollment (FTE), headcount, and State benchmarks to



determine adequacy and staffing levels across all of its educational programs. The On-Site Reaffirmation Committee found the institution has made a case for compliance for this standard.

6.2.c Assigns appropriate responsibility for program coordination.  
(*Program coordination*) [**Off-Site/On-Site Review**]

The institution's Program Coordinators are Department Heads responsible for programs with embedded awards. In some programs/discipline the institution relies on the expertise of lead instructors who report to the appropriate department head. The institution provided tables (Table 6.2.c.2 Career and Technical Programs, Table 6.2.c.3 Transfer Discipline) depicting programs/disciplines, program/discipline coordination, and their credentials and documents outlining the duties and responsibilities of department heads and lead instructors. The institution has three academic divisions that are led by three deans.

Based on the evidence provided, the Off-Site Reaffirmation Committee found it difficult to determine appropriate qualifications for some program coordinators. The Off-Site Reaffirmation Committee found the tables listing department heads and lead instructors is not consistent with the programs listed in the Institutional Summary Form and Faculty Roster from standard 6.2.a. The Committee could not locate program coordination information for:

- American Sign Language
- Drama and Theater
- Economics

Likewise, the institution did not provide information on program coordination for its transfer programs. Such as:

- Associate in Arts
- Associate in Science
- Associate in Arts-Teacher Preparation
- Associate in Science-Teacher Preparation
- Associate in Fine Arts-Music
- Associate in Fine Arts-Visual Arts
- Associate in Engineering
- Associate in Associate in General Education Non-University Transfer

The institution stated it shares program coordination between department heads and discipline faculty across the transfer programs and provided a table (i.e., Table 6.2.c.3) listing disciplines and discipline coordinators. Therefore, the Off-Site Reaffirmation Committee could not determine if the institution assigns appropriate responsibility for program coordination.

The On-Site Reaffirmation Committee interviewed the Vice President of Instruction, Dean of Health and Public Services, Dean of Business, Arts, and Sciences, and Dean of Applied Engineering, Agriculture, and Skilled Trades. The Vice President of Instruction provides oversight of the institution's curriculum

programs. These programs are divided into three divisions with department heads, lead instructors, and/or faculty providing program coordination.

Table 6.2.c.2 Career and Technical Programs provided evidence of program coordination including the credentials, duties, and responsibilities of department heads and lead faculty within each discipline and program.

The institution has the following transfer programs:

- Associate in Arts
- Associate in Science
- Associate in Arts-Teacher Preparation
- Associate in Science-Teacher Preparation
- Associate in Fine Arts-Music
- Associate in Fine Arts-Visual Arts
- Associate in Engineering
- Associate in Associate in General Education Non-University Transfer

Table 6.2.c.3 Transfer Discipline included the credentials of each Discipline Coordinator by the specific discipline associated with all transfer programs. Additional information submitted confirmed that the institution utilizes a University Transfer Department Head to coordinate programs in collaboration with discipline-specific Department Heads and Lead Faculty. A table was provided that identified the University Transfer Department Head, discipline-specific Department Heads, and Lead Faculty that coordinate all of the institution's University Transfer programs. The On-Site Reaffirmation Committee found the institution has made a case for compliance with this standard.

- 6.3 The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.

*(Faculty appointment and evaluation)*

The Off-Site Reaffirmation Committee reviewed the institution's published policies and procedures, board by-laws, sample of various types of annual evaluations for full-time and part-time faculty, and other materials. The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status. Policies such as Policy 3.1.2 Full-time Employees, 3.2.1 Employment, 3.1.7 Salary Plan, and 4.2.4 Instructional Personnel Qualifications and procedures such as ACC Procedures 3.1.2.1, 3.1.3.1, 3.1.3.2, and 3.1.7.1 regarding the hiring process and evaluation of faculty are evident, well documented, and published on the institution's Policies and Procedures webpages. Annual faculty evaluations and regular classroom observations are an ongoing component of faculty evaluation and examples were provided of the annual procedures for full-time and part-time faculty.

- 6.4 The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.

*(Academic freedom)*

The Off-Site Reaffirmation Committee reviewed the institution's published policies and procedures, and other materials concerning academic freedom for faculty, staff, and students. The institution provided a copy of its policy (Academic Freedom 3.4.3), which addresses academic freedom and appears to have appropriately published policies in principle, which protect academic freedom of its faculty and students. The institution provided the Constitution of the Board of Trustees (Article II, Section 2), along with other documentation, which contains language addressing academic freedom for all personnel employed by the institution. The policy provides for faculty protection through a process that encourages communication of concerns through committee engagement. The institution also reports a procedure for modification and updating of Academic Freedom policies through either reporting directly to the Academic Policy Committee. The institution reported that there were no instances of academic freedom grievances, therefore no examples of policy implementation were needed.

- 6.5 The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission. *(Faculty development)*

The Off-Site Reaffirmation Committee reviewed the institution's policies and procedures, professional development opportunities and programs, examples provided by the institution, and other materials, the Committee determined that the institution provides ongoing professional development opportunities that support teaching and learning in accordance with its mission. The institution shared policy 3.1.8 Professional Development, which supports ongoing professional development for faculty. Several examples of recording for professional development were included, including activity logs for faculty, the faculty evaluation process, professional development days, onsite virtual learning communities, and external conferences. Professional development is shared in communications such as email newsletters, with opportunities in their Moodle Courses for all faculty and specific training such as CISCO in Information Technology or LEVA training in Automotive.

## **Section 7: Institutional Planning and Effectiveness**

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- 7.1 **The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.** *(Institutional planning)* [CR]

The Off-Site Reaffirmation Committee's reviewed the institution's strategic plan, program review, outcomes assessment, operational planning, improvement plans, systematic review of goals and outcomes, and other materials concerning institutional planning. The institution has a planning and evaluation process that is ongoing, comprehensive, and research-based and that is embedded in all levels of the organizational structure as evidenced in its institutional policy, *2022-25 Strategic Plan*, program review, outcomes assessment, operational planning, *Faculty Continuous Improvement Plans*, and staff performance reviews and improvement plans. Planning unit annual outcome measures are aligned with the current strategic plan priorities and are assessed to reveal outcomes and strategies for continued improvement. As described in the institution's previous

strategic plan, the strategic priorities were awareness and access, student support and success, programming and economic impact, and efficient and effective operations. The most recent 2022-25 Strategic Plan titled ACC Forward, details the four strategic priorities as engage, learn, equip, and grow. Due to the implementation of the most recent strategic plan in August 2022, evidenced institutional planning aligns with the previous plan (2018-21).

According to the Outcomes Assessment Timeline, the annual review processes occur at the institutional level as well as at individual unit level within 29 identified planning units. Activities covered in each plan include setting goals, appropriate means of measurement, assessment periods, collection of data, review of results, and use of results as a means towards seeking improvement. For academic programs, the comprehensive five-year evaluation cycle is complimented by an annual program report that details the evaluation of student enrollment, student learning and student success data as well as progress on action items identified in the previous comprehensive review. Collegiate-level general education competencies are assessed annually. Employee evaluation and improvement plans and budget planning are integrated within the annual improvement planning process and are aligned to the strategic plan priorities and objectives. The institution utilizes various data sources to inform the systematic review of goals and outcomes which are aimed to improve the quality and effectiveness of programs and services consistent with its mission.

- 7.2 The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement.  
*(Quality Enhancement Plan)*

The institution addressed all components of this standard in a satisfactory manner. See Part III for additional information.

- 7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.  
*(Administrative effectiveness)*

The institutional policy for college planning requires an ongoing institution-wide and departmental/unit planning for the purpose of continuously improving the programs, services, student learning and student success. The institution identifies the administrative support units as the following: Biotechnology Center of Excellence, Business and Finance, Diversity and Inclusion, Facilities and Administrative Services, Grants, Human Resources, Information Services, Institutional Advancement, Institutional Research, Public Information and Marketing, and Public Safety. Each of these support service units contribute to the institution's planning and evaluation processes. For each of the units listed, the institution provided a complete annual report which specified an outcome, measurement method, benchmark, assessment results, and improvement planning. The Off-Site Reaffirmation Committee's review of the annual reports confirms the institution's administrative units identify expected outcomes and demonstrates the extent to which they are achieved.

## Section 8: Student Achievement

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- 8.1 **The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.**  
*(Student achievement)* [CR; Off-Site/On-Site Review]

The Off-Site Reaffirmation Committee found that the institution annually identifies, evaluates, and publishes the following multiple performance measures, as directed by the North Carolina Community College System (NCCCS), on its College website and in the College catalog: Basic Skills Student Progress, Student Success Rate in College-Level English Courses, Student Success Rate in College-Level Math Courses, First-Year Progression, Curriculum Student Completion, Licensure and Certification Passing Rate, and College Transfer Performance. For some of these metrics, disaggregation of success rates based on Pell-eligible and non-Pell eligible is publicly available.

The institution selected as its SACSCOC completion metric the National Student Clearinghouse student completion indicator 6-year Total Completion Rate. The institution assesses annually in comparison to other like institutions and sets goals for student achievement regarding completion. The institution utilizes disaggregated completion data to measure and document student success across subpopulations by race/ethnicity, gender, age, and enrollment status, separately and combined, to determine best-fit strategies to improve student success such as the Minority Male Success Initiative, Guided Pathways Initiative, and improvements to the Early Alert System and Wrap-Around Support Services. When appropriate, the institution also disaggregates the NCCCS performance measures similarly in order to plan interventional strategies to identified populations.

The On-Site Reaffirmation Committee reviewed documents (College Catalog, Basic Skills Student Progress, Student Success Rate in College-Level English Courses, Student Success Rate in College-Level Math Courses, First-Year Progression, Curriculum Student Completion, Licensure and Certification Passing Rate, College Transfer Performance, NSC Institutional Benchmark Report) and confirmed the institution identifies, evaluates, and publishes student achievement measures on the College webpage and in the College Catalog.

The institution utilizes disaggregated data based on race, gender, age, and enrollment status with multiple strategies to assist each student group toward completion (Minority Male Success Initiative, Guided Pathways Initiative, PACE Grant, Early Alert System, TRIO Grant, and Wrap-Around Support Services). The On-Site Reaffirmation Committee conducted interviews with the Director of Research & Institutional Effectiveness, Department Head of Advising, the Data Technician, and the Vice President for Instruction in support of the Institution’s case for compliance with this standard and affirmed the findings of the Off-Site Reaffirmation Committee.

- 8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:



8.2.a Student learning outcomes for each of its educational programs.  
(*Student outcomes: educational programs*) **[Off-Site/On-Site Review]**

The institution, in accordance with its institutional effectiveness model, identifies student learning outcomes at the institutional level as general education student learning outcomes (SLOs), program level and program-level student learning outcomes and relate these at the course level in curricular maps for each of its educational programs. The institution provided annual SLO reports for 2020-21 and 2021-22 for 35 educational programs. These reports are evidence of two of the five-year cycle in which each program-level SLOs must be reported at least once. The annual SLO reports for the provided programs listed the reported program SLOs, measurements and assessment methods, benchmarks, results, strengths and weaknesses from the assessment data and process and continuous improvement plans.

It was unclear to the Off-Site Reaffirmation Committee whether these reports contained the SLOs and reporting for all credentials awarded within or related to that program because the Institutional Summary Form lists more than 35 educational programs without relating programs as potentially embedded within others. For example, the program listed in this narrative as Accounting and Finance includes six different credentials attainable within Accounting and Finance (AAS, Diploma, Certificate, Pathway, and two certificates) as listed in the Institutional Summary Form. Therefore, it was unclear through use of the curricular map provided which SLOs might be attained through which program and the evaluation of student learning for each educational program was not presented. Similarly, eight programs were bundled together within the SLO report for University Transfer with no clear rationale for this grouping. For some curricular maps, like Emergency Medical, it appeared that all SLOs are introduced in the first course and all SLOs are mastered in the last course.

After reviewing the documentation provided, the Off-Site Reaffirmation Committee found that the institution identifies expected outcomes, assesses the extent to which it achieves the outcomes, and provides evidence of seeking improvement based on analysis of the results for some but not each of its educational programs as listed in the Institutional Summary Form.

The On-Site Reaffirmation Committee determined the institution provided evidence of an ongoing planning process that included annual evaluations of its educational programs, along with a five-year cycle of formal program reviews. For example, Criminal Justice had a formal program review in 2021-2022 and this review will be conducted again in 2026-2027. This formal program review includes an evaluation of the overall program, resources, enrollment, student learning outcomes (SLOs), student success, employment, advisory committee feedback, student feedback, and summary of action items. To appropriately monitor SLOs for each educational program, the five-year review includes an evaluation of the assigned curriculum and sequence of courses to ensure mastery of skills by the end of the program. The institution provided curriculum maps for each of its educational programs and two years of annual reviews (2020-2021 and 2021-2022 Annual Outcomes Measures Report). The institution conveyed to the On-Site Reaffirmation Committee that up to three targeted SLOs

are selected per program annually with all SLOs assessed by the end of the five-year period.

The On-Site Reaffirmation Committee conducted interviews with the Director of Research and Institutional Effectiveness, Department Head of Advising, the Data Technician, and the Vice President for Instruction to further investigate the institution's case for compliance. Upon request, the Vice President for Instruction provided additional documentation of annual reviews (Information Technology and University Transfers Annual Academic SLO Reports) for a five-year period that showed evidence of the five-year process. After review of those samples, the On-Site Reaffirmation Committee determined the institution provided sufficient evidence of the stated five-year review for its educational programs. The institution identifies expected outcomes, assesses the extent to which it achieves those outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs. The On-Site Reaffirmation Committee found the institution has made a case for compliance with this standard.

The institution may wish to consider a shorter assessment cycle, rather than its current five-year formal program review process. This may ensure better alignment of resources, student learning outcomes (SLOs), and student success criteria. A shorter assessment cycle can also produce prompt responses based on evaluation of employment trends, advisory committee feedback, student feedback, and the annual action items to document fulfillment of the institution's mission to provide educational programs and services to prepare all members of a diverse community to succeed in the ever-evolving industry atmosphere.

- 8.2.b Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.  
(*Student outcomes: general education*)

NCCCS oversees the general education competencies for the institution. The documentation provided includes the most recent general education (combined) course library. Each program is allowed to select general education courses as deemed relevant to the program. The Off-Site Reaffirmation Committee found sufficient evidence, specifically in the General Education Competencies Committee Outcomes document, to substantiate the claim that assessment of the General Education Curriculum occurs on a regular basis. In the Annual General Education Outcomes Report for 2021-22, the assessment process was outlined, which identified expected outcomes and competencies, along with the extent to which they were achieved, and improvement strategies based on analysis of the results. These were adequately illustrated within the Outcomes Report and Summary Table.

- 8.2.c Academic and student services that support student success.  
(*Student outcomes: academic and student services*)

The institution defines academic and student support services as: Academic Skills Lab, Advising, Career and College Promise Program, Corporate Education, Disability Services, Distance Learning, Enrollment Management, Financial Aid, Learning Resources (Library), Student Activities, Student Success, and

Workforce Development. All units of the institution follow the institutional effectiveness plan and adhere to a timeline for annual reporting. All academic and student support annual plans for 2020-21 and 2021-22 were provided and included outcomes, measurement and assessment methods, benchmarks, results and improvement plans. The Off-Site Reaffirmation Committee reviewed these reports and found that the institution assesses its academic and student support services and uses the results for continuous improvement planning.

## **Section 9: Educational Program Structure and Content**

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### **9.1 Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education.**

*(Program content)* [CR; Off-Site/On-Site Review]

The institution offers a variety of associate degrees, diplomas, and certificates designed for transfer and workforce preparation. The institution adheres to a state mandated (state board code: 1D SBCCC 400.10 Curriculum Program of Study) standardized curriculum process within the North Carolina Community College system for courses, credit hours, and program requirements, that align and are compatible with the mission of the institution. The Off-Site Reaffirmation Committee's review of the North Carolina Community College System (NCCCS) Curriculum Standards and the NCCCS Combined Course Library confirms that the curriculum guidelines are designed to ensure that programs embody coherent programs of study and are appropriate for higher education.

The institution provided minutes of Curriculum and Instruction Committee (November 2, 2022) as evidence that requests are properly vetted. The institution also provided an example of a program (i.e., Diploma in Practical Nursing) approval process through the NCCCS. A review of educational program plans in the institutions catalog outlines program course requirements as evidence that programs embody a coherent program of study. The institution also provided articulation agreements, curriculum maps, advisory committee minutes, and a list of programs that are held to state regulations and hold program accreditation.

The On-Site Reaffirmation Committee concurs with the findings of the Off-Site Reaffirmation Committee that the institution's educational programs embody a coherent course of study, are compatible with the stated mission and goals of the institution, and are based on fields of study appropriate to higher education.

The institution's curriculum standards and program approval process are developed according to the standards of the North Carolina Community College System (NCCCS) and North Carolina Administrative Code. These standards provide credit hour, program curriculum, course description, learning outcome, prerequisite/corequisite, and contact hour requirements for all of the institution's programs and courses. The degrees, diplomas, and certificates offered align with the institution's Mission and Strategic Plan.

An interview with the Vice President of Instruction/Chief Academic Officer confirmed that the NCCCS Curriculum Standards and the Combined Course Catalog ensure that the institution's programs embody a coherent course of study that is appropriate to higher

education. The institution publishes each program's course of study in the Academic Catalog and in Curriculum Maps.

The institution provided documentation of the program review policy to define how it maintains program quality. The curriculum and instruction committee and advisory committees are responsible for curriculum development and revision. The institution provided evidence of curriculum revision through curriculum and instruction committee minutes and program approval from the NCCCS. The On-Site Reaffirmation Committee found the institution has made a case for compliance with this standard.

- 9.2 **The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.**  
*(Program Length)* [CR; Off-Site/On-Site Review]

The Off-Site Reaffirmation Committee noted that the institution uses the traditional semester credit hour to measure course completion. Evidence was provided to confirm that all degree programs meet the 60-credit hour requirement for each degree offered. The college maintains the offering of associate degree programs in which program length appears to exceed minimum credit hour requirements in each case. Additionally, the college reports the process through which new programs are implemented and monitored through the NCCCS approval process.

The On-Site Reaffirmation Committee reviewed the College Catalog and interviewed the Vice President of Instruction and Academic Deans. The On-Site Reaffirmation Committee concurs with the findings of the Off-Site Reaffirmation Committee that the institution offers associate degrees that all have a minimum of 60 semester credit hours. The Committee found the institution has made a case for compliance with this standard.

- 9.3 **The institution requires the successful completion of a general education component at the undergraduate level that:**
- (a) **is based on a coherent rationale.**
  - (b) **is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.**
  - (c) **ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.**
- (General education requirements)* [CR; Off-Site/On-Site Review]

The institution's courses adhere to North Carolina Community College System standards, as well as the requirements of the UNC articulation agreement and include

the successful completion of at least 15 semester hours of general education requirements spread across the three focal areas required for this standard.

The Off-Site Reaffirmation Committee reviewed the documentation provided, which demonstrates that each degree program meets each of the components of this standard for general education. The institution identified four areas, which fall under general education: English/composition, humanities/fine arts, social/behavioral science, mathematics, and natural science. The Committee reviewed Table 9.3.1, which provided references to the general education requirements for each program offered. As it relates to breadth of knowledge, the NCCCS classifies which courses specifically satisfy general education requirements in a published General Education Matrix. As a member of NCCCS, the institution is required to comply with this requirement and demonstrate requisite compliance. Table 9.3.2 General Education Competencies, clearly defined the institution's General Education Competencies and corresponding objectives for each.

The On-Site Reaffirmation Committee concurs with the findings of the Off-Site Reaffirmation Committee that the institution requires a coherent and substantial general education component that ensures a breadth of knowledge in humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

The Vice President of Instruction/Chief Academic Officer and Deans were interviewed. The institution's minimum semester credit hour general education requirement is mandated by the North Carolina Community College System (NCCCS) Curriculum Standards and North Carolina Administrative Code. The On-Site Reaffirmation Committee confirmed that every undergraduate degree program offered by the institution has a minimum requirement of 15 semester credit hours of general education courses.

The institution's General Education Competencies are defined and the NCCCS determines which courses satisfy the institution's general education requirements. The On-Site Reaffirmation Committee found the institution has made a case for compliance with this standard.

- 9.4 At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree.  
*(Institutional credits for an undergraduate degree)*

The Off-Site Reaffirmation Commission found the institution provided appropriate procedures and examples of the 25% minimum requirement. The institution provided policies in writing, which were appropriately approved and published. This included policy 5.1.2, procedure 5.1.1.1, and transfer procedures. A maximum of 75% is clearly listed in the catalog, on the website, and communicated from the Registrar's Office.

The institution provides supporting documentation demonstrating a student satisfies all undergraduate academic credit requirements prior to graduation. The policy for acceptance of transfer credit was referenced from the college catalog, p. 23, 44, 164, 250, and policy manual (5.1.1 & 5.1.2). Review of graduation requirements as documented appeared to provide a framework for appropriate oversight of earned academic credits and approval for graduation.



- 9.5 At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.  
*(Institutional credits for a graduate/professional degree)*

**Not Applicable**

The institution does not offer a graduate or post-baccalaureate professional degree.

- 9.6 Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.  
*(Post-baccalaureate rigor and curriculum)*

**Not Applicable**

The institution does not offer a graduate or post-baccalaureate professional degree.

- 9.7 The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs.  
*(Program requirements)*

The Off-Site Reaffirmation Committee's review of the institution's Catalog 2022-2023, which is located on the institution's website, confirmed that the institution publishes requirements for its certificates, diploma, and degree programs. As evidenced by the catalog and other documentation showing examples of program plans of study, the Off-Site Reaffirmation Committee found that program requirements conform to commonly accepted standards and are appropriately represented on its website and other publications to the public and its internal constituents.

## **Section 10: Educational Policies, Procedures, and Practices**

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- 10.1 The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.  
*(Academic policies)*

The Off-Site Reaffirmation Committee reviewed the institution's published policies and procedures, cabinet and board agendas, examples of policy implementation, NCCCS Curriculum Standards, state statutes, articulation agreements, and other materials. The institution provided a summary of academic policies that adhere to principles of good educational practice in a variety of areas including curriculum, instruction, registration and grading, credit, and student code and grievances (Table 10.1.1 Summary of Academic Polices). The institution also provided several examples of how policies were developed, modified, approved, implemented, and published (Table 10.0102 Implementation of Academic Policies). In addition, the institution disseminates academic policies and procedures through a variety of printed and online publications, including

the catalog, syllabus, website, faculty handbook, and strategic plan. These practices ensure a proper representation of the programs and services of the institution.

- 10.2 The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.  
(Public information) **[Off-Site/On-Site Review]**

The Off-Site Reaffirmation Committee located academic calendars, grading policies, cost of attendance, and refund policies that are published in the general catalog, student handbook, and on the institution's website. The information is accessible to students and the public. The academic calendar is published in the student handbook, general catalog and online on the institution's website. The payment dates, withdrawal dates, refund's website dates, start of term, etc. were all listed on the student academic calendar. The academic calendar is also provided to students at new student orientation. The grading policy (policy 5.2.1 Attendance, policy 5.2.4 Grading System) is available in the general catalog, student handbook, and on each course syllabus. The policy provides information on quality points as well as expectations for being marked present in a course (not marked as not attending and dropped). The cost of attendance with tuition and fee cost by credit hour is available in the general catalog and on the institution's website. Book costs are available via the self-service student portal as well as a net price calculator, which is available on the institution's website. The institution's refund policy (policy 6.1.4) follows the North Carolina State Board of Community College's refund policy (SBCCC 900.1) and is published in the general catalog, student handbook and online on the institution's website.

The On-Site Reaffirmation Committee reviewed the academic calendar, grading policies, cost of attendance, and refund policies that are published in the College Catalog, student handbook, and on the institution's website, which are available to students and the general public. The On-site Reaffirmation Committee interviewed the Vice President for Instruction, the Admissions and Recruitment Coordinator, and Associate Vice President for Facilities and Administration in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

- 10.3 The institution ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students.  
(Archived information)

The Off-Site Reaffirmation Committee reviewed and located evidence that print and electronic copies of the institution's catalogs are available to current and past students. The institution archives college catalogs and relevant course information. The Registrar's Office archives catalogs 2015 to the present in a secure vault. Requests for catalog information can be made to the Registrar and copies of the relevant sections will be copied for distribution. Printed copies of the catalogs are also available in the institution's library from 1959 to present. Digital copies are also on the website *Digital NC*.

- 10.4 The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places

primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

*(Academic governance)*

The Off-Site Reaffirmation Committee reviewed the institution's published policies and procedures supporting faculty authority in academic and governance matters. The Off-Site Reaffirmation Committee determined that the institution has established processes that align with state policies govern the development, approval, and revision of academic programs and ensure that faculty have primary responsibility for the content, quality, and effectiveness of the curriculum. On the institution's website, the institution houses the Alamance Community College Policies and Procedures Manual. The institution provided examples of policies concerning academic matters and governance. The Faculty Affairs Committee (FAC) holds regular meetings and assists with the administration and governance of the matters at the college. The institution provided 27 committees in which faculty are involved in curriculum and institutional decisions. Minutes, such as the Curriculum and Instruction Committee meeting minutes from November 2, 2022, provide evidence of faculty authority and policy implementation.

- 10.5 The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

*(Admissions policies and practices)* **[Off-Site/On-Site Review]**

The Off-Site Reaffirmation Committee reviewed the institution's published admission policies and procedures, state policies, programs with additional or selective admissions, and other materials. The institution's admissions policies are consistent with its mission and are published in the general catalog and on the institution's website. The institution is an open access institution and provides information and pathways for admission based on prior education experience. The institution provided information sheets for selective admit programs, such as nursing, that have additional criteria for admission after a student is admitted to the institution. In addition, the institution adheres to the admission policy for the North Carolina State Board of Community Colleges outlined in SBCCC 400.2. The recruitment material provided is consistent with the institution's mission and outlines items needed and steps for admission. The institution also provided resources for the information available on the institution's website pertaining to international student admission as well as non-degree seeking students. The institution does not employ independent contractors for recruitment or admissions activities.

The On-Site Reaffirmation Committee reviewed the institution's published admissions policies and procedures, state policies, program with additional or selective admissions, and other materials to ensure that such policies are consistent with the institution's mission. The On-Site Reaffirmation Committee interviewed the Admissions and Recruitment Coordinator and Vice President for Student Success in support of the institution's case for compliance and affirms the finding of the Off-Site Reaffirmation Committee.

- 10.6 An institution that offers distance or correspondence education:

- (a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
- (b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
- (c) ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.

*(Distance and correspondence education)* **[Off-Site/On-Site Review]**

The Off-Site Reaffirmation Committee reviewed the institution's published policies and procedures, state policy, and other materials concerning verifying the identity and protecting the privacy of students in distance and correspondence education courses or programs. The institution provides a seven-digit student identification number to students to have access to the "My ACCess" account. This follows the guidelines for the North Carolina Community College Institutional Information Processing System (IIPS), as well as their own published policies 7.1.1 (acceptable use of information systems) and 5.3.2 (student code of conduct). Students taking online classes must access ProctorTrack to take a minimum of one online proctored exam per course, which verifies the students identify. Procedure 7.1.1.1 details the process of resetting passwords, which also validates the identity of the student. The institution does not charge additional fees associated with the verification of student identity for distance or correspondence education.

The On-Site Reaffirmation Committee interviewed a group of nine distance learning students and five faculty who teach distance learning courses. The On-Site Reaffirmation Committee also interviewed personnel who support the distance learning program including the Director of Distance Learning & Information Services, Instructional Support Technologists in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

- 10.7 The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.  
*(Policies for awarding credit)* **[Off-Site/On-Site Review]**

The Off-Site Reaffirmation Committee reviewed the state and the institution's published policies (Instruction Credit Hours Policy 4.1.8) and procedures, the student handbook, the NCCCS Curriculum Procedure Reference Manual, the Curriculum Course Review manual, and other materials. Courses that are offered by the institution are approved by the North Carolina Community College System (NCCCS) and listed in the NCCCS Combined Course Library (CCL). The level and amount of credit awarded for undergraduate coursework is established by the North Carolina State Board of Community Colleges of the NCCCS. The institution stated it has never had to initiate a change in course credit for CCL courses or proposed a new CCL course, therefore no documentation of the institution's faculty involvement is needed. The institution described the process that would be followed if a need to change course credit hours arises.

The On-Site Reaffirmation Committee interviewed the Vice President of Instruction/Chief Academic Officer and Deans. The North Carolina Community College System (NCCCS) maintains a Combined Course Library (CCL) that defines the amount and level of credit for all of the institution's credit courses. The On-Site Reaffirmation Committee confirmed the institution has never petitioned the NCCCS to change course credit or proposed any new courses to the CCL.

Also, the On-Site Reaffirmation Committee confirmed the institution publishes its policies for the amount and level of credit awarded in multiple documents and locations.

The institution does have a published policy to award credit from nontraditional sources including credit for military training courses taken while in the United States Armed Forces, credit by proficiency exams (non-curriculum to curriculum), credit by credential, non-curriculum to curriculum, Advanced Placement (AP), College Level Examination Program (CLEP) credit, International Baccalaureate (IB) credit, and credit for certain vocational courses as approved by the North Carolina High School to Community College Articulation Agreement. The On-Site Reaffirmation Committee found the institution has made a case for compliance with this standard.

- 10.8 The institution publishes policies for evaluating, awarding, and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.

*(Evaluating and awarding academic credit)*

The Off-Site Reaffirmation Committee reviewed the state and the institution's published policies (Acceptance of Transfer Students Credit Policy 5.1.2) and procedures, the general catalog, the student handbook, the Comprehensive Articulation Agreement (CAA), and other materials. The institution's use of the NCCCS Combined Course Library (CCL), guides such as the American Council on Education, forms such as Credit by Credential form, and transcript examples demonstrate that the institution ensures the academic quality of any credit or coursework recorded on its transcript, the credit awarded is comparable to a designated credit experience.

Although the institution follows a prescriptive method for approving credit through a published policy, policy 5.1.2 on pages 1-2, in the general catalog (p. 23), and in the student handbook (p. 119), it appears to the Off-Site Reaffirmation Committee that the institution may place responsibility for determining transfer credit with the Registrar and Admissions staff (i.e., the institutions Transcript Analyst). It was not clear to the Off-Site Reaffirmation Committee whether or how persons with appropriate academic qualifications approve decisions to award transfer credit. Therefore, the Off-Site Reaffirmation Committee could not confirm the institution's policy ensures appropriate oversight and approval by persons holding appropriate academic credentials rather than admissions and records office personnel in relation to awarding credit based on transcript review.

The institution is a member of the North Carolina Community College System (NCCCS) which has a common course numbering system across all 58 community colleges within the state. The Transcript Analysts, under the supervision of the Registrar, evaluates and



transcripts courses based on this common course numbering system. If courses are taken outside of the NCCCS and the course descriptions are unclear, the Transcript Analysts seeks guidance and approval from the appropriate Dean or Department Head over the specific content area. The Dean or Department Head are considered subject matter experts in their respective disciplines. The On-Site Reaffirmation Committee reviewed evidence, interviewed the Registrar and the Transcript Analysts, and found the institution does ensure credit originating from another institution is approved by persons who are academically qualified to make these necessary judgements. The On-Site Reaffirmation Committee found the institution has made a case for compliance with this standard.

- 10.9 The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.  
(*Cooperative academic arrangements*)

**Not Applicable**

The institution has no cooperative academic agreements.

## **Section 11: Library and Learning/Information Resources**

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- 11.1 **The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.**  
(*Library and learning/information resources*) [CR]

The institution's Learning Resource Center provides a library, tutoring /writing center for students and faculty and special collections for the community.

The library has adequate print resources for the instructional needs of the institution. Statistics provided show the percentage of print resources for the different academic divisions and show that collection development purchases have increased yearly. Through a collection development policy, faculty are asked to review their area of instruction and make recommendations for purchases. The library also has access and licenses to electronic databases and eBooks. Through *North Carolina Libraries for Virtual Education (NC Live)*, the library has access to major databases. From faculty requests, the library also purchases licenses to smaller subject specific databases. In addition, students and faculty can also request resources through three interlibrary loan providers and cooperative agreements. The library 24/7 webpage has links to all the only resources, and the discovery search tool *Summon* will search all databases at the same time. Course and subject guides are also provided on the webpage. Usage statistics show that the library resources are used by students and faculty.

Information about the library is provided through a quarterly newsletter *In Reference*. The library also provides live instruction by a degreed librarian at both campuses and at dual-enrollment sites. Faculty are regularly reminded to schedule a library instruction class. For distance learning and dually enrolled students, and students in off-campus instruction sites, the library has a distance learning web page with access to all

resources. For students in one of these classes who are unable to come to campus for resources, the library will mail resources to the students. Also, for distance education classes, the library provides an embedded librarian.

The library also provides computers, printers, scanners, for students. Laptops are available to take to campus hotspots. Individual and group study rooms are available in the library. The Learning Resource Center also provides a Tutoring and Writing Center. Computers, printers, and software are provided. Tutors are provided at no cost to the student.

The institution conducts yearly student satisfaction surveys. The response *Don't Know* has risen since 2021-2022. The library staff are working to get more information to students about the library services to reduce the *Don't Know* survey answer.

- 11.2 The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution.  
*(Library and learning/information staff)*

The institution's Learning Resource Center has sufficient professional and non-professional staff with education and work experience to accomplish the mission of the Library and Tutoring/Writing Center.

The Library Director reports directly to the Vice President of Instruction. The library employees five full-time degreed librarians, six part-time degreed librarians, four non-degreed library assistants, and student assistants. The full-time librarians manage reference, instruction, and technical services, while the part-time librarians work in those areas. The library assistants work in circulation, shelving, and various positions in technical support.

The library provides several opportunities for professional development including virtual workshops and annual state library conventions. The institution supports professional development for all library employees.

The Tutoring/Writing Centers are staffed by a full-time director and part-time staff who have academic degrees and relevant work experience for course specific tutoring. Opportunities for professional development are available to the staff.

- 11.3 The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources.  
*(Library and learning/information access)*

The institution provides library services to both students and faculty and also provides instruction of library resources.

The library is located at the Graham (Main) campus. The library is open 62.5 hours a week, Monday through Saturday. Both students and faculty have equal access to library resources. Community users can also apply for a library card and have the same access as students and faculty.

Dillingham campus students, online students, dual enrolled students, and off campus sites students have electronic access to library resources 24/7. Reference librarians are available by telephone during library hours. The library also encourages questions through chatting. North Carolina Community Colleges sponsor a chat service, *Ask a Librarian*. Librarians monitor the chat between 8am to 5pm after which the chat service answers questions. A log of chatting is kept by the library.

The library provides interlibrary loan services for students and faculty. If a student not at the Graham campus is unable to pick up requested resources, the library will mail the resources to the student.

The library also surveys students and faculty on the effectiveness of library instruction, and Satisfaction Surveys are also conducted with both students and faculty.

## **Section 12: Academic and Student Support Services**

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### **12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. (Student support services) [CR Off-Site/On-Site Review]**

The Off-Site Reaffirmation Committee reviewed the information provided by the institution on appropriate academic and student support services consistent with its mission. The institution provides information on academic and student support resources at new student orientation as well as lists them in the catalog and on the institution's website. Student support resources are managed by the Vice President of Student Success and include admissions, testing and assessment, financial aid, veterans' services, single stop, registrar, food pantry, disability services, counseling, career services, and student activities. The academic support resources are managed by the Vice President of Instruction and include academic advising, new student orientation, library, writing center, tutoring center, success coaching, and center for development and leadership. On-campus and online orientations are available to students. Academic advising is available to students in person and virtually for regular students and in the high schools for dual enrollment students. Counseling, VA support, etc. are also available in person and online tutoring is addressed in standard 11.1 but is available in person and online.

The On-Site Reaffirmation Committee reviewed the information provided by the institution regarding appropriate academic and student support services consistent with its mission. The On-Site Reaffirmation Committee interviewed the Vice President for Instruction, Vice President for Student Success, and the Department Head for Academic Advising in support of the institution's case for compliance with this standard and affirms the findings of the Off-Site Reaffirmation Committee.

### **12.2 The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution. (Student support services staff)**

The Off-Site Reaffirmation Committee reviewed organizational charts, satisfaction surveys, qualifications of staff, and other materials regarding student support services staff. The student success division is broken into three departments; enrollment management, financial aid, and student support. Each department has a director or associate vice president. Each director or vice president has additional staff that support the work of the department. The college provided organizational charts for each area as well as job descriptions and relevant work experience for the staff who lead the support areas. Those staff and accompanying experience meet the requirement for this standard. Upon review of standard 11.2, the tutoring center does employ adequate staff who meet credentials for the positions.

- 12.3 The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community.  
*(Student rights)*

The Off-Site Reaffirmation Committee reviewed the institution's published policies and procedures, reports, and examples regarding student rights and responsibilities. Review of these items found that the institution publishes statements of student rights and responsibilities in the student handbook, catalog, and online on the institution's website. In addition, specific grievance rights under SARA for distance learning students are published on the institution's Distance Learning website. This information is disseminated at new student orientation and online student orientation for distance learning courses. Orientation is offered in person and virtually. The slides from the orientation were provided and are adequate. Rights and responsibilities are also listed in the procedure manual under 5.3.1. The code of conduct is listed in the procedure manual under 5.3.2. The annual security report is posted on the college's website as well as in the catalog. FERPA notice is available on the website and in the catalog.

- 12.4 The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.  
*(Student complaints)* **[Off-Site/On-Site Review]**

The Off-Site Reaffirmation Committee reviewed the institution's student complaint policies and procedures in the policy manual under 5.3.6, on the institution's website, and in the student handbook and found the policies and procedures to be clear and appropriately published. The policy outlines the steps and protocols for formal grievances and procedures. Appeals are decentralized depending on the nature of the infraction (academic or conduct). As evidence of implementation, an example of a transcript grievance was provided that was submitted by the student via email. A student complaint log was provided that contained student name, date, program, type of complaint, resolution, and the date the resolution was rendered. The Vice President of Student Success and the Vice President of Workforce Development maintain the complaint log. Policy 5.3.6 outlines student grievances, in writing, to the Vice President of Workforce Development or the Vice President of Student Success. The administrators have 10 business days to provide a written decision after receipt of the grievance. Based on the complaint log, grievances were addressed within the 10-day timeframe. Students who are not satisfied with the decision can appeal under policy 5.3.2.1. This policy and procedure is published in the student handbook and the college catalog. Grade appeals are outlined in procedure 5.2.5.1.

The On-Site Reaffirmation Committee reviewed the institution's student complaint policies and procedures and found them to be clear and appropriately published. The On-Site Reaffirmation Committee reviewed the institution's complaint logs. The On-Site Reaffirmation Committee interviewed the Vice President for Instruction and Vice President for Student Success in support of the institution's case for compliance with this standard and affirms the findings of the Off-Site Reaffirmation Committee.

- 12.5 The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data.  
(*Student records*)

Off-Site Reaffirmation Committee reviewed the institution's policies, state guidelines and schedules, and other materials concerning the security, confidentiality and integrity of student records. The institution follows FERPA guidelines and the North Carolina Community College System Records Retention and Disposal Schedule guidelines. Student records and integrity of those records are published in the institution's catalog and the student handbook. Annually the institution emails this information to students and the information is also provided to students at new student orientation. The institution facilitates faculty/staff FERPA training through SafeColleges. Student record protection is outlined in policy 5.4.2, 5.4.2.1, and 5.4.2.3. Faculty/staff access to student records is granted after completion of the Student Information System Access Form. The institution provided a chart that outlines the type of student record and the custodian of those records and where the records are stored. In addition, the institution uses several types of technology for intrusion protection, exterior filtering, and system backup (i.e., ArticWolf, PFSense Firewalls, Amazon Web Services (AWS), AWS-EC2 with Amazon Elastic Block Store).

- 12.6 The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.  
(*Student debt*)

The Off-Site Reaffirmation Committee reviewed the information provided by the institution and found that the institution provides a variety of counseling and training opportunities to keep students informed of positive debt management. The institution offers financial literacy workshops throughout the year as well as providing 3-5 minutes video on the institution website related to financial literacy for students to view as their leisure. The institution publishes a document titled: *20 Things You Need to Know about Financing College*, and other documents, which provide guidance to financial aid resources, and opportunities to participate in financial literacy workshops. The ACA 122 course contains financial planning topics as well as the course HRD 3008-Money Smart and MAT 143 where the curriculum discussed interest, savings, and borrowing. The institution does not participate in the federal student loan program.

## **Section 13: Financial and Physical Resources**

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- 13.1 **The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.**



*(Financial resources)* [CR]

The Off-Site Reaffirmation Committee found the following information demonstrates the institution has a stable financial base: total and unrestricted net positions, position statement on reporting structure due to GASB changes (in narrative and in the provided audit), ratio of capital assets to net capital investments, ratios of current assets to liabilities, and ratio of cash and investments to current liabilities. The institution's narrative is confirmed by an independent audit (Financial Statement Audit Report June 30, 2022).

The institution has experienced a 5-year growth in unrestricted net position from \$2,403,600 in FY2018 to \$5,814,144 in FY22. The ratio of capital investments to capital assets has remained stable over the previous 5 years and the institution has been investing in infrastructure via both a \$39,600,000 local bond and a \$6,000,000 state bond. While both ratio of current assets to liabilities and ratio of cash and investments to current liabilities have decreased in the most recent 5-year period, both remain positive, and the institution appears to have the resources needed to cover current liabilities. The institution did a good job within the narrative notating the supply chain and other challenges that are impacting the ratio of cash to current liabilities, a factor that all community colleges are and were experiencing at the end of FY2022. Further, the college's total net position and financial audit clearly illustrates the influx of COVID-19 related dollars. The compliance narrative clearly indicates the rationale for the noted decreases in tuition and fees and the use of the federal funds to aid students while maintaining the fiscal viability of the institution. Utilizing data from the financial statements and information provided in standard 13.2 and 13.3, it appears to the Off-Site Reaffirmation Committee that the institution has a sound financial position to support the mission of the institution and the scope of its programs and services.

13.2 **The member institution provides the following financial statements:**

- (a) **an institutional audit (or Standard Review Report issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a system-wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide.**
- (b) **a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.**
- (c) **an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.**

*(Financial documents)* [CR]

The Off-Site Reaffirmation Committee reviewed the institution's audit reports (2022, 2020, and 2018), Statement of Financial Position of UNAEP, annual budget, and other materials. All audits reflected an unmodified opinion. The audits were completed by the external certified public accounting firm S. Preston Douglas & Associates, LLP. A schedule of unrestricted net assets exclusive of plant and plant-related debt was provided for a five-year period indicating positive trends. The annual operating budget encompasses input from stakeholders and is reviewed and accepted by the college's Board of Trustees as outlined in the institution's policy (Policy 6.2.1 Fiscal Year and

Budget Process), who have authority to modify the budget via Board Resolution as necessary to meet the needs of the institution.

- 13.3 The institution manages its financial resources in a responsible manner.  
*(Financial responsibility)*

The ending net position of the institution has increased from \$19,481,490 to \$41,615,756 between FY2018 and FY2022. Operating expenditures (which are well defined in the narrative), as explained in the narrative suffered a significant reduction in FY2022 due to the enrollment impact of the pandemic. However, documents provided, and as seen in the audit, indicate use of federal funds to offset portions of this operating expenditure by aiding students in tuition and fee payment. While the data provided indicates a decreasing net position in the fiscal years of FY2018, 2019, and 2020, the institution appears to have reversed that trend in fiscal years FY2021 and 2020 even when accounting for the influx of federal HEERF funds. This, along with the provided information on the college budget processes, discussion on monitoring and controls, and review of both state and local policy on fiscal management practices provided as evidentiary documentation to the narrative, which confirms to the Off-Site Reaffirmation Committee that the institution manages its financial resources in a responsible manner.

- 13.4 The institution exercises appropriate control over all its financial resources.  
*(Control of finances)*

The Off-Site Reaffirmation Committee's review of the narrative and documents indicate that the institution exercises appropriate control over all its financial resources. The institution's FY2018, 2020 and 2022 audits are unmodified (highest possible) and indicate no deficiencies in internal control. Ample policy guidance and training appears available to ensure personnel are well versed in duties and responsibilities pertaining to the exercise of financial control. A cash management plan is in place. The institution provided external financial audits for three consecutive audits periods wherein the auditors found no deficiencies in the college's internal controls.

- 13.5 The institution maintains financial control over externally funded or sponsored research and programs.  
*(Control of sponsored research/external funds)*

The Off-Site Reaffirmation Committee's review of the narrative and documents indicate that the institution maintains financial control over externally funded or sponsored research and programs. The institution provided documentation that demonstrates the necessary grant tracking methodologies to approve acquisition of grants and to apply internal controls to grant activities. The institution provided external financial audits for three consecutive audits periods wherein the auditors found no deficiencies in the institution's internal controls.

- 13.6 The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education.  
*(Federal and state responsibilities)* **[Off-Site/On-Site Review]**

The Off-Site Reaffirmation Committee's review of the narrative and documents indicate that the institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and audits financial aid programs as required by federal and state regulation. The institution provided documentation from USDOE, such as the ECAR, and the colleges Program Participation Agreement. The institution did not receive any findings related to the Title IV programs in the North Carolina Statewide Single audit report that was subsequently reviewed and accepted by the Office of Federal Student Aid in the United States Department of Education. The institution's cohort default rate is zero because it no longer participates in the Direct Loan Program.

The On-Site Reaffirmation Committee concurs with the findings of the Off-Site Reaffirmation Committee that the institution is in compliance with the required responsibilities under Title IV and audits its financial aid progress as required by federal and state regulations. Appropriate documentation confirmed institutional practices at the state and federal level. The institution has made a case for compliance with this standard.

- 13.7 The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.  
*(Physical resources)* **[Off-Site/On-Site Review]**

The Off-Site Reaffirmation Committee's review of the narrative and documents indicate that the institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission related activities. The institution provided survey results from employees and students and facilities use studies in order to document satisfaction with the physical facilities. The institution provided a facilities master plan in order to demonstrate future planning for the institution's needs. The institution appears to keep its facilities up-to-date with renovations every few years as applicable. A recent bond allocation is adding new and innovative facilities (3 new buildings and 1 renovation) and spaces to the institution. Annual inspections ensure the safety of operation of mechanical systems. The institution appears to have adequate physical facilities and resources to support the mission of the institution.

The On-Site Reaffirmation Committee concurs with the findings of the Off-Site Reaffirmation Committee that the institution is in compliance with ensuring that it maintains adequate physical facilities and resources, both on and off campus. The institution maintains two campus sites with guidance from a Facilities Master Plan. The institution utilizes an online work order system for staff to request preventative maintenance and updates. Capital projects are prioritized according to the Facilities Master Plan, approved by the Board of Trustees, and implemented under the leadership of the Associate Vice President of Administrative Services & Facilities. User satisfaction data regarding facilities was provided from a Spring 2022 Employee Survey and a Spring 2022 Student Survey. The institution annually inspects its facilities, conducts scheduled maintenance, maintains a physical inventory of equipment, and provides a technology infrastructure. The Associate Vice President of Administrative Services & Facilities was interviewed. The On-Site Reaffirmation Committee found the institution has made a case for compliance with this standard.

- 13.8 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.  
(*Institutional environment*)

The Off-Site Reaffirmation Committee's review of the narrative and documents confirms that the institution takes reasonable steps to provide a healthy, safe, and secure environment for its constituents. The institution has an emergency response plan, utilizes the Alertus Mass Communication system for communication, Cleary Act and crime log information is available, camera banks are in use for safety purposes, and the institution security force is led by a Director of Public Safety. Evidence of employee training through the Safe Colleges program was provided. Drill logs indicate evidence of implementation of the emergency response plan and efforts of institution employees to ensure student safety. An Emergency Coordination group exists to manage crisis scenarios and the group follows National Incident Management System (NIMS) protocols and standards. The institution acknowledges that it has not had any investigations by the U.S. Department of Education's Office of Civil Rights for possible violations alleging sexual violence.

## **Section 14: Transparency and Institutional Representation**

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- 14.1 The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.  
(*Publication of accreditation status*) [**Off-Site/On-Site Review**]

The Off-Site Reaffirmation Committee reviewed the *College Catalog* and webpage screenshots and found the statement does not accurately reflect the statement in the SACSCOC policy statement *Institutional Obligations for Public Disclosure*. The SACSCOC Board revised the policy statement in December 2022. The institution stated it does not operate branch campuses. The Off-Site Reaffirmation found off campus instructional sites were clearly explained in the Institutional Summary Form.

The On-Site Reaffirmation Committee reviewed numerous documents and online publications and found the institution was in compliance with this standard. The Statement of Institutional Representation is accurately reflected in the current College Catalog and on the institution's website. The On-Site Reaffirmation Committee also noted the institution does not operate branch campuses. The institution has made a case for compliance with this standard.

- 14.2 The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC's policy.  
(*Substantive change*)

The Off-Site Reaffirmation Committee found that the institution has developed and published an internal policy and procedure (*ACC Policy 4.2.8 Substantive Change Policy*) that addresses matters of conformity with the Commission's substantive change policy. The institution's detailed procedures are designed to ensure all substantive

changes are reported in accordance with SACSCOC policy. The institution provided a list of substantive change items approved by SACSCOC from 2021 through 2023. The institution provided 10 instances of substantive change response letters from the Commission.

- 14.3 The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.  
(*Comprehensive institutional reviews*) **[Off-Site/On-Site Review]**

The Off-Site Reaffirmation Committee reviewed all appropriate standards and policies. The information included a mixture of modality of courses. Procedures are applied to all distance learning programs and off-campus instructional sites. Links to other standards were also included. The narrative listed each relevant standard and core requirement and provided brief descriptions of how the institution has addressed the distance learning programs and off-campus instructional sites. The institution does not have branch campuses. However, several of the MOUs provided were not signed (i.e., Chapel-Hill, Clover Garden School, and River Mill Academy).

The On-Site Reaffirmation Committee reviewed appropriate standards and policies related to distance learning and off-campus instructional sites. The On-Site Reaffirmation Committee interviewed faculty, staff and students taking classes at off-campus instructional sites and via distance learning. The institution provided updated MOU'S for Chapel-Hill, Clover Garden School, and River Mill Academy that included all necessary signatures. The On-Site Reaffirmation Committee found the institution applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites. The institution has made a case for compliance with this standard.

As previously mentioned, the institution does not operate any branch campuses.

- 14.4 The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy "Accrediting Decisions of Other Agencies.")  
(*Representation to other agencies*) **[Off-Site/On-Site Review]**

The Off-Site Reaffirmation Committee found that in addition to its accreditation by the Commission, the institution is accredited by one accrediting agency that is recognized by the U.S. Department of Education. That is the American Dental Association, Commission of Dental Accreditation (CODA).

The institution provided a copy of the accrediting agency's last accreditation decision (*CODA Approval ACC DA 02-22*), provided evidence via the accreditation decision documents that the agency did not take any negative action, and provided the dates of the agency's most recent visit and the year the institution will be responsible for reaffirmation.

Additionally, the Off-Site Reaffirmation Committee found in the decision documents that the institution informed CODA that it had been removed from warning by the Commission, which confirms the institution represents itself accurately and informs agencies of any changes in accreditation status.



After a thorough review of documentation provided by the institution, the On-Site Reaffirmation Committee concurs with the findings of the Off-Site Reaffirmation Committee that the institution represents itself accurately and informs agencies of any changes in accreditation status. The On-Site Reaffirmation Committee found the institution has made a case for compliance with this standard.

- 14.5 The institution complies with SACSCOC’s policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current *Principles of Accreditation*.  
(Policy compliance)  
(Note: For applicable policies, institutions should refer to the SACSCOC website [<http://www.sacscoc.org>])

14.5.a **“Reaffirmation of Accreditation and Subsequent Reports”**

**Applicable Policy Statement.** If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution’s role within that system.

**Documentation:** The institution should provide a description of the system operation and structure or the corporate structure if this applies.  
(Policy compliance: “Reaffirmation of Accreditation and Subsequent Reports”)

14.5.b **“Separate Accreditation for Units of a Member Institution”**

**Applicable Policy Statement.** If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. If the Southern Association of Colleges and Schools Commission on Colleges determines the unit should be separately accredited or the institution requests to be separately accredited, the unit may apply for separate accreditation from any institutional accrediting association that accredits colleges in that state or country

**Implementation:** If, during its review of the institution, SACSCOC determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, SACSCOC will use this policy to recommend separate accreditation of the extended unit. No response is required by the institution.  
(Policy compliance: “Separate Accreditation for Units of a Member Institution”)

In the institution's response to the *Institutional Summary Form*, the institution identified itself as being part of a system. The institution provided a table with correspondence between the institution and the Commission for 2021, 2022, and a portion of 2023. Although the Off-Site Reaffirmation Committee could not locate information detailing the role of the institution within the North Carolina Community College System in this Standard (14.5), the On-Site Committee discovered the appropriate documentation in Standard 4.3 *Multi-Level Governance*. The institution does not have an extended unit.

**Additional observations regarding strengths and weaknesses of the institution.**  
(optional)

Neither the Off-Site Reaffirmation Committee nor the On-Site Reaffirmation Committee wrote additional observations regarding strengths and weaknesses of the institution.

## **Part III. Assessment of the Quality Enhancement Plan**

*To be completed by the On-Site Reaffirmation Committee.*

### **Brief description of the institution's Quality Enhancement Plan**

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#### Overview of QEP

The Quality Enhancement Plan (QEP) for Alamance Community College (ACC) is entitled "Get on the RAFT: Rise and Flourish Together." The mascot for the college is *Haw*, a river otter named for the river next to the campus. The word "raft" acknowledges that otters are known to rest in a raft composed of other otters. The campus intends that students will be connected with and feel support from one another and the campus as a function of the QEP.

The QEP was carefully developed over a year and was designed to build upon the ACC strategic plan (which is renewed every three years). In a first iteration of the QEP, there was not clear consensus on the topic for the QEP. In a second iteration, the campus decided to go along with the overwhelming recommendation of the students, which was not the selection of others on campus. This reflects ACC's intentionality in listening to and supporting students.

The QEP is centered on the Public Health Prevention Framework addressing awareness and prevention, early intervention, and ongoing support of students' mental health. Mental health services will be integrated into the Student Support Center which attends to other services such as the food pantry; disability services; the Diversity, Equity, and Inclusion office; and the success coaches.

The QEP outlines a thorough inventory of actions steps which will improve mental health awareness, enhance mental health resources and services, and foster a supportive and inclusive campus environment.

The QEP was developed after the campus compiled an impressive and inclusive review of the literature, including the most recent research and practices developed nationally as a function of the significant increase in issues with mental health in recent years. The data upon which ACC based its decisions were comprehensive and included both quantitative and qualitative measures. The plan includes quotations from students which bring to life their identification of mental health as important.

The budget is modest but adequate for continuing to implement and then assess the QEP. The plans for assessment are both broad and deep. The targets delineated in the QEP are significant, reflecting ACC's high aspirations for improving student academic performance as a function of their attention to mental health.

## **Analysis of the Quality Enhancement Plan**

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- A. **Topic Identification.** *The institution has a topic identified through its ongoing, comprehensive planning and evaluation processes.*

The identification of the QEP topic aligns with the four priorities of the institution's 2022-2025 Strategic Plan. During the planning stages, the Strategic Plan Committee formed a QEP Topic Selection Committee that identified four topics. Each topic was led by a subcommittee that developed three possible QEP topics, for a total of 12 potential topics that were forwarded to the institution's SACSCOC Leadership Team. Three potential QEP topics emerged and were voted on by faculty, staff, and students in Fall 2022.

It was determined that the first survey results were inconclusive, so additional focus groups with stakeholders were conducted to provide more information on the three potential QEP topics. A second survey was conducted in November 2022, and the results indicated that the "Growth Mindset/Mental Health" topic was the most popular.

The institution analyzed key student success indicators to determine that a student success topic should be addressed in the QEP. This analysis indicates the institution's commitment to identifying a QEP topic through comprehensive planning and evaluation.

- B. **Broad-based Support.** *The plan has the broad-based support of institutional constituencies.*

Alamance Community College's QEP, "Get on the RAFT: Rise and Flourish Together," has as its goal to improve student success through enhanced and integrated mental health awareness, early intervention, support, and services for students.

The institution's planning and evaluation processes begins with the multi-year strategic plan. Every three years, the institution engages in a strategic planning process to determine new areas of focus that allow the institution to best meet the changing needs of students, Alamance County, and the region. The most recent strategic plan development process occurred in academic year 2021-22 and was led by a broad-based Strategic Planning Committee that engaged the internal (Board of Trustees, students, faculty, staff) and external communities (Rotary Club, Ruffalo Noel-Levitz employees, Alumni, etc.) through numerous focus groups and surveys.

Concurrent with the development of the strategic plan, a QEP Topic Selection Committee was formed, which included full-time faculty and staff, representing a cross-section of the institution. Through the strategic plan development, three potential QEP topics emerged, Distance Learning, Growth Mindset Mental Health, and First Year Experience. Additional surveys and focus groups were conducted with faculty, staff, and various student groups to discuss the three topics in more detail and better understand the implications of selecting one as the next QEP topic. The data suggested that First Year Experience should be the topic, but due to written student comments, the QEP committee was heavily in favor of a topic that prioritized mental health/wellness and building a college community following the global pandemic.

This thorough and inclusive process ensures that the QEP aligns with the institution's mission and strategic plan and has the potential to be integrated successfully into the

institution's culture. It also demonstrates a commitment to involving all relevant stakeholders and constituencies in the development and execution of the plan.

- C. **Focus of the Plan.** *The institution identifies a significant issue that focuses on improving specific student learning outcomes and/or student success.*

Alamance Community College's QEP, titled "Get on the RAFT: Rise and Flourish Together," has an overall goal to improve curriculum student success through enhanced and integrated mental health awareness, support, and services. The QEP identified why focusing on the topic of mental health is important to its mission and provided a clear plan of how they will address the identified critical issues to lessen the impact of mental health on students' academic success

Objectives addressed in this QEP:

- Improve Mental Health Awareness;
- Enhance Mental Health Resources and Services;
- Foster a supportive and inclusive campus environment.

The QEP Committee identified five best practices that research shows will improve student success through mental health awareness, support, and services. Those best practices include employing an overall organizing framework; integrating mental health services into the broader college; prioritizing student mental health by college leadership; recognizing that different student populations need different kinds of support; and engaging students to provide guidance and feedback.

The QEP includes several activities to support each of the three objectives of the plan. To support Objective 1 (improve mental health awareness), the institution plans to provide "First Aid" training in mental health awareness and recognition of warning signs. The institution plans to use evidence-based mental health training models such as QPR (Question, Persuade, Refer), the REDFLAGS Model to recognize warning signs, Safe Zone training designed to provide support for LGBTQ+ individuals, and trauma-informed practices. The institution also plans to launch a campus-wide mental health awareness program designed to destigmatize mental health and promote available student support services. Lastly, the institution will promote mental health strategies through programming and services such as creating a Mental Health Awareness Club for students.

To support Objective 2 (enhance mental health resources and services), the QEP has five activities planned. The first strategy of increasing counseling staff has already begun with hiring the Director of Wellness and Student Support in August 2023. In the second year of the QEP, they will review college policies and procedures for referring student in urgent and non-urgent situations. The last three activities will be ongoing including improve telehealth services, expand partnerships with community mental health providers and support faculty and staff mental health. The Mental Health Taskforce, in collaboration with others on campus, will be responsible for expanding these resources so that students, faculty, and staff have 24/7 access to telehealth for mental health issues.

For Objective 3 (foster a supportive and inclusive environment), the QEP has two activities: provide faculty and staff training in practices that promote inclusivity, empathy,



and cultural awareness along with providing student activities that foster a sense of community for students.

The institution has provided a clear and focused plan that has defined activities to achieve the overall goal and objectives of this QEP.

D. **Institutional Capability for the Initiation, Implementation, and Completion of the Plan.** *The institution provides evidence that it has committed sufficient resources to initiate, implement, and complete the QEP.*

The QEP has documented institutional capacity for the implementation and completion of the plan. Since the QEP is aligned the institution's 2022-25 strategic plan, titled *ACC Forward*, some of the initial work, such as hiring the Director of Wellness and Student Support, has already begun. In addition, the institution has committed to hiring credentialed counseling employees in the Disability Services Coordinator and the grant-funded TRIO Advisor position. The QEP Director will be selected from existing full-time faculty and will be given an annual stipend of \$8,194 or a reduction of duties. The institution plans to have the QEP Director selected by the end of the fall 2023 semester.

The QEP plans to leverage faculty and staff training that has already be initiated on campus but expand on it to be a part of the overall framework focused on mental health awareness and support. There are a number of employees that have already taken the QPR suicide prevention, Mental Health First Aid, and/or Safe Zone trainings. The QEP budget includes training addition employee in these classes so that the institution can maintain a core of trained employees as individuals leave. Mental Health First Aid has free online training, but the QEP will fund training to have five additional certified Mental Health First Aid Trainers over this 5-year project. The institution will use the train-the-training model whenever feasible to provide an abundance of training opportunities with minimum costs.

The organizational structure and budget for the QEP is appropriate for the institution. The institution budgeted \$164,179 for the prep year (2023-2024) of the QEP and an additional \$145,174 each year for the five academic years of 2024-25 through 2028-29. The annual budget includes paying for telehealth services, Healthy Minds Study (done annually), QEP Director stipend, 50% of the salary and benefits for TRIO Advisor, ongoing training, and merchandise for awareness campaign. While the budget does not include any increases in salaries or other costs, the institution has demonstrated a sound financial base and the ability to support the QEP goals and activities even if unexpected increases arise. The QEP Budget doesn't include other personnel the institution has committed to hire that will support the overall goal and objectives of the plan including the Director of Wellness and Student Support and Disability Services Coordinator.

E. **Assessment of the Plan.** *The institution has developed an appropriate plan to assess achievement.*

The Institution has demonstrated that the intended outcomes of the QEP are specific, measurable, and clearly related to student success. The QEP assessment plan will utilize direct and indirect measures to determine student success. Direct measures include data collection on fall-to-spring retention rates, fall-to-fall retention rates, and

completion rates with baseline and target percentages set for each collection year. The Institution will also utilize disaggregated data generated in the Annual Program Reports and the NCCCS Performance Measures Report to ensure student populations, who were previously identified as struggling, are supported in a timely manner. Indirect measures will be from surveys that gain feedback from faculty, staff, and students. The Institution will utilize internal and external mental health surveys with specific intended outcomes for students and specific intended outcomes for faculty and staff. The external survey will also allow for a peer comparison with more than 530 other postsecondary institutions. Therefore, the assessments for the Institution's QEP are appropriate to measure and directly assess the intended outcomes.

Personnel from the Office of Research and Institutional Effectiveness and the QEP Director have been identified as responsible for ensuring appropriate assessment measures are implemented and the results are disseminated appropriately. The assessment plan includes annual formative assessments in order to make adjustments as needed in a timely manner before the next academic cycle. The results will be analyzed by the Mental Health Task Force committee to identify areas that need improvement. The President's Cabinet and college-wide stakeholders will also be informed of the results. Summative assessments will be provided in the QEP Impact Report at the end of the five-year period.

## **Analysis and Comments for Strengthening the QEP**

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The QEP is an excellent plan, well developed after a careful review of the literature and best practices. Some comments presented by the On-Site Committee for the purpose of improving the QEP's positive impact on student success are:

Mental health is important for all students, and ACC notes the disparity in outcomes for under-represented students, setting targets for student performance for all students but giving special attention to students who are under-represented.

The number of students identified as displaying mental health issues is quite small, suggesting that many students are not reporting, perhaps to avoid stigmatization or consistent with social norms. The overwhelming support for the topic of the QEP, reinforced by the powerful student qualitative data, affirms the importance of this work.

Faculty and staff training will be important as included in the QEP as only half the employees taking the survey reported they know what resources are available.

The data - qualitative and quantitative - studied during the development of the QEP is a model for other institutions.

The activities of the QEP should result in an increased sense of belonging for students (being on the "Raft"), shown to have a positive relationship with academic success (Yeager).

The success rate of black males is higher than that of black females. That is not consistent with data at other institutions. What accounts for this outcome? There is mention of support for males, but the On-site Committee believes the institution should consider developing structural support initiatives for females.

Student comments about ACC and about the QEP are uniformly informed and supportive. Students talk about how helpful and supportive they find the faculty and staff. They appreciate the opportunity to work on campus. They recognize the impact that COVID and other societal factors have had on students' lives and appreciate ACC's attention to mental health. Asked about areas where they would appreciate improvement, students mentioned parking, hot food service, and the importance of the library returning to the original space in Building G.

Faculty and staff are very committed to the success of the QEP. Attention to the topic has made mental health more salient on campus. Faculty and staff celebrate formal and informal efforts to enhance mental health (the health fair, the cart distributing goodies). One faculty member has scheduled a mental health day, a class time without formal content but rather devoted to students catching up with themselves and one another. Another mentioned providing the opportunity for students to have contact with animals, often a means of enhancing mental health. Faculty also addressed the contexts where the curriculum exacerbates mental health issues (course when euthanasia of animals is discussed, EMT training and experiences, etc.). Faculty have formed a "fun committee," an informal group providing means for faculty and staff to support one another. A LibGuide prepared by library staff on mental health resources will be made available for faculty use.

The leadership team for the QEP is exceptionally well qualified and committed to this work. As possible, it may be appropriate to work toward the appointment of a full-time director for the QEP.

Data for ACC are on an upward trajectory, and the QEP should accelerate that trend. The targets are very ambitious, keeping with the aspirations for significant impact.

ACC's use of the REDFLAGS Model, the ACUE work, and that of the Jed Foundation confirms ACC's having the pulse of national efforts to support mental health.

Given the importance of the QEP and the excellence of the work, ACC might consider dissemination of this work in a formative stage as well as wider sharing as the impact is demonstrated.

## Part IV. Third-Party Comments

If an institution receives Third-Party Comments, the institution has an opportunity to respond to those comments and the On-Site Reaffirmation Committee reviews the response as part of its comprehensive evaluation of the institution.

The Committee should check one of the following:

No Third-Party Comments submitted.

Third-Party Comments submitted. (**Address the items below.**)

1. Describe the nature of the Comments and any allegations of non-compliance that may have been part of the formal Third-Party Comments;

2. Indicate whether the Committee found evidence in support of any allegations of non-compliance.

*If found to be out of compliance, the Committee should write a recommendation and include it in Part II under the standard cited with a full narrative that describes why the institution was found to be out of compliance and the documentation that supports that determination. In this space, reference the number of the Core Requirement, Comprehensive Standard, or Federal Requirement and the recommendation number cited in Part II.*

*If determined to be in compliance, explain in this space the reasons and refer to the documentation in support of this finding.*

**APPENDIX A**

| <b>Roster of the Off-Site Reaffirmation Committee</b>  | <b>Roster of the On-Site Reaffirmation Committee</b>   |
|--|--|
| <p>Mrs. Misty R. Rasmussen - CHAIR<br/>Associate Dean of Planning and Accreditation<br/>Austin Community College<br/>Austin, TX</p>                                      | <p>Dr. G. Devin Stephenson - CHAIR<br/>President<br/>Northwest Florida State College<br/>Niceville, FL</p>   |
| <p>Mr. James C.H. Burch<br/>Library Director (Retired)<br/>Savannah Technical College<br/>Savannah, GA</p>   | <p>Dr. Gilbert Lee Evans<br/>Vice President for Legal Affairs/General Counsel<br/>St. Johns River State College<br/>Palatka, FL</p>  |
| <p>Dr. Kohle Paul<br/>Vice President of Student Affairs<br/>Gwinnett Technical College<br/>Lawrenceville, GA</p>   | <p>Dr. Scott Edward Evenbeck - QEP<br/>University Professor, Baruch College<br/>Founding President (Retired), Stella &amp; Charles Guttman<br/>Community College<br/>Claremont, CA</p> |
| <p>Mr. Kurt T. Eslick<br/>Photography Professor<br/>Pellissippi State Community College<br/>Knoxville, TN</p>  | <p>Dr. Justin Hoggard<br/>President<br/>Coastal Bend College<br/>Beeville, TX</p>  |
| <p>Dr. Jennifer C. Wilbanks<br/>Executive Vice President of Academic and Workforce<br/>Development<br/>Horry-Georgetown Technical College<br/>Conway, SC</p>             | <p>Ms. Mattie Lynn Hudson<br/>Director of Research, Planning, and Assessment<br/>Wallace State Community College<br/>Hanceville, AL</p>  |
| <p>Dr. Jason V. Pugh*<br/>Chief Financial Officer<br/>Mississippi Gulf Coast Community College<br/>Perkinston, MS</p>  | <p>Dr. Cissy L. Matthews<br/>Vice President of Instruction<br/>Galveston College<br/>Galveston, TX</p>   |
| <p>Dr. Jesus Roberto Rodriguez<br/>President<br/>Texas Southmost College<br/>Brownsville, TX</p>   | <p>Mr. John D. Matula<br/>Vice President of Student Services<br/>Alvin Community College<br/>Alvin, TX</p>   |
| <p>Dr. Ian N. Toppin<br/>Dean, Industrial and Transportational Technologies<br/>Atlanta Technical College<br/>Atlanta, GA</p>  | <p><b><u>OBSERVER</u></b><br/>Ms. Patty R. Collins<br/>Dean of Institutional Effectiveness &amp; Educational<br/>Support<br/>Lamar State College - Orange<br/>Orange, TX</p>           |
| <p>Dr. Traci N. Williams<br/>Executive Director of Institutional Effectiveness,<br/>Research, and Planning<br/>Chattanooga State Community College<br/>Cleveland, TN</p> | <p><b><u>SACSCOC STAFF REPRESENTATIVE</u></b><br/>Dr. Nuria Cuevas<br/>Vice President<br/>Southern Association of Colleges and Schools<br/>Commission on Colleges<br/>Decatur, GA</p>  |
| <p><b><u>SACSCOC STAFF COORDINATOR</u></b><br/>Dr. Nuria M. Cuevas<br/>Vice President<br/>Decatur, GA</p>  |  |
| <p>*Finance Evaluator</p>  |  |



## APPENDIX B

### Off-Campus Sites or Distance Learning Programs Reviewed

Alamance Community College's Compliance Certification includes a review of the institution's distance learning programs. The institution received approval by SACSCOC to offer online degrees in 2000. The institution offers the online Associate of Arts and Associate of General Education degrees along with Associate of Applied Science degrees and certificates in seven programs: Accounting and Finance, Business Administration, Criminal Justice Technology, Early Childhood Education, Fire Protection Technology, Healthcare Management Technology, and Information Technology.

Distance Learning is managed by the Director of Distance Learning & Information Services who reports to the Vice President of Instruction & Chief Academic Officer. The Distance Learning team also includes an Instructional Support Technologist who, along with the Director of Distance Learning & Information Services, provides support for distance learning students and faculty.

The On-Site Reaffirmation Committee interviewed administrators and faculty and confirmed that classes offered online were comparable to traditional face-to-face courses. Student learning outcomes and program length are the same across the institution, regardless of mode of delivery. Using a data dashboard, administrators and faculty are able to compare student success and student learning outcomes of distance learning classes to face-to-face classes. These reviews are done annually and included as part of the respective area's program review. Distance learning faculty are supported by the Center for Development and Leadership Professional Development program that offers training online and face-to-face on a variety of topics. Part-time faculty are supported by the Adjunct Institute that is available on the institution's online learning platform, Moodle.

The On-Site Reaffirmation Committee interviewed distance learning students and confirmed that students are aware of the resources available to them and have access to numerous student support services and resources appropriate for programs offered. Students were provided information on available support services on their course syllabi but were also aware of the resources from their assigned Success Coach.

The River Mill Academy, 1242 South Main Street Graham, NC 27253, an off-site location of Alamance Community College established in 2012, is a private charter school offering college transfer courses in Associate of Arts and Associate of Applied Science degrees and the Criminal Justice technical certificate program.

Students are aware of the benefits of enrolling in dual credit courses, including preparing them for future careers, saving money on college tuition, and the opportunity to earn a college certificate or degree prior to high school graduation.

River Mill Academy students are aware of the support services that are offered to them as students of Alamance Community College including academic support, financial aid, mental health, tutoring, writing center, and library resources. Students also discussed they felt supported in choosing the courses they needed to take, ensuring they had a seamless transfer of course work to a four-year university or relevant coursework that prepared them for a future career.

The committee determined that student learning outcomes in courses and programs offered at River Mill Academy and the main campus are the same.

Dillingham Center, 1304 Plaza Drive Burlington NC 27215, has 131 Cosmetology students, was established in 2008, and is a renovated retail facility that houses ACC's Cosmetology program and other continuing education and community programs.

Students at the Dillingham Center reported feeling very connected to the main campus. Faculty supervise field trips to the main campus, especially when student events are scheduled. Faculty also allow the cosmetology students to showcase their talents on the main campus by offering a hair show and a beauty summit.

Faculty ensure that student success coaches speak to all students at the beginning of each semester to provide information on resources available such as mental health, food pantry, financial aid, tutoring, writing center, and library resources. The Dillingham Center recently benefited from a remodeled student lounge that students are enjoying.

Students enrolled in the Cosmetology program at the Dillingham Center are passionate about their program, their faculty members, the success they are achieving, and the opportunity that the institution has provided to them. The students were aware of services offered to them on the main campus, including a student app (Watermark) that provides real time information about how to connect with their success coach, advisor, program director, and other services. During the interview, students were asked to use one-word descriptors of their experience at Alamance Community College's Dillingham Center. The words they used were amazing, organized, supportive, dedicated, prepared, invested, caring, comfortable, inclusive, passionate, and phenomenal.

Career and Technical Education Center located at 2550 Buckingham Road Burlington, NC, 27217 has 23 students enrolled in an Associate of Arts program. The C-TEC, site established in 2012, is a stand-alone educational center for the county. Many students from across the county converge at this site and have a college experience in the sense that they are brought from across the county together and may not know one another. The students interviewed enjoyed the experience of coming to this center from their "home school."

The history faculty is a full-time Alamance Community College faculty who has various teaching assignments throughout the academic year. She teaches at multiple locations, including the main campus and online. She stated she is supported through the college and enjoys being able to move to varying locations, have different environments, and have a meaningful impact with students.

Eastern Alamance High School, 3030 Mebane, NC 27302, has 98 Advertising & Graphic Design Visual Arts Certificate students and Walter M. Williams High Schools, 1307 South Church Street Burlington, NC 27215, has 116 students in Advertising & Graphic Design Visual Arts. Both sites were established in 2012, and have students taking courses in photography and videography. Faculty members at both locations are full-time Alamance Community College employees. They indicated they are supported by both institutions, get necessary professional development, and engage in collegial conversations regarding teaching methods and curriculum.

To varying degrees, all students at this site expressed their knowledge of academic and student support services provided by the institution, Students also expressed capitalizing on those support systems in a similar fashion. Students are aware of the text book scholarships that exist and were available to them if they needed them.

## **APPENDIX C**

### **List of Recommendations Cited in the Report of the Reaffirmation Committee**

The On-Site Reaffirmation Committee did not write a recommendation.

**FY 23-24 & FY 24-25 To-Date Grants**

|   | <b>ACC Department</b>  | <b>Funder</b>                | <b>Grantor Contribution/Award Amount</b> | <b>Duration of Grant</b> | <b>Period of Performance</b> |
|---|------------------------|------------------------------|--|--------------------------|------------------------------|
| <b>2023-2024</b>  |                        |                              |  |                          |                              |
| Public Safety Training Center Firing Range  | Public Safety Training | THUD Senate Appropriations   | <b>\$5,726,000</b>                       |                          |                              |
| Public Safety Training Center Building  | Public Safety Training | NC Legislature Appropriation | <b>\$5,500,000</b>                       |                          |                              |
| Veterinary Medical Technician program   | Agriculture            | Golden LEAF                  | <b>\$1,000,000</b>                       |                          |                              |
| Dillingham Center (MCC but one year)  | Continuing Ed          | NC Legislature Appropriation | <b>\$500,000</b>                         | 1 year                   |                              |
| Practical Nursing High-Cost Workforce Start-Up Fund Program                             | Nursing                | NCCCS                        | <b>\$500,000</b>                         | 2 years                  | Nov 20, 2023 - June 30, 2025 |
| Addressing the Healthcare Workforce Crises: Starting a Practical Nursing Program at ACC | Nursing                | Golden LEAF                  | <b>\$200,000</b>                         | 16 months                | June 1, 2023 - Sept 30, 2024 |



**FY 23-24 & FY 24-25 To-Date Grants**

|   | <b>ACC Department</b>    | <b>Funder</b>                              | <b>Grantor Contribution/Award Amount</b> | <b>Duration of Grant</b> | <b>Period of Performance</b>  |
|---|--------------------------|--|--|--------------------------|-------------------------------|
| Alamance Juvenile Opportunity Bridge (AJOB)   | Applied Engineering      | Governor's Crime Commission (DOJ)          | <b>\$168,101</b>                         | 2 years                  | Jan 1, 2024 - Dec 31, 2025    |
| Cybersecurity - State and Local Cybersecurity Grant Program (SLCGP) - Addressing Critical Cyber Risks | Information Services     | NCDPS/EM (FEMA)                            | <b>\$100,000</b>                         | 3 years                  | Dec 1, 2022 - Febr 28, 2026   |
| EV Charging Zero Emission Vehicle Infrastructure Program  | Facilities               | NCDAQ/NCDEQ                                | <b>\$79,104</b>                          |                          |                               |
| AACC Cyber Skills for All   | Computer Info Technology | AACC via Microsoft                         | <b>\$20,000</b>                          | 1 year                   | Nov 1, 2023 - October 31,2024 |
| LSTA - Creating the Contemporary Learning Community   | Learning Resource Center | LSTA (Library Services and Technology Act) | <b>\$22,183</b>                          | 1 year                   | July 1, 2023 - June 30, 2024  |
| Public Safety - Radios  | Public Safety            | Governor's Crime Commission (DOJ)          | <b>\$13,800</b>                          | 1 year                   | Oct 1, 2023 - Sept 30, 2024   |
| Alamance Juvenile Opportunity Bridge (AJOB)   | Applied Engineering      | Roots & Wings (JCPC)                       | <b>\$12,640</b>                          | 6 months                 | July 1, 2023 - Dec 31, 2023   |


**FY 23-24 & FY 24-25 To-Date Grants**

|   | <b>ACC Department</b>            | <b>Funder</b>  | <b>Grantor Contribution/Award Amount</b> | <b>Duration of Grant</b> | <b>Period of Performance</b>   |
|---|----------------------------------|--|--|--------------------------|--------------------------------|
| Carolina Access 100 - Our State Our Work (OSOW) | Apprenticeships                  | UNC Chancellor's Office and Blue Cross/Blue Shield of NC | <b>\$10,000</b>                          | 1.5 years                | July 1, 2022 - Dec 30, 2023    |
| NC AgVentures                                   | Agriculture                      | NCSU/NC Tobacco Trust Fund Commission                    | <b>\$6,799</b>                           | 9 months                 | May 1, 2023 - January 31, 2024 |
| Carolina Access 100 - Our State Our Work (OSOW) | Apprenticeships                  | UNC Chancellor's Office and Blue Cross/Blue Shield of NC | <b>\$5,000</b>                           | 1.5 years                | July 1, 2022 - Dec 30, 2023    |
| Suicide Prevention - QPR                        | Institutional Effectiveness      | NCCCS  | <b>no-cost training</b>                  | 1 year                   | July 1, 2022 - June 30, 2024   |
| <b>Total to Date</b>                            |                                  |  | <b>\$13,863,627</b>                      |                          |                                |
| <b>2022-2023</b>                                |                                  |  |  |                          |                                |
| Build Back Better - Triangle, BioBetter         | Biotech and Continuing Education | US Economic Development Administration (EDA)             | <b>\$2,507,601</b>                       | 3 years                  | Nov 1, 2022 - Oct 31, 2025     |

**FY 23-24 & FY 24-25 To-Date Grants**

|  | <b>ACC Department</b>                               | <b>Funder</b>                                | <b>Grantor Contribution/Award Amount</b> | <b>Duration of Grant</b> | <b>Period of Performance</b> |
|--|---|--|--|--------------------------|------------------------------|
| American Cutting Edge (ACE)                                      | Machining   | Department of Defense                        | <b>\$398,425</b>                         | 3 years                  | Nov 1, 2022 - Sept 30, 2025  |
| Steps4Growth - Good Jobs Challenge                               | HVAC  | Department of Commerce                       | <b>\$200,000</b>                         | 3 years                  | Sept 2022 - Aug 1, 2026      |
| IS Server Room HVAC  | Information Services                                | Charles A Cannon Charitable Trusts           | <b>\$177,922</b>                         | 1 year                   | Dec 19, 2022 - Mar 31, 2024  |
| Expanding Economic Impact - Dental Assisting Location at UNC-Ch  | Dental  | NC Community College System                  | <b>\$93,908</b>                          | 1 year                   | July 1, 2022 - July 30, 2023 |
| Juvenile Diversion Grant (AJOB)                                  | Applied Engineering                                 | Impact Alamance                              | <b>\$53,000</b>                          | 1 year                   | Sept 2022 - Dec 31, 2023     |
| Governor's GEER Funds - Suicide Prevention (QPR)                 | Student Services & SACSCOC Quality Enhancement Plan | NC Community College System                  | <b>\$12,500</b>                          | 2 years                  | July 1, 2022 - June 30, 2024 |
| Build Back Better - Triangle, BioWork Pre Apprenticeship Program | Apprenticeship/Con Ed/Biotechnology                 | US Economic Development Administration (EDA) | <b>\$8,700</b>                           | 3 years                  | Nov 1, 2022 - Oct 31, 2025   |
| <b>Total</b>   |   |  | <b>\$3,452,056</b>                       |                          |                              |

# You Are Cordially Invited....



Also Williams HS  
IB Program  
Student Art  
Exhibiting

**Eyes on Alamance  
Reception**  
**Feb. 22 6-8 p.m.**  
Live Music with Jimmy Harper  
Free admission

32 Local  
Artists'  
Views Of  
Alamance  
County

Alamance Arts begins the new year of 2024 exhibits by celebrating Alamance County. Eyes on Alamance is a group show featuring artists of all mediums with ties to Alamance County. Through this exhibit Alamance Arts is celebrating the creativity, sights and stories of the people who live in Alamance County.

Each piece incorporated in the Eyes on Alamance exhibit describes or depicts an Alamance County location, event, or experience. This exhibit bridges the wide variety of Alamance County voices and artistic perspectives. It is a clear message of the breadth and wealth of creative thinking and community care that grows in Alamance County.

Alamance Arts is honored to be showing the work of 32 artists of Alamance County. The wide variety of mediums in Eyes on Alamance exhibit includes: acrylic painting, books, digital artwork, oil painting, painted bobbins, pencil drawing, photography, poetry, pottery, watercolors paintings, and wood-turning.

## Featuring Artists:

Mary Archer, Jake Campbell, Barbara Clayton, Randall Davis, James & Rita Duxbury, Linda Fowler, Kathleen Gwinett, Gayle Hardy, Ame Jo Hughes, Marc Kennedy, Kate LaDew, Frank Lane, Carolyn Langley, Sean Leahy, Steckley Lee, Nerys Levy, Doran Marold, Asja Milak, Keith O'Leary, Anna Peterson, Steven C Poliseno, Coy Quakenbush, Fabian Ramos-Jimenez, **Sandy Scott**, Jaki Shelton Green, Antje Shiflett, George Siple, Cheryl Wilder, Abigail Wilson, Luz Winkle (Mio), Giannina Woods, and Barb Young





YOU'RE INVITED!



# Public Safety Training Center *Groundbreaking*

FEBRUARY 23 | 1:00 PM

GREEN LEVEL MUNICIPAL PARK  
(BASEBALL FIELD)

1414 SWANN ROAD, GREEN LEVEL

RSVP TO CHRIS FRAUENDIENST  
CGFRAUENDIENST620@ALAMANCECC.EDU



TOWN OF  
**GREEN LEVEL**  
NORTH CAROLINA