



Brunswick Community College Fact Book – 2011

FOR THE ACADEMIC YEAR 2009-10

Main Campus in Supply

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Compiled by the Office of Institutional Effectiveness

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Brunswick Community College Fact Book

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General Information

Mission Statement

Brunswick Community College is a public, two-year educational institution, chartered in 1979 and centrally located in Brunswick County, NC, providing accessible and affordable programs and services that meet the educational and cultural needs of the community, and providing opportunities for individuals to be successful.

The College will:

- Emphasize multicultural experiences
- Encourage lifelong learning
- Enhance economic development locally
- Ensure academic excellence
- Establish positive learning environments
- Foster an awareness of global, economic and cultural trends

Revised by the Board of Trustees, November 9, 2002; Revised and reaffirmed April 18, 2007

Vision

Service

Quality

Leadership

Teaching and Learning

Partnerships

Diversity

Fiscal Responsibility

2007-2011 Institutional Goals

1. Provide quality educational programs, world-class workforce training, and life-long learning opportunities that meet the needs of all students.
2. Provide academic and support services that promote students' success in achieving their educational goals.
3. Employ qualified, diverse faculty and staff who value professional development and who possess the skills, abilities, and attitudes that support and promote a student-centered learning environment.
4. Collaborate locally, regionally, and globally with businesses, industries, governmental agencies, and educational institutions.
5. Develop an on-going, broad-based institutional effectiveness process that includes operational planning and the assessment of programs and services.
6. Manage efficiently the College's fiscal resources and secure additional funding through alternative sources.
7. Provide safe, well-maintained facilities adequate to support programs, services, and enrollment growth.
8. Foster a collegial atmosphere and open communication among faculty, staff, and students.
9. Provide up-to-date administrative and instructional technology.

History of the College

Brunswick Community College is a tax-supported, public, nonprofit school under the control of a Board of Trustees. It was established by the North Carolina Legislature in July 1979 under provisions of the General Statutes of North Carolina, Chapter 115-A, passed by the Legislature in 1963. It is supervised by the North Carolina Community College System and the North Carolina State Board of Community Colleges. Brunswick Community College was chartered as Brunswick Technical Institute. On May 1, 1979, the General Assembly passed a bill to permit technical institutes to change their names to technical colleges with the approval of the Board of Trustees and the Brunswick County Board of Commissioners. On October 5, 1979, the Board of Trustees, with the approval of the Brunswick County Board of Commissioners, voted unanimously to change the name of the institution to Brunswick Technical College. The College received its initial accreditation from the Southern Association of Colleges and Schools in 1983. In 1988, the College's name was changed to Brunswick Community College to reflect statewide changes in community colleges.

Board of Trustees

Lynda Stanley, Chairman
Bill Rabon, Vice-Chairman
Pat Purvis Brown
Stuart Callari
Jwantana Gardner Frink
Alan Holden

Frank Iler
John Jones
Bobby Long
Dianne McRaine
Wendy Milligan
Art Skipper

Administration

Dr. Susanne Adams, President (as of July 2011)
Dr. Ben DeBlois, Vice President for Budget and Finance
Dr. Edith Lang, Vice President for Student Services
Dr. Sharon Thompson, Vice President for Academic Services
Jerry Thrift, Vice President of Operations
Michael Capaccio, Director, Development/CEO of BCC Foundation

Accreditation

Brunswick Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees, diplomas, and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Brunswick Community College.

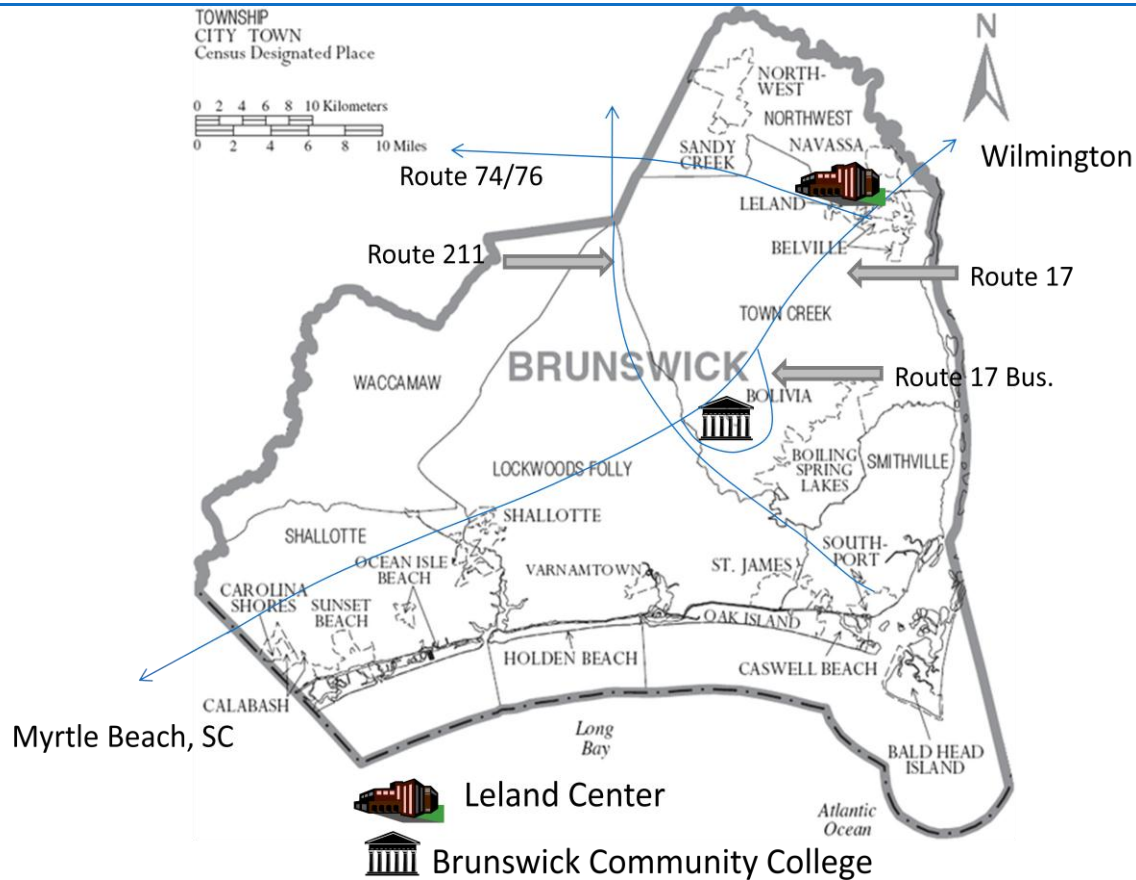
Recognized and/or Approved by

North Carolina State Board of Community Colleges
North Carolina State Board of Cosmetic Arts
North Carolina Board of Nursing
North Carolina Real Estate Commission
North Carolina State Approving Agency for Veterans and Military Education
NC Criminal Department of Justice Education and Training Standards Commission
Division of Vocational Rehabilitation
Council on Accreditation

Institutional Memberships, Affiliations, and Certifying Agencies

American Health Information Management Association
American Society of Clinical Pathologists
Association of Community College Business Officials
Brunswick County Chamber of Commerce
Cape Fear Association for the Education of Young Children
Carolina Association of Collegiate Registrars and Admissions Officers
Carolinas Golf Course Superintendents Association
Commission on Accreditation for Health Informatics and Information Management Education
Marine Biotechnology and Biofuel Action Team – North Carolina Biotechnology Center
National Academic Advising Association
National Accrediting Agency for Clinical Laboratory Sciences
National Association of Student Financial Aid Officers
National Association for the Education of Young Children
National Association for Family Child Care
National Junior College Athletic Association
North Brunswick Chamber of Commerce
North Carolina Association of Community College Trustees
North Carolina Citizens for Business and Industry
North Carolina Community College System
North Carolina Comprehensive Community Colleges Student Government Association
North Carolina Landscape Contractors Association
North Carolina Cosmetology Association
North Carolina Notary Association
North Carolina School-Age Coalition
NC Department of Insurance - Office of State Fire Marshal
NC Office of Emergency Medical Service
NC Emergency Management
North Carolina Division of Health Services Regulation
North Carolina State Approving Agency for Veterans and Military Education
North Carolina Student Development Personnel Association
Pivot Point International
Southport-Oak Island Chamber of Commerce
The National Association of Child Care Professionals
Turfgrass Council of North Carolina
Veterans Administration

Brunswick County Profile



County Profile^{1,2}

Land Area:	846.97 square miles (7 th in total land area in N.C.)
Persons per square mile:	126.8
Percent Rural/Rural Non-Farm:	66.2%
County Population (2010 Census):	107,431
Median Age	47.4
Gender:	Male: 49%, Female: 51%
Race:	White: 83%, Non-white: 17%
Median Family Income:	\$52,465
Per Capital Income:	\$25,993
% of Families below Poverty:	8.9%
% Individuals below Poverty:	12.4%
Education of Individuals > Age 25:	
% High School Graduate or higher:	84.7%
% with Bachelor's degree or higher	23.4%
Average travel time to work	24 minutes

¹ NC Department of Commerce, Economic Development, Brunswick County Profile, May 2011

² US Census 2010 (Brunswick County 2010 Quick Facts)

Employment Profile (Annualized, Unadjusted – Employment Security Commission)

	2007	2008	2009	2010	% Change
Labor Force	48020	50035	50794	50209	2.4%
Employed	45839	46833	45264	44885	-4.6%
Unemployed	2181	3202	5530	5324	147.2%
Unemployment Rate	4.5	6.4	10.9	10.6	139.1%

Top 10 Employers (2nd quarter 2011)

Rank	Company	Industry	Employment Range
1	Brunswick Co. Board of Education	Education & Health Services	1000+
2	Brunswick County	Public Administration	1000+
3	Wal-Mart Associates, Inc.	Trade, Transportation, & Utilities	500-999
4	Progress Energy Services, Co.	Trade, Transportation, & Utilities	500-999
5	Brunswick Community Hospital	Education & Health Services	250-499
6	Brunswick Community College	Education & Health Services	250-499
7	Food Lion, LLC	Trade, Transportation, & Utilities	250-499
8	Lowes Food Stores	Trade, Transportation, & Utilities	250-499
9	Dak Americas, LLC	Education & Health Services	250-499
10	Marine Terminals Corporation - East	Trade, Transportation, & Utilities	250-499
10	Bald Head Island	Financial Activities	250-499

Brunswick County K-12 Educational Profile³

As the primary feeder schools for Brunswick Community College, the following information is provided to assess the population of students in the 'pipeline' of potential students.

Brunswick County Schools	2009-10
Grades K-12 Total Enrollment	11,739
Number of High School Graduates	716
Average SAT Total Scores	1001 (NC = 1008)
% High School Seniors taking SAT	32%
High School Cohort Graduation Rate (see detailed chart below)	79.2

Brunswick County Schools, LEA Code: 100

Subgroup	Denominator	Numerator	Percent
All Students	987	782	79.2
Male	505	381	75.4
Female	482	401	83.2
American Indian	*	*	*
Asian	*	*	*
Black	214	177	82.7
Hispanic	58	40	69.0
Two or More Races	23	19	82.6
White	684	540	78.9
Economically Disadvantaged	494	388	78.5
Limited English Proficient	13	7	53.8
Students With Disabilities	84	56	66.7

Subgroup information is based on data collected when a student is last seen in the cohort.

* Indicates that the student population in the subgroup is too small to report the value.

Brunswick County High Schools	2009-10 Students Grades 9-12	2009-10 Graduates	Number Attending BCC as Freshman Fall 2010
Brunswick County Early College HS	249	0	
Brunswick Academy	66	11	1 (9%)
North Brunswick HS	800	189	21 (11.1%)
South Brunswick HS	1046	232	67 (28.9%)
West Brunswick HS	1309	244	89 (36.5%)
Total All Schools	3470	674	178 (26.4%)
Total 12 th Grade Students	732		

³ N.C. Department of Public Instruction



Brunswick Early College High School

School Motto: Success is Our Tradition

School Colors: Red, Black, Silver

School Mascot: Firebird

Students that apply and are accepted to Brunswick County Early College High School (BCECHS) become members of a small, student-centered academic community at Brunswick Community College. Students experience an innovative and flexible approach to learning, which enables them to meet rigorous academic standards. BCECHS is not a traditional high school. Students who attend BCECHS will graduate in five years with a high school diploma and a two-year Associate's degree with transferable credits to a four-year university. BCECHS develops life-long learners for success in the competitive global marketplace.

Brunswick Early College Enrollment by Race/Ethnicity and Gender, 2009-10

	American Indian		Asian		Hispanic		Black		White		Total
Grade	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
09	0	0	0	1	2	3	5	6	24	39	80
10	0	0	0	0	0	2	0	5	25	31	63
11	0	1	0	0	1	1	3	6	27	22	61
12	0	0	0	0	0	4	1	6	14	25	50
Total	0	1	0	1	3	10	9	23	90	117	254

- 81 students are male (39 %) and 127 are female (61%)
- Summary of Race Ethnicity:
 - Hispanic: 15 (7.2%)
 - Black: 30 (14.4%)
 - White: 163 (78.4%)

Performance of Students in Each Course on the ABCs of End-of-Course Tests*, 2009-10

	English I	Algebra I	Algebra II	Geometry	Biology	Physical Science	Civics & Econ.	US History
BCECHS	>95	>95	>95	>95	>95	94.4	N/A	90.9
District	90.1	81.4	94.5	91.4	88.7	87.5	91.5	80
NC	82.4	77.8	84.9	82.3	81.2	76.4	78.7	81.6

* Percentage of students scores at or above grade level on End-of-Course Tests

Overall, the school performed better than the district and the state in all categories tested, particularly in Algebra I, Biology, and Physical Science.

Academic Programs at Brunswick Community College

<i>Program Code</i>	<i>Program</i>	<i>Degree</i>	<i>Diploma</i>	<i>Certificate</i>
25100	Accounting	✓	✓	✓
15120	Aquaculture Technology	✓	✓	✓
15120A	Aquaculture Technology/ Aquarium Option	✓		
15120B	Aquaculture Technology/ Biotechnology Option	✓		
45110	Associate Degree Nursing	✓		
10100	Associate in Arts	✓	✓	
10200	Associate in Fine Arts	✓		
10300	Associate in General Education	✓		
10400	Associate in Science	✓	✓	
55120	Basic Law Enforcement Training			✓
20100	Biotechnology	✓		
20100A	Biotechnology/Aquatic Sciences Option	✓		
25120	Business Administration	✓		✓
25120SB	Business Administration/Small Business Entrepreneur			✓
25260	Computer Information Technology	✓		
25130	Computer Programming	✓		
55140	Cosmetology	✓	✓	✓
55160	Cosmetology Instructor			✓
55220	Early Childhood Education	✓	✓	✓
55220A	Early Childhood Education/Administration			✓
5522A	Early Childhood Education/Special Education	✓		✓
40200	Electronics Engineering Technology	✓		✓
55270	Esthetics Instructor			✓
55230	Esthetics Technology			✓
55280	General Occupation Technology		✓	
45360	Health Information Technology	✓	✓	
15240	Horticulture Technology	✓	✓	✓
15240LS	Horticulture Technology/Landscape Specialty			✓
15240NS	Horticulture Technology/Nursery Specialty			✓
55290	Infant/Toddler Care			✓
55430	Lateral Entry			✓
55380	Manicuring Technology Instructor			✓
55400	Manicuring/Nail Technology			✓
25340	Networking Technology		✓	
45480	Nursing Assistant			✓
25360	Office Systems Administration	✓	✓	✓
45600	Phlebotomy			✓
45660	Practical Nursing		✓	
1040A	Pre-Major Biology and Biology Education	✓		
1010B	Pre-Major Business Administration, Accounting, Economics, Finance, and Marketing	✓		
1010D	Pre-Major Criminal Justice	✓		
1010R	Pre-Major Elementary Education	✓		
1010I	Pre-Major Nursing	✓		
40380	Surveying Technology	✓		
15420	Turfgrass Management Technology	✓	✓	✓
50420	Welding Technology			✓

Curriculum Program Profile

Curriculum Program Enrollment⁴ 2004-2005 to 2009-2010

Academic Year	Fall	Spring	Summer	Total Enrollment	Annual Percent Change
2004-05	937	915	283	1325	-
2005-06	980	871	255	1297	-2%
2006-07	1004	1203	388	1653	+27.4%
2007-08	1344	1165	376	1796	+8.7%
2008-09	1366	1428	334	1952	+8.7%
2009-10	1543	1533	432	2122	+8.7%

Summary: From 2004-05 to 2009-10, curriculum program enrollment grew by 60.2%.

Curriculum Program Full-Time Equivalent (FTE)⁵ 2004-2005 to 2009-2010

Academic Year	Fall	Spring	Total FTE	Annual Percent Change
2004-05	422	415	837	-
2005-06	445.2 (+5.5%)	395.6	841	+4.7%
2006-07	472 (+6.2)	468	939	+11.7%
2007-08	555 (17.6%)	478	1033	+10%
2008-09	581 (+4.7%)	602	1183	+14.5%
2009-10	663 (+14.1%)	633	1296	+9.6%

Summary from 2004-05 to 2009-10: From 2004-05 to 2009-10, total curriculum FTE grew 54.8% overall. However, growth has slowed and resulted in lower growth between 2008-09 and 2009-10.

Curriculum Program Enrollment by Degree Type 2004-2005 to 2009-2010

Academic Year	Associate	Diploma	Certificate	Transitional	Total Enrollment
2004-05	850	266	117	133	1325
2005-06	776 (-8.7%)	274 (+3%)	95 (-18.8%)	184 (+38.3%)	1297
2006-07	986 (+27.1%)	204 (-25.5%)	138 (+45.3%)	388 (+110.9%)	1653
2007-08	1023 (+3.8%)	192 (-5.9%)	193 (+39.9%)	460 (+18.6%)	1796
2008-09	1198 (+17.1%)	177 (-7.8%)	224 (+16.1%)	423 (-8.4%)	1952
2009-10	1361 (+13.6%)	186 (+5.1%)	183 (-18.3)	447 (+5.7%)	2122

Summary from 2004-05 to 2009-10:

- Associate degree program enrollment increased 60.1% from 2004-05, with an average rate of growth of 10.6% per year over five years.

⁴ NCCCS Statistical Reports, 2004-05 to 2009-10

⁵ A **curriculum annualized FTE** is defined as student enrollment in sixteen (16) hours of class, shop, or laboratory instruction per week for sixteen weeks for two semesters (fall and spring). FTE for each semester is calculated by dividing the number of student hours in membership for that sixteen-week semester by 512.

- Diploma degree program enrollment decreased 30.1% from 2004-05, with an average rate of growth of -6.2% per year over five years.
- Certificate degree program enrollment decreased -5.6% from 2004-05, with an average rate of growth of 12.8% per year over five years.
- Transitional program enrollment increased 236.1%, from 2004-5, with an average rate of growth of 33% per year over five years.

***Total Brunswick Community College Enrollment,
Curriculum and Continuing Education (Non-Curriculum)
2004-2005 to 2009-2010***

Academic Year	Associate	Diploma	Certificates	Transfers	Sub-Total Curriculum	Continuing Education	BCC Total
2004-05	850	266	117	133	1325	5798	6993
2005-06	776	274	95	184	1297	5722	6881
2006-07	986	204	138	388	1653	5671	7138
2007-08	1023	192	193	460	1796	6136	7701
2008-09	1198	177	224	423	1952	6253	7970
2009-10	1361	186	183	447	2122	5541	7443

Curriculum Enrollment by Race and Gender, 2009-10

Gender	American Indian	Asian/Pacific Islander	Black	Hispanic/Latino	Other	White	Total
Female	14	7	213	41	115	986	1,376 (64.8%)
Male	3	3	76	19	51	594	746 (35.2%)
Total	17 (.80%)	10 (.47%)	289 (13.6%)	60 (2.8%)	166 (7.8%)	1580 (74.5%)	2,122

Enrollment by Curriculum Load and Gender, Fall 2010 and Spring 2011

Semester	Full-time ⁶ Men	Full-time Women	Part-time Men	Part-time Women	Unknown Gender	Total
Fall 2009	242 (15.7%)	392 (25.4%)	270 (17.5%)	573 (37.1%)	37 (2.4%)	1543
Spring 2010	237 (15.5%)	341 (22.2%)	287 (18.7%)	596 (38.9%)	29 (1.9%)	1533

Summary:

- A total of 634 students were full-time in fall 2009, compared to 578 in spring 2010 – an 8.8% decrease.

⁶ **Full-time** is defined as a student with 12 or more semester credit hours; **Part-time** is defined as 1-11 credit hours.

- A total of 843 students were part-time in fall 2009, compared to 883 in spring 2010 – a 4.7% increase.
- Consistent with the curriculum population in general, more women than men are both full and part time students.

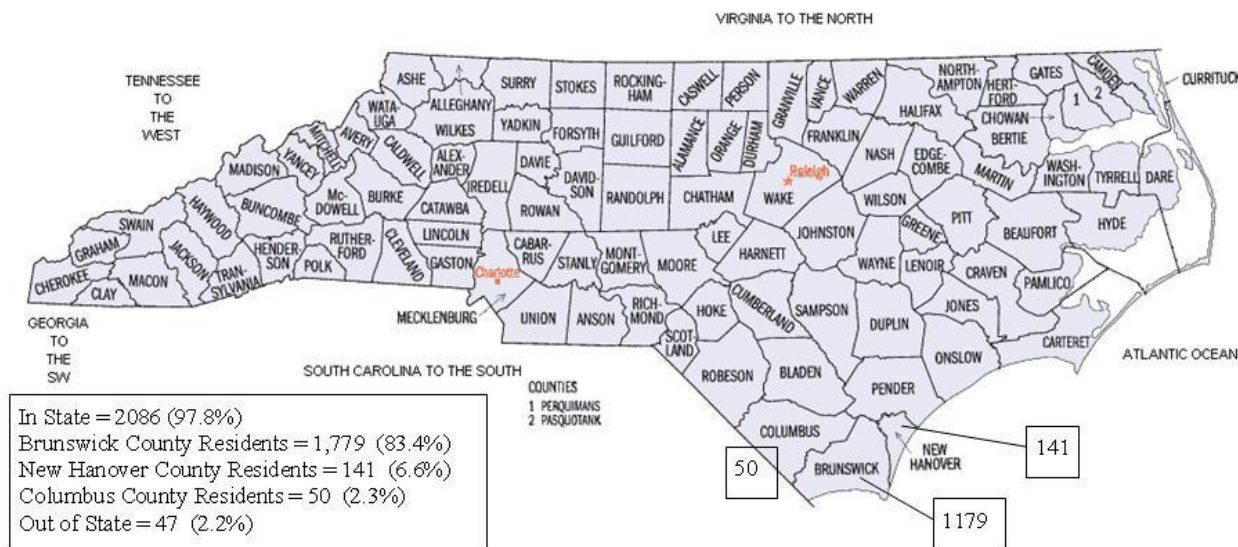
Curriculum Enrollment by Age Range, 2009-10

Age Ranges	Number	Percent
14-17	192	9%
18-21	724	34.1%
22-29	556	26.2%
30-39	333	15.7%
40-49	200	9.4%
50-59	98	4.6%
>60	19	0.9%

Summary:

- Traditional students aged 18-21 make up 34.1%; non-traditional students (other than special students) make up 56.8% of students.
- Students less than 17 are primarily enrolled in the Early College High School or dual enrolled from another high school.

Student Residency



Summary:

- While 83.4% of students reside in Brunswick County, 47 other counties out of the 100 in North Carolina are represented at the College.
- 47% of out of state students are from South Carolina out of the 47 students that represent 15 other states, from as far north as New York, and as far west as Hawaii. (Other states also include: Arizona, Arkansas, California, Illinois, Indiana, Maryland, Michigan, New Jersey, New York, Pennsylvania, Texas, Virginia, and West Virginia).

Student Financial Aid, 2009-10⁷

	Number of Students	Total Dollars	Average Per Recipient
Federal Scholarships			
Federal Supplemental Educational Opportunity Grant (FSEOG)	31	\$21,000	\$677.42
Pell Grant Total (Federal)	879	\$2,579,030	\$2,934.05
Employment/Benefit Funding			
Federal College Work Study (FWS)	16	\$32,825	\$2,051.56
Workforce Investment Act (WIA)	52	\$113,428	\$2,181.31
NC Division Vocational Rehabilitation	8	\$9,358	\$1,169.75
VA Federal Benefits Veterans/Dependents	31	\$91,710	\$2,958.39
External Sources of AID			
NC Education Lottery Scholarship	127	\$133,134	\$1,048.30
NC Student Incentive Grant	17	\$8,400	\$494.12
NC EARN	84	\$167,599	\$1995.23
NC Community College Grant	191	\$107,598	\$563.34
NC Community College Child Care Grant	9	\$24,726	\$2,747.33
NC High Demand/Low Enrollment Grant	4	\$783	\$195.75
Tuition Waivers for Persons at least 65	8	\$5,124	\$640.50
Faculty/Staff Tuition Waivers	27	\$3,898	\$144.37
Other NC Scholarship or Grant	1	\$250	\$250
Other State Mandated Waivers	407	\$387,223	\$951.41
Institutional Sources of AID			
Institutional Grant/Scholarship (non-need)	98	\$53,664	\$547.59
Other Institutional Scholarship/Grant	24	\$20,873	\$869.71
Non-Federal, Non-NC Programs			
Externally administered private (non-athletic)	4	\$10,000	\$2,500
Alternative Loan	2	\$24,500	\$12,250
All Sources of Financial Aid Summary			
Total Federal Programs (Unduplicated)	894	\$2,837,993 (74.8%)	\$3,174.49
Total NC Programs (Unduplicated)	687	\$848,093 (22.3%)	\$1,234.49
Total Institutional Programs (Unduplicated)	114	\$74,537 (2%)	\$653.83
Total Non-Federal, Non-NC Programs	6	\$34,500 (.91%)	\$5,750
Grand Total Unduplicated Students	1,701	\$3,795,123	\$2,231.11

⁷ NCHED A-10 Report, 2009-10

***Number of Curriculum Graduates by Degree Type
2004-2005 to 2009-2010***

Academic Year	Associate	Diploma	Certificate	Total Graduates
2004-05	77	104	81	262
2005-06	75	40	52	167
2006-07	105	55	87	247
2007-08	105	66	67	238
2008-09	92	65	89	246
2009-10	108	63	73	244

Summary: Associate degree graduates increased by 40% since 2004-05 to a high of 108 in 2009-10.

Number of Graduates by Program Degree Type, 2004-05 to 2009-10

Degree Type	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Associate in Arts	29	39	19	40	33	42
Associate in Fine Arts					2	
Associate in Science	5	7	4	8	11	16
Associate in General Education				1	1	3
Associate in Applied Science	43	29	82	56	45	42
Certificate	81	52	87	67	89	73
Diploma	104	40	51	42	42	41
Diploma in Arts			1	17	16	14
Diploma in Science			3	7	7	8
Total	262	167	247	238	246	244

Graduates by Curriculum Program, 2004-05 to 2009-10

Code	Program Name	2005	2006	2007	2008	2009	2010
A10100	ASSOCIATE IN ARTS	29	39	19	40	33	46
A10200	ASSOCIATE IN FINE ARTS					2	
A10300	ASSOCIATE IN GENERAL EDUCATION				1	1	
A10400	ASSOCIATE IN SCIENCE	5	7	4	8	11	16
A15120	AQUACULTURE TECHNOLOGY		1		1	1	0
A15240	HORTICULTURE TECHNOLOGY	5	3	3		2	3
A15420	TURFGRASS MANAGEMENT TECH.2	3	3	7	2	6	9
A20100	BIOTECHNOLOGY					2	2
A25100	ACCOUNTING						4
A25120	BUSINESS ADMINISTRATION	11	5	2	6	4	2
A25130	COMPUTER PROGRAMMING	2		4		2	1
A25260	INFORMATION SYSTEMS	2	3	1	1	1	

A25360	OFFICE SYSTEMS TECHNOLOGY	5	1	3	2	2	1
A40200	ELECTRONICS ENGINEERING TECH.		1	3			
A45100	ASSOCIATE DEGREE NURSING (INTEGRATED)			40	25	16	8
A45360	HEALTH INFORMATION TECHNOLOGY	11	7	5	6	1	7
A55140	COSMETOLOGY	1					
A55220	EARLY CHILDHOOD ASSOCIATE	4	5	9	8	6	5
A5522A	SPECIAL EDUCATION	1	2	3	4		
A5522B	TEACHER ASSOCIATE	1	1	4	3	2	
C15120	AQUACULTURE TECHNOLOGY	1			1	1	
C15240	HORTICULTURE TECHNOLOGY	5	4	1		27	10
C15420	TURFGRASS MANAGEMENT TECH.	3	4	4	5	12	7
C25100	ACCOUNTING					3	11
C25120	BUSINESS ADMINISTRATION	11	3	4	6	7	9
C25360	OFFICE SYSTEMS TECHNOLOGY	5	2	5	2	3	
C25370	OFFICE ADMINISTRATION						1
C45480	NURSING ASSISTANT	5	3	9			
C45600	PHLEBOTOMY	6	8	2	9	12	6
C50420	WELDING TECHNOLOGY	5	1	2	1	6	
C55120	BASIC LAW ENFORCEMENT TRAINING	1	10				
C55140	COSMETOLOGY	13	3	8	8	17	7
C55160	COSMETOLOGY INSTRUCTOR						1
C55220	EARLY CHILDHOOD ASSOCIATE	20	12	38	20	6	7
C5522B	TEACHER ASSOCIATE	2		3	5		
C55230	ESTHETICS TECHNOLOGY	7	1	3	2	3	
C55270	ESTHETICS INSTRUCTOR						1
C55290	INFANT/TODDLER CARE			11	11	2	
C55400	MANICURING/NAIL TECHNOLOGY		2			4	
D10100	DIPLOMA IN ARTS			1	17	16	14
D10400	DIPLOMA IN SCIENCE			3	7	7	8
D15120	AQUACULTURE TECHNOLOGY	1			1		
D15240	HORTICULTURE TECHNOLOGY	5	2	2		4	2
D15420	TURFGRASS MANAGEMENT TECH	3	4	6	4	5	9
D25100	ACCOUNTING						4
D25360	OFFICE SYSTEMS TECHNOLOGY	5	4	1	1	2	1
D45360	HEALTH INFORMATION TECHNOLOGY	1	3	3	3		
D45660	PRACTICAL NURSING	26	21	22	17	13	18

D55140	COSMETOLOGY			2	1	2	
D55220	EARLY CHILDHOOD ASSOCIATE	4	4	11	11	10	5
D5522A	SPECIAL EDUCATION		2	3	4		
D55280	GENERAL OCCUPATIONAL TECHNOLOGY	60	1	4	2	6	2

Brunswick Community College Performance on NCCCS Critical Success Factors Performance Measures

The North Carolina Community College system has standards of performance that were established for measures identified as being critical to ensure public accountability for programs and services. There are eight measures tied to performance funding. These data are reported annually in the Critical Success Factors Report released by the NC Community College System Office. The eight indicators of success are presented below for 2009-10. A more detailed review of each indicator follows on pages 19 to 26.⁸ The 2011 Critical Success Factors report presents data for the academic year 2009-10 and is available electronically by following this link:

<http://www.nccommunitycolleges.edu/Publications/docs/Publications/csf2011.pdf>

MEASURE	STANDARD	SYSTEM AVERAGE	BCC RESULTS
Progress of Basic Skills Students	75%	81%	95%
Passing Rates on Licensure/ Certification Exams for First- Time Test Takers	Aggregate = 80%	86%	91%
Performance of College Transfer Students	83%	87%	82%
Passing Rates in Developmental Courses	75%	78%	85%
Success Rate of Developmental Students in Subsequent College- Level Courses	80%	88%	77%
Student Satisfaction of Completers and Non-Completers	90%	96%	87%
Curriculum Student Retention, Graduation & Transfer	65%	68%	63%
Business/Industry Satisfaction With Services Provided	90%	95%	96%

⁸ The following summaries were compiled using definitions, methods, and data from Critical Success Factors reports of the North Carolina Community College System for 2006 through 2011.

Progress of Basic Skills Students

Description/Definition: Basic skills students include all adult literacy students. Progress of basic skills students is a composite measure that includes the percent of students progressing within a level of literacy, the percent of students completing a level entered or a predetermined goal, and the percent of students completing the level entered and advancing to a higher level.

Source:

Data is submitted on an annual basis from each college into the Literacy Education Information System which is uploaded to the NCCCS Data Warehouse. This data is extracted from the Data Warehouse's Literacy- College Universe using "Reporting Year" = "2010" and analyzed at the individual student level using the fields "Mover Higher (Y/N)", "Level Completed (Y/N)", "Progressing (Y/N)", and "Goal Completed (Y/N)" to determine student progression.

System Standard:

75 % of adult literacy students will complete a level, progress within a level, or complete a predetermined goal.

Year	Total Served in Literacy	Moved to Next Level	Completed Level but Did Not Go to the Next	Progressed but Did Not Complete Level	Met Goal but Did Not Progress	Did Not Meet Goal	Composite Progress Measure
2009-10	1187	22%	8%	39%	26%	5%	95%

Summary: The total number of people served in the literacy program grew by 5.3% from the previous year total of 1127. BCC was one of two schools with the highest composite progress measure in the state at 95%. The measurement is being reported differently in 2009-10 resulting in the lack of comparative data between CSF reports.

Passing Rates on Licensure & Certification Examinations

Description:

The percentage of first-time test takers passing an examination required for North Carolina licensure or certification prior to practicing the profession. A licensure requirement for an occupation is one that is required by state statute for an individual to work in that occupation. Certification is generally voluntary but may be required by employers or an outside accrediting agency. Purely voluntary examinations are not reported.

Source:

The number of first-time test-takers and the number passing were provided to the System Office by agencies issuing the license or certification and validated by the colleges. Depending on the exam, data may be provided on a fiscal or calendar year. The institutional passing rate was calculated by dividing the total number of first-time test takers for all reported examinations by the total number of persons who sat for the exam for the first time. For privacy and statistical validity, no examination data are reported when the number of first-time test takers was fewer than 10.

System Standard:

80% of first-time test takers will pass examinations required for North Carolina licensure or certification. To meet the *Exceptional Institutional Performance Standard*, a college will have no exam with a passing rate less than 70%.

Program and Aggregate	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Basic Law Enforcement	100%	95%	91%	69%	80%	76%
Cosmetology	**	**	**100%	**100%	**100%	100%
EMT	100%	69%	94%	96%	84%	93%
EMT I	**	NA	28%	**	80%	60%
Associated Degree Nursing	NA	NA	58%	60%	94%	100%
Practical Nursing	81%	90%	82%	100%	100%	100%
Real Estate	49%	67%	66%	66%	74%	88%
BCC Composite	65%	75%	71%	74%	85%	91%

**Numbers of students taking the test were too small to report to protect individual student confidentiality; Cosmetology data was provided by the Program Director.

Summary: While licensure exam performance can be variable, several programs have reached consistency in excellence, including Cosmetology and Practical Nursing. The Associated Degree Nursing program graduated its first class in 2006-07 and performance of students on licensure exams improved dramatically to 100% by 2009-10. Overall, BCC's composite passing rates have improved 43% to their highest level since 2004-05 (65%) to 91% in 2009-10. While the college succeeded at this high level overall, it did not meet the state's exceptional standard of no tests less than 70%.

College Transfer Students with a GPA of ≥ 2.0 after Two Semesters at a UNC Institution

Description:

Of students transferring to a university with an associate degree or 24 articulated college transfer credit hours, the percentage who have a GPA equal or greater than 2.00 after two semesters at the university.

Source:

Lists of students enrolled in 2008-2009 receiving an associate degree during that academic year and those who had accumulated at least 24 articulated college transfer credit hours data were sent to UNCGA. These lists were matched against fall 2009 and spring 2010 UNC system student records to determine transfer enrollment at a North Carolina public university and first year academic performance. Detailed reports by community college can be accessed at <http://www.northcarolina.edu/ira/ir/analytics/tsp.htm>. Two reports for each college were accessed from this site for this measure: *First-Year UNC Academic Performance of 2008-09 Community College Associate Degree Recipients* and *First-Year UNC Academic Performance of 2008-09 Community College Students with at Least 24 Semester Hours of Community College Coursework*. Data from *D.4. Percent of Students with End-of-Year GPA ≥ 2.00* in these reports were combined to determine the overall percentage of transfers with a GPA equal or greater than 2.00 after two semesters at the university. Community colleges are allowed to supplement this data with acquired performance data from private and out-of-state institutions that is consistent with the methodology employed by the UNCGA in calculating the data for transfer to public universities.

System Standard:

83% of students transferring to a university with an associate degree or 24 articulated college transfer credit hours will have a GPA equal to or greater than 2.00 after two semesters at the university. To meet the *Exceptional Institutional Performance Standard*, a school must meet or exceed the aggregate performance of native UNC sophomores and juniors, which is 87% for this year.

Year	24 or more semester hours		Associate Degree Recipient		Total		NCCCS Standard
	Number	Percent	Number	Percent	Number	Percent	
2003-04	18	61.1%	13	92.3%	31	74.2%	87.1%
2004-05	23	91.3%	18	88.9%	41	90.2%	86.2%
2005-06	13	92%	16	81%	29	86%	87%
2006-07	14	86%	**	**	22	87%	87%
2007-08	26	69%	33	88%	59	80%	86%
2008-09	42	81%	25	84%	67	82%	83%

** Number too small to report due to privacy protection.

Summary: While the college improved slightly from 2007-08 to 82%, of significant note is the improvement in academic performance of students who left Brunswick Community College with 24 or more semester hours at the time of their transfer to a four year institution from 69% the previous year to 81% in 2009-10.

Passing Rates of Students in Developmental Courses

Description/Definition: The percentage of developmental course completers in English, reading or mathematics completing with a grade of "C" or better.

Source

At the end of each semester, colleges submit a Curriculum Registration, Progress, and Financial Aid Report

(CRPFAR) data file which is uploaded to the NCCCS Data Warehouse. Grade data in the Data Warehouse's Curriculum Student Info II Universe was extracted by filtering "Course Prefix" equal to "ENG;MAT;RED", "Course Number" less than "100", and Reporting Term equal to "200903;201001;201002" and analyzed based on data in the fields "Letter Grade" and "College Letter Grade". While all grades were extracted for analysis, only grades that equated to "A","B","C","D", or "F" were counted as completers. Other grades include those that equate to withdraw, incomplete, audit, transfer credit, etc. Results were shared and verified with institutions to ensure proper grade mapping. Standard 75% of developmental course completers in English, reading or mathematics will complete with a grade "C" or better.

Year	English		Math		Reading		Total	
	#	%	#	%	#	%	#	%
2004-05	248	55%	445	74%	-	-	693	67%
2005-06	187	74%	364	79%	-	-	551	77%
2006-07	160	73%	304	80%	-	-	464	78%
2007-08	175	71%	350	84%	-	-	525	80%
2008-09	286	72%	567	79%	13	85%	866	77%
2009-10	420	81%	831	87%	10	75%	1261	85%

Summary: Performance on this measure improved in 2009-10 to its highest level in both English and math, while dropping for reading. Of note is the increase in the overall number of developmental students served. Developmental reading was added in 2008-09 in response to identified student needs. Overall, BCC students are performing consistently above the expected performance standard of 75% since the change in measure in 2006-07.

Success Rate of Developmental Students in Subsequent College-Level Courses

Description:

Among developmental completers subsequently completing a college level English or mathematics course, the percentage passing the college level English or mathematics course with a grade of "D" or better. Specifically, the performance of those who took developmental English and/or reading courses and subsequently took college level English courses was assessed. Likewise, the performance of those who took developmental math courses and then took college-level math courses was also assessed.

Source:

At the end of each semester, colleges submit a Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file which is uploaded to the NCCCS Data Warehouse. Grade data in the Data Warehouse's Curriculum Student Info II Universe was extracted by filtering "Course Prefix" equal to "ENG;MAT", "Course Number" less than or equal to "100", and Reporting Term equal to "200903;201001;201002" and analyzed based on data in the fields "Letter Grade" and "College Letter Grade". While all grades were extracted for analysis, only grades that equated to "A","B","C","D", or "F" were counted as completers. These grades were matched to students who had previously taken developmental English, Reading, and/or Math courses.

Standard:

80% of college level English or mathematics course completers with previous developmental coursework will complete the college level English or mathematics course with a grade of "D" or better.

Year	English		Math		Total	
	#	%	#	%	#	%
2006-07	34	94%	37	81%	71	87%
2007-08	30	90%	60	80%	90	83%
2008-09	57	77%	101	85%	158	82%
2009-10	98	74%	112	78%	210	77%

Summary: Due to the change in assessment methodology between 2006 and 2007, only academic years 2006-07 through 2009-10 are presented. Overall, performance in English and math both declined in subsequent college level courses in 2009-10 resulting in the college not meeting this measure for the first time in four years with the revised measurement. Overall, the combined performance has declined since 2006-07.

Satisfaction of Program Completers and Non-Completers

Description:

The percentage of graduates and early-leavers “very satisfied” or “satisfied” with the overall quality of the college.

Source:

Data was collected from a Completer Survey and a Non-Completer Survey that were developed and administered at the individual colleges. Many of the questions included on the surveys are required by the System Office, including a question on the “Overall quality of the college” with satisfaction options of “very satisfied”, “satisfied”, “dissatisfied”, and “very dissatisfied”. Completer Surveys were administered to students graduating in the 2009-2010 academic year. Non-Completer Surveys were administered to credential-seeking students in Fall 2009 who were not enrolled in Fall 2010 and had not graduated. Colleges are required to report a statistically valid response rate. The overall satisfaction rates were calculated by dividing the total number of respondents “very satisfied” or “satisfied” with the “Overall quality of the college” by the total number of question responses.

Performance Standard:

90% of exiting students will be “very satisfied” or “satisfied” with the overall quality of the college.

Year	Completers		Non-Completers		Total	
	# of Surveys Returned	% Very Satisfied or Satisfied	# of Surveys Returned	% Very Satisfied or Satisfied	# of Surveys Returned	% Very Satisfied or Satisfied
2004-05	104	93%	194	99%	298	98%
2005-06	121	93%	127	96%	248	95%
2006-07	127	96%	89	97%	216	96%
2007-08	102	99%	45	87%	147	95%
2008-09	83	94%	51	85%	134	91%
2009-10	105	90%	47	81%	152	87%

Summary: In 2009-10, BCC experienced its lowest satisfaction score with students compared to the previous five years. While completer satisfaction met the state’s requirement of 90%, non-completer satisfaction results of 81% weighted down overall satisfaction to a combined 87%.

Curriculum Student Retention, Graduation and Transfer

Description:

The percentage of fall credential-seeking students who have graduated or are still enrolled at the same college, a university, or another community college one year later.

Source:

At the end of each semester, colleges submit a Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file which is uploaded to the NCCCS Data Warehouse. Student enrollment data in the Data Warehouse's Curriculum Student Info II Universe was extracted by filtering "Curriculum Type Desc" equal to "Associate;Certificate;Diploma" and "Reporting Term" equal to "200903". This fall 2009 list of students was matched against those with a "Date Graduated in Curriculum" between "07/01/2009" and "12/31/2010" to determine those graduating. The fall 2009 list was also matched against those with "Reporting Term" equal to "201003" in either the Data Warehouse's Curriculum Student Info II or Con-Ed Universe (those in occupational extension programs) to determine fall 2010 enrollments in either curriculum or occupational extension programs. Finally, the fall 2009 list was sent to the National Student Clearinghouse to identify those who transferred to a college or university outside of the NC community College System. The combined data set was analyzed to determine which students from the fall 2009 list had had "graduated", "returned but did not graduate", "transferred but did not graduate or return", or "did not graduate, return, or transfer".

Performance Standard:

65% of fall credential-seeking students will graduate, remain enrolled at the same college, or transfer to a university or another community college one year later.

Year	Total Cohort	% Graduate	% Return	% Transfer	% Graduate, Return or Transfer
2004-05	879	20%	40%	-	61%
2005-06	864	15%	51%	-	66%
2006-07	909	21%	45%	4%	70%
2007-08	1027	16%	45%	6%	67%
2008-09	1088	15%	48%	8%	71%
2009-10	1280	12%	45%	6%	63%

Summary: Overall, during the six year period reviewed, the composite indicator has been variable, with the highest performance occurring during the most recent year of data available at 71%. During 2009-10, BCC did not meet this performance measure for the first time since 2004-05.

Percent of Employers Satisfied with the Quality of Program Completers

Description:

Percentage of clients receiving specialized training programs and services through Customized Training and Small Business Centers satisfied with training.

Source:

Surveys administered to clients receiving services through Customized Training Program projects and Business & Industry Support training activities, and from Small Business Centers were administered by colleges to determine level of satisfaction with training. The data is submitted annually to the System Office at the end of the fiscal year. Satisfaction for each of these surveys are based on a five point scale with satisfaction being based on the highest two points.

Performance Standard:

90% of clients receiving specialized training programs and services through Customized Training and Small Business Centers will be satisfied with training.

Year	Number of Employers Surveyed	Percent Responding Excellent or Very Good
2004-05	144	93%
2005-06	39	100%
2006-07	191	95%
2007-08	231	92%
2008-09	436	95%
2009-10	337	96%

Summary: Overall, BCC has consistently met the expectations of the state performance standard of greater than 90% satisfaction with the quality of program completers and customized training.

Brunswick Community College Quality Enhancement Plan Growing on All Levels Successfully (GOALS)

In 2009-10, BCC implemented its second year of the Quality Enhancement Plan (QEP) as part of the accreditation review for the Southern Association of Colleges and Schools (SACS). The QEP consists of implementing a student learning community to support the first year experience of new college students intending to transfer to a four year school. A complete assessment plan was put into place, including a comparison cohort of students. While the full assessment report is too large to include in its entirety in this Fact Book, key highlights of the program assessment related to academics are included below.

<i>Cohort Key Statistics</i>	<i>Fall 2009</i>	<i>Spring 2010</i>
Initial Enrollment Anticipated	19	15
Dropped Program	1 prior to beginning of semester	1 prior to the beginning of the semester
"No Shows"	1	0
Transfers	0	1
Final Enrollment	18	15
Within Semester Retention	17 (94.4%)	15 (100%)
Fall to Spring Retention	NA	88.2%
Average # Attempted Hours	15.71	15.29
Average # Completed Hours	15.6	15.2
Average GPA	2.84	2.95
<i>Basic Demographics of Cohort 1 Students Enrolled</i>		
Males (initial)	7 (37%)	6 (40%)
Females (initial)	12 (63%)	9 (60%)
Race/Ethnicity (Datatel)		
White	15 (88%)	13 (87%)
Black	2 (12)	2 (13%)

GOAL A: Students completing the GOALS Program will possess the skills, values, and behaviors of effective learners.

Summative Findings:

1. Students in the 2009-10 GOALS learning community achieved an 88.2% fall-to-spring retention rate, while students in the comparison cohort achieved an 80% retention rate. Students in the GOALS learning community achieved an 86% fall-to-fall retention rate, while students in the comparison cohort achieved a 60% rate of retention.
2. Five students in the 2008-09 GOALS learning community had graduated or transferred by the fall of 2010, while two students from the 2008-09 comparison cohort had graduated.
3. The first-year grade point average of students in the 2009-10 GOALS cohort was 2.9, while the GPA for students in the comparison cohort was 2.6. The second-year grade point average of the 2008-09 GOALS cohort fell from a 2.26 average in the first year to 1.6.
4. Of the 18 students who participated in both the TFS and YFCY administrations, five (28%) were GOALS students. According to their responses, some positive trends appeared to emerge. The

percentage of students who asked questions in class went from 33% to 60%, the percentage of students who spent more than 20 hours a week on their homework went from 8% to 15%, the percentage of students who revised their papers went from 33% to 73%, the percentage of students who critically evaluated sources of information went from 27% to 60%, and the percentage of students who supported their positions with logical arguments went from 27% to 53%.

Comments: Students in the 2009-10 learning community outperformed the students in the comparison cohort in both rate of retention and grade point average. The drop in grade point average of students in the 2008-09 learning community unfortunately seems consistent with recent national findings on the short-lived effects of learning community participation, however.

Continuing Education Programs (Non-credit Classes)

Unduplicated Continuing Education Enrollment, 2005-2010

	2005	2006	2007	2008	2009	2010
Total Number	5798	5723	5672	6150	6253	5541

Summary: Total enrollment declined 11.2% from a high of 6,243 in 2009 to the lowest level in six years to 5,541 in 2010

Continuing Education Enrollment by Semester, 2005 to 2010

Academic Year	Fall	Spring	Summer	Total Enrollment (Duplicated)
2005	2984	3127	1927	8038
2006	2869	2913	1920	7702
2007	2970	3159	1541	7670
2008	2939	3555	1891	8385
2009	3212	3300	2263	8775
2010	2987	3139	1944	8070

Summary: Duplicated enrollment declined 8% between 2009 and 2010.

Continuing Education Full-Time Equivalent (FTE) 2004-2005 to 2009-2010

Academic Year	Basic Skills	Occupational	Total FTE	Annual Percent Change
2005	212	221	433	-
2006	215	227	442	-2.1
2007	209	264	473	+7%
2008	225	246	471	-.42%
2009	228	279	507	+7.6%
2010	258	330	588	+16%

Continuing Education Full-Time Equivalent (FTE) Program Non-Budget 2004-2005 to 2009-10

Academic Year	Community Service; Grant and Receipt Supported	Focused Industry Training (FIT)	Human Resource Development (HRD)	Learning Laboratory	New & Expanded Industry (NIT & EIT)	Self-Supported Non-Occupational	Self-Supp Occup Extens	Small Business Center	Total
2005	21	0	0	0	2	33	5	1	62
2006	0	1	0	0	6	37	4	1	48
2007	2	4	0	0	1	33	4	1	45
2008	5	1	0	0	0	36	2	1	44
2009	0	0	0	0	14	42	4	2	62
2010	3	1	-1	0	0	35	0	1	40

Summary: Full Time Equivalent declined 36% from 62 non-budgeted FTE in 2005 to a low of 40 in 2010.

Continuing Education Enrollment by Race and Gender, 2009-10

Gender	American Indian	Asian/Pacific Islander	Black	Hispanic/Latino	Other	White	Total
Female	40	14	314	160	25	1899	2452
Male	35	9	338	262	24	2421	3089
Total	75	23	652	422	49	4320	5541

Continuing Education Students by Age, 2009-10

Age Ranges	Number	Percent
<21	752	13.6%
22-29	1051	19%
30-39	1089	20%
40-49	972	17.6%
50-59	838	15.1%
>60	836	15.1%

Summary: The breadth of programs offered in Continuing Education reflects a large diversity of age groups represented, with 47.8% over age 40 and an average age served of 40.3.

***Number of GEDs/AHSDs Awarded
2004-05 to 2009-10***

Year	Adult High School Diplomas (AHSD)	General Education Development Diplomas (GED)
2004-05	30	64
2005-06	23	72
2006-07	27	105
2007-08	27	87
2008-09	23	78
2009-10	28	91

Summary: GED and AHS awards improved between 2008-09 and 2009-10.

Faculty and Staff Profile

Full-Time Staff by Area of Responsibility, 2004-05 to 2009-10⁹

	Faculty	Senior Administration	Service Maintenance	Staff	Support	Technical/ Paraprofessional	Total
2004-05	35	6	18	27	6	20	112
2005-06	35	5	17	28	7	25	117
2006-07	39	6	17	26	6	24	118
2007-08	44	5	17	30	9	27	132
2008-09	47	5	21	34	5	32	144
2009-10	53	5	22	44	9	39	172

Number of Staff by Primary Function/Occupational Activity, Fall 2009¹⁰

	Full-Time	Part-Time	Total
Primarily Instruction	53	181	234
Instruction/Research/Public Service	0	0	0
Primarily Research	0	0	0
Primarily Public Service/Contracts	0	0	0
Executive/Administrative/Managerial	5	0	5
Other Professional (Support/Service)	44	7	51
Graduate Assistants	0	0	0
Technical and Paraprofessionals	39	26	65
Clerical and Secretarial	9	14	23
Skilled Crafts	0	4	4
Service/Maintenance	22	42	64
Total	172	274	446

⁹ Full-time staff, 9 months or more, by area of responsibility, NCCCS Statistical Reports, 2004-05 through 2009-10

¹⁰ IPEDS Human Resources Report, Fall 2009.

Financial Resources

BCC Core Revenues, 2009-10¹¹

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	\$362,081	2%	\$211
Government appropriations	\$11,246,780	57%	\$6,554
Government grants and contracts	\$3,013,481	15%	\$1,756
Private gifts, grants, and contracts	\$719,602	4%	\$419
Investment income	\$2,182	0%	\$1
Other core revenues	\$4,545,439	23%	\$2,649
Total core revenues	\$19,889,565	100%	\$11,591
Total revenues	\$20,875,825		\$12,165

Explanation: Core revenues include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; other operating and non-operating sources; and other revenues and additions. Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

BCC Core Expenses, 2009-10

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	\$9,624,354	57%	\$5,609
Research	\$0	0%	\$0
Public service	\$0	0%	\$0
Academic support	\$1,327,128	8%	\$773
Institutional support	\$3,473,985	20%	\$2,024
Student services	\$986,342	6%	\$575
Other core expenses	\$1,608,697	9%	\$937
Total core expenses	\$17,020,506	100%	\$9,919
Total expenses	\$17,731,811		\$10,333

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships expenses, other expenses, and non-operating expenses.

¹¹ Core Revenue and Expenditure Reports, IPEDS Finance Report, 2009-10, Reported 2010-11.

BCC Tuition & Fees

Curriculum:

Residents: Students qualifying for in-state tuition shall be charged \$50.00 per credit hour up to a maximum per semester of \$800, based upon 16 credit hours of instruction.

Non-Residents: Out-of-state students shall be charged \$241.30 per credit hour up to a maximum per semester of \$3,860.80, based upon 16 credit hours of instruction.

Other Fees	All Students	4-6 hours	7 or more
Activity Fee		\$20.00	\$32.50
Technology Fee		\$8.00	\$16.00
Insurance Fee	\$1.50		

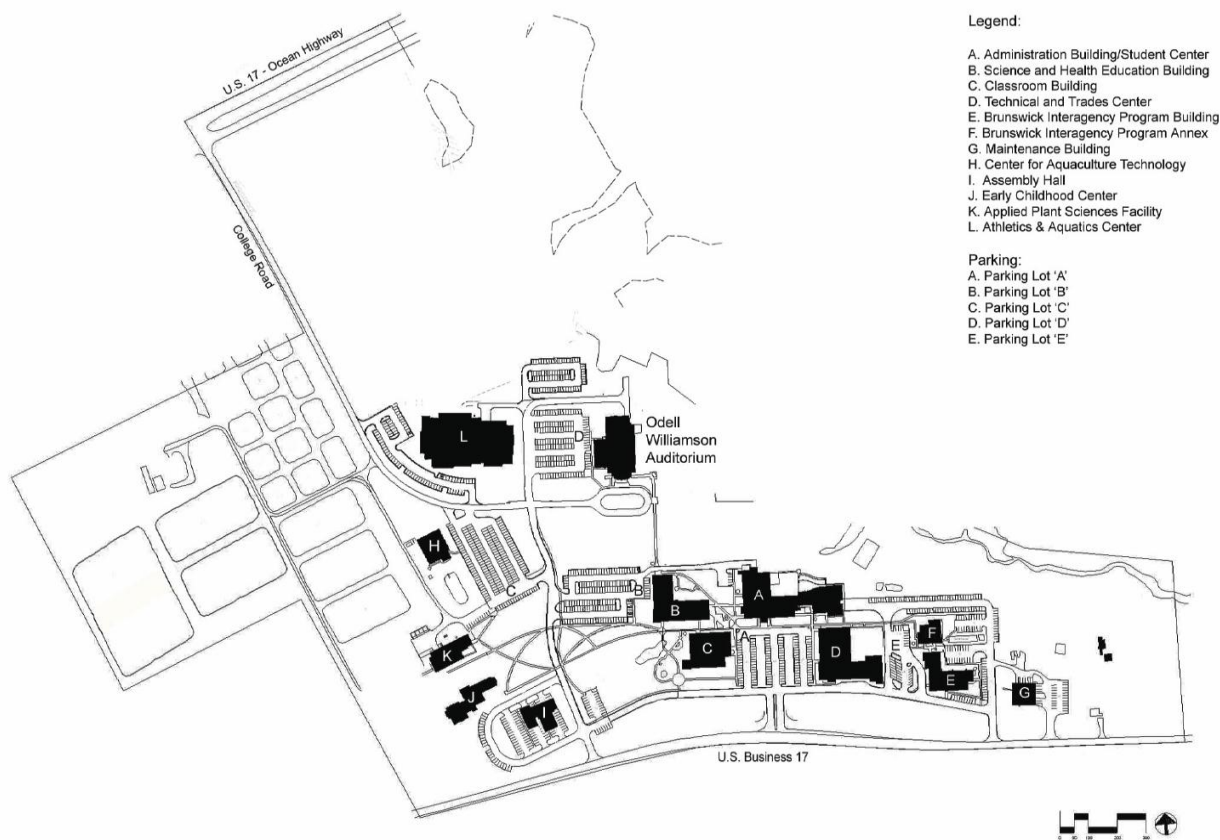
Continuing Education Occupational Extension:

Registration fees for continuing education occupational extension courses are based on the course length as follows:

0-24 Hours: \$65
25-50 Hours: \$120
50+ Hours: \$175

Facilities

Campus Map



Brunswick Community College is very proud of the public supported facilities built through the bond referendum approved in 2004. Four new buildings have opened to support enrollment growth at the College, including the Dinah E. Gore Fitness and Aquatics Center, an Early Childhood Education building with classrooms and a Learning Lab that began serving More at Four programs in September 2010, an Applied Plant Sciences building and greenhouses, and a new Student Activities Center. In addition to the new buildings, the Odell Williamson Auditorium expanded to include an event center and renovated backstage area; Building D was renovated and expanded; and, a former church adjacent to BCC increased classroom and office spaces, as well as renovation to the Leland Center to support economic development and workforce training in Brunswick County.

Future growth is occurring in the south Brunswick area near Calabash, as well as renovations to the Southport Center, the former Brunswick Training School. Both locations will offer services and classes to expand educational opportunities in the county.

Data Sources

Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics (NCES), Data Center

<http://nces.ed.gov/ipeds/datacenter>

NC Community College System Statistical Abstracts

http://www.nccommunitycolleges.edu/Statistical_Reports/index.html

NCCCS, Critical Success Factors Reports 2006-2010

<http://www.nccommunitycolleges.edu/Publications/docs/Publications/csf2009.pdf>

<http://www.nccommunitycolleges.edu/Publications/archivedCsfReports.htm>

NC Department of Public Instruction

<http://www.ncpublicschools.org/>

NC Department of Commerce

<http://www.nccommerce.com/en>

<https://edis.commerce.state.nc.us/EDIS/demographics.html>

NC Higher Education Data Collection (NCHED)

<http://fred.northcarolina.edu/nched>

NC Office of State Budget and Management

<http://www.osbm.state.nc.us/>

US Census Bureau, County Quick Facts

<http://quickfacts.census.gov/qfd/index.html>