BRUNSWICK COMMUNITY COLLEGE

Brunswick Community College
Fact Book – 2010

FOR THE ACADEMIC YEAR 2008-09

Main Campus in Supply
50 College Road, Bolivia, NC 28422
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www.brunswickcc.edu

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Compiled by the Office of Institutional Effectiveness
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Brunswick Community College Fact Book

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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 McRainey
Wendy Milligan
Art Skipper

Administration

Dr. Stephen Greiner, President
Dr. Ben DeBlois, Vice President for Budget and Finance
Dr. Edith Lang, Vice President for Student Services
Sharon Thompson, Vice President for Academic Services
Jerry Thrift, Vice President of Operations
Michael Capaccio, Director, Development/CEO of BCC Foundation
Liz McLean, Director, Marketing
Nicole Smith, Director, Human Resources

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.

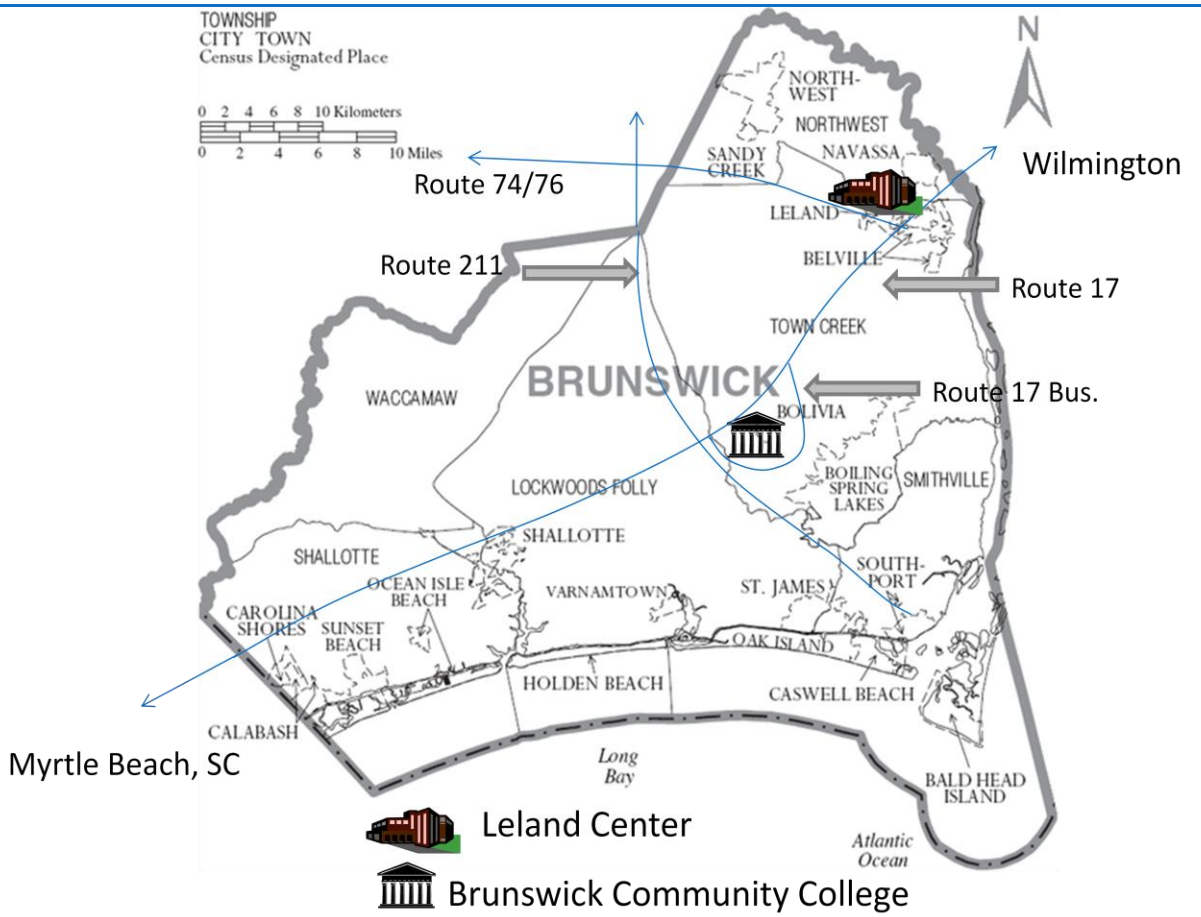
Recognized and/or Approved by

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]

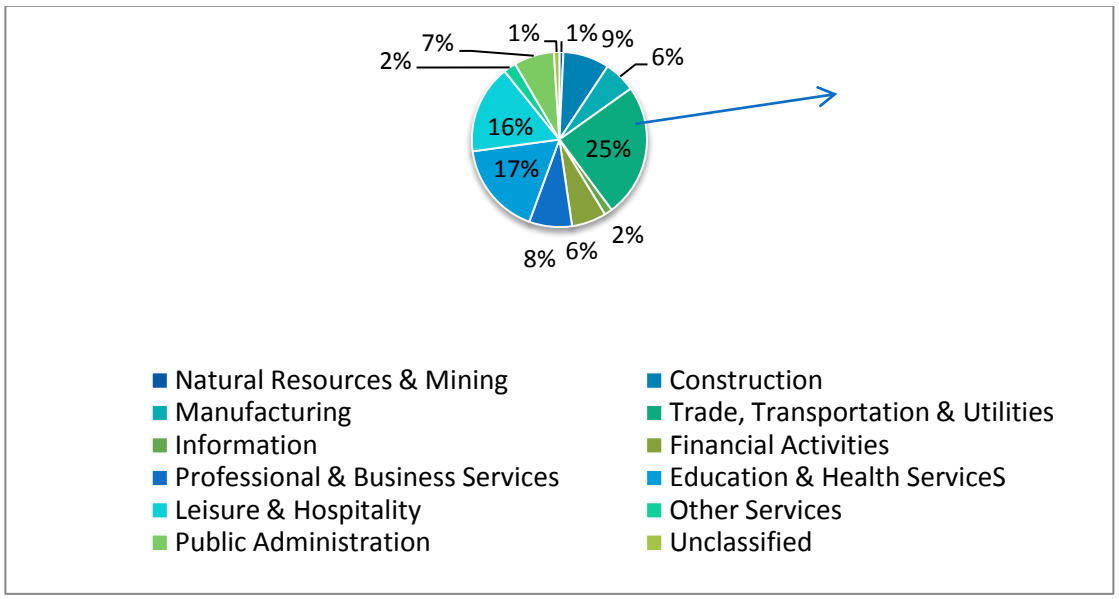
Land Area:	855 square miles
Persons per square mile:	85.5
Percent Rural/Rural Non-Farm:	66.2%
County Population (2009 estimate):	109,208
Median Age (2009):	46
Gender (2008):	Male: 48.9% Female: 51.1%
Race (2008):	White: 85.9% Non-white: 14.1%
Median Family Income (2009):	$55,193
Per Capital Income (2009):	$25,307
% of Population Below Poverty (2008):	11.8%

[1] NC Department of Commerce, Economic Development, Brunswick County Profile, June 2010
[2] US Census State and County Quick Facts, Brunswick County, N.C., July 2010

Employment Profile (Annualized 2009 – NC Department of Commerce)

	2007	2008	2009	% Change
Labor Force	47752	50035	48886	2.4%
Employed	45570	46833	43492	-4.6%
Unemployed	2182	3202	5394	147.2%
Unemployment Rate	4.6	6.4	11	139.1%

Employment by Sector - Average Employees (4th quarter 2007)



Top 10 Employers (4th quarter 2009)

Rank	Company	Industry	Employment Range
1	Brunswick Co. Board of Education	Education & Health Services	1000+
2	Brunswick County	Public Administration	1000+
3	WalMart 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	Tron Golf, LLC	Leisure & Hospitality	250-499
8	Dak Americas, LLC	Trade, Transportation, & Utilities	250-499
9	Food Lion, LLC	Trade, Transportation, & Utilities	250-499
10	Smithville Townships J Arthur	Education & Health Services	250-499

Brunswick County K-12 Educational Profile[3]

Grades K-12 Total Enrollment (2008-09): 11,837

Adequate Yearly Progress of Schools (2008-09)[4]:

Elementary Schools	88%
Middle Schools	100%
High Schools	75%

Number of Total High School Students (2008-09)

Grades 9-12:	#	%
North Brunswick High School	816	23%
South Brunswick High School	1095	31%
West Brunswick High School	1355	38%
Brunswick Academy	208	6%
Brunswick County Early College High School	69	2%
Total All Schools	3543	
Total 12th grade students	708	(20%)

Average SAT Total Scores (2009): 986

Number of High School Graduates (2009): 689
Average SAT Total Scores (2009): 986
% of High School Seniors taking SAT (2009): 32%
High School Cohort Graduation Rate[5] (2008-09): 76.2%

Number of BCS High School Graduates entering BCC as a freshman, Fall 2009

School	**#**	**%**
North Brunswick High School	13	1.6%
South Brunswick High School	52	4.7%
West Brunswick High School	78	5.8%
Brunswick Academy	0	0%
Total All Schools	**143**	**20.8%**

[3] N.C. Department of Public Instruction
[4] North Carolina sets target goals that schools must meet to make Adequate Yearly Progress (AYP) under the federal No Child Left Behind (NCLB). The county's AYP performance exceeded the state average.
[5] North Carolina shifted to a cohort graduation rate instead of its predecessor of individual year dropout rates. Cohort graduation rates monitor students from 9th grade enrollment through 12th grade graduation to determine the proportion who complete high school as expected.

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, 2008-09

	American Indian		Asian		Hispanic		Black		White		Total
Grade	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
09	0	0	0	0	2	3	0	7	23	34	69
10	0	0	0	0	2	2	4	8	28	29	73
11	0	0	0	0	0	6	5	6	17	32	66
Total	0	0	0	0	4	11	9	21	68	95	208

- 81 students are male (39 %) and 127 are female (61%)
- 83% of students are economically disadvantaged
- 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*

	English I	Algebra I	Algebra II	Geometry	Biology	Chemistry	Physical Science	Physics	Civics & Econ.	US History
BCECHS	92.5	94.2	81.3	90.8	91.5	63.3	92.3	N/A	92.1	76.4
District	75.1	71.5	78.9	88.7	77.2	80.4	75.7	76.7	88.3	71.2
NC	73.8	67.7	72.9	73.3	71.2	77.7	62.7	85.9	71.4	71.2

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

Of particular note is that students at Brunswick Early College High School significantly outperformed their district peers and in the state in English, Algebra I, Biology, and Physical Science. Overall, the school performed better than the district and the state in all categories tested except in Chemistry.

Academic Programs at Brunswick Community College

Program Code	*Program*	*Degree*	*Diploma*	*Certificate*
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 Enrollment[6]
2004-2005 to 2008-2009

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%

Summary: From 2004-05 to 2008-09, curriculum program enrollment grew by 47.3%.

Curriculum Program Full-Time Equivalent (FTE)[7]
2004-2005 to 2008-2009

Academic Year	Fall	Spring	Total FTE	Annual Percent Change
2004-05	422	415	837	-
2005-06	445.2	395.6	841	+.47%
2006-07	472	468	939	+11.7%
2007-08	555	478	1033	+10%
2008-09	581	602	1183	+14.5%

Summary from 2004-05 to 2008-09: From 2004-05 to 2008-09, total curriculum FTE grew 41% overall.

Curriculum Program Enrollment by Degree Type
2004-2005 to 2008-2009

Academic Year	Associate	Diploma	Certificate	Transitional	Total Enrollment
2004-05	850	266	117	133	1325
2005-06	776	274	95	184	1297
2006-07	986	204	138	388	1653
2007-08	1023	192	193	460	1796
2008-09	1198	177	224	423	1952

Summary from 2004-05 to 2008-09:

- Associate degree program enrollment increased 41%; Diploma degree program enrollment decreased 33.5%; Certificate degree program enrollment increased 91.5%; Transitional program enrollment increased 218%.

[6] NCCCS Statistical Reports, 2004-05 to 2008-09

[7] 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.

Total Brunswick Community College Enrollment,
Curriculum and Continuing Education (Non-Curriculum)
2004-2005 to 2008-2009

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

Enrollment by Race and Gender by Curriculum, 2008-09

Gender	American Indian	Asian/Pacific Islander	Black	Hispanic/ Latino	Other	White	Total
Female	18	10	219	33	31	933	1244
Male	5	3	88	26	11	577	710
Total	23 (1.2%)	13 (.67%)	307 (15.7%)	59 (3%)	42 (2.1%)	1510 (77.3%)	1954

Summary:

- 64% of students at BCC are female, compared to 36% male.
- By race, White students make up 77.3% of the student population, 15.7% are Black, and the remaining 7% are Hispanic, American Indian and Asian/Pacific Islanders, and of Other races.

Enrollment by Curriculum Load and Gender, Fall 2008 and Spring 2009

Semester	Full-time[8] Men	Full-time Women	Part-time Men	Part-time Women	Total
Fall 2008	156	245	348	617	1366
Spring 2009	231	338	291	568	1428

Summary:

- A total of 401 students were full-time in fall 2008, compared to 569 in spring 2009 – a 42% increase.
- A total of 965 students were part-time in fall 2008, compared to 859 in spring 2009 – an 11% decrease.
- Consistent with the curriculum population in general, more women than men are both full and part time students.

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

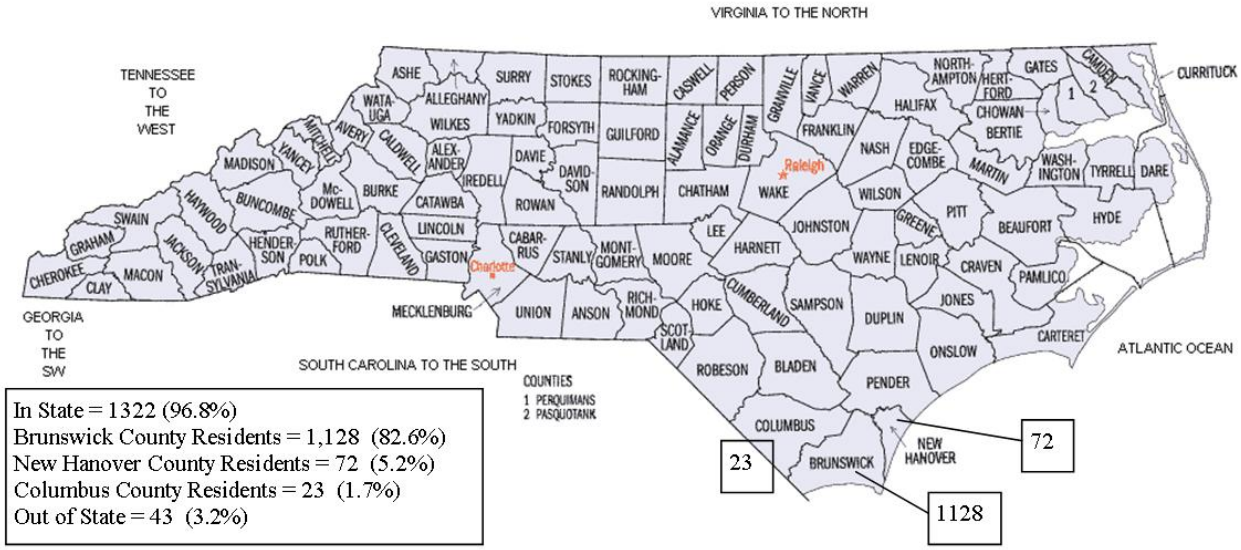
Curriculum Enrollment by Age Range, Fall 2008

Age Ranges	Number	Percent
15-17	143	10%
18-21	565	39.5%
22-29	339	23.7%
30-39	189	12.8%
40-49	118	8.3%
50-59	67	4.7%
>60	14	1.0%

Summary:

- Traditional students aged 18-21 make up 39.5%; non-traditional students (other than special students) make up 50.5% of students.
- Students less than 17 are primarily enrolled in the Early College High School or dual enrolled from another high school. An estimated 13% of Special Credit students are also under age 17.

Student Residency



Summary:

- While 82.6% of students reside in Brunswick County, 37 other counties out of the 100 in North Carolina are represented at the College.
- 51% of out of state students are from South Carolina out of the 43 students that represent 13 other states, from as far north as Maine, and as far west as Utah. (Other states also include: Louisiana, Minnesota, New Hampshire, New Jersey, New York, Pennsylvania, Tennessee, Texas, Virginia, and West Virginia).

Student Financial Aid, 2008-09[9]

Federal Scholarships	Number of Students	Total Dollars	Average Per Recipient
Federal Supplemental Education Opportunity Act (FSEOG)	8	$5,600	$700
Pell Grant Total (Federal)	599	$1,571,454	$2,623.46
Employment/Benefit Funding			
Federal College Work Study (FWS)	21	$17,202	$819.14
NC Division Vocational Rehabilitation	9	$10,359	$1,151
VA Federal Benefits Veterans/Dependents	27	$161,749	$5,990
Job Training Partnership WIA, NAFTA	23	$46,313	$2,013.61
External Sources of AID			
NC Nurse Education Scholarship Loan Program	2	$4,500	$2,250
NC Education Lottery Scholarship	133	$118,058	$887.65
NC Student Incentive Grant	13	$8,050	$619.23
NC Prospective Teacher Scholarship Loan	1	$2,500	$2,500
NC EARN	80	$253,712	$3,171.40
NC Community College Grant	211	$131,628	$623.83
NC Community College Child Care Grant	6	$18,416	$3,069.33
NC High Demand/Low Enrollment Grant	21	$2,386	$113.62
Tuition Waivers for Persons at least 65	6	$4,662	$777
Faculty/Staff Tuition Waivers	10	$1,642	$164.20
Other State Mandated Waivers	423	$353,475	$835.64
Institutional Sources of AID			
Institutional Grant/Scholarship (non-need)	57	$29,877	$524.16
Institutional Loan (non-need based)	29	$17,068	$588.55
Other Institutional Scholarship/Grant	93	$94,792	$1,019.27
Non-Federal, Non-NC Programs			
Externally administered private (non athletic)	3	$7,500	$2,500
Alternative Loan	4	$12,500	$3,125
All Sources of Financial Aid Summary			
Total Federal Programs (Unduplicated)	614	$1,802,318 (63%)	$2,935.37
Total NC Programs (Unduplicated)	732	$909,388 (32%)	$1,242.33
Total Institutional Programs (Unduplicated)	176	$141,737 (5%)	$805.32
Total Non-Federal, Non-NC Programs	7	$20,000 (.70%)	$2,857.14
Grand Total Unduplicated Students	1,185	$2,873,443	$2,424.85

[9] NCHED A-10 Report, 2008-09

Number of Curriculum Graduates by Degree Type
2004-2005 to 2008-2009

Academic Year	Associate	Diploma	Certificate	Total Graduates
2004-05	77	104	81	262
2005-06	75	40	52	162
2006-07	105	55	87	247
2007-08	105	66	67	238
2008-09	92	65	89	246

Summary: Associate degree graduates increased by 36% to a high of 105 in 2006-07 and 2007-08. While this number declined 12% in 2008-09, recent enrollment increases are likely to

Number of Graduates by Program Degree Type, 2004-05 to 2008-09

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

Graduates by Curriculum Program, 2004-05 to 2008-09

Code	Program Name	2005	2006	2007	2008	2009
A10100	ASSOCIATE IN ARTS	29	39	19	40	33
A10200	ASSOCIATE IN FINE ARTS					2
A10300	ASSOCIATE IN GENERAL EDUCATION				1	1
A10400	ASSOCIATE IN SCIENCE	5	7	4	8	11
A15120	AQUACULTURE TECHNOLOGY		1		1	1
A15240	HORTICULTURE TECHNOLOGY	5	3	3		2
A15420	TURFGRASS MANAGEMENT TECHNOLOGY	3	3	7	2	6
A20100	BIOTECHNOLOGY					2
A25120	BUSINESS ADMINISTRATION	11	5	2	6	4
A25130	COMPUTER PROGRAMMING	2		4		2
A25260	INFORMATION SYSTEMS	2	3	1	1	1
A25360	OFFICE SYSTEMS TECHNOLOGY	5	1	3	2	2

Graduates by Curriculum Program, 2004-05 to 2008-09 (continued)						
A40200	ELECTRONICS ENGINEERING TECH.		1	3		
A45100	ASSOCIATE DEGREE NURSING (INTEGRATED)			40	25	16
A45360	HEALTH INFORMATION TECHNOLOGY	11	7	5	6	1
A55140	COSMETOLOGY	1				
A55220	EARLY CHILDHOOD ASSOCIATE	4	5	9	8	6
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
C15420	TURFGRASS MANAGEMENT TECH.	3	4	4	5	12
C25100	ACCOUNTING					3
C25120	BUSINESS ADMINISTRATION	11	3	4	6	7
C25360	OFFICE SYSTEMS TECHNOLOGY	5	2	5	2	3
C45480	NURSING ASSISTANT	5	3	9		
C45600	PHLEBOTOMY	6	8	2	9	12
C50420	WELDING TECHNOLOGY	5	1	2	1	6
C55120	BASIC LAW ENFORCEMENT TRAINING	1	10			
C55140	COSMETOLOGY	13	3	8	8	17
C55220	EARLY CHILDHOOD ASSOCIATE	20	12	38	20	6
C5522B	TEACHER ASSOCIATE	2		3	5	
C55230	ESTHETICS TECHNOLOGY	7	1	3	2	3
C55290	INFANT/TODDLER CARE			11	11	2
C55400	MANICURING/NAIL TECHNOLOGY		2			4
D10100	DIPLOMA IN ARTS			1	17	16
D10400	DIPLOMA IN SCIENCE			3	7	7
D15120	AQUACULTURE TECHNOLOGY	1			1	
D15240	HORTICULTURE TECHNOLOGY	5	2	2		4
D15420	TURFGRASS MANAGEMENT TECH	3	4	6	4	5
D25360	OFFICE SYSTEMS TECHNOLOGY	5	4	1	1	2
D45360	HEALTH INFORMATION TECHNOLOGY	1	3	3	3	
D45660	PRACTICAL NURSING	26	21	22	17	13
D55140	COSMETOLOGY			2	1	2
D55220	EARLY CHILDHOOD ASSOCIATE	4	4	11	11	10
D5522A	SPECIAL EDUCATION		2	3	4	
D55280	GENERAL OCCUPATIONAL TECHNOLOGY	60	1	4	2	6

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 2008-09. A more detailed review of each indicator follows on pages 18 to 25.[10] The 2010 Critical Success Factors report presents data for the academic year 2008-09 and is available electronically by following this link:
http://www.nccommunitycolleges.edu/Publications/docs/Publications/csf2010.pdf

MEASURE	STANDARD	SYSTEM AVERAGE	BCC RESULTS
Progress of Basic Skills Students	75%	84%	97%
Passing Rates on Licensure/ Certification Exams for First-Time Test Takers	Aggregate = 80%	86%	85%
Performance of College Transfer Students	86%	85%	80%
Passing Rates in Developmental Courses	75%	80%	77%
Success Rate of Developmental Students in Subsequent College-Level Courses	80%	87%	82%
Student Satisfaction of Completers and Non-Completers	90%	96%	91%
Curriculum Student Retention, Graduation & Transfer	65%	72%	71%
Business/Industry Satisfaction With Services Provided	90%	94%	95%

[10] 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 2010.

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.

Performance Standard—Standard for the progress of basic skills students is 75 percent for the composite measure. This measure is a required performance funding measure.

Year	FTE	Total Served in Literacy	Completed A Level	Progressing Same Level	Moved to Higher Level	Exit Non-Completer	Composite Progress Measure
2004-05	1332	958	3%	63%	28%	7%	93%
2005-06	1331	944	2%	63%	26%	9%	91%
2006-07	1457	871	6%	71%	13%	10%	90%
2007-08	1548	1073	8%	67%	15%	10%	90%
2008-09	1752	1127	6%	68%	23%	3%	97%

Summary: The total number of people served in the literacy program grew by 17.6% during the five year period, with primary growth occurring after 2006-07. The best performance in composite progress occurred most recently in 2008-09 at 97%, with the strongest indicators of change being students who moved to a higher level and fewer non-completers.

Passing Rates on Licensure & Certification Examinations

Description/Definition—The percentage of first-time test takers from community colleges 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.

Passing rates were calculated by dividing the number of persons who successfully pass an examination the first time they take the exam by the number of persons who sat for the exam for the first time. An aggregate 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.

Performance Standard— Performance standard for the aggregate institutional passing rate is 80 percent. To be rated EIP (Exceptional Institutional Performance), a college cannot have any licensure/certification exams for which the college controls who were eligible to sit for the exam with a passing rate less than 70%.

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

**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 in 2008-09. Overall, BCC's composite passing rates have improved 31% since 2004-05.

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

One of the eight performance measures used to assess community college performance as a core indicator of student success is performance of students who transfer from a community college to a four year institution. Two cohorts of students are tracked for their academic performance - those who transfer with greater than 24 semester hours and associate degree recipients.

Description/Definition—College transfer programs provide educational experiences that will enable transfer students to make the transition to a baccalaureate program and perform as well as the students who enroll as first-time freshmen at universities. The purpose of this measure is to compare the performance of community college associate degree students (Associate in Arts, Associate in Science, and Associate in Fine Arts) who transfer to public North Carolina universities with students native to the four-year institutions.

Performance Standard[11]— In 2010, 83% of students in both associate degree recipients and the students who transferred with 24 or more semester hours at community colleges had GPA equal to or greater than 2.0 after two semesters at a university. To be identified as EIP (Exceptional Institutional Performance), performance of community college transfer students was to be equivalent to the performance of native UNC sophomores and juniors: 86% for this year.

Year	Total FTE	24 or more semester hours		Associate Degree Recipient		Total		NCCCS Standard
		Number	Percent	Number	Percent	Number	Percent	
2003-04	1332	18	61.1%	13	92.3%	31	74.2%	87.1%
2004-05	1331	23	91.3%	18	88.9%	41	90.2%	86.2%
2005-06	1457	13	92%	16	81%	29	86%	87%
2006-07	1548	14	86%	**	**	22	87%	87%
2007-08	1752	26	69%	33	88%	59	80%	86%

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

Summary: Between 2005-06 and 2007-08, there was a 25% decrease in the 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. BCC has met the performance funding level twice in eight years, in 2009 and 2007.

[11] The performance standard is variable each year based on the performance of UNC native students who started their postsecondary education at a UNC system institution.

Passing Rates of Students in Developmental Courses

Description/Definition — The percent of students who complete developmental English, mathematics, or reading courses with a grade of "C" or better.

Performance Standard—Seventy-five percent (75%)[12] of students who complete a developmental course in English, reading or mathematics will have a grade of "C" or better for that course.

Year	FTE	English		Math		Reading		Total	
		#	%	#	%	#	%	#	%
2004-05	1332	248	55%	445	74%	-	-	693	67%
2005-06	1331	187	74%	364	79%	-	-	551	77%
2006-07	1457	160	73%	304	80%	-	-	464	78%
2007-08	1548	175	71%	350	84%	-	-	525	80%
2008-09	1752	286	72%	567	79%	13	85%	866	77%

Summary: Performance on this measure has been consistent in English and variable in math from 2004-05 to 2008-09. Of note is the more recent increase in the number of developmental students from 2007-08 to 2008-09 – 63.4% increase in developmental English and 62% in developmental math. 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.

[12] Prior to 2007-08, the performance standard was 70% of developmental students completing with a "C" or better.

Success Rate of Developmental Students in Subsequent College-Level Courses

Description/Definition—Performance of developmental students in subsequent college level courses will be measured. Specifically, performance of who took developmental English courses and subsequently took college-level English courses was assessed. Likewise, the performance of who took developmental math courses and then took college-level math courses was tracked.

The purpose of this measure is to provide evidence that developmental courses equip students with the skills and knowledge necessary for success in their college studies. Once students have successfully completed the developmental courses, they should be able to pass curriculum courses.

Performance Standard— Eighty percent (80%)[13] of students who completed a developmental course in the previous academic year, and completed subsequent college level course in the subsequent year following, will have a passing grade for the college level course. (Example: a student takes a developmental class in 2007-08 will pass a college level course in 2008-09.)

Year	FTE	English		Math		Total	
		#	%	#	%	#	%
2006-07	1457	34	94%	37	81%	71	87%
2007-08	1548	30	90%	60	80%	90	83%
2008-09	1752	57	77%	101	85%	158	82%

Summary: Due to the change in assessment methodology between 2006 and 2007, only academic years 2006-07 through 2008-09 are presented. Overall, while performance in English has declined, math performance in subsequent college level courses improved in 2008-09. Overall, the combined performance has declined since 2006-07.

[13] Prior to 2006-07, the measurement was based on an expectation that there would be no significant difference between developmental and non-developmental students.

Satisfaction of Program Completers and Non-Completers

Description/Definition—The proportion of graduates and early-leavers who indicate that the quality of the college programs and services meet or exceed their expectations.

Performance Standard—Ninety percent (90%) of the combined respondents will report to be satisfied with the quality of the college's programs and services.

Year	#	Completers		Non-Completers		Total	
	FTE	Number	% Satisfied	Number	% Satisfied	Number	% Satisfied
2004-05	1332	104	93%	194	99%	298	98%
2005-06	1331	121	93%	127	96%	248	95%
2006-07	1457	127	96%	89	97%	216	96%
2007-08	1548	102	99%	45	87%	147	95%
2008-09	1752	83	94%	51	85%	134	91%

Summary: While completer satisfaction has remained somewhat stable, in the past two years, non-completer satisfaction has declined, resulting in an overall decrease in satisfaction. Despite these decreases, BCC continues to perform above the state's required standard.

Curriculum Student Retention, Graduation and Transfer

Description/Definition—This composite indicator consists of:
1. Number of individuals completing a curriculum program with a certificate, diploma, or degree;
2. Number of individuals who have not completed a program but who are continuing enrollments in either curriculum or occupational extension programs; and,
3. Number of individuals who transferred to a university or another community college.

This composite indicator will consist of the above three measures, each reported separately for each college. Sum of the three will be divided by the total number of curriculum students in the cohort to compute an indicator of curriculum student progress and success.

Performance Standard—Performance standard for this measure is 65 percent[14] of the fall cohort will have completed their program, still be enrolled the following fall at the community college, or transferred to another community college or university.

Year	FTE	Total Cohort	% Graduate	% Return	% Transfer	% Graduate, Return or Transfer
2004-05	1332	879	20%	40%	-	61%
2005-06	1331	864	15%	51%	-	66%
2006-07	1457	909	21%	45%	4%	70%
2007-08	1548	1027	16%	45%	6%	67%
2008-09	1752	1088	15%	48%	8%	71%

Summary: Overall, during the five year period reviewed, the composite indicator has been variable, with the highest performance occurring during the most recent year of data available at 71%. Overall, BCC has consistently met the performance standard of the state in each of the past five years.

[14] Prior to 2007-08, the performance standard aggregate was 60% and did not include transfer data.

Percent of Employers Satisfied with the Quality of Program Completers

Description/Definition— The percentage of businesses/industries who have received services from a community college indicating that their expectations have been met. This measure is intended primarily to determine the satisfaction of organizations that received services from a community college.

Performance Standard—Ninety percent (90%) of businesses/industries surveyed will report satisfaction with the services provided by community colleges.

Year	FTE	Number of Employers Surveyed	Percent Responding Excellent or Very Good
2004-05	1332	144	93%
2005-06	1331	39	100%
2006-07	1457	191	95%
2007-08	1548	231	92%
2008-09	1752	436	95%

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

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

In 2008-09, BCC implemented its 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.

GOALS Cohort I Key Statistics	**Fall 2008**	**Spring 2009**
Initial Enrollment Anticipated	20	16
Dropped	1 (prior to beginning of semester)	1 (did not pass first-semester prerequisites)
"No Shows"	1	0
Final Enrollment	18	15
Within Semester Retention	16	13
Fall to Spring Retention	NA	81.33%
Average # Attempted Hours	14.13	13.15
Average # Completed Hours	13.22	11.23
Average GPA	2.4575	2.0045
Basic Demographics of Cohort 1 Students Enrolled		
Males (initial)	12 (67%)	9 (60%)
Females (initial)	6 (33%)	6 (40%)
Race/Ethnicity (Datatel)		
White (initial)	16 (89%)	13 (86%)
Hispanic (initial)	2 (11%)	2 (14%)

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

1. Students in the GOALS learning community achieved an 81.3% fall-to-spring retention rate, while students in the comparison cohort achieved a 75% retention rate. Students in the GOALS learning community achieved an 80% fall-to-fall retention rate, while students in the comparison cohort achieved a 75% rate of retention.

2. Students in the learning community neither transferred nor graduated after their first year and that criterion for success, therefore, was not applicable this year.

3. The first-year grade point average of students in the GOALS cohort was 2.26, while the GPA for students in the comparison cohort was 1.83.

2008 SENSE Survey

The Survey of Entering Student Engagement (SENSE) provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student intake processes, support systems, learning, and persistence. The SENSE survey was administered in classes randomly selected from the population of all first college-level English and math courses and all developmental education courses, excluding ESL courses.

Selected highlights from the survey:

- 2008 SENSE entering student respondents at BCC range in age from 18 to 50-64 years old. Approximately 98% are between 18 to 39 years old; 86.9% are 18 to 24 years old while 11% are 25 to 39 years old.

- "First-generation" status: 45.3 % of entering students indicate that their mother has no college experience, and 37.6% indicate that level for their fathers; 55.6% of brothers/sisters had no college experience.

- 84.1% of entering students report starting their college careers at BCC.

- 34% of entering students at our college work 21 or more hours per week; 7.5% of students are married; 15.8% have children who live with and depend on them for their care; and 68% of students spend 1-5 hours preparing for class; 26% spend 6-20; and, 2.6% spend 21 or more hours.

- Full-time students were submitted an application for Financial Aid sooner than part-time students.

- Among entering students surveyed, 71% applied for Financial Aid and 57% received an offer of assistance.

- 31% of entering students indicated they were enrolled in a developmental writing course, 27% in developmental reading, and 59% in developmental math.

- 29% of entering students skipped at least one class in the first three weeks and 10% skipped 1-2classes during the same period; 22% of returning students skipped at least once and 16% skipped 1-2 classes during the same period.

- Rating on a scale of 1-7, with 1 being “Unfriendly, unsupportive, sense of alienation” to 7 being “Friendly, supportive, sense of belonging,” 81% of entering students rated BCC between 5 and7.

Continuing Education Programs (Non-credit Classes)

Unduplicated Continuing Education Enrollment, 2005-2009

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

Summary: Total enrollment declined in 2006 and 2007. Overall, from 2005 to 2009, unduplicated enrollment increased 7.8%.

Continuing Education Enrollment by Semester, 2005 to 2009

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

Summary: Duplicated enrollment declined in 2006 and 2007. Overall, from 2005 to 2009, duplicated enrollment increased 9.2%.

Continuing Education Full-Time Equivalent (FTE) Program
2004-2005 to 2008-2009

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

Summary: Full Time Equivalent declined to a low of 44 in 2008 before jumping back to 2005 levels in 2009.

Continuing Education Enrollment by Race and Gender, 2008-09

Gender	American Indian	Asian/Pacific Islander	Black	Hispanic/ Latino	Other	White	Total
Female	36	16	339	177	16	2302	2882
Male	39	17	397	293	24	2601	3371
Total	75	33	736	470	40	4903	6253

Continuing Education Students by Age, 2008-09

Age Ranges	Number	Percent
<21	769	12.3%
22-29	1160	18.5%
30-39	1176	18.8%
40-49	1103	17.6%
50-59	968	15.5%
>60	1080	17.3%

Summary: The breadth of programs offered in Continuing Education reflects a large diversity of age groups represented, with 50.4% over age 40.

Number of GEDs/AHSDs Awarded
2004-05 to 2008-09

Year	FTE	Adult High School Diplomas (AHSD)	General Education Development Diplomas (GED)
2004-05	1332	30	64
2005-06	1331	23	72
2006-07	1457	27	105
2007-08	1548	27	87
2008-09	1752	23	78

Summary: GED and AHS awards have not changed significantly since 2004-05, except the significant increase in GEDs awarded in 2006-07.

Faculty and Staff Profile

Full-Time Staff by Area of Responsibility, 2004-05 to 2008-09[15]

	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

Number of Staff by Primary Function/Occupational Activity, Fall 2008[16]

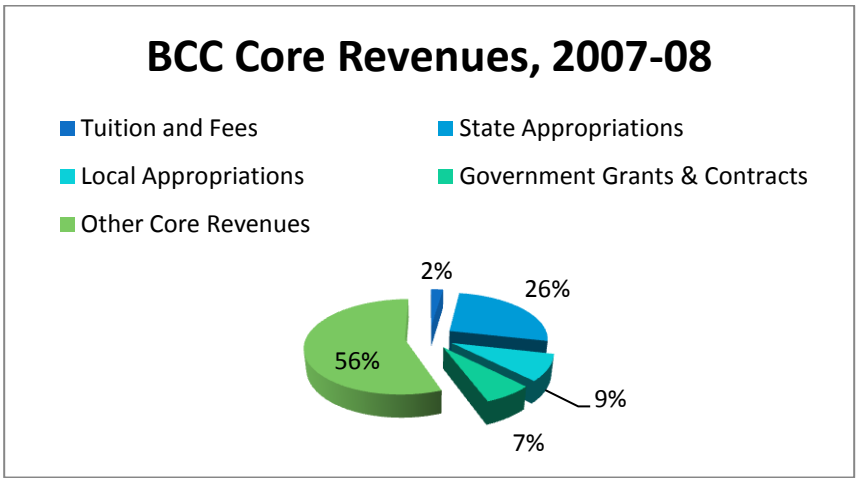
	Full-Time	Part-Time	Total
Primarily Instruction	40	149	189
Instruction/Research/Public Service	0	0	0
Primarily Research	0	0	0
Primarily Public Service/Contracts	0	0	0
Executive/Administrative/Managerial	4	0	4
Other Professional (Support/Service)	41	12	53
Graduate Assistants	0	0	0
Technical and Paraprofessionals	27	20	47
Clerical and Secretarial	20	16	36
Skilled Crafts	0	0	0
Service/Maintenance	15	4	19
Total	147	201	348

[15] Full-time staff, 9 months or more, by area of responsibility, NCCCS Statistical Reports, 2004-05 through 2008-09
[16] IPEDS Human Resources Report, Fall 2008.

Financial Resources

BCC Core Revenues, 2007-08[17]

	Total	Percent	Per FTE Enrollment
Tuition and Fees	$654,625	2.36%	859
State Appropriations	$7,257,438	26.18%	9,524
Local Appropriations	$2,499,398	9.02%	3,280
Government Grants & Contracts	$1,869,271	6.74%	2,453
Other Core Revenues	$15,443,470	55.7%	20,267



BCC Core Expenses, 2007-08

	Total	Percent	Per FTE Enrollment
Instruction	$7,398,145	52.17%	9,709
Research	$0	0%	0
Public Service	$0	0%	0
Academic Support	$1,021,333	7.2%	1,340
Student Services	$689,299	4.86%	905
Institution Support	$2,259,031	15.93%	2,965
Other Core Expenses	$2,813,578	19.84%	6,392

BCC Tuition & Fees

North Carolina Resident: $50.00/credit hour

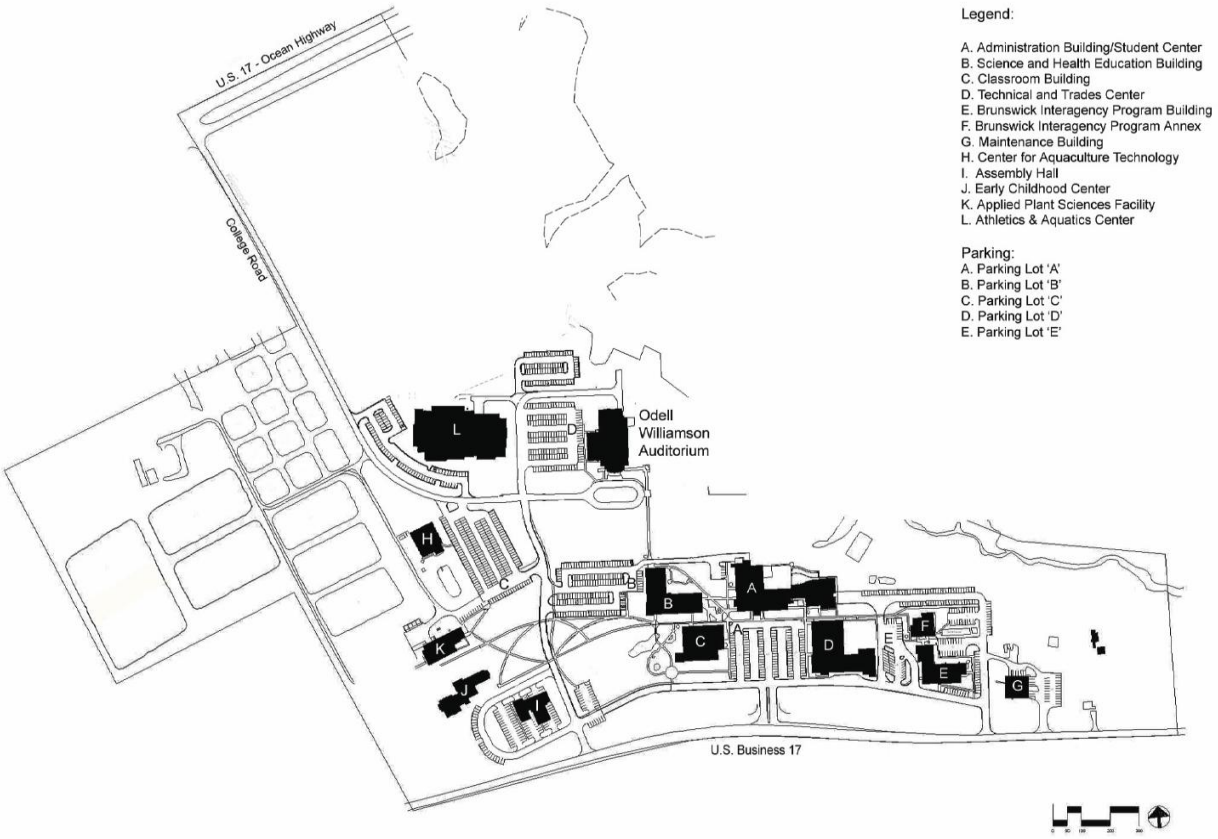
Non-North Carolina Resident: $241.30/credit hour

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

[17] Core Revenue and Expenditure Reports, IPEDS Finance Report, 2007-08.

Facilities

Campus Map



Brunswick Community College is very proud of the public supported facilities built through the bond referendum approved in 2004. Four new building 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 will begin 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