Brunswick Community College IPEDS Graduation Data and Other Institutional Measures of Student Achievement

Brunswick Community College (BCC) uses multiple measures to document and assess student success. BCC uses IPEDS Graduation data at the 150% graduation rate to measure student success and achievement. Additional evaluation of BCC's student success and achievement is conducted by collecting and assessing internal data and the North Carolina Community College System's (NCCCS) annual Performance Measures Report data linked to areas of the College Mission. The Institutional Measures of Student Achievement data include the Mission Component, Criteria of Effectiveness, and the Threshold of Acceptability. BCC's performance on each criterion is below the corresponding table.

IPEDS Graduation Data

BCC monitors student progression and completion by reviewing the IPEDS graduation rate and comparing BCC's performance to a college comparison group using the IPEDS three-year graduation rate data (150% time). BCC set the threshold for acceptability at 35%, which is the average percentage of the comparison group colleges at the 150% graduation rate for the most recent years (IPEDS 2021, IPEDS 2022, and IPEDS 2023). The rationale for this threshold is based upon the comparison group colleges' similar size or close geographic proximity, along with similarities found within the institutional missions. The table below shows the mission component, criteria of effectiveness, the threshold of acceptability, and the rationale for the threshold of acceptability for this student achievement measure.

Student Progression and Completion: IPEDS 150% Graduation Rate
**SD=Strategic Directive—BCC Strategic Plan

Mission Component	Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold
Student Progression and Completion ****SD 1.1, SD 1.2, SD 1.3, SD 2.1, SD 2.6**	IPEDS Graduation Rates	BCC set the threshold for acceptability at 35%, which is the average percentage of the comparison group colleges at the 150% graduation rate for the most recent years (2021, 2022, and 2023).	The rationale for this threshold is based upon the comparison group colleges' similar size or close geographic proximity, along with similarities found within the institutional missions.

BCC used 150% completion time graduation rates for this report; therefore, 2021, 2022, and 2023 IPEDS data was used. As a result, the cohort years are 2017, 2018, and 2019. BCC's average graduation consistently exceeded the graduation rates of its comparison colleges. When assessing BCC year-to-year data against the comparison group, the following results were found:

- BCC's graduation rate for 2023 was 40% versus the comparison group graduation rate of 35%.
- BCC's graduation rate for 2022 was 40% versus the comparison group graduation rate of 36%.

- BCC's graduation rate for 2021 was 37%% versus the comparison group graduation rate of 34%.
- BCC's three-year percentage average graduation rate of 39% was above the statewide percentage average graduation rate compared to its comparison group average of 35%.

IPEDS Graduation Data by Year and Demographics

BCC's 3-year percentage average graduation rate of 39% was above the statewide percentage average graduation rates when compared to its peer institutions at 35%. To further assess graduation rates for students completing their program within the 150% expected time frame, BCC conducted a more detailed analysis of demographics, specifically, gender, race/ethnicity, and socioeconomic status, all of which are available through the IPEDS reporting data from 2021, 2022, and 2023. Reviewing demographic data ensures that BCC serves students equitably and provides the necessary student resources to ensure success. The disaggregated demographic information for each cohort year is provided in the tables below:

IPEDS 150% Graduation Rate by Gender

IPEDS Reporting Year	Male	Female
2021	48%	52%
2022	52%	48%
2023	54%	46%

IPEDS 150% Graduation Rate by Race/Ethnicity by Gender - Male

IPEDS Reporting Year	Hispanic/ Latino	American Indian/ Alaska Native	Asian	Black or African American	Native Hawaiian/ Other Pacific Islander	White	Two or more Races	Race and Ethnicity Unknown	Nonresident
2021	10%	3%	3%	7%	0%	67%	7%	3%	0%
2022	9%	0%	2%	11%	0%	73%	2%	2%	0%
2023	12%	2%	0%	10%	0%	74%	2%	0%	0%

IPEDS 150% Graduation Rate by Race/Ethnicity by Gender - Female

IPEDS Reporting Year	Hispanic/ Latino	American Indian/ Alaska Native	Asian	Black or African American	Native Hawaiian/ Other Pacific Islander	White	Two or more Races	Race and Ethnicity Unknown	Nonresident
2021	9%	0%	6%	9%	0%	73%	3%	0%	0%
2022	15%	2%	0%	2%	0%	68%	7%	5%	0%
2023	17%	0%	0%	10%	0%	62%	10%	2%	0%

IPEDS 150% Graduation Rate by Socioeconomic Status (within entering year)

IPEDS Reporting Year	Pell Grant Recipients	Direct Subsidized Loan Recipients (No Pell Grant)	Did Not Receive Pell Grant or Stafford Loan
2021	25%	0	51%
2022	39%	0	40%
2023	40%	0	41%

Additional Measures of Student Achievement

In addition to the IPEDS graduation rates, BCC reviews the following components of student achievement. For each component listed, the criteria of effectiveness, the threshold of acceptability, and the rationale for the threshold of acceptability are provided in the table below. Brunswick Community College's results are provided in the narrative below each table.

1. Student Access
2. Student Progression and Completion (also measured using IPEDS Graduation Data as discussed above)
3. Provision of Quality Instruction
4. Life-long Learning
5. Foundation for Transfer

Student Achievement Components, Criteria of Effectiveness, Threshold of Acceptability and Rationale for Threshold
**SD=Strategic Directive—BCC Strategic Plan

Mission Component	Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold
Student Access ****SD 1.4, SD 6.1**	Enrollment Data: Curriculum Fall Headcount	At or above the average of the seven-community college comparison group.	The rationale for this threshold is based upon NCCCS colleges with similar characteristics, i.e. colleges located in rural areas with similar headcount, FTE, and program offerings.
	Curriculum Summer-Fall-Spring FTE Data	At or above the average of the seven-community college comparison group.	The rationale for this threshold is based upon NCCCS colleges with similar characteristics, i.e. colleges located in rural areas with similar headcount, FTE, and program offerings.
Student Progression and Completion ****SD 1.1, SD 1.2, SD 1.3, SD 2.1, SD 2.6**	NCCCS Performance Measures Data on First-Year Progress	First Year Progress rate at or above the NCCCS System Mean Index Score.	The rationale for this threshold is based upon the NCCCS Performance Measures for Student Success Report. This report is the system's major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges

Mission Component	Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold
			and the public on the performance of our 58 community colleges. This threshold of acceptability represents the percentage of first-time credential-seeking students who graduated prior to or enrolled in post-secondary education in the subsequent fall semester.*
Provision of Quality Instruction **SD 3.1, SD 3.2, SD 3.3	Course Success Rates	Course Success Rate at or above the NCCCS System Mean Index Score.	The rationale for this threshold is based upon the NCCCS Performance Measures for Student Success Report. This report is the system's major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performance of our 58 community colleges. This threshold of acceptability represents the index, which is based on the percentage of first-time fall associate degree-seeking and transfer pathway students passing a credit-bearing English or Math course with a "C" or better within three years.*
	Curriculum Completion Rates	Curriculum Completion Rate at or above the NCCCS System Mean Index Score.	The rationale for this threshold is based upon the NCCCS Performance Measures for Student Success Report. This report is the system's major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performance of our 58 community colleges. This threshold of acceptability represents the index, which is based on the percentage of first-time fall credential-seeking students who graduate, transfer, or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours.*
Life-long Learning **SD 1.5, SD 5.3	NCCCS Performance Measures Data on Basic Skills Progress	Basic Skills Progress at or above the NCCCS System Mean Index Score.	The rationale for this threshold is based upon the NCCCS Performance Measures for Student Success Report. This report is the system's major accountability

Mission Component	Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold
			document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performance of our 58 community colleges. This threshold of acceptability represents the index, which is a score based on the percentage of Basic Skills periods of participation (POP) with a measurable skill gain (MSG).*
	NCCCS Performance Measures Data on Licensure Pass Rate	Licensure Pass Rate at or above the NCCCS System Mean Index Score.	The rationale for this threshold is based upon the NCCCS Performance Measures for Student Success Report. This report is the system's major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performance of our 58 community colleges. This threshold of acceptability represents the index, which is a score based on the percentage of first-time test-takers passing licensure and certification exams. Exams included in this measure are state mandated exams, which candidates must pass before becoming active practitioners.*
Foundation for Transfer **SD 3.5**	NCCCS Performance Measures Data on Transfer Performance	Transfer Performance rate at or above the NCCCS System Mean Index Score.	The rationale for this threshold is based upon the NCCCS Performance Measures for Student Success Report. This report is the system's major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performance of our 58 community colleges. This threshold of acceptability represents the index, which is a score based on the percentage of community college students (Associate Degree completers and those who have completed 30 or more articulated transfer credits) transferring to a four-year university or college during the fall semester

Mission Component	Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold
			who remain enrolled at any four-year university or college the subsequent fall semester or graduate prior to.*

Definition provided by the NCCCS on the Performance Measures Report

Student Access

A key feature of BCC's Mission is to "provide opportunities for individuals to be successful through accessible, high quality, student-centered programs and services that meet the educational, cultural and workforce needs of a diverse community." BCC is an open-door institution with educational offerings in curriculum (for credit), continuing education and workforce development (non-credit), and high school equivalency. The college assesses enrollment trends for the number of students served in these three primary areas. The college also monitors FTE Data as an additional means to summarize students served.

BCC's peer comparison colleges are as follows: Bladen Community College, Blue Ridge Community College, Carteret Community College, Haywood Community College, McDowell Technical Community College, Sampson Community College, and Western Piedmont Community College.

Student Access
SD=Strategic Directive—BCC Strategic Plan

Mission Component	Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold
Student Access **SD 1.4, SD 6.1**	Enrollment Data: Curriculum Fall Headcount	At or above the average of the seven-community college comparison group.	The rationale for this threshold is based upon NCCCS colleges with similar characteristics, i.e. colleges located in rural areas with similar headcount, FTE, and program offerings.
	Curriculum Summer-Fall-Spring FTE Data	At or above the average of the seven-community college comparison group.	The rationale for this threshold is based upon NCCCS colleges with similar characteristics, i.e. colleges located in rural areas with similar headcount, FTE, and program offerings.

Sample findings from the latest reports indicate:

- BCC Overall Enrollment: BCC experienced enrollment growth above the seven comparison colleges in the three-year period (Fall 2021, Fall 2022, Fall 2023) with a three-year average of 5.3%. The comparison group of peer colleges realized a lower positive trend in enrollment over the most recent three-year period, achieving an average of 1.5% enrollment growth during this period (Fall 2021, Fall 2022, and Fall 2023).
- BCC Overall Annualized Enrollment: BCC also eclipsed the seven comparison colleges' annual average enrollment growth each year. In Fall 2021, BCC had a 5% enrollment growth versus the average comparative colleges' enrollment growth of 4.6%. In Fall 2022, BCC had a 2% enrollment growth versus the average comparative colleges'

enrollment growth of -1.9%. In Fall 2023, BCC had a 9% enrollment growth versus the average comparative colleges' enrollment growth of 1.9%.
- BCC Overall FTE: As BCC experienced an upward trend in enrollment, the college also earned greater FTE. BCC finished higher than the seven comparison colleges in average FTE growth over these three years. BCC experienced an average 4.0% increase in curriculum FTE while the seven comparison colleges averaged 1.5% FTE growth.
- BCC Overall Annualized FTE: BCC also eclipsed the seven comparison colleges' annual average FTE growth each year with -1% (2020-2021 vs comparative colleges' -6.7%), 6% (2021-2022 vs comparative colleges' 5.4%), and 7% (2022-2023 vs comparative colleges' -3.1%).

Student Progression and Completion

As a learning-centered institution, BCC tracks student success indicators that provide a snapshot of student persistence and completion. In addition to the graduation rates discussed above, the college also reviews the NCCCS' annual Performance Measures Report which provides statewide peer institutions data on seven indicators to provide a broader view of student success, progression, and completion rates across the state. One of the indicators, First Year Student Progression, is especially appropriate for assessing student progression. The following is the threshold of acceptability and rationale for each measurable threshold:

Student Progression and Completion
**SD=Strategic Directive—BCC Strategic Plan

Mission Component	Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold
Student Progression and Completion ****SD 1.1, SD 1.2, SD 1.3, SD 2.1, SD 2.6**	NCCCS Performance Measures Data on First-Year Progress	First Year Progress rate at or above the NCCCS System Mean Index Score.	The rationale for this threshold is based upon the NCCCS Performance Measures for Student Success Report. This report is the system's major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performance of our 58 community colleges. This threshold of acceptability represents the percentage of first-time credential-seeking students who graduated prior to or enrolled in post-secondary education in the subsequent fall semester.*

*Definition provided by the NCCCS on the Performance Measures Report

The NCCCS states, "The First-Year Progression Index Score is based on the percentage of first-time fall credential-seeking curriculum students graduated prior to or enrolled in postsecondary education the subsequent fall semester." A sample of key findings from recent (2021, 2022, and 2023) reviews of these reports indicate:

- The College achieved an index score of 0.897 (2021), 1.027 (2022), and 0.896 (2023).
- The North Carolina Community College System mean index score for the same years was 1.000 (2021), 1.003 (2022), and 1.003 (2023).

- BCC fell below the North Carolina Community College System's mean index score in 2021 and 2023, but remained above the mean index score in 2022.

Provision of Quality Instruction

Students and faculty work in partnership to accomplish the goal of student learning. Therefore, quality instruction is a priority at the institution. While individual programs and faculty track student learning via student learning outcomes and student evaluation of instruction, the institution and the NCCCS monitors the provision of quality instruction at a broader level measuring course success and curriculum completion rates. Additionally, grade distribution reports for all courses are also generated to evaluate and measure student success rates. The College can then evaluate any differentiation in student success based on the course delivery method (seated, blended/hybrid, and online), as an example of ensuring quality instruction and continuous improvement.

The NCCCS publishes student success and curriculum completion data within its Annual Performance Report. This data helps the college benchmark results against peer institutions across the state. The indicators of Student Success and Curriculum Completion Rates show students' success in mastering course material and continued persistence, assuming a correlation then with quality instruction. The following is the threshold of acceptability and rationale for each measurable threshold:

Provision of Quality Instruction
**SD=Strategic Directive—BCC Strategic Plan

Mission Component	Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold
Provision of Quality Instruction ****SD 3.1, SD 3.2, SD 3.3**	Course Success Rates	Course Success Rate at or above the NCCCS System Mean Index Score.	The rationale for this threshold is based upon the NCCCS Performance Measures for Student Success Report. This report is the system's major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performance of our 58 community colleges. This threshold of acceptability represents the index, which is based on the percentage of first-time fall associate degree-seeking and transfer pathway students passing a credit-bearing English or Math course with a "C" or better within three years.*
	Curriculum Completion Rates	Curriculum Completion Rate at or above the NCCCS System Mean Index Score.	The rationale for this threshold is based upon the NCCCS Performance Measures for Student Success Report. This report is the system's major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performance of our 58 community colleges. This threshold of

Mission Component	Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold
			acceptability represents the index, which is based on the percentage of first-time fall credential-seeking students who graduate, transfer, or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours.*

Definition provided by the NCCCS on the Performance Measures Report

The NCCCS states, "The Student Success Rate in College-Level English and Math Courses Index Score is based on the percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing English or Math course with a "C" or better within three years." The NCCCS also states, "The Curriculum Student Completion Index Score is based on the percentage of first-time fall credential-seeking curriculum students who graduate, transfer, or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours." A sample of key findings from recent (2021*, 2022, and 2023) reviews of these reports indicate:

In 2021 the NCCCS utilized a percentage score instead of an index score; the index score has been used since 2022.

- The College achieved a percentage score of 75.4% (2021) and an index score of 1.221 (2022), and 1.250 (2023) within English Course Success Rates
- The North Carolina Community College System Average College Percentage score was 62.6% (2021) while the mean index score was 1.014 (2022), and 1.004 (2023) within English Course Success Rates
- The College achieved a percentage score of 61.8% (2021) and an index score of 1.331 (2022), and 1.327 (2023) within Math Course Success Rates
- The North Carolina Community College System Average College Percentage score was 46.3% (2021) while the mean index score was 1.016 (2022), and 1.005 (2023) within Math Course Success Rates
- The College achieved a percentage score of 55.4% (2021) and an index score of 1.063 (2022), and 1.036 (2023) within Curriculum Completion Rates
- The North Carolina Community College System Average College Percentage score was 55.3% (2021) while the mean index score was 1.014 (2022), and 1.007 (2023) within Curriculum Completion Rates

BCC continuously exceeded the NCCCS mean index scores for both Math and English Course Success Rates and Curriculum Completion Rates within this three-year period.

Life-long Learning

Essential to the community college mission is the goal of meeting people where they are, preparing them for career and job opportunities, and assisting them in meeting their educational goals. As a community college, BCC offers pathways for students who wish to complete a high school diploma, take college courses while they complete a traditional high school curriculum, work towards completing the first two years of a university program, or take classes to enrich their lives or career options. BCC monitors student success in several areas of the College

related to life-long learning by using the NCCCS Performance Measures for Student Success as these Performance Measures provide data on students' experiences with basic skills instruction and performance on licensure examinations. The following is the threshold of acceptability and rationale for each measurable threshold:

Life-long Learning
SD=Strategic Directive—BCC Strategic Plan

Mission Component	Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold
Life-long Learning **SD 1.5, SD 5.3**	NCCCS Performance Measures Data on Basic Skills Progress	Basic Skills Progress at or above the NCCCS System Mean Index Score.	The rationale for this threshold is based upon the NCCCS Performance Measures for Student Success Report. This report is the system's major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performance of our 58 community colleges. This threshold of acceptability represents the index, which is a score based on the percentage of Basic Skills periods of participation (POP) with a measurable skill gain (MSG).*
	NCCCS Performance Measures Data on Licensure Pass Rate	Licensure Pass Rate at or above the NCCCS System Mean Index Score.	The rationale for this threshold is based upon the NCCCS Performance Measures for Student Success Report. This report is the system's major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performance of our 58 community colleges. This threshold of acceptability represents the index, which is a score based on the percentage of first-time test-takers passing licensure and certification exams. Exams included in this measure are state-mandated exams, which candidates must pass before becoming active practitioners.*

Definition provided by the NCCCS on the Performance Measures Report

The NCCCS states, "The Basic Skills Student Progress Index Score is based on the percentage of Basic Skills periods of participation (POP) with a measurable skill gain (MSG)." In addition, the NCCCS states, "Licensure and Certification Passing Rate Index Score is a score based on the percentage of first-time test-takers passing licensure and certification exams. Exams included in this measure are state-mandated exams, which candidates must pass before becoming active practitioners."

A sample of key findings from recent (2021*, 2022, and 2023) reviews of these reports indicate:

In 2021 the NCCCS utilized a percentage score instead of an index score; the index score has been used since 2022

- The College achieved a percentage score of 48.4% (2021) and an index score of 1.609 (2022), and 1.251 (2023) within Basic Skills Progress
- The North Carolina Community College System Average College Percentage score was 33.5% (2021) while the mean index score was .993 (2022), and 1.003 (2023) within Basic Skills Progress
- The College achieved an index score of 1.04 (2021), 1.017 (2022), and .930 (2023) within Licensure Pass Rate
- The North Carolina Community College System mean index score was .98 (2021), .982 (2022), and .982 (2023) within Licensure Pass Rate

BCC continuously exceeded the NCCCS mean index scores and percentage scores for Basic Skills Progress within this three-year period. BCC exceeded the NCCCS average for Licensure Pass Rate every year, with the exception of 2023.

Foundation for Transfer

A percentage of students who attend BCC do so with the express purpose of transferring their first two years of college course work to a four-year college or university. Therefore, the College must endeavor to send students on with all the necessary tools for their continued success. The NCCCS has specifically established a Performance Measure to track how those students who transfer to a state university perform at that target institution.

BCC marks the threshold of acceptability for transfer success by monitoring the College status in relationship to the established NCCCS mean for the specific measure related to transfer in the Performance Measures Report. The following is the threshold of acceptability and rationale for the Transfer Performance Rate:

Foundation for Transfer
***SD=Strategic Directive—BCC Strategic Plan*

Mission Component	Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold
Foundation for Transfer **SD 3.5**	NCCCS Performance Measures Data on Transfer Performance	Transfer Performance rate at or above the NCCCS System Mean Index Score.	The rationale for this threshold is based upon the NCCCS Performance Measures for Student Success Report. This report is the system's major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performance of our 58 community colleges. This threshold of acceptability represents the index, which is a score based on the percentage of community college students (Associate Degree completers and those who have completed 30 or more articulated transfer credits)

Mission Component	Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold
			transferring to a four-year university or college during the fall semester who remain enrolled at any four-year university or college the subsequent fall semester or graduate prior to.*

Definition provided by the NCCCS on the Performance Measures Report

The NCCCS states, "College Transfer Performance Index Score is based on the percentage of community college students (Associate Degree completers and those who have completed 30 or more articulated transfer credits) transferring at a four-year university or college during the fall semester who remain enrolled at any four-year university or college the subsequent fall semester or graduate prior to."

A sample of key findings from recent (2021*, 2022, and 2023) reviews of these reports indicate:

In 2021 the NCCCS utilized a percentage score instead of an index score; the index score has been used since 2022.

- The College achieved a percentage score of 86.9% (2021) and an index score of 1.005 (2022), and .981 (2023) within Transfer Performance
- The North Carolina Community College System Average College Percentage score was 87.2% (2021) while the mean index score was .990 (2022), and .981 (2023) within Transfer Performance

BCC exceeded the NCCCS mean index scores and percentage scores for Transfer Performance in all but one year of the reporting period, which was 2021.