



**Bladen Community College
Long Range Plan
2007-2012**

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Executive Summary

What was the purpose of this study?

The purpose of the Bladen Community College (BCC) Long Range Plan (LRP) is to provide the Bladen Community College Board of Trustees, the community, the North Carolina Community College System (NCCCS) and the North Carolina General Assembly with a detailed synopsis of how Bladen Community College predicts its future growth for the next six years.

The past decade has been marked by significant increases in the cost of a North Carolina University or community college education. The cost increases at four-year NC universities have more than doubled the increases of the Community College System. Therefore, parents are more likely to send their child (ren) to a community college for the first two-years.

If the percentage of students who attend BCC from neighboring counties continues to rise the impact of this increase is that the college will need to expand current programs such as College Transfer, General Education, Associate Degree Nursing, Practical Nursing, Early Childhood, Industrial Maintenance, Occupational Extension, Basic Skills, and add new programs, such as Agri-Business Technology, to stay abreast of the job demand for this region. In order to prepare for the anticipated growth, BCC must be able to add new buildings and renovate its existing buildings to support enrollment and program growth projections.

What were the results?

The BCC long range plan includes service area data projections from the CC Benefits Report, enrollment projections, internal feedback from the Board of Trustees, faculty, staff, external feedback from stakeholders, and a list of key implications for predicting the college growth. The CC Benefits report provided detailed demographic and economic data on factors such as the population profile and occupation demand and program comparison that will impact

our service area over the next six years. The population profile showed a 3% increase in the population for this region compared to a 9% increase in the state population. The occupation demand and program comparison showed 16 occupations that match BCC's current program enrollment. Therefore, BCC's projected enrollment growth of 2% per year over the next six years is on target with the population growth of 3% and the high growth industry occupations that includes registered nurses, licensed practical nurses, agribusiness industries, certified nursing assistant I and II, Early Childhood/Elementary Education teachers, and maintenance and repair workers for this region.

Based on internal feedback from the Board of Trustees, faculty and staff in Continuing Education and Curriculum the following programs will grow at least 2% over the next six years: Associate Degree Nursing, College Transfer, General Education, and Practical Nursing. Continuing Education programs in Occupation Extension and Community Service are expected to grow at 2% percent: Certified Nursing Assistant I and II, Phlebotomy, Education to Go, EMT-Basic, Firefighter I and II, and Law Enforcement Training. In Basic Skills, the following programs are expected to grow at least 2%: Adult Basic Education (ABE), Adult High School (AHS), English as a Second Language (ESL), and General Education Diploma (GED).

What were the key implications?

Based on the data from the CC Benefits Report, enrollment projections, internal feedback from faculty and staff, and external feedback from stakeholders, the following key implications were developed for anticipating the college growth.

- Expand existing classrooms to include smart classrooms
- Add science labs for new and existing program
- Add “clean-room” lab(s) for new and existing programs
- Add office space for additional personnel
- Expand existing vocational shops
- Expand current restrooms

- Expand entry-ways
- Construct a student lounge
- Construct a Continuing Education Building
- Construct an Early Childhood Center
- Construct a public service center
- Construct/open a satellite facility in the area of the county most impacted by BRAC

BCC LRP will provide a foundation for the Facilities Master Plan and will be used as a guide to planning and preparing for the future growth of the college.

Description of the Long Range Planning Process

The North Carolina Community College System (58 community colleges) has been criticized in the past for not having a Long Range Plan (LRP). Thus, for the first time in NCCCS history, the North Carolina General Assembly has made available to community colleges funds to be used for an “Advanced Planning Project.” The Advanced Planning Project is designed to produce a six-year, detailed long-range plan, that predicts the future growth of our community colleges and to develop a facilities master plan that provides anticipated physical plant and facilities needs to support enrollment and program growth projections. To qualify for available funds in the Advanced Funding Project, Bladen Community College (BCC) must develop two complementary plans: a Long Range Plan (LRP) and a Facilities Master Plan (FMP). Both plans must be approved by the NCCCS Office.

BCC began the planning process for the Advanced Planning Project by attending a Long Range Planning Session on Wednesday, September 13, 2007 at Wayne Community College for instructions on how to develop the LRP. In attendance from BCC were Harriet Hobbs, Director of Planning and Lloyd Horne, Executive Vice President. After reviewing the checklist provided by Dr. Betty Adams, NCCCS Associate Director of Planning & Effectiveness, attendees learned that eight major components are to be included in the LRP.

Due to a tight deadline, we saw the urgent need to receive internal feedback from board members, faculty, staff, planning team committee, and external stakeholders of the college. On September 21, 2007, the Planning Department distributed the LRP survey through an on-line survey link (Survey Monkey) to faculty and staff of the Curriculum Department to identify curriculum programs and new programs they believe will be affected by anticipated growth over

the next six years. A copy of the Curriculum Internal Survey Participants can be found in Appendix A.

On September 25, 2007, the Continuing Education (Con. Ed) staff was provided the on-line LRP survey and was asked to select and list any new programs they predict could supply growth over the next six years. A copy of the Continuing Education Internal Survey Participants can be found in Appendix B.

The Curriculum and Continuing Education faculty and staff were not the only ones involved in this process. On September 26, 2007, the entire planning team was notified of the advanced planning project. A list of the Planning Team Members can be found in Appendix C.

External stakeholders of the college were invited to attend a listening forum on November 14, 2007. Prior to the external stakeholder's session on Monday, November 12, 2007, the Planning Director met with the facilitators and note-takers to explain the protocol of the listening forum and reviewed the questions that would be asked at the listening forum. At the external listening forum, the external stakeholders were told that BCC has an opportunity to develop a LRP that requires feedback from all key college stakeholders. We presented the external stakeholders with qualitative and quantitative data: the economic report from CC Benefits, internal survey results from faculty and staff, FTE/enrollment projections, and program projections for the college. The external stakeholders were asked three general questions by the facilitators and each note-taker recorded the comments. A list of the External Listening Forum Participants can be found in Appendix D. A list of the facilitators and note-taker participants can be found in Appendix E. On November 27, 2007 the BCC Board of Trustees was also asked for their input. A list of trustees can be found in Appendix F.

The internal curriculum and continuing education survey results were analyzed using Survey Monkey (an on-line survey tool) to produce results in percentages based on the responses from faculty and staff on programs they anticipate will grow. BCC FTE/enrollment projections were based on a methodology (Method 2) provided by Keith Brown from the NCCCS office. A copy of the FTE and Enrollment projections using Method 2 can be found in Appendix G.

Method 2 shows that BCC's projected/FTE enrollment will account for 2% of the System's total enrollment/FTE projections over the next six years and the current BCC enrollment, plus program projections will account for a total 12% growth over the next six years (growing at a rate of 2% per year).

Service Data Projections

Service area projections are included in this LRP to show that a large percentage of students from outside Bladen County attend BCC to receive advanced training or to update their job skills. Due to the small job market in Bladen County, they then return to their county, or other surrounding counties to work. According to the BCC Registrar, the percentages of out-of-county attendees are as follows: 21% in 2001, 35% in 2004, and 41% in 2007. For whatever reasons, out-of-county student growth will continue and this growth cannot be predicted based on traditional planning indicators.

However, it is important that the surrounding counties are reflected in this LRP because this data allows the college to align current programs and new programs with the economic and demographic needs of its true service areas. The service area projections in this LRP reflect the following counties: Bladen, Brunswick, Columbus, Cumberland and Robeson.

The CC Benefits Report provided the following detailed demographic and economic data on factors that will impact our service area over the next six years: population profile, education attainment, high school graduates, industry overview, top-ranked industries, workers for the fastest growing industries, occupation overview, and program analysis. A copy of the CC Benefits Report can be found in Appendix H

The population profile showed a 3% increase in the population for this region compared to a 9% increase in the state population. The projected population with the highest growth is between 20 to 24 years old. According to the 2007 Critical Success Factor for 2005-2006, 19.33% of the adult population (18 and up) for our service area was enrolled at BCC compared to 12.18% of the NCCCS total. The percentage of people 55 years and older is also expected to rise.

A copy of the adult population extracted from the 2007 NCCCS Critical Success Factors can be found in Appendix I.

Beginning January 2008, the first baby boomers applied for Social Security. As a result of retirement, a large group of these individuals who have retired from white collar jobs will be returning to the community college to learn trade skills such as welding, electrical, pipe fitting, and carpentry. BCC can expect to see an increase in senior citizens age 55 and older enrolling in curriculum and continuing education courses over the next six years.

The Hispanic population is expected to continue to rise over the next six years and according to the US Census Data, the Hispanic population for North Carolina in 2004 had increased to 506,206 Hispanics compared with 383,465 Hispanics in 2000. Agribusiness industries such as turkey, poultry, and hog breeding, growing, and processing rely heavily on Hispanic laborers to meet these job demands. Crop driven agriculture and service industries also depend heavily on Hispanic laborers. A copy of the Hispanic Population growth for North Carolina can be found in Appendix J.

The CC Benefits Report provides a list of industries with the most jobs, high growth industries, and critical occupations in high growth occupations across all industries from 2007-2013. The industries with the most jobs for this region include: federal government (military, civilian, except postal service), limited eating places, state and local government. High growth industries for this region includes: home health care services, local government (includes teaching), animal slaughtering and processing, agri-business industries, child day care services, and temporary help services. The CC Benefits data revealed 16 occupations that match BCC's current program enrollment. Review Appendix H of the CC Benefits Report on occupation data.

The BCC service area will be affected by increases in military and civilian jobs because of the Federal Base Realignment and Closing program (BRAC) of military bases across the country. The affect of BRAC is that nearby Fort Bragg will become a multiple Four-Star Command Post. Within the next four years, in excess of 21,000 troops and their families will relocate to Fort Bragg and surrounding areas. Many of these troops will be field grade and above officers who traditionally have families and will demand large residences and property. In addition, an excess of 2,150 new civilian service positions will be created, many in the health care and technology area.

BRAC will include federal government jobs such as military and civilian employment as listed in the CC Benefits report; however, the CC Benefits report does not adequately reflect the economic impact of these military transfers on the general population: dependent spouses and children, civilian workers in construction and service industries, skilled trade workers, and retail workers in accompanying businesses. Many of these people, and people already living in the area, will enroll in area community colleges for skills and training to meet new employment demands.

Based upon the demographic data available from the Log into North Carolina (LINC) Report (Office of State Budget and Management), CC Benefits Reports, and feedback from employers operating in our service area, there will be considerable growth in animal slaughtering and processing, hatcheries, and feed mills. A copy of the LINC Report can be found in Appendix K. Appendix K is based upon Census 2000 data as this was the last time data was collected covering these occupations.

According to the Agribusiness Technology employer survey conducted between November 2007 and January 2008, 29 jobs are currently available for agribusiness graduates in

Bladen County, 7 jobs in Columbus County, and 5 jobs in Cumberland County. Within the next three to four years, new and/or replacement jobs in agribusiness for Bladen County will grow to 158 jobs in three years, 205 jobs in four years; Columbus county 66 jobs in three years, 88 jobs in four years; Cumberland county 60 jobs in three years, and 82 jobs in four years. A copy of the agribusiness employer survey results can be found in Appendix L.

According to the Agribusiness Technology student survey conducted between November 2007 and January 2008, 123 students stated that they would be interested in enrolling in an Agribusiness Technology program at Bladen Community College. Forty-five students prefer to attend full-time and seventy-eight students prefer to attend part-time. A copy of the agribusiness student survey results can be found in Appendix M.

A copy of the CC Benefit Report, LINC report, external data from employers and high school students, internal data from students on our campus, and the fact that Bladen County ranked sixth in the state for livestock, dairy and poultry production according to the annual North Carolina Agriculture Statistics Report, revealed the need to add Agribusiness Technology as a new program. This growth allows BCC to add new programs such as Agri-Business Technology to train students for employment opportunities in this high growth industry. A copy of Bladen County Agriculture statistics extracted from the North Carolina Agriculture Statistics Report can be found in Appendix N.

Critical occupations in high growth industries include home health services, personal aides, home care aides, registered nurses, nursing aides, orderlies, attendants, licensed practical nurses and licensed vocational nurses. Internal survey results from Curriculum and Continuing Education revealed the need to expand the following programs: Associate Degree Nursing, Practical Nursing, and Certified Nursing Assistant I and II. External feedback from stakeholders

felt that the college needs to consider offering a geriatric care program. Both Internal and External stakeholders cited the need for additional health related programs such as lab technicians, etc.

The CC Benefits Report shows that Bladen and surrounding counties can expect a 3% increase in the population. Although, the entire 3% of the new population will not attend a community college, the data supports BCC's anticipated growth of 2% per year in both the Curriculum and Continuing Education areas.

Additional population growth information, such as projected population increases from BRAC and the increasing Hispanic population, will insure that the projected population growth is accurate and possibly underestimated.

Enrollment Projections

Enrollment projections are included in this report to show the need for expansion of BCC's current programs and the possible need to add new programs. The enrollment projections show current and future program enrollment trends for BCC over the next six years. BCC programs encompass three areas: the Curriculum department which offers a total of 57 programs to include associate degrees, certificates, and diplomas; the Continuing Education department which offers a wide range of non-credit programs through occupational extension courses and vocational training; the Basic Skills department which offers five (5) basic skills programs: ABE, GED, ESL, AHS, and Compensatory Education (CE) to meet basic reading, writing and math skills.

Enrollment Projection Method 2 was used for curriculum, continuing education, and basic skills FTE and enrollment projections. BCC decided to use this method because it provides a valid percent share of how much BCC contributes to the NCCCS totaled FTE. A copy of BCC's enrollment and FTE projections using Method 2 can be found in Appendix O.

The BCC Curriculum department offers an Associate Degree Nursing Program, Licensed Practical Nurse diploma, College Transfer, Early Childhood, Criminal Justice, Industrial Maintenance, Business Administration, and Office Systems Technology. A complete list of current Curriculum programs can be found in Appendix P.

BCC Curriculum faculty and staff survey results revealed that the following existing programs will grow over the next six years: Associate Degree Nursing, College Transfer, General Education, and Practical Nursing. External stakeholders revealed that numerous opportunities exist between BCC and the hospital for clinical uses for the Associate Degree Nursing program and that collaboration between high schools and the college could be very

beneficial in addressing projected healthcare professional needs as the population ages. The CC Benefits report on critical occupations in high growth industries included registered nurses, and licensed practical nurses. The curriculum department will need to expand the Associate Degree Nursing Program and the Practical Nursing Programs to meet the needs of the occupations in this high growth demand. General Education programs will need to expand based on the fact that students will enroll into prerequisite courses which are required to transfer to another community college to pursue other allied health programs such as Physical Therapy, Surgical Technology, Radiology Technician, Pharmacy Technology, and Laboratory Technician.

The past decade has been marked by significant increases in the cost to attend a four-year university in North Carolina, especially in comparison with the cost of attending a community college. The cost increases at four-year NC's universities have more than doubled the cost increases at community college system schools. Therefore, parents are more likely to send their child (ren) to a community college for the first two years. This factor, coupled with the cultural reluctance of Bladen County citizens to leave the county, bodes well for BCC's College Transfer program.

The Continuing Education department offers a wide range of health occupational extension programs/courses such as Nursing Assistant I, and Nursing Assistant II. A complete list of current Continuing Education programs/courses can be found in Appendix Q.

Continuing Education faculty and staff survey results revealed that health occupation courses such as Certified Nursing I and II, and Phlebotomy will grow over the next six years. External stakeholders revealed that Bladen County Hospital no longer hires licensed practical nurses and will need nurse aides to meet the job demand. The CC Benefits report revealed that personal aides, home care aides, nursing aides, orderlies, and attendants will be critical

occupations in high growth industries over the next six years. The Continuing Education department will need to expand certified nursing assistant I and II to meet the needs of occupations in this high growth demand.

The Basic Skills faculty and staff survey results revealed that AHS, ESL, ABE, GED will grow over the next six years. External stakeholders revealed that 148 high school students dropped out of school during the 2006-2007 school year and according to the Department of Public Instruction, Bladen County had 304 students who graduated in 2006. A copy of the 2006 high school graduate chart can be found in Appendix R. Below are the numbers of students enrolled from 9th grade through 12th grade at East Bladen and West Bladen (the two high schools within the county):

East Bladen 2006-2007	West Bladen 2006-2007
9 th - 231	9 th - 232
10 th -213	10 th - 260
11 th -205	11 th - 207
12 th -152	12 th -194

The trend shows the number of students who enter the 9th grade decreases by 12th grade. Data from the CC Benefits Report on educational attainment levels projects a 331 decline in the total number of high school students who will graduate in our service area over the next six years. External stakeholders cited the need to target the growing Hispanic population and individuals without high school diplomas. Basic Skills will need to expand ABE, AHS, GED, and ESL throughout the Bladen County service area over the next six years to meet the needs of individuals without a high school education.

In a poor, rural county such as Bladen, the impact of these factors is that the College Transfer, General Education, Occupational Extension (Certified Nursing Assistant I and II, Phlebotomy, EMT-Basic, Fire Fighter I and II), and Basic Skills (ABE, AHS, ESL, and GED)

have experienced the largest growth in the last three years are and are expected to continue growing at a rate at least 2% higher than other institutional programs. While such enrollment increase is difficult to project, if the trend continues then the projected 2% increase is likely to be lower than the actual growth rate for some programs. According to the chart of BCC's top ten curriculum programs from 2002-2007, College Transfer and General Education are likely to increase. A chart of BCC's top ten curriculum programs can be found in Appendix S.

Internal Feedback

Internal feedback from BCC is included in this LRP to show that BCC faculty and staff were given an opportunity to provide internal feedback on which programs they anticipate will grow over the next six years. This internal feedback, along with multiple data sources, reveals the need to add new programs and expand our current programs. The Continuing Education staff completed an on-line survey through “Survey Monkey” that reflects continuing education programs/courses. Curriculum faculty and staff completed the same on-line survey reflecting curriculum programs. We felt that growth projections would not be reasonably accurate if we allowed different departments throughout the college, without accurate knowledge of a particular program’s potential, to predict growth. Therefore, the sampling population included only faculty and staff with direct responsibility in curriculum, occupational extension, and basic skills programs. A copy of the survey instruments for Continuing Education and Curriculum can be found in Appendix T and U.

Seventy-five percent of the curriculum respondents felt that the following programs will experience growth over the next six years: Associate Degree Nursing and College Transfer. Fifty-percent of curriculum respondents felt that General Education and Practical Nursing will experience growth over the next six years. Seventy-five percent felt the current space does not accommodate projected growth. Eighty-seven percent felt that classroom space is needed, and sixty-three percent felt that lab/shop/clinical and office space is needed to accommodate growth in the current programs listed above. A copy of the Curriculum Internal Survey Results can be found in Appendix V.

Sixty-percent of the respondents felt that Basic Skills, (ABE, ESL, and GED programs) will grow over the next six years. Fifty percent of the respondents felt that Basic Skills -AHS

will grow over the next six years. Seventy percent of the Basic Skills respondents felt that more than thirty students will be enrolled into the GED program annually over the next six years. Eighty percent of the respondents felt that the current space does not accommodate projected growth for Basic Skills. Eighty percent of the respondents felt that additional classroom and lab space will be needed for Basic Skills.

Sixty percent of Continuing Education respondents felt that Education –To-Go, EMT-Basic, Firefighter I and II, and Law Enforcement training will experience growth over the next six years. Fifty-percent of the continuing education respondents felt that Pharmacy Technology, EMT-P, EMT-I, Certified Nursing Assistant I and II, and Phlebotomy will experience growth over the next six years. Eighty percent of the respondents felt that current space does not accommodate the projected growth for Continuing Education, Occupational Extension and Basic Skills. Both qualitative and quantitative data were used to collect feedback from the respondents. A copy of the Continuing Education Internal Survey Results can be found in Appendix W.

External Feedback

External feedback was solicited for this to report to offer community stakeholders an opportunity to review and respond to data presented. On Wednesday, November 14, 2007, community stakeholders attended a listening forum to discuss the CC Benefits Report, enrollment projections, and faculty/staff projections. The Executive Vice President of the college explained the purpose of the forum, the BCC Small Business Director gave a brief overview of the CC Benefits report and the Director of Planning and Research discussed enrollment projections, and survey results from faculty and staff. A copy of the Listening Forum Agenda can be found in Appendix X

After the data from the CC Benefits report and the Internal Stakeholders was presented, three round-table discussions each with one facilitator and one note-taker were held. Each facilitator asked three general questions of the external stakeholders pertaining to the data that had been presented. Each note-taker recorded the external stakeholders' comments. After the round-table discussions, the Director of Planning informed the external stakeholders that their list of comments would be developed into key implications and a copy of the implications would be emailed to them within two weeks. A copy of the Listening Forum Comments/Key Implications can be found in Appendix Y.

After presenting the CC Benefits Report, enrollment projections, and faculty/staff projections to the external stakeholders, we asked the following questions. (1) Is the data presented accurate? (2) What existing programs does the college need to expand? (3) What new programs or training opportunities does the college need to add?

After analyzing the external stakeholder's answers, the following consensus was established:

Question One: Is the data presented accurate?

The external stakeholders felt that the data was accurate and vital but that they needed additional time to review the data. External stakeholders pointed out that other data sources other than the CC Benefits Report might more accurately reflect the county's economic future. They recommended researching additional data. External stakeholders felt that BCC had been too conservative in its projections, and that Bladen County will grow at a much faster rate in jobs, if not in population, than predicted (more than 3%). The external stakeholders also questioned why Continuing Education data was not reflected in the CC Benefits Report.

Question Two: What existing programs does the college need to expand?

External stakeholders cited Criminal Justice, Basic Law Enforcement (BLET), Industrial Maintenance, and English as a Second Language (ESL) programs, and targeted career and business training as areas that industry and population trends will necessitate needing expansion. The external stakeholders felt that these areas will need updated equipment, expanded lab space, and adequate classroom space to meet their expanded needs. External stakeholders also felt that the college should continue using and pursuing collaborative program agreements with other community colleges and universities.

Question Three: What new programs or training opportunities does the college need to add?

The external stakeholders almost unanimously agreed on programs the college will need to add to meet the changing needs of our service area. Programs cited for addition includes agribusiness, bio-technology lab/industry technicians, marketing, human services, gerontology, and medical lab technician. External stakeholders cited the need in Continuing Education for social, cultural, and economic enrichment activities/programs to address the needs of county citizens such as high school dropouts and workers in need of retraining for new jobs. External stakeholders also named Focused Industry Training needs such as food processing, food marketing and retail customer service. They also suggested exploring the establishment of an Early College High School.

BCC's Board of Trustees provided feedback based upon the same data presented to, and questions asked of, external stakeholders. This board includes a banker, a healthcare worker, local business owners and managers, a retired public educator official, two teachers, a current county commissioner, and a farmer.

Following the listening forum and feedback from the Board of Trustees, the qualitative data was compiled, organized and categorized into a list of key implications. These implications

were presented to the planning committee on the same day for feedback. After feedback was received from the planning team, the list of key implications was revised.

Key Implications

The planning team used the CC Benefits report, multiple data sources, and enrollment projections to triangulate the quantitative data. Feedback from board members, external stakeholders, faculty and staff internal survey results, and three general questions provided by Dr. Betty Adams from the NCCCS office were used to triangulate the qualitative data. By triangulating both qualitative and quantitative data, we were able to find areas of consensus for predicting college growth. A copy of the agenda for the afternoon planning committee meeting can be found in Appendix Z.

A list of the key implications derived from this triangulation process follows.

Key Implication One:

Expand existing programs and services to accommodate both projected population growth and industry needs.

- Associate Degree and Practical Nursing Programs
- Certified Nursing Assistant and Phlebotomy Programs
 - To accommodate anticipated growth in these programs the college will need additional nursing/health science labs, office space, and at least two smart classrooms.
- Early Childhood Program
 - To accommodate anticipated growth in this program the college will need to pursue grant and special funding to construct an Early Childhood Center on campus.
- Industrial Maintenance Program
 - To accommodate anticipated growth in this program the college will need to expand the existing welding and electrical shops, add smart classrooms and one “clean room” lab.
- Emergency Services: Fire, Medical, Law Enforcement
 - To accommodate anticipated growth in these programs the college will need to obtain support from legislators or other special funds to construct a Public Service Center on campus for Continuing Education and Curriculum use in these programs.
- Basic Skills: AHS, ABE, GED, ESL
 - To accommodate anticipated growth in this program the college will need to construct a Continuing Education building to include smart classrooms, office space, computer labs, and storage.

- High School programs: Industrial Maintenance, Learn and Earn On-line, Early College, Agribusiness Technology, College Transfer, General Education
 - To accommodate anticipated growth in high school services the college will need to upgrade/expand existing welding and electrical shops by adding smart classrooms, a “clean room” lab, additional science labs, and a mock Industrial Training room.
- Co-op and Internship Programs
 - To accommodate anticipated growth in numbers of students involved in Co-op and Internships classes, the college will need additional classroom and office space to accommodate these programs.

Key Implication Two:

Add new programs to meet needs arising from anticipated economic and population shifts in the service area.

- Agribusiness Technology
 - To accommodate the addition of this new program the college will need to add two smart classrooms, office space, and science and bio-technology lab space (“clean room”)
- Bio-industry Workforce Training
 - To accommodate the addition of this new program the college will need to add smart classrooms, office space, and science lab space to include a “clean-room” environment.
- Landscape/Turf Grass Management
 - To accommodate the addition of this new program the college will need to add smart classrooms, and science lab space.
- Medical Laboratory Technology
 - To accommodate the addition of this new program the college will need to add a smart classroom, and science lab space.
- Bio-technical Lab Technician
 - To accommodate the addition of this new program the college will need to add smart classrooms, and science lab space to include a “clean-room” environment.

Key Implication Three:

Update and upgrade campus facilities to meet all standards for anticipated student population increases.

- Americans with Disabilities Act (ADA) compliance
 - To accommodate anticipated growth the college will need to expand current entry-ways, install electronic doors, install additional handicap ramps, and expand current restrooms across the campus.

- Anticipated technology advances
 - To accommodate anticipated growth the college will need to update current computer labs, update wiring, and install bandwidth to include fiber optic cabling.
- Expand student/safety services including a security office/gate at a key campus entrance
- To accommodate anticipated student population increases the college will need:
 - To construct an adequate student lounge including hot food service
 - To install proper lighting campus-wide to ensure student safety.
 - To repair existing sidewalks to prevent tripping hazards.
 - To install effective security and alarm systems
 - To upgrade classroom doors and windows for environmental and security purposes

A consolidated list of facilities needs from these key implications follows:

- Expand existing classrooms to include smart classrooms
- Add science labs for new and existing programs
- Add “clean-room” lab(s) for new and existing programs
- Add office space for additional personnel
- Expand existing vocational shops
- Expand current restrooms
- Expand entry-ways
- Construct a student lounge
- Construct a Continuing Education Building
- Construct an Early Childhood Center
- Construct a Public Service Center
- Construct/open a satellite facility in the area of the county most impacted by BRAC

Historically the North Carolina economy has experienced fluctuations, both upward and downward that have impacted community college enrollment. The cycle of fluctuations tends to be one or two years of economic downturn in each decade. During downturns BCC has experienced its largest enrollment growth. Usually, as the unemployment rate goes up, student enrollment also goes up. However, the college cannot purchase or construct additional classroom space given the timing and uncertainty of these fluctuations and the lack of county funding to do so.

Based on BCC's experience with economic fluctuations and enrollment changes, during the next decade during at least one or two years enrollment will increase rapidly, as much as six to seven percent in a year. To prepare for the anticipated growth, BCC must be able to add new construction and to renovate and upgrade its existing facilities to add additional space to meet the growth needs of our service area.

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Curriculum Internal Survey Participants

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