

**BRUNSWICK COMMUNITY COLLEGE**  
**Quality Enhancement Plan Executive Summary**  
*GOALS: Growing on All Levels Successfully*

Brunswick Community College's Quality Enhancement Plan, GOALS (Growing on All Levels Successfully) Learning Communities, is an initiative designed to address the needs of our students by introducing them to skills that will assist them in setting and achieving their academic, personal, and civic goals. The plan defines these skills as "Student Success Skills."

The plan further delineates "Student Success Skills" in the form of five specific student learning outcomes. Students completing a GOALS Learning Community will

- apply the principles of critical thought to their academic and non-academic activities.
- demonstrate knowledge of the conventions of standard written English and facility with oral communication.
- demonstrate a level of commitment to their studies appropriate for college success.
- recognize the importance of physical and socio-emotional health to their overall well-being.
- recognize the importance of becoming active members of their campus, local, and global communities.

The plan contains three integrated initiatives that together will act as the means of delivery for these Student Success Skills and as an agent for significant institutional change:

1. The formation of interdisciplinary first-year learning communities for students pursuing A.A., A.S., or A.F.A. degrees.
2. An enhanced and expanded freshman orientation course featuring a service learning component.
3. The introduction of small group academic advising and mentoring.

The first GOALS Learning Community commenced in August of 2008 and will serve as a pilot for subsequent communities. Whatever the interdisciplinary curricula of future GOALS Learning Communities, they will all share the five prescribed student learning outcomes.

Brunswick Community College's QEP is the culmination of a two-and-a-half year process in which the institution sought input from its constituents in a variety of ways. The results of this outreach, along with institutional data, guided the development of the plan.

The assessment of the plan will serve as a model for the institution as it immerses itself in a culture of evidence and moves toward becoming a truly learning-centered college. Both the plan's implementation as well as its impact on student learning will be evaluated, and the results of these evaluations will be used to monitor and modify, as needed, the project on both levels.

Finally, the institution is committed to and capable of providing the resources necessary for this plan's sustained success. Although ambitious, the plan's budget is within the means of the college and is evidence of an expanding commitment on the part of the institution to enhancing not only the quality of education at BCC, but also the quality of life of the community it serves.

For more information about the plan contact:

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