2012 Fact Book

McDowell Technical Community College

The purpose of this internal environmental scanning document is to enhance institutional effectiveness by making readily available to all members of the McDowell Technical Community College (MTCC) team relevant data for the annual planning process. Another purpose is to establish a common set of data, which MTCC would use in publications, interviews, surveys, and the like.

INTRODUCTION

The purpose of this internal environmental scanning document is to enhance institutional effectiveness by making readily available to all members of the McDowell Technical Community College (MTCC) team relevant data for the annual planning process. Another purpose is to establish a common set of data, which MTCC would use in publications, interviews, surveys, and the like.

Data for compiling the book came from a number of sources. Primarily, data was retrieved through our own survey program, statistical reports published by the North Carolina Community College System, and from the Datatel computer system, which supports our academic and business operations. The information in this edition addresses, for the most part academic year 2010-2011. Future editions of the *Fact Book* will be published during the Summer Term of each academic year.

As a result of efforts undertaken by the community college system, a set of 12 performance measures of accountability was adopted in February 1999. Recognizing the importance of these measures in the System's public accountability efforts, the System Planning Council decided to designate 12 measures as the core indicators of student success and include them as the first factor of the Critical Success Factors report. In the 2007 Session, the North Carolina General Assembly approved modifications to the North Carolina Community College Performance Measures as adopted by the State Board of Community Colleges on March 16, 2007. As a result, the number of performance measures was reduced to eight (8).

The eight Core Indicators of Student Success are:

1. Progress of Basic Skill Students
2. Passing Rates on Licensure & Certification Exams
3. Performance of College Transfer Students
4. Passing Rates of Students in Developmental Courses
5. Success of Developmental Students in College-Level Courses
6. Satisfaction of Program Completers and Non-Completers
7. Curriculum Student Retention, Graduation, and Transfer
8. Client Satisfaction with Customized Training

Throughout the *Fact Book*, comparisons are made between MTCC and a number of "peer institutions." Peer institutions, for purposes of the MTCC *Fact Book*, are North Carolina Community Colleges judged to be similar to MTCC in important ways. Generally, peer institutions are of about the same size (measured in FTE and/or headcount) as MTCC, they are located in a rural and/or suburban settings, and, like MTCC, offer a comprehensive mix of academic and other programs. None of the colleges identified as peer institutions provide a "perfect match" with MTCC, but they do provide a useful index against which MTCC's performance can be compared. This is particularly true when the performance of peer institutions is looked at collectively.

Please contact Ladelle Harmon at extension 626 if you have questions, comments, or recommendations.

Basic Skills data was not reported for academic year 10-11 due to reporting inaccuracies. Data contained in this fact book for Basic Skills will be for academic years 05-06 thru 08-09.

Budget

Table 1.0 Annual Budgeted Revenue 2006-07 to 2010-11

MTCC Annual Budgeted Revenue 2006-07 to 2010-11				
	2006-2007	**2007-2008**	**2008-2009**	**2010-2011**
State Current Expense	6,853,698	6,923,056	6,738,917	7,238,477
Local Current Expense	664,850	777,345	839,448	808,450
Federal Financial Aid	1,144,387	1,209,120	1,639,182	4,410,603
Capital Outlay	1,936,232	1,318,547	972,001	682,720
Other	6,457	5,425	5,038	2,087
Total	**10,605,624**	**9,046,800**	**9,319,786**	**13,142,337**

Source: 2006-07: Audited Financial Statements
              2007-08: Audited Financial Statements
              2008-09: Audited Financial Statements
              2010-11: Audited Financial Statements

Note: A Financial Audit was not conducted for the 2009-10 Fiscal Year
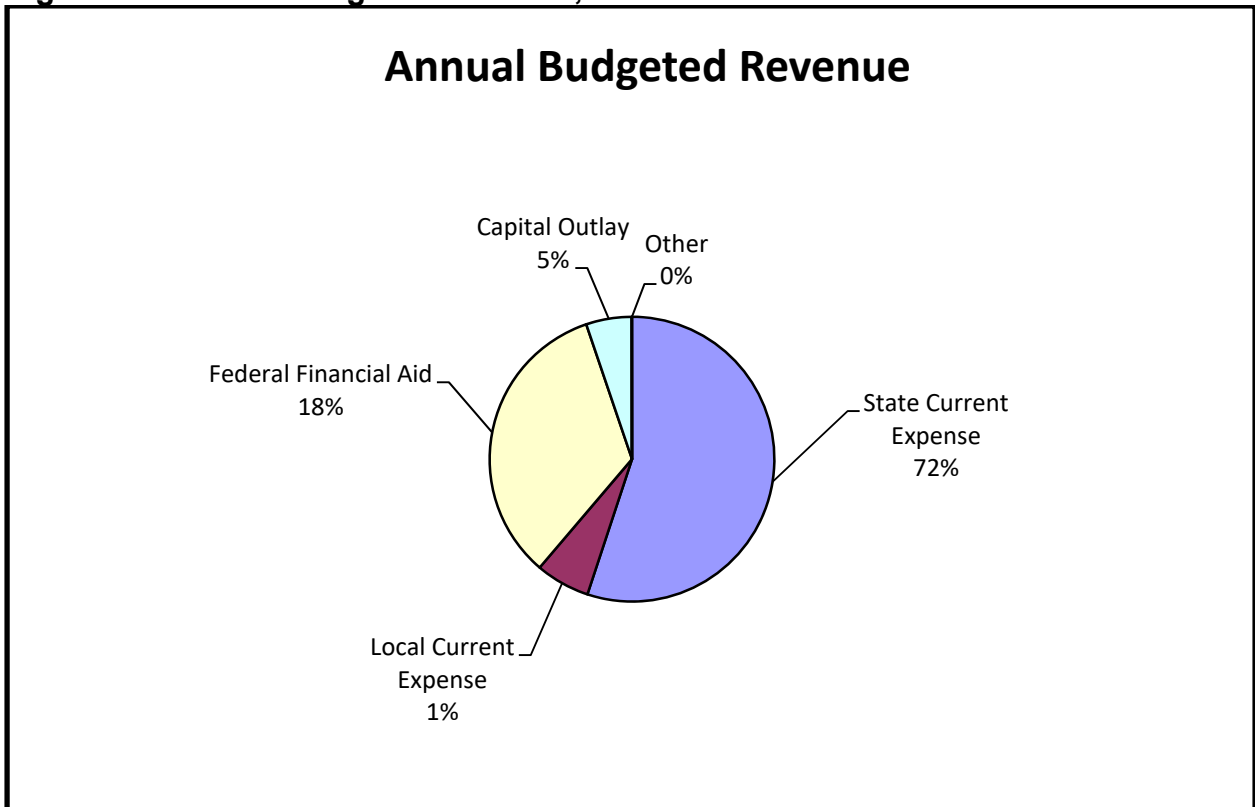
Figure 1.0 Annual Budgeted Revenue, 2010-2011

Annual Budgeted Revenue

Capital Outlay
5%

Other
0%

Federal Financial Aid
18%

State Current
Expense
72%

Local Current
Expense
1%

Figure 1.1 Annual Budgeted Revenue, 2006-07 to 2010-11

MTCC Annual Budgeted Revenue

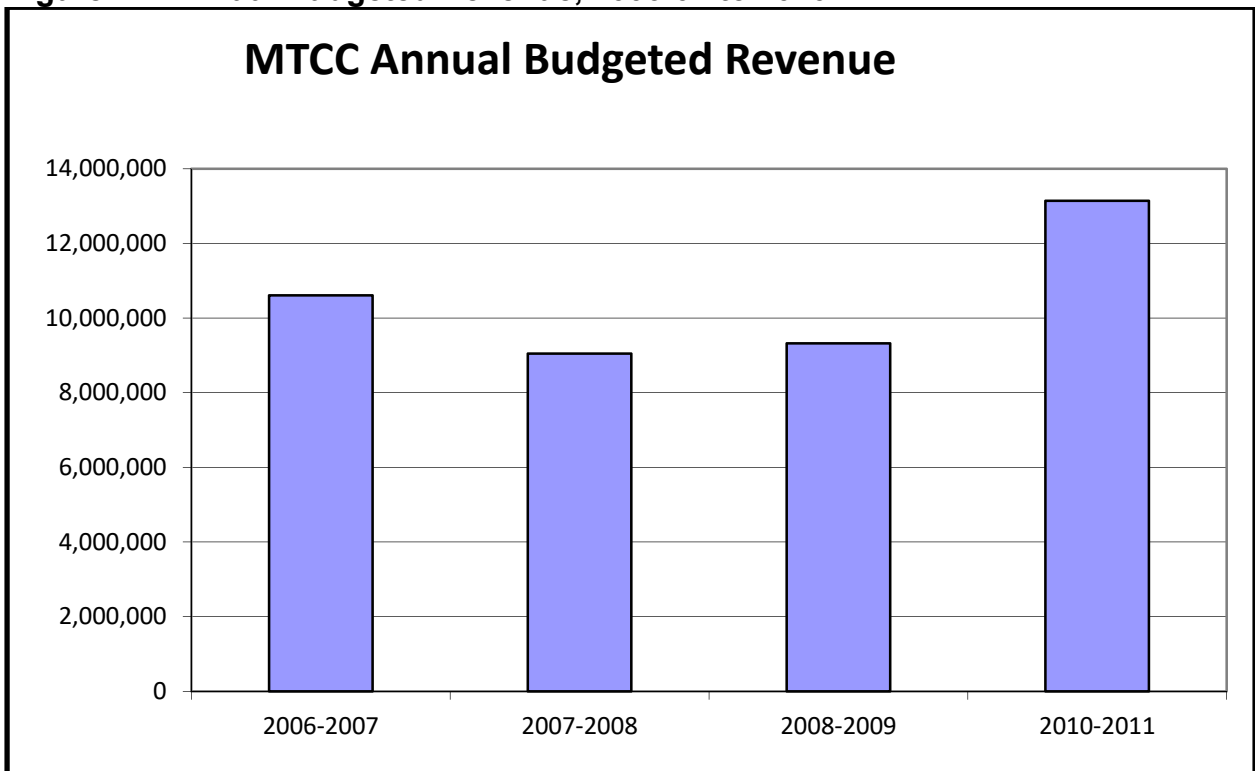|	
14,000,000	
12,000,000	
10,000,000	
8,000,000	
6,000,000	
4,000,000	
2,000,000	
0	2006-2007 2007-2008 2008-2009 2010-2011

Table 2.0 Education and General Expenditures

MTCC Education & General Expenditures

	2007-2008	2008-2009	2009-2010	2010-2011
Instruction	5,777,879	5,425,354	6,459,551	6,527,096
Academic Support	682,890	679,906	749,606	830,089
Student Services	627,541	664,907	686,501	786,999
Institutional Support	1,813,478	1,716,531	1,821,478	1,908,250
Operation & Maintenance of Plant	785,960	793,468	765,512	816,339
Scholarships & Fellowships	863,085	1,586,361	3,153,242	3,020,476
Depreciation Expenses	346,005	348,020	353,395	340,338
Auxiliary Enterprises	733,389	847,748	1,047,208	996,905
Total E & G Expenditures & Transfers	**11,630,227**	**12,062,295**	**15,036,493**	**15,226,492**

Source:2007-2009 Audited Financial Reports, 2010 Unaudited Financial Report.
*Beginning in FYE 2002, the College began reporting financial information in accordance with GASB 34/35. Under GASB 34/35 expenses are reported as either operating or non operating (all the College's expenses were considered "operating").
GASB 34/35 also requires depreciation expenses be recorded.

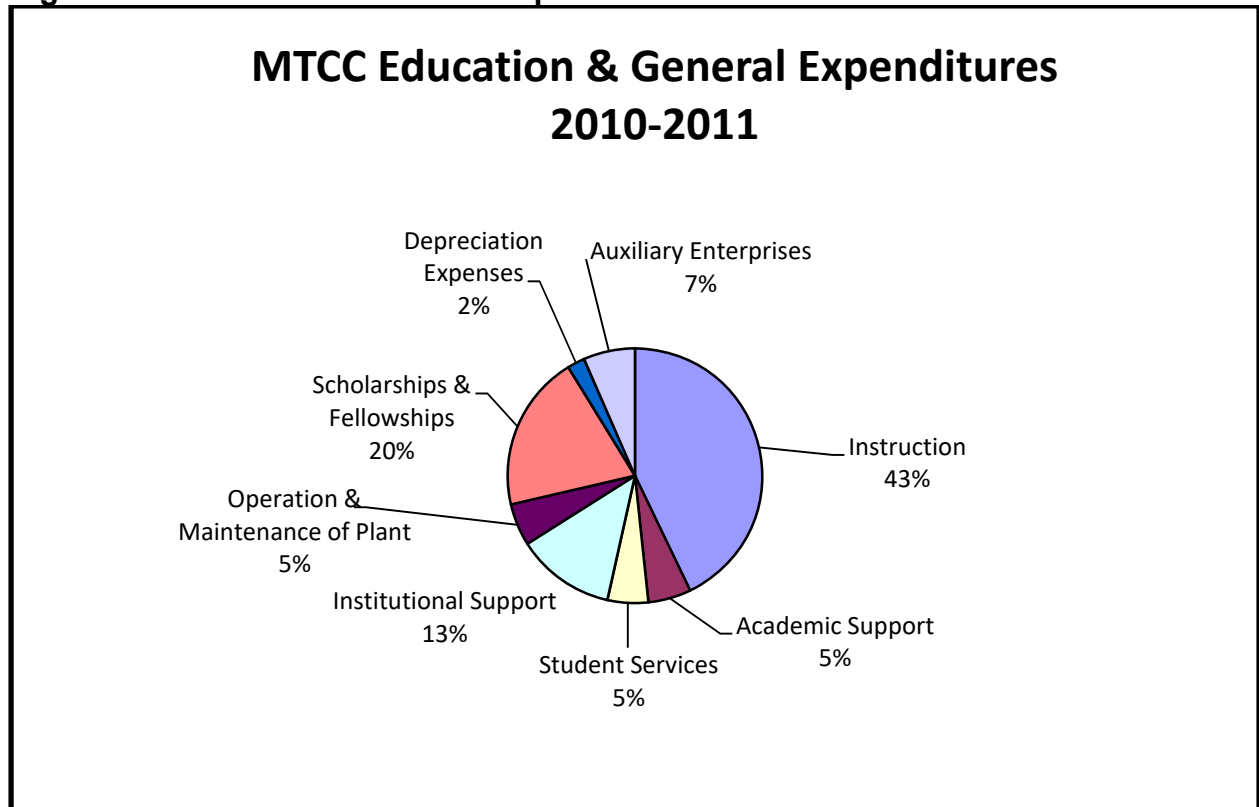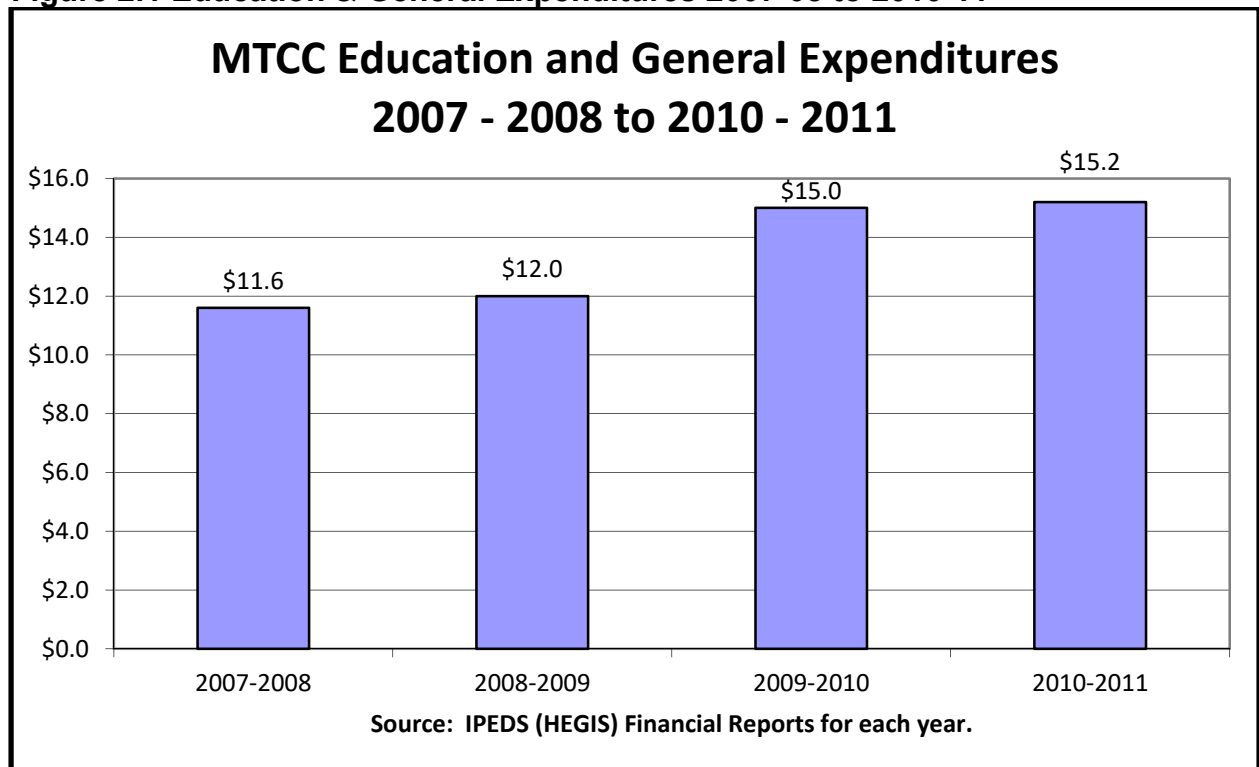**Figure 2.0 Education & General Expenditures 2010-2011**

MTCC Education & General Expenditures 2010-2011

Depreciation Expenses 2%

Auxiliary Enterprises 7%

Scholarships & Fellowships 20%

Instruction 43%

Operation & Maintenance of Plant 5%

Institutional Support 13%

Student Services 5%

Academic Support 5%

Figure 2.1 Education & General Expenditures 2007-08 to 2010-11

MTCC Education and General Expenditures 2007 - 2008 to 2010 - 2011

Year	Amount
2007-2008	$11.6
2008-2009	$12.0
2009-2010	$15.0
2010-2011	$15.2

Source: IPEDS (HEGIS) Financial Reports for each year.

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Enrollment

Figure 3.0 MTCC Enrollment by Residence, 2010-2011

Total Enrollment by Residence 2010-2011

- Rutherford County 3%
- All Other Counties 2%
- Burke County 8%
- Buncombe County 2%
- McDowell County 85%
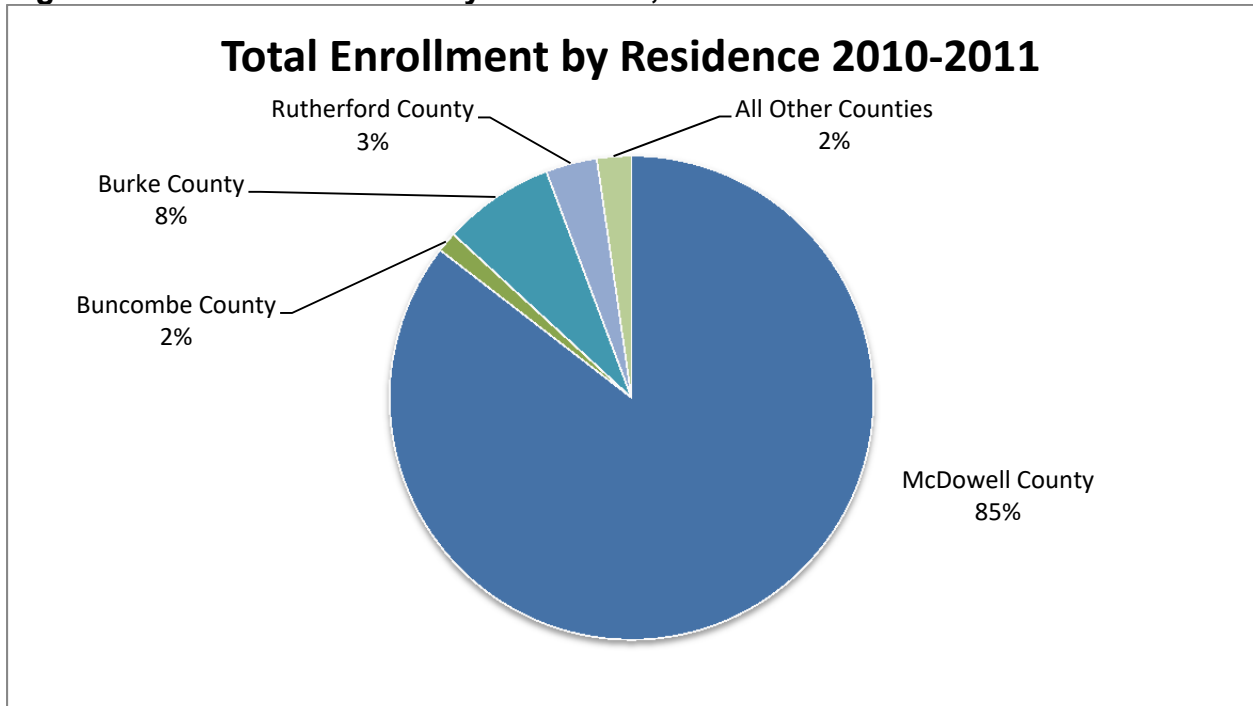
Table 3.0 MTCC Enrollment by Residence

MTCC Enrollment by Residence 2010-2011	
County	**MTCC**
McDowell County	1,362
Buncombe County	27
Burke County	131
Rutherford County	54
All Other Counties	35
TOTAL	**1,609**

Source: Datatel computer system at McDowell Technical Community College.

Table 4.0 Annual Unduplicated Headcount

MTCC Annual Unduplicated Headcount 2007-2008 to 2010-2011				
Area	2007-08	2008-09	2009-10	2010-11
Associate Degree	847	643	1162	1123
Diploma	233	208	378	332
Certificate	159	130	230	212
Transition	382	300	395	432
Curriculum Programs Subtotal	**1568**	**1281**	**2093**	**2019**
Basic Skills	524	457	715	663
Occupational – Regular Budget (OCCRB)	3228	775	3239	2934
Occupational – Self-Supporting (OCCSS)	845	306	660	965
Focused Industrial Training (FIT)	199	121	16	140
Human Resource Development (HRD)	1263	479	1078	1032
New and Expanding Industries Training (NIT/EIT)	104	17	0	0
Small Business Center (SBC)	39	0	61	0
Community Services	118	68	0	0
Non-Occupational – Self-Supporting	1044	336	579	524
Continuing Education Programs Subtotal	**6936**	**2352**	**5908**	**5801**
TOTAL	**8239**	**3556**	**7637**	**7494**

Source: Annual Statistical Report (ANNTB1-II) from NCCCS for each year.

Transition: Programs that do not lead to a formal award (they include Special Credit, Huskins Bill High School, and Dual Enrolled high school programs.
Unduplicated headcounts are reported in each cell. Rows and columns will not add up.

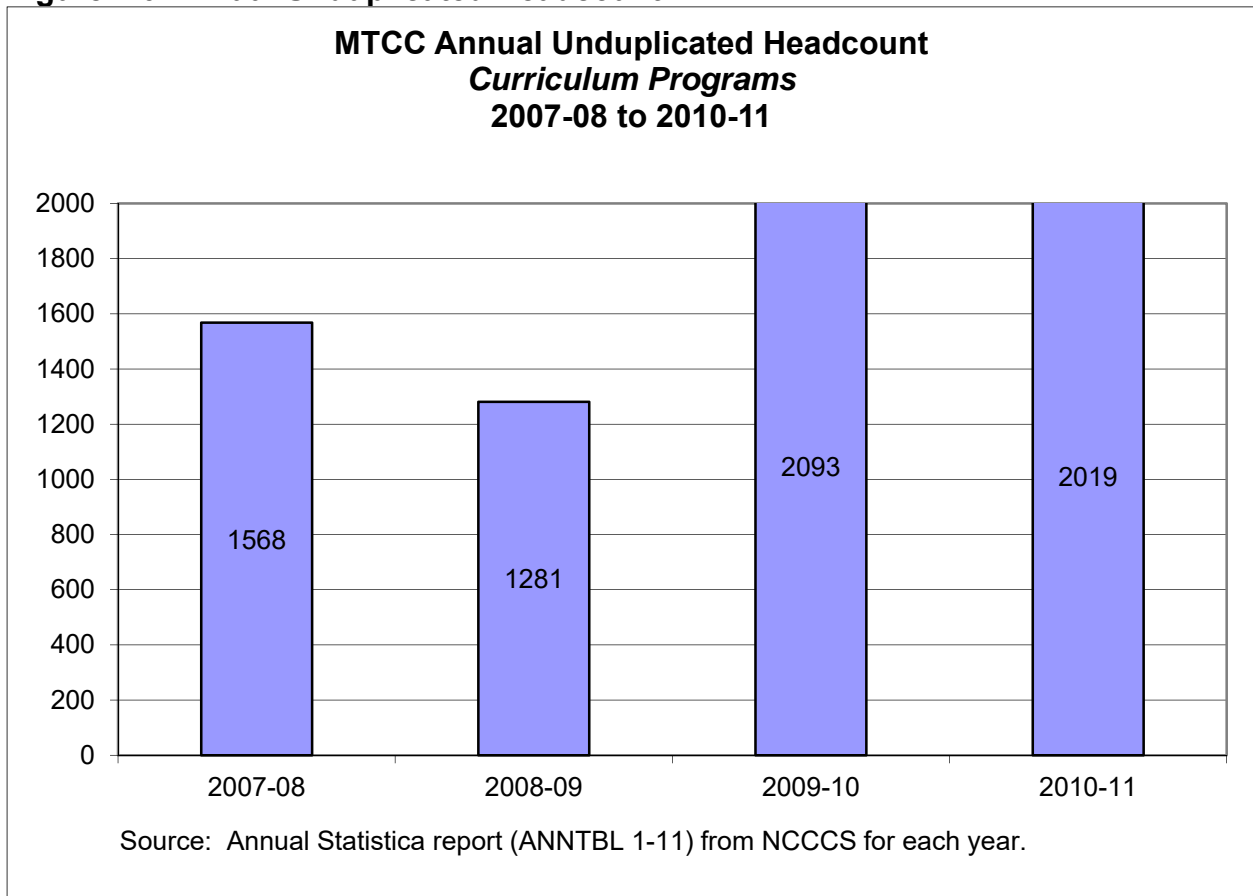11

Figure 4.0 Annual Unduplicated Headcount

MTCC Annual Unduplicated Headcount
Curriculum Programs
2007-08 to 2010-11

Year	Headcount
2007-08	1568
2008-09	1281
2009-10	2093
2010-11	2019

Source: Annual Statistica report (ANNTBL 1-11) from NCCCS for each year.

Figure 4.1 Unduplicated Headcount, 2007-08 to 2010-11

Associate Degree Headcount

Year	Headcount
2007-08	847
2008-09	643
2009-10	1162
2010-11	1123

Source: Annual Statistical Report from NCCCS for each year.
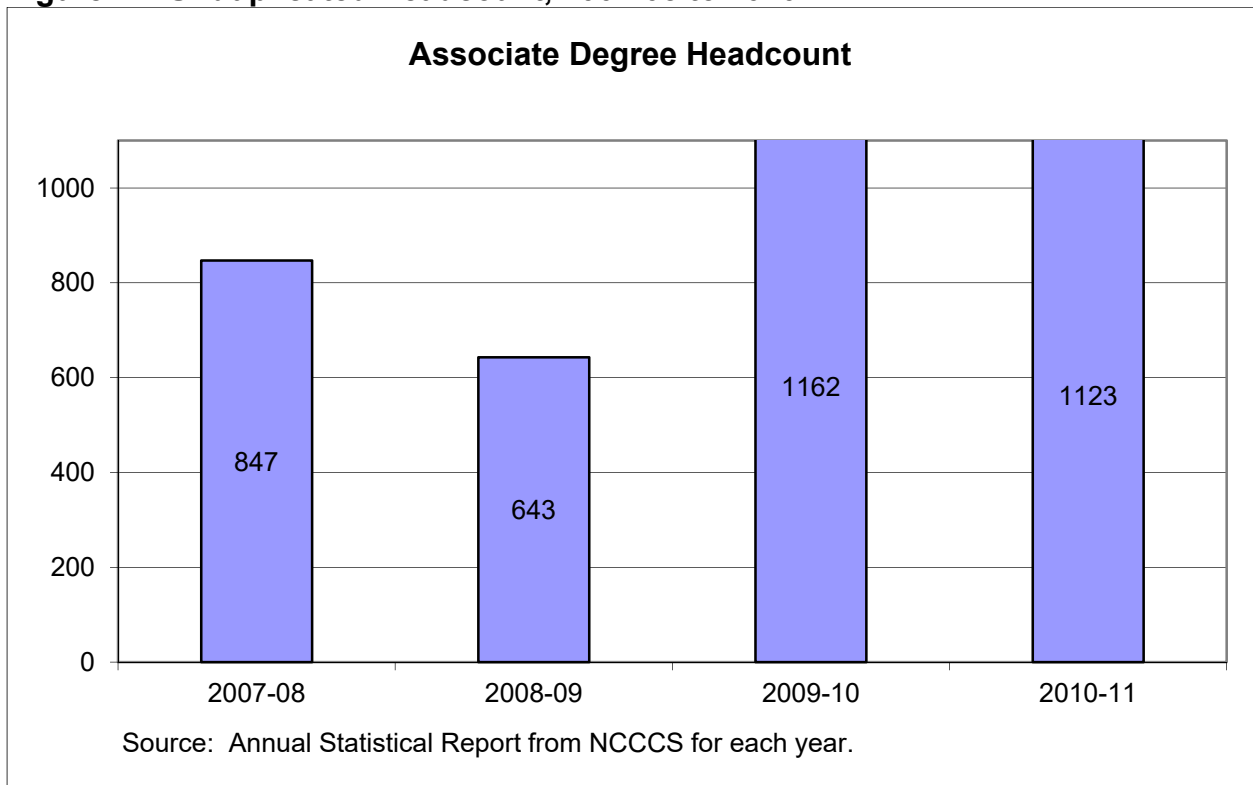
Figure 4.2 Unduplicated Headcount, 2007-08 to 2010-11

Diploma Headcount

Year	Headcount
2007-08	233
2008-09	208
2009-10	378
2010-11	332

Source: Annual Statistical Report from NCCCS for each year.
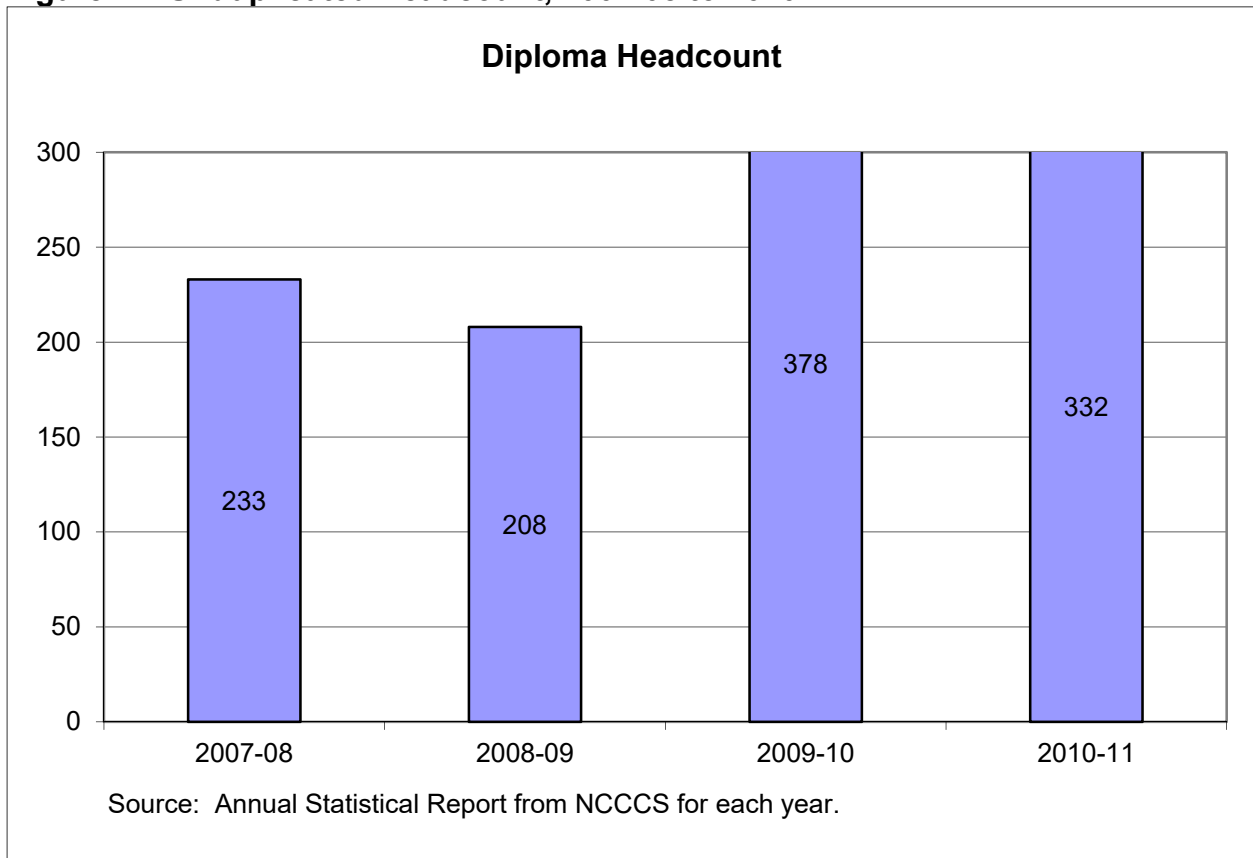
Figure 4.3 Unduplicated Headcount, 2007-08 to 2010-11

Certificate Headcount

Year	Headcount
2007-08	159
2008-09	130
2009-10	230
2010-11	212

Source: Annual Statistical Report from NCCCS for each year.

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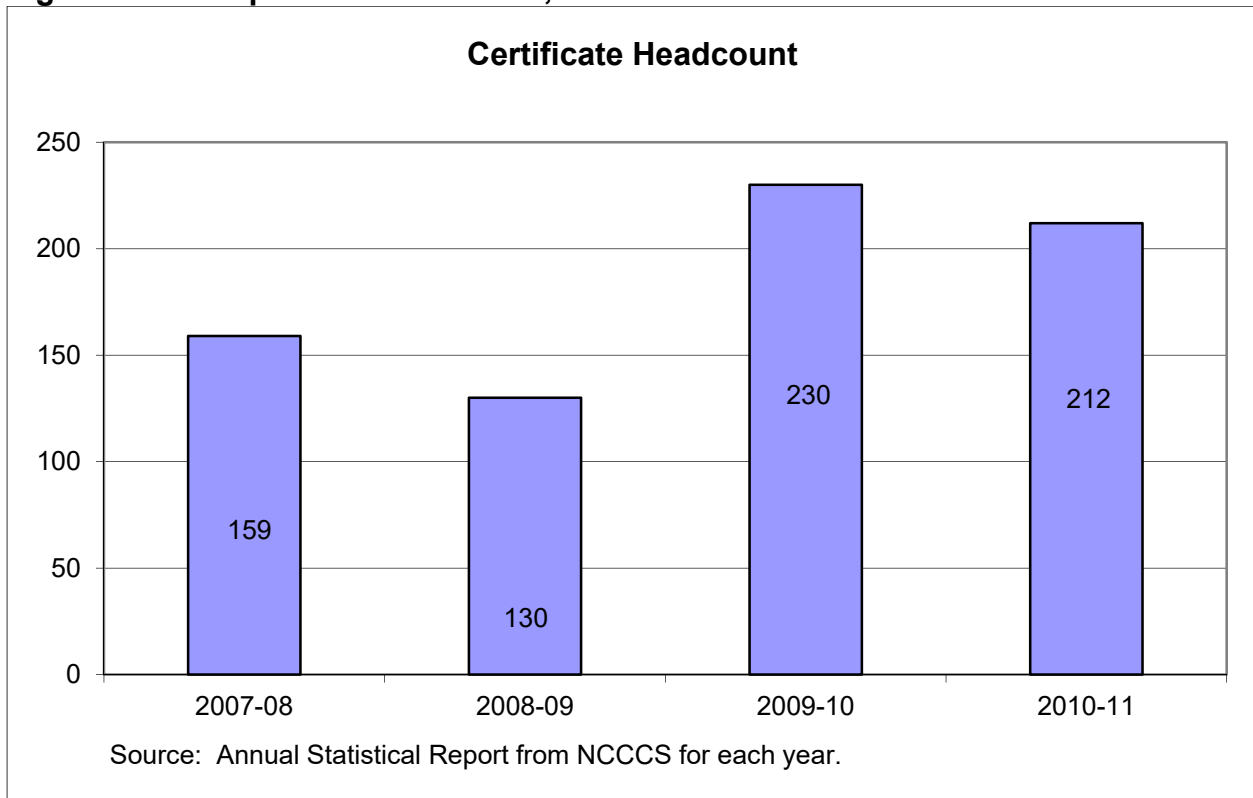
Figure 4.4 Unduplicated Headcount, 2007-08 to 2010-11

Transition Headcount

Year	Headcount
2007-08	382
2008-09	300
2009-10	395
2010-11	432

Source: Annual Statistical Report from NCCCS for each year.
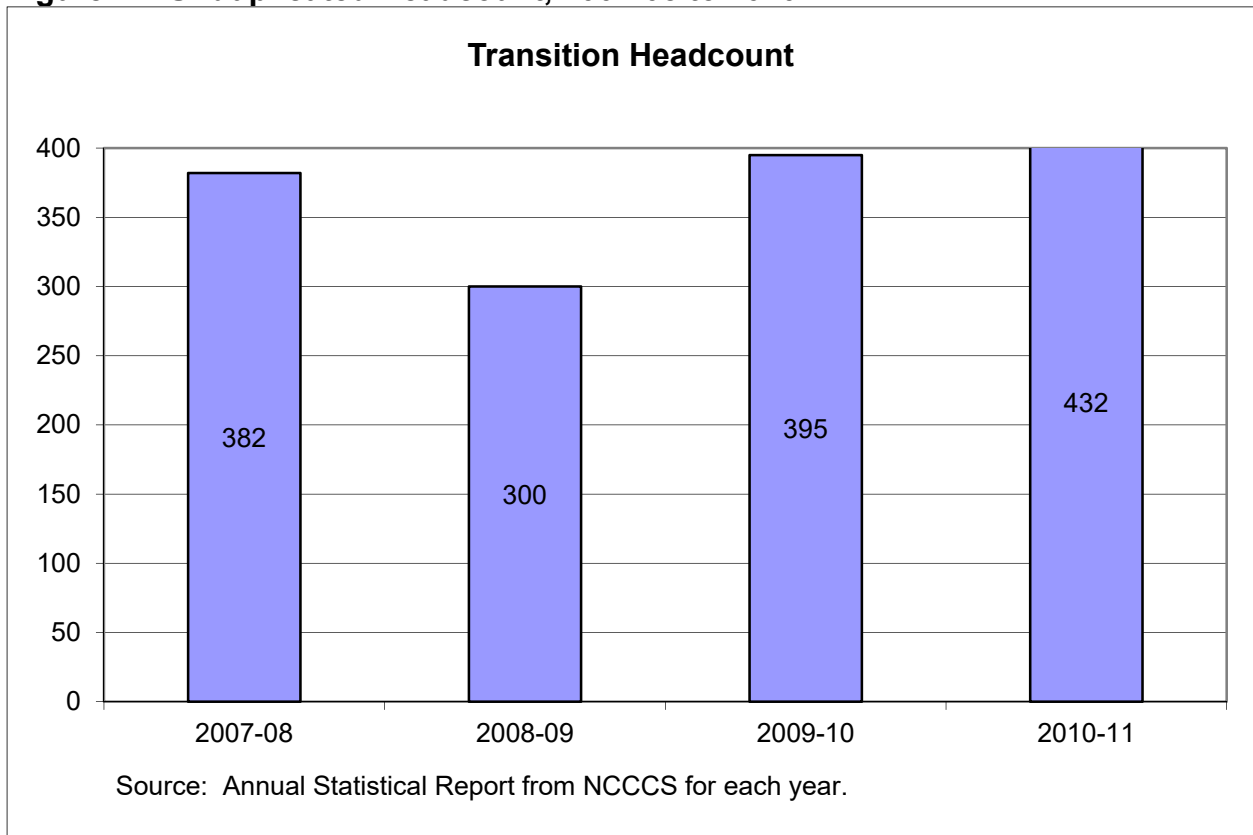
Figure 4.5 Unduplicated Headcount, 2007-08 to 2010-11

Basic Skills Headcount

Year	Headcount
2007-08	524
2008-09	457
2009-10	715
2010-11	663

Source: Annual Statistical Report from NCCCS for each year.
Note: Basic Skills includes ABE, GED, AHS, Compensatory Education, and ESL.

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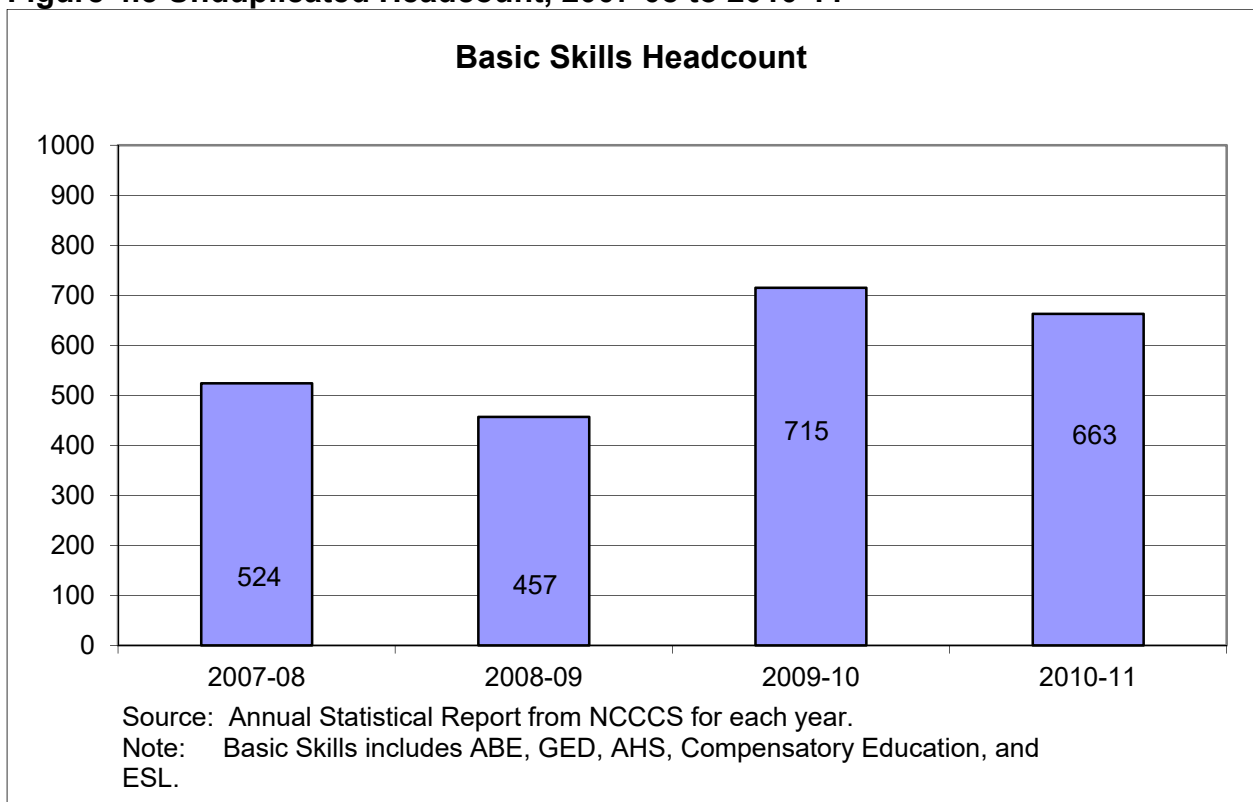
Figure 4.6 Unduplicated Headcount, 2007-08 to 2010-11

Continuing Education Headcount

Year	Headcount
2007-08	6936
2008-09	2352
2009-10	5908
2010-11	5801

Source: Annual Statistical Report from NCCCS for each year.
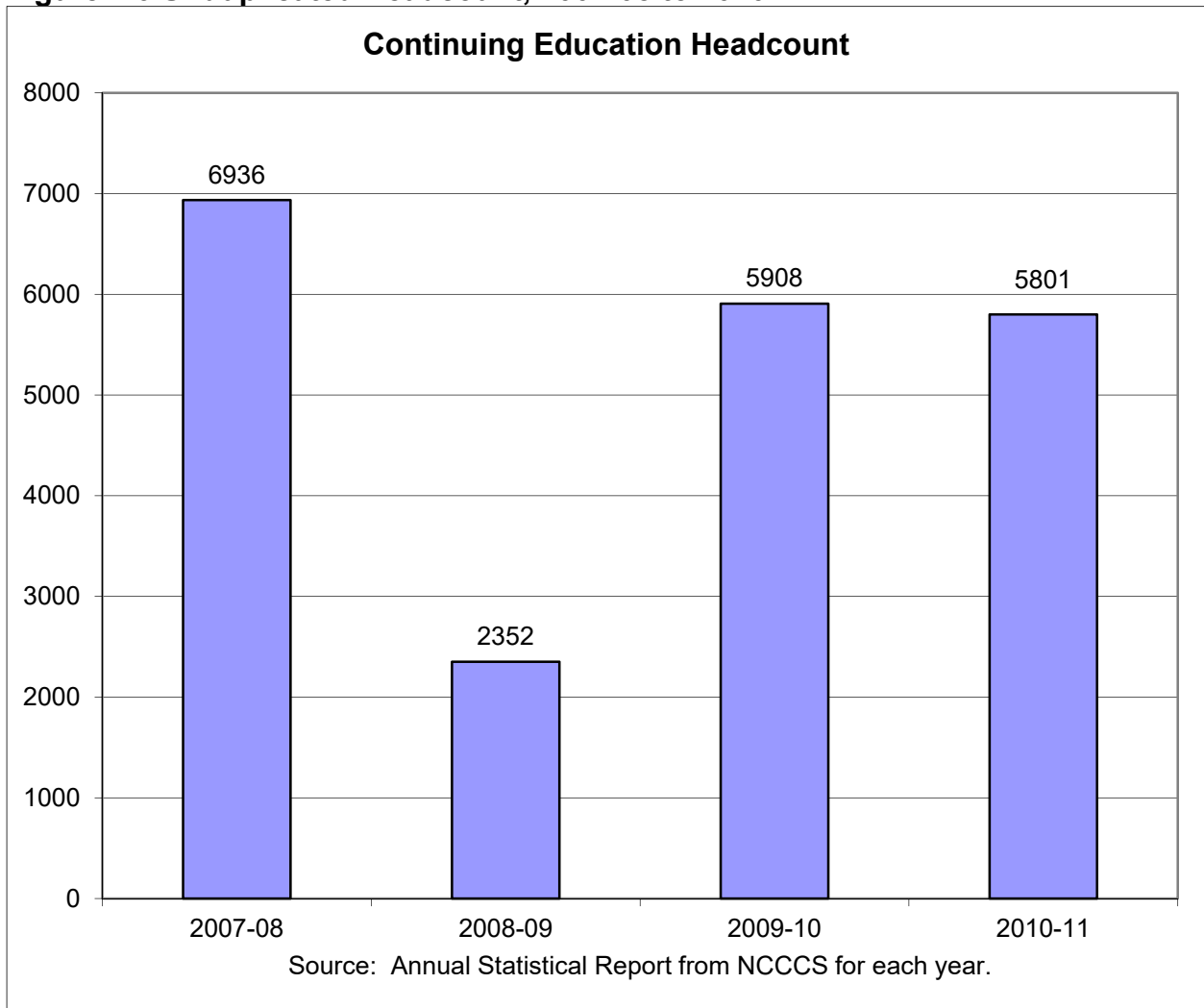
Table 5.0 MTCC Average Annual FTE, 2007-08 to 2010-11

MTCC Average Annual FTE				
Area	2007-08	2008-09	2009-10	2010-11
Associate Degree	495	603	776	721
Diploma	174	225	291	246
Certificate	88	136	134	144
Transition	94	126	133	141
Curriculum Programs Subtotal	**851**	**1090**	**1334**	**1251**
Basic Skills	100	169	145	135
Occupational – Regular Budget (OCCRB)	171	181	185	225
Continuing Education Programs Subtotal Budget	**271**	**350**	**330**	**360**
Regular Budget Total	**1122**	**1440**	**1664**	**1611**
Occupational – Self-Supporting (OCCSS)	14	8	4	5
Focused Industrial Training (FIT)	3	3	2	8
Human Resource Development (HRD)	0	1	1	1
New and Expanding Industries Training (NIT/EIT)	2	0	0	2
Small Business Center (SBC)	1	0	1	0
Community Services	22	16	3	0
Non-Occupational – Self-Supporting	12	13	7	7
Continuing Education Programs Subtotal Non Budget	**54**	**41**	**18**	**23**
TOTAL	**1176**	**1481**	**1682**	**1634**

Source: Annual Statistical Report (ANNTBL 26) from NCCCS for each year.

Figure 5.0 Average Annual FTE, 2007-08 to 2010-11
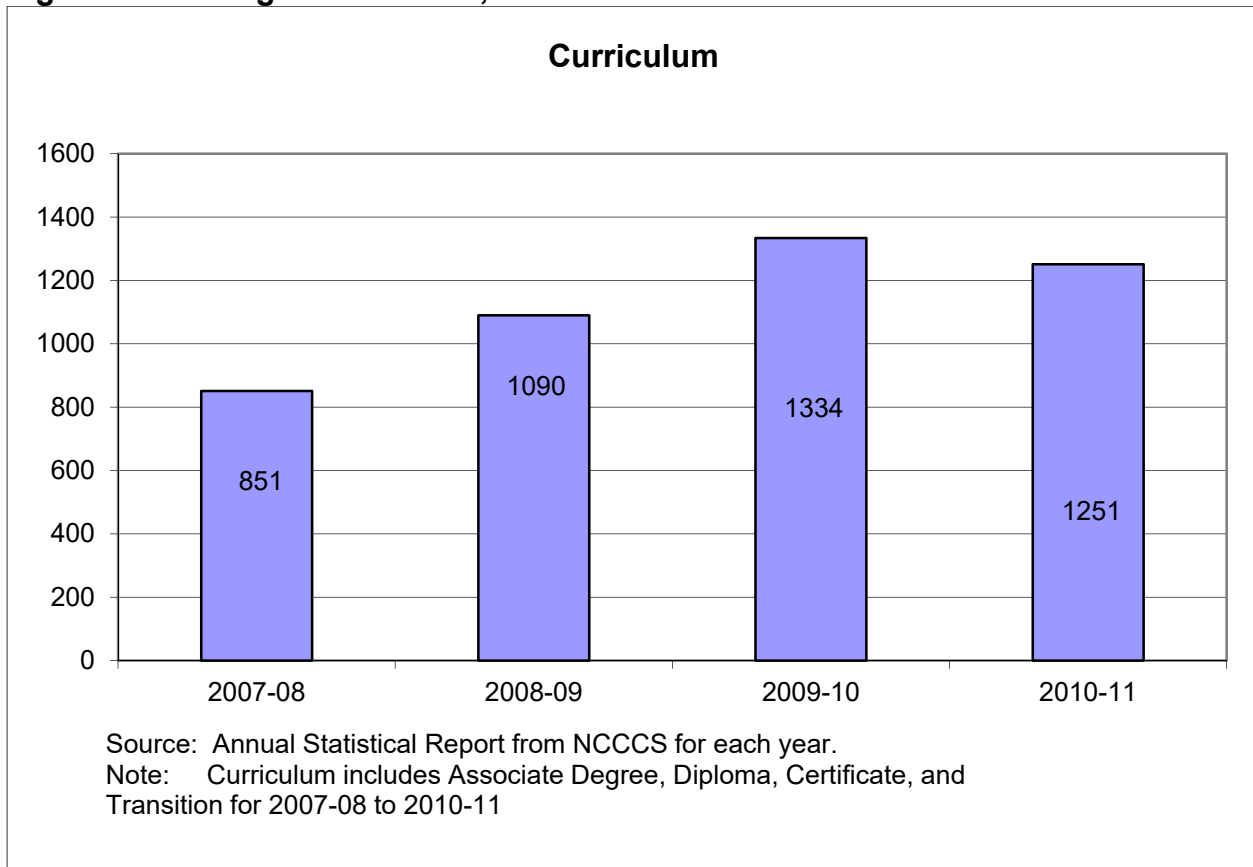
Curriculum

Year	FTE
2007-08	851
2008-09	1090
2009-10	1334
2010-11	1251

Source: Annual Statistical Report from NCCCS for each year.
Note: Curriculum includes Associate Degree, Diploma, Certificate, and Transition for 2007-08 to 2010-11

Figure 5.1 Average Annual FTE, 2007-08 to 2010-11

Continuing Education Subtotal Budget

Year	FTE
2007-08	271
2008-09	350
2009-10	330
2010-11	360

Source: Annual Statistical Report from NCCCS for each year.
Note: Continuing Education includes Basic Skills and Occupational - Regular Budget
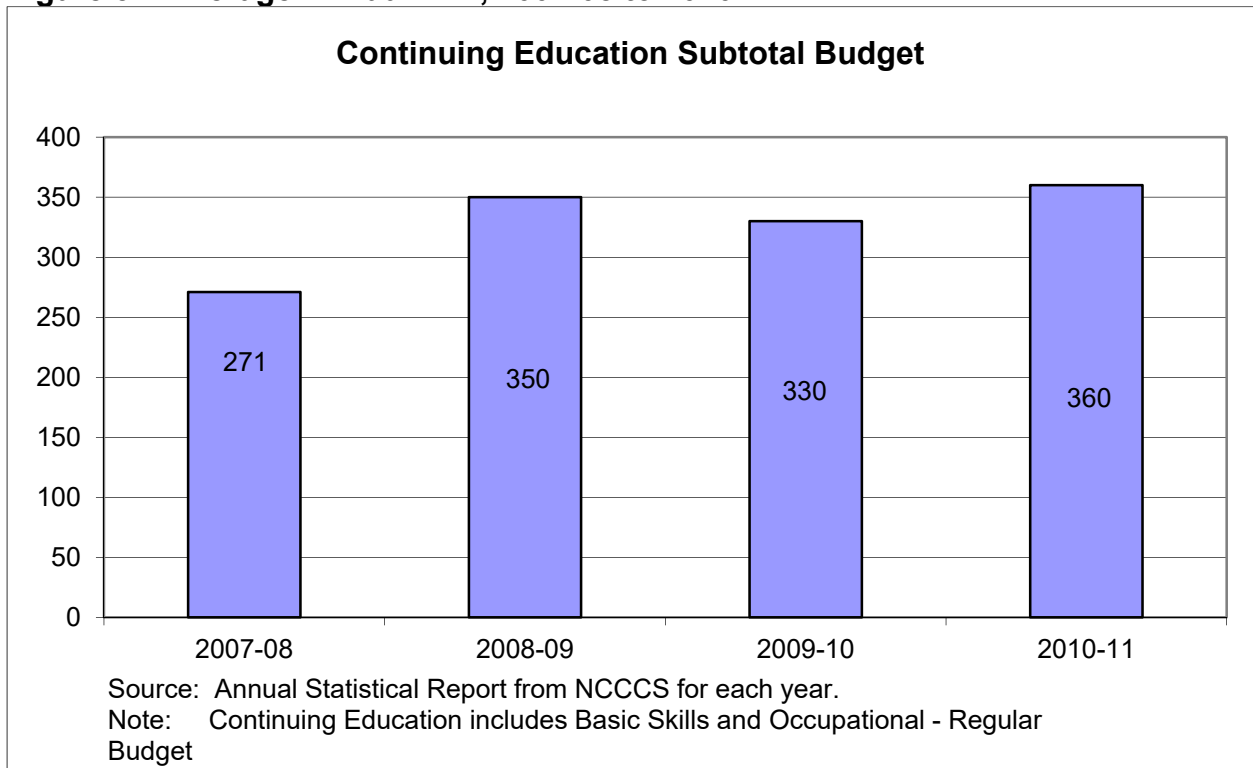
Figure 5.2 Average Annual FTE, 2007-08 to 2010-11

Associate Degree Programs FTE

Year	FTE
2007-08	495
2008-09	603
2009-10	776
2010-11	721

Source: Annual Statistical Report from NCCCS for each year.
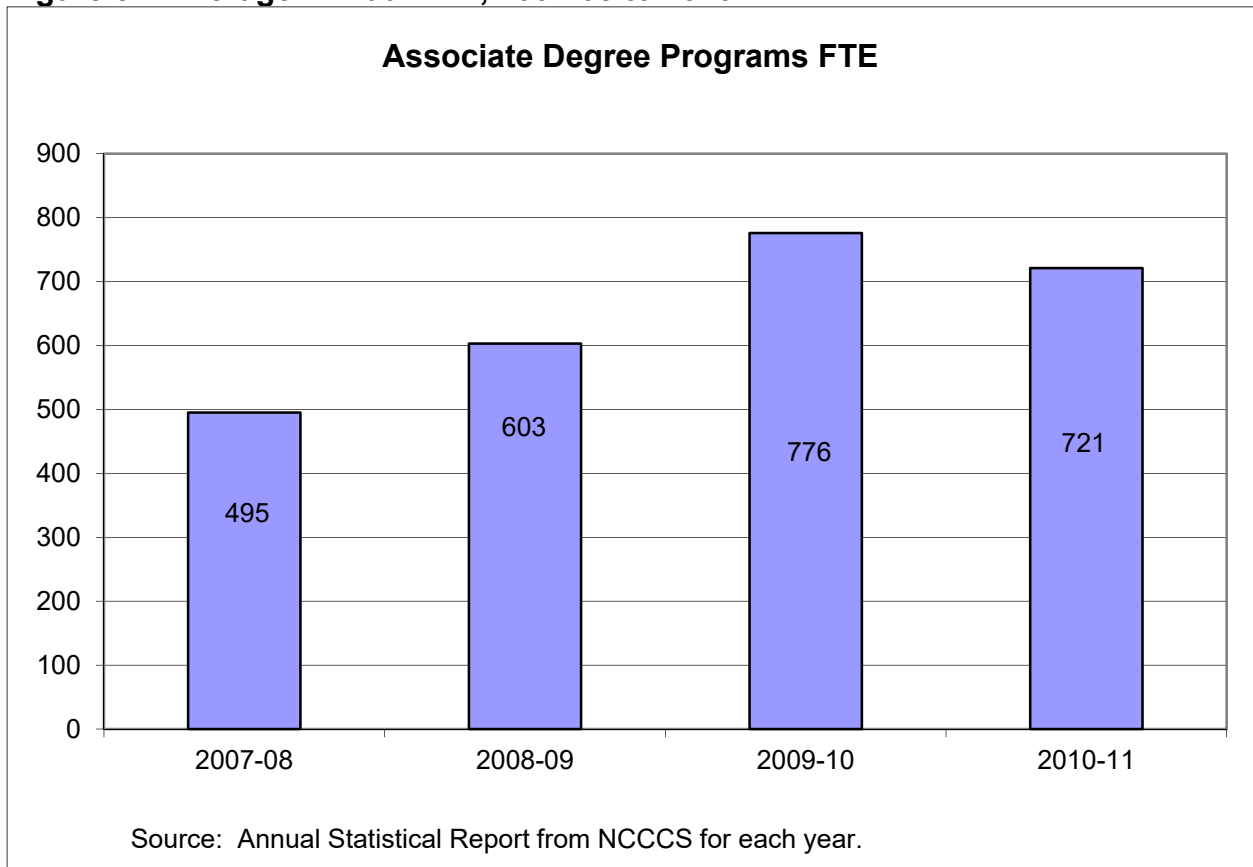
Figure 5.3 Average Annual FTE, 2007-08 to 2010-11

Diploma Programs FTE

Year	FTE
2007-08	174
2008-09	225
2009-10	291
2010-11	246

Source: Annual Statistical Report from NCCCS for each year.
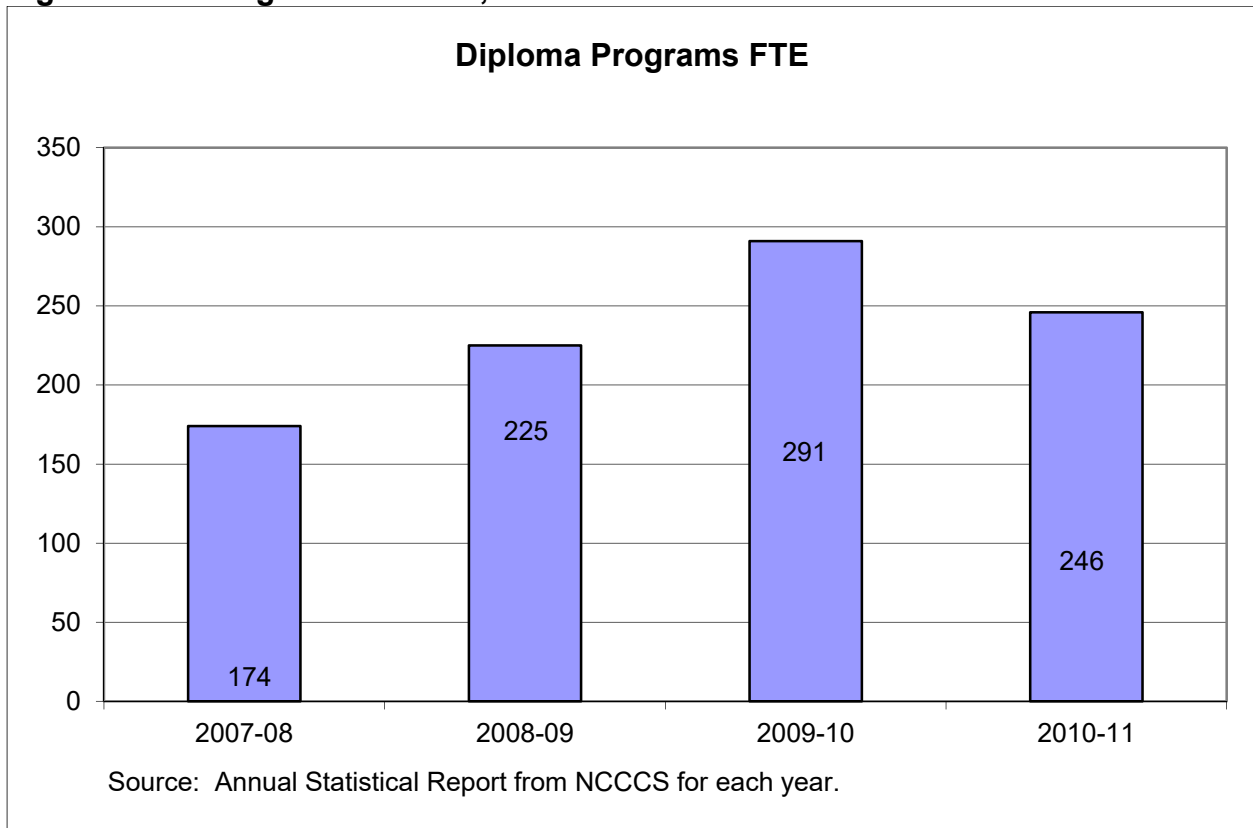
Figure 5.4 Average Annual FTE, 2007-08 to 2010-11

Certificate Programs FTE

Year	FTE
2007-08	88
2008-09	136
2009-10	134
2010-11	144

Source: Annual Statistical Reports from NCCCS for each year.
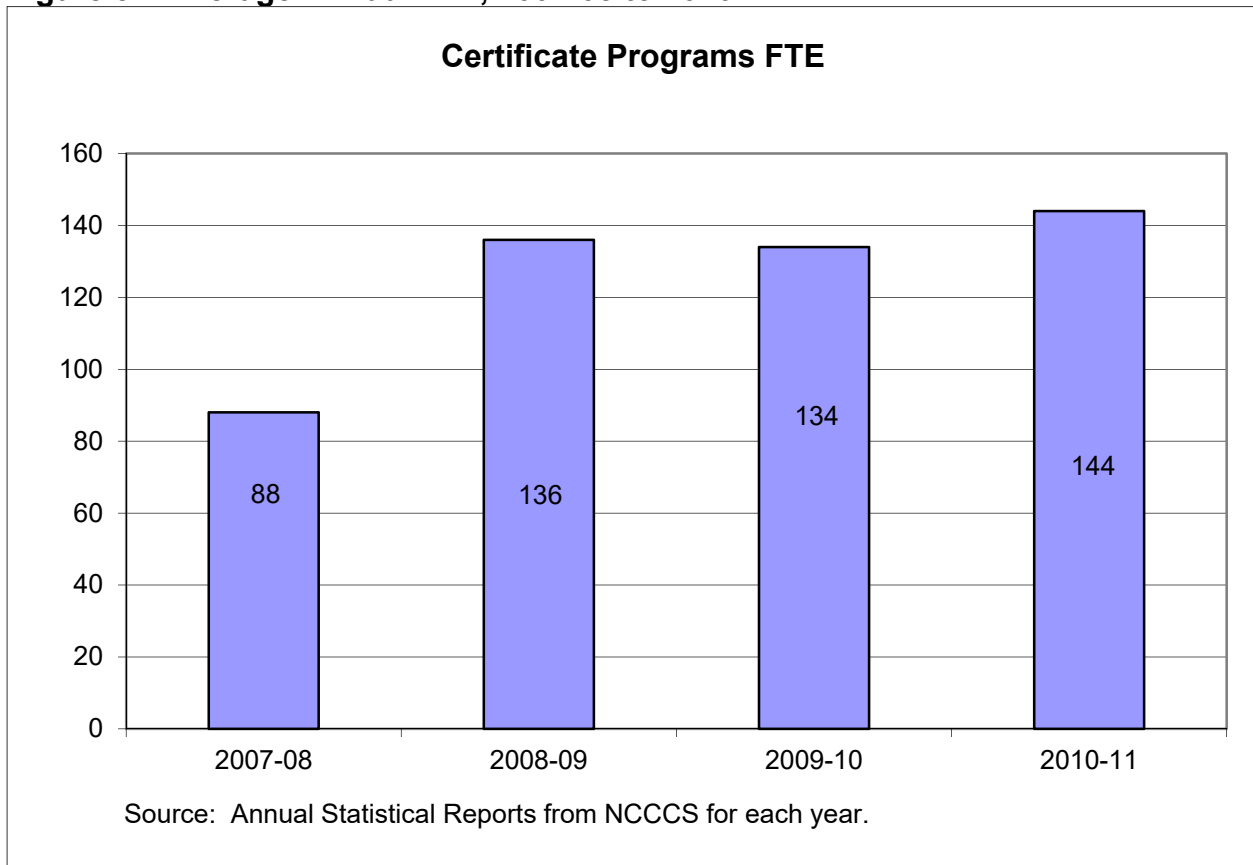
Figure 5.5 Average Annual FTE, 2007-08 to 2010-11

Transition Programs FTE

Year	FTE
2007-08	94
2008-09	126
2009-10	133
2010-11	141

Source: Annual Statistical Report from NCCCS for each year.
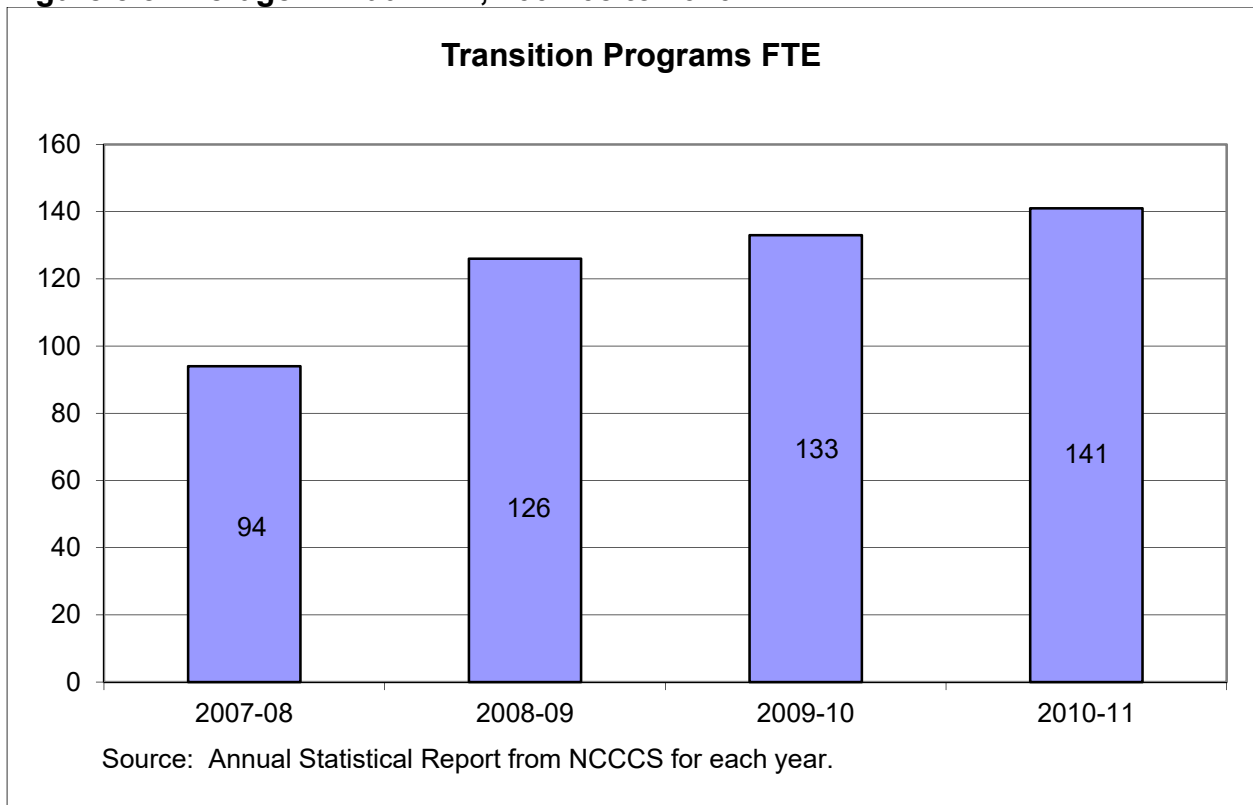
Figure 5.6 Average Annual FTE, 2007-08 to 2010-11

Basic Skills

Year	FTE
2007-08	100
2008-09	169
2009-10	145
2010-11	135

Source: Annual Statistical Report from NCCCS for each year.
Note: Basic Skills includes ABE, GEd, AHS, Compensatory Education, and ESL
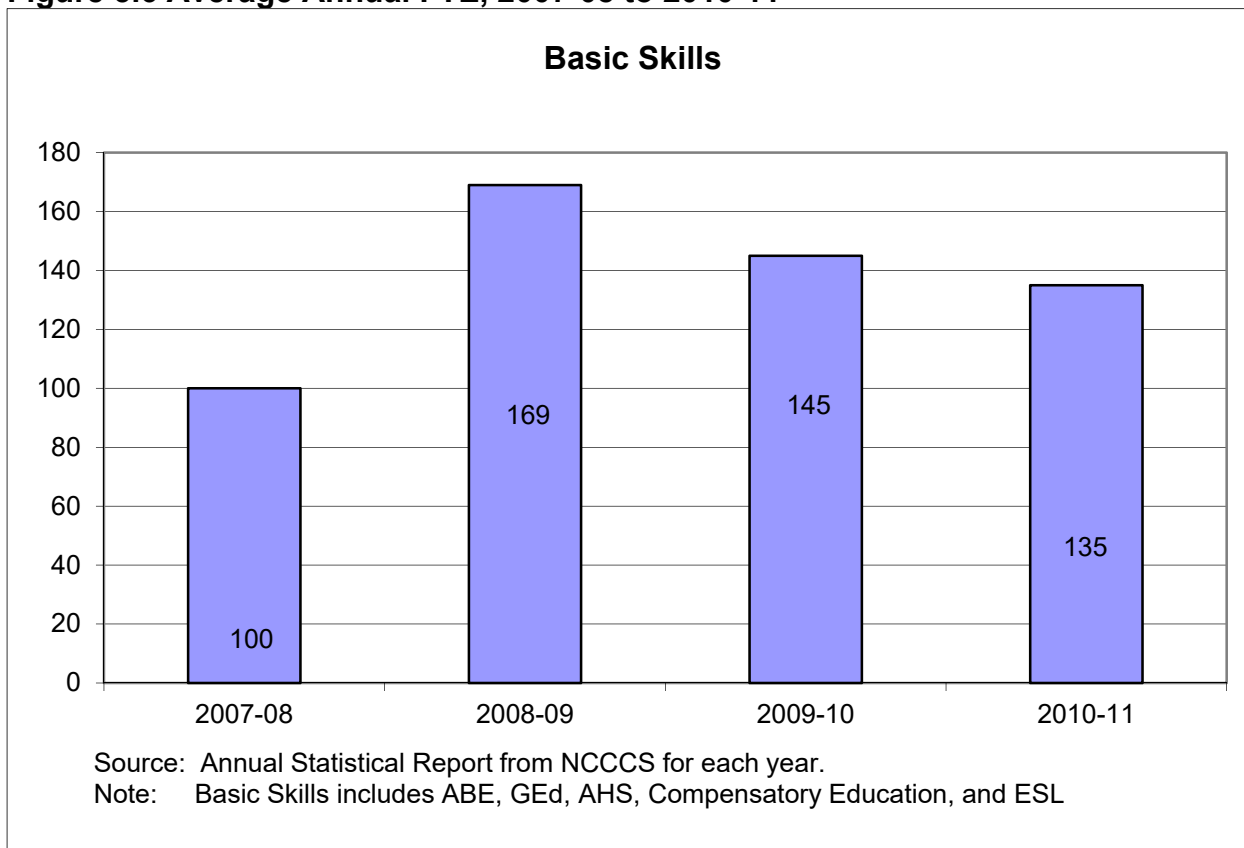
Figure 5.7 Average Annual FTE, 2007-08 to 2010-11

Continuing Education Programs Subtotal Non-Budget

Year	FTE
2007-08	54
2008-09	41
2009-10	18
2010-11	23

Source: Annual Statistical Report from NCCCS for each year.
Note: Other Continuing Education includes Occupational Self-Supporting, FIT, HRD, NIT/EIT, Small Business Center, Community Service, and Non-Occupational Self-Supporting.
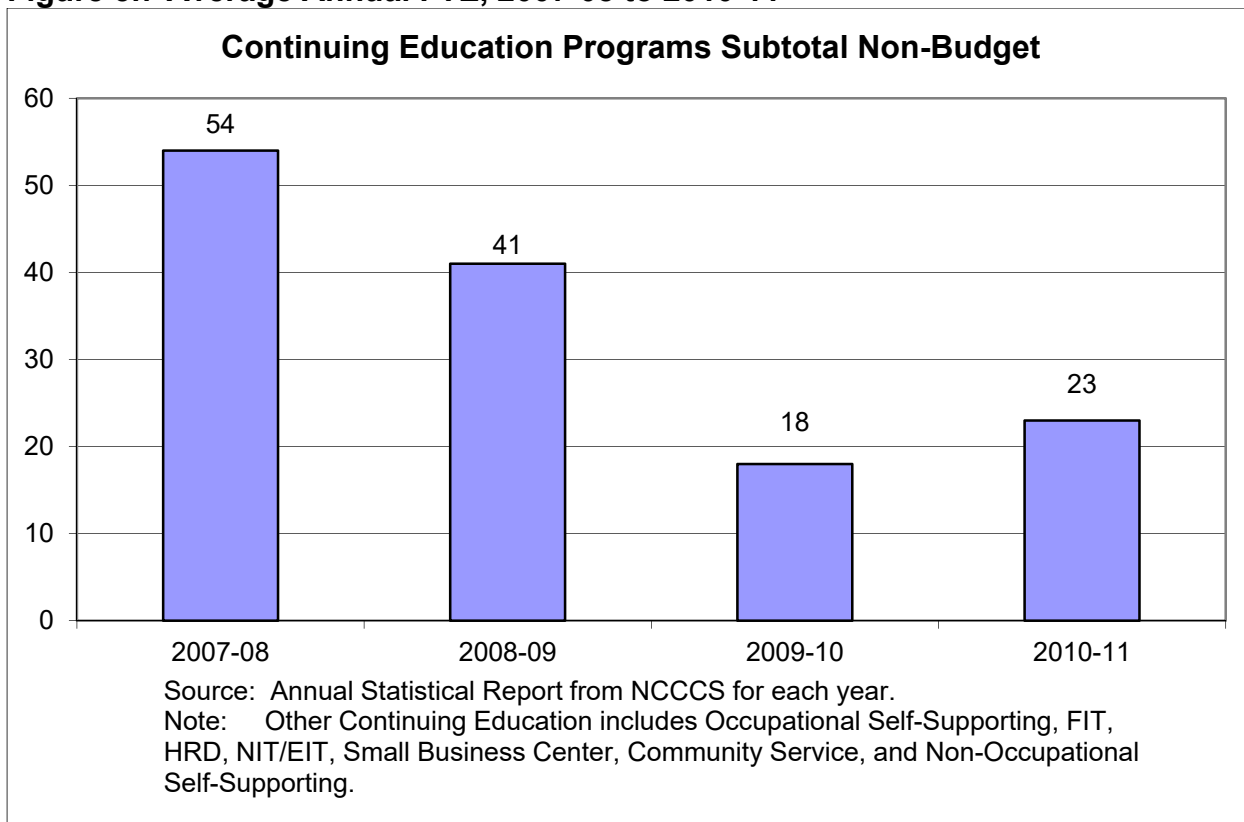
Figure 5.8 Percentage of Adult Population in Service Area Enrolled
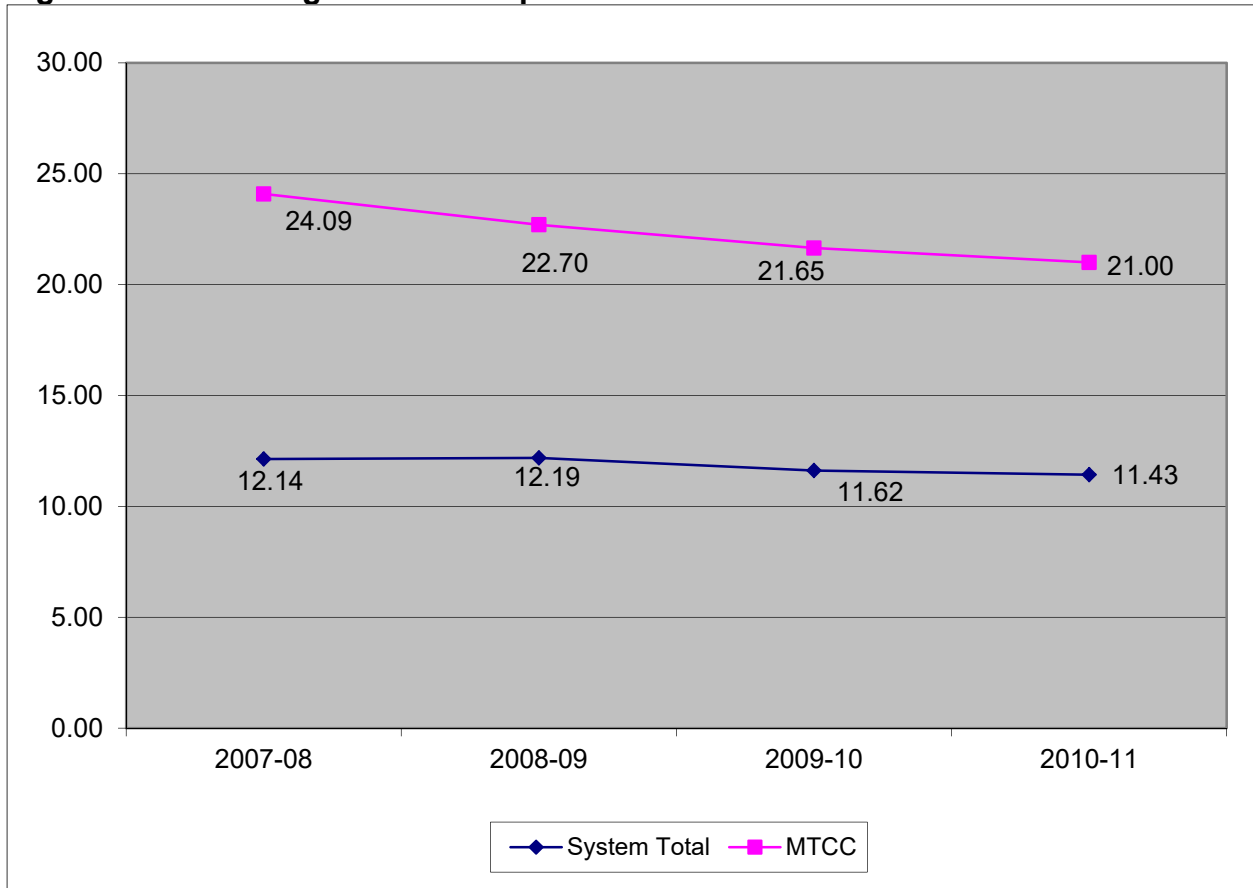
Table 6.0 Peer Colleges Percent of Adult Population in Service Area Enrolled

Percent of Adult Population in Service Area Enrolled				
PEER COLLEGEGS	2007-08	2008-09	2009-10	2010-11
Bladen CC	18.50	20.10	18.37	18.73
Brunswick CC	9.68	9.75	8.47	7.76
James Sprunt CC	21.02	22.14	20.53	18.72
Martin CC	9.97	9.76	11.29	12.60
Mayland CC	16.08	15.62	16.44	14.46
McDowell CC	**24.09**	**22.70**	**21.65**	**21.00**
Montgomery CC	20.26	23.20	23.48	24.43
Roanoke-Chowan CC	7.21	7.42	8.37	8.68
Sampson CC	15.84	16.26	15.97	16.02
Tri-County CC	13.14	12.71	11.53	11.98
System Total	*12.14*	*12.19*	*11.62*	*11.43*

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Curriculum Enrollment

Table 7.0 MTCC Curriculum Enrollment – Fall Semester

MTCC Curriculum Enrollment - Fall Semester
Headcount and FTE by Program

Program		Fall 2009		Fall 2010		Fall 2011	
		Hdct.	FTE	Hdct.	FTE	Hdct.	FTE
ASSOCIATE DEGREE:							
A10100	Liberal Arts Program - College Transfer	167	82.71	192	76.63	183	88.31
A10300	General Education	178	91.34	226	88.97	219	85.16
A20100	Biotechnology	5	3.78	9	1.28	3	
A25100	Accounting	12	9.03	20	12.13	27	11.72
A25120	Business Administration	22	15.16	39	17.09	38	13.78
A2512F	Business Administration-Marketing & Retail	4	2.97	7	3.91	10	2.09
A2512G	Business Administration - Opertations Mgmt.	12	7.19	17	3.81	13	3.22
A25260	Information Systems	17	15.75	30	12.38	25	11.47
A25290	Web Technologies		2.75	5	2.13	4	3.16
A25360	Office Systems Technology	11	9.50	21	4.88	11	2.41
A25370	Office Administration		0.41	1	4.28	10	6.97
A30100	Advertising and Graphic Design	15	10.09	15	9.19	17	9.59
A30280	Photographic Technology	18	12.97	26	12.95	26	11.38
A35220	Electrical/Electronics Technology	21	18.06	29	12.69	23	9.69
A45110	Associate Degree Nursing		5.59	11	15.94	28	18.41
A45120	Associate Degree Nursing (Non-Integrated)	36	17.38	30	6.84	10	
A45360	Health Information Technology	37	32.94	66	35.53	66	20.03
A50240	Industrial System Technology	10	5.97	13	6.13	12	7.22
A50300	Machining Technology	3	0.25	1			
A55140	Cosmetology	13	15.31	17	14.72	22	29.13
A55220	Early Childhood Associate	18	6.00	18	8.88	28	10.16
A5522A	Early Childhood Associate - Special Education	4	0.94	3	0.28	1	0.28
A5522B	Early Childhood Associate - Teacher Associate	23	9.88	30	3.38	10	0.91
A55440	School Age Education		1.78	4	3.50	9	1.72
A60160	Automotive Systems Technology	17	14.19	27	11.34	24	18.47
Associate Degree Subtotal		*643*	*391.9*	*857*	*368.9*	*819*	*365.8*
	Program	Fall 2009		Fall 2010		Fall 2011	
		Hdct.	FTE	Hdct.	FTE	Hdct.	FTE
DIPLOMA:							
D15240	Horticulture - MCI	12	7.07	14	9.14	12	
D25260	Computer Information Technology - MCI	35	13.02	29	0.04		
D25290	Web Technologies		1.31	3	0.50	1	
D25340	Networking Technology	8	0.47	1	0.94	2	
D25360	Office Systems Technology						0.53
D25370	Office Administration	2	2.00	4	1.44	3	0.47
D30100	Advertising and Graphic Design	2	2.59	4	1.69	3	0.59
D35100	Air Conditioning, Heat & Refrigeration Tech.	23	12.97	33	21.25	51	5.51
D35160	Cabinetmaking - MCI	12	8.73	13	15.32	29	
D35180	Carpentry	6	3.50	6	2.28	5	1.78
D35220	Electrical/Electronics Technology		0.69	1	0.09	1	0.59

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Code	Program	Hdct.	FTE	Hdct.	FTE	Hdct.	FTE
D45300	Dialysis Technology	9	14.97	16	6.34	7	7.22
D45360	Health Information Technology	3	0.88	2	2.59	6	3.63
D45660	Practical Nursing Education	36	29.13	43	29.81	46	27.03
D45740	Surgical Technology	6	5.13	9	3.72	7	4.81
D50240	Industrial Systems Technology	1	1.16	2	1.97	3	
D50210	Computer Integrated Machining						0.41
D50300	Machining Technology	17	10.66	27	8.72	23	4.50
D50420	Welding Technology	14	15.69	31	9.63	23	9.41
D55140	Cosmetology	4	10.69	12	6.94	8	5.44
D55220	Early Childhood Associate	1	0.41	1	1.28	4	1.03
D60100	Auto Body Repair	15	3.50	11	6.78	14	1.59
D60130	Collision Repair and Refinishing Technology						1.22
D60160	Automotive Systems Technology	2	2.75	5	3.09	7	1.97
Diploma Subtotal		*208*	*147.3*	*267*	*133.6*	*255*	*77.7*

	Program	Fall 2009		Fall 2010		Fall 2011	
		Hdct.	FTE	Hdct.	FTE	Hdct.	FTE
CERTIFICATE:							
C25100	Accounting	5					
C25360	Office Systems Technology		1.81	5	0.44	1	
C25370	Office Administration	8	0.38	1	0.75	2	1.09
C30280	Photographic Technology						0.84
C35180	Carpentry	1	0.66	1	0.22	1	
C45360	Health Information Technology	2	4.59	14	3.47	11	1.94
C45480	Nursing Assistant	30	11.22	33	7.72	24	7.81
C50240	Industrial Systems Technology	7	2.44	5	3.44	7	1.50
C50300	Machining Technology		0.47	1	6.81	10	
C50420	Welding Technology	13	7.56	15	18.88	26	1.00
C55120	Basic Law Enforcement Training	31	20.72	17	20.72	18	18.28
C55140	Cosmetology	17	14.19	17	26.25	31	15.59
C55160	Cosmetology - Instructor	2					1.88
C55230	Cosmetology - Esthetics Technology	8	5.81		3.75	7	4.38
C55220	Early Childhood Education	1	0.88	3	0.47	1	0.63
C55270	Cosmetology - Esthetics Instructor			11	0.66	1	0.66
C55400	Cosmetology - Manicuring/Nail Technology	4					
C60100	Autobody Repair	1	0.38	1	1.47	4	
C60160	Automotive Systems Technology		1.91	4	1.41	3	1.97
Certificate Subtotal		*130*	*73.0*	*128*	*96.5*	*147*	*56.9*
TRANSITION:							
T90930	Early College High School	110	24.94	146	43.38	157	23.59
T90970	Huskins	90	12.16	93	12.31	56	9.44
T90980	Dual Enrollment	8	2.28	13	1.09	4	3.78
T90990	Special Credit	92	14.39	60	15.81	69	9.12
Transition Subtotal		*300*	*53.8*	*312*	*72.6*	*286*	*45.9*
TOTAL		*1281*	*666.0*	*1337*	*683.9*	*1507*	*546.4*

Source: Fall Enrollment Report (CCRE0181SEM-II) and Annualized Semester FTE Report (CCRE5069) from NCCCS for each year.

MTCC Curriculum Fall Enrollment
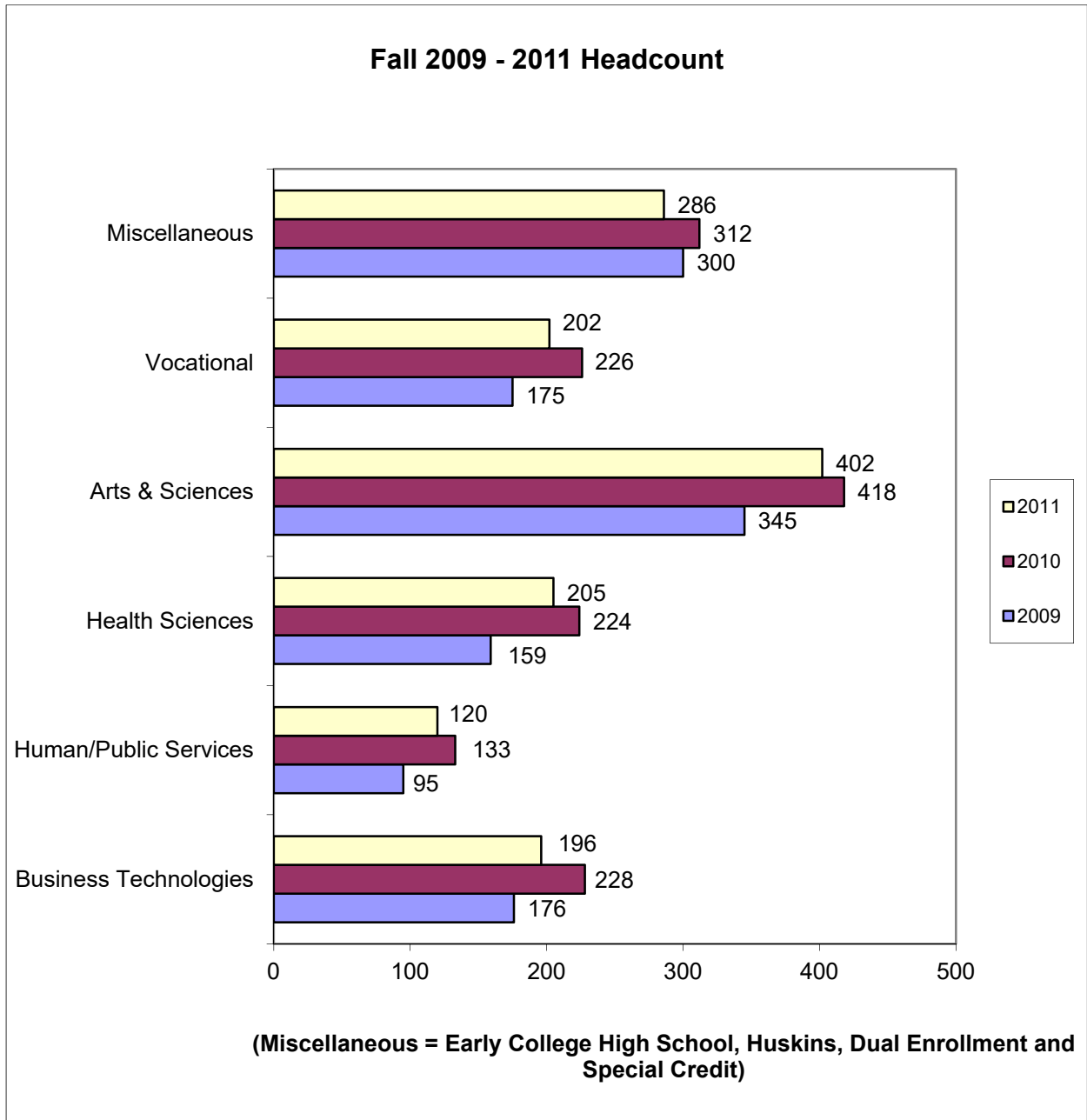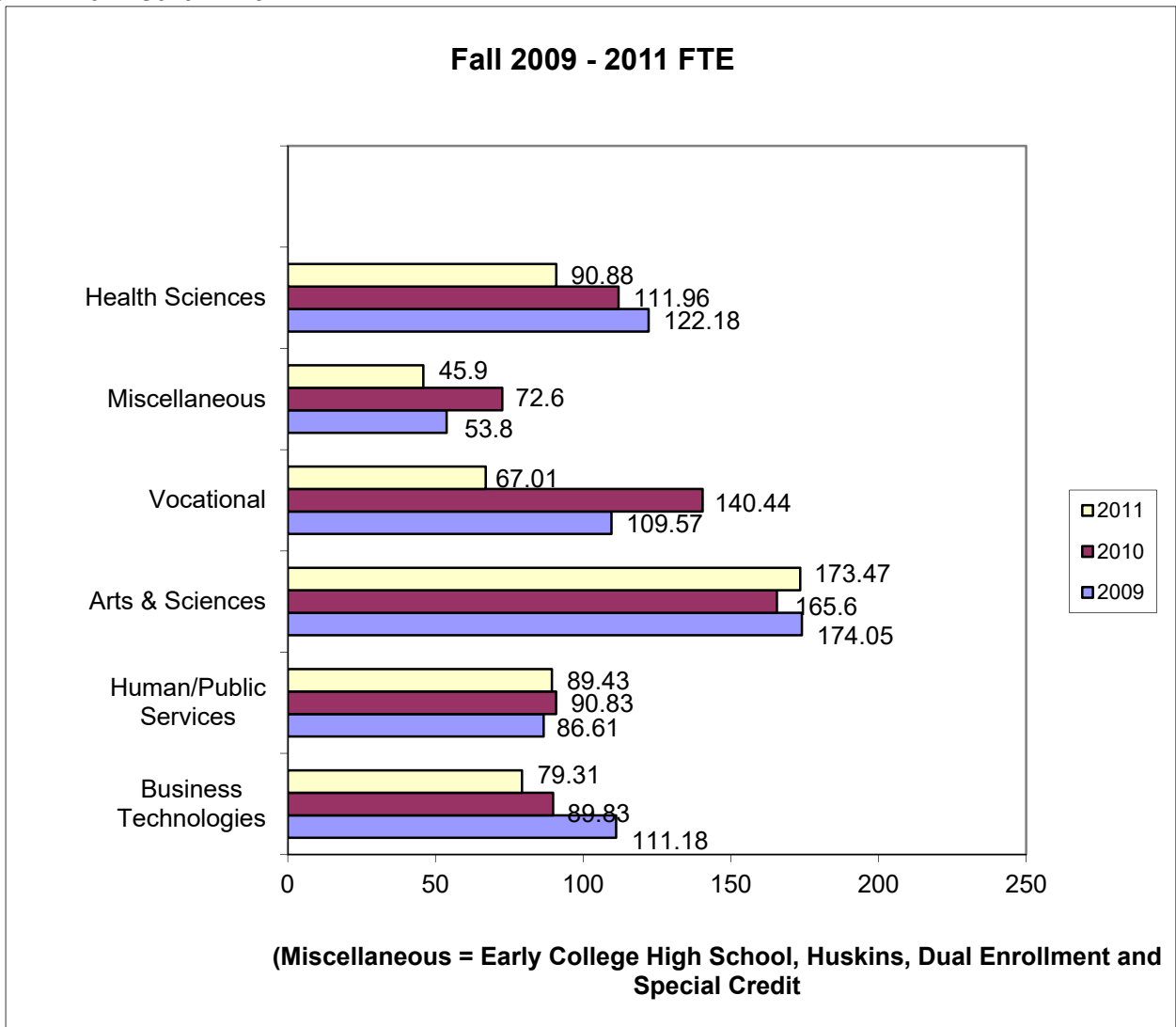## *Headcount & FTE by Program Area*

Figure 7.0 Curriculum Fall Headcount

Fall 2009 - 2011 Headcount

Program Area	2009	2010	2011
Miscellaneous	300	312	286
Vocational	175	226	202
Arts & Sciences	345	418	402
Health Sciences	159	224	205
Human/Public Services	95	133	120
Business Technologies	176	228	196

(Miscellaneous = Early College High School, Huskins, Dual Enrollment and Special Credit)

Figure 7.1 Curriculum Fall FTE

Fall 2009 - 2011 FTE

Category	2011	2010	2009
Health Sciences	90.88	111.96	122.18
Miscellaneous	45.9	72.6	53.8
Vocational	67.01	140.44	109.57
Arts & Sciences	173.47	165.6	174.05
Human/Public Services	89.43	90.83	86.61
Business Technologies	79.31	89.83	111.18

(Miscellaneous = Early College High School, Huskins, Dual Enrollment and Special Credit

Source: Report CCRE0181SEM-II and Report CCRE5069 from NCCCS for each year

Figure 7.2 Curriculum Headcount by Award Level, Fall 2009-2011

Fall 2009 - Fall 2011 Headcount

Award Level	2011	2010	2009
Transition	286	312	300
Certificate	147	128	130
Diploma	255	267	208
Associate Degree	819	857	643

Source: Report CCRE0181SEM-II and Report CCRE5069 from NCCCS for each year
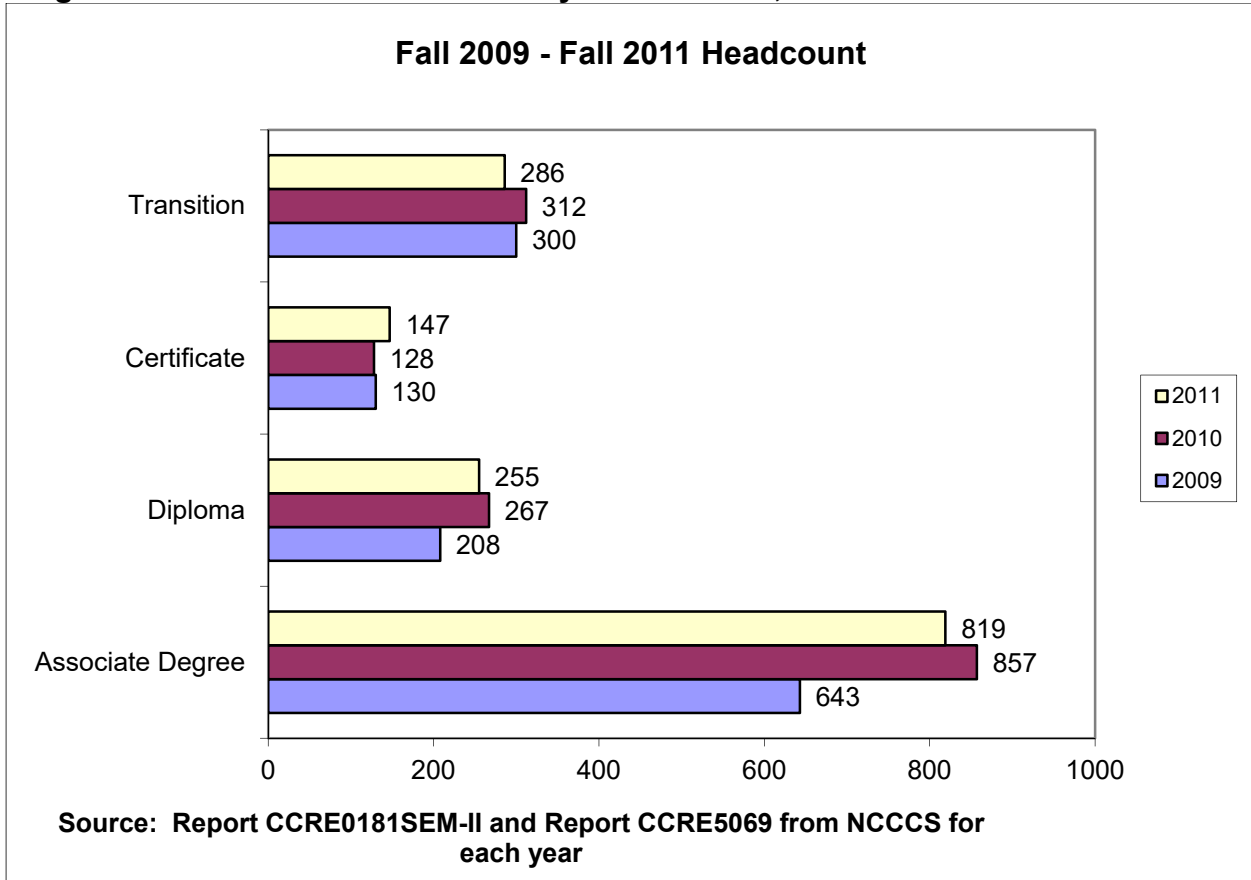
Figure 7.3 Curriculum FTE by Award Level, Fall 2009-2011

Fall 2009 - Fall 2011 FTE

Award Level	2011	2010	2009
Transition	45.9	72.6	53.8
Certificate	56.9	96.5	73
Diploma	77.7	133.6	147.3
Associate Degree	365.8	368.9	391.9

Source: Report CCRE0181SEM II and Report CCRE5069 from NCCCS for each year.
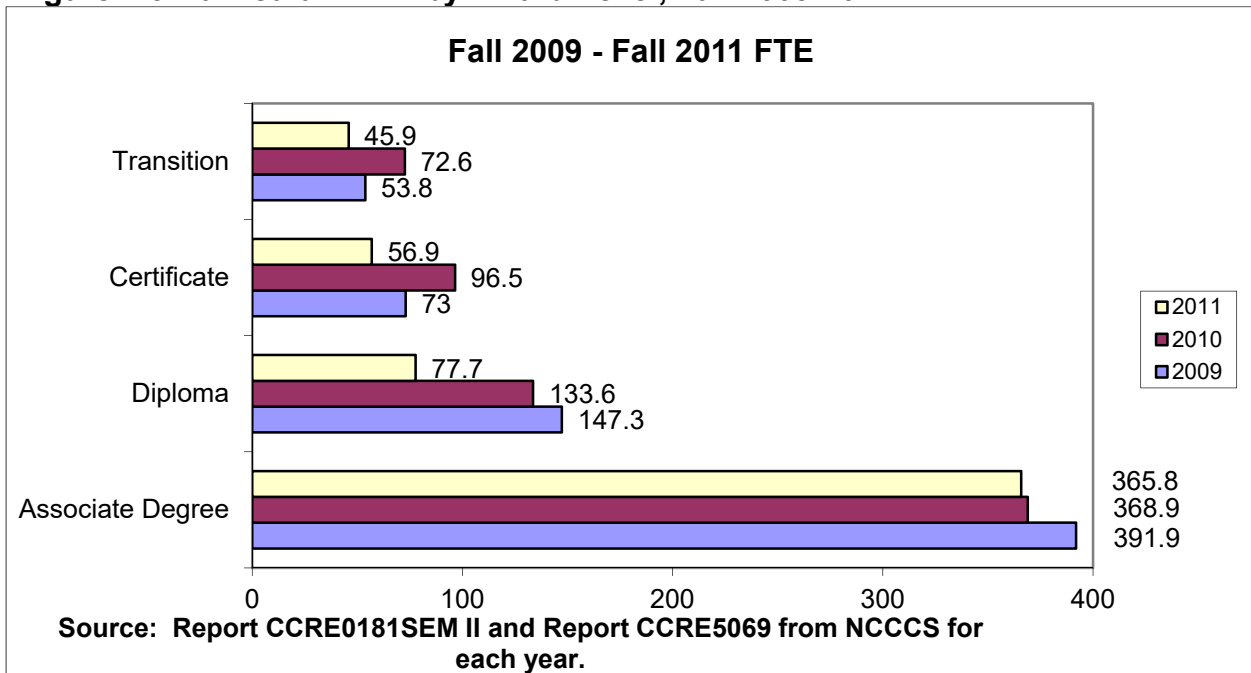
Table 8.0 Curriculum Students Enrolled by Race, Gender and Degree Level, Fall 2010- 2011

**MTCC Curriculum Percentage of Students Enrolled
By Race, Gender, and Degree Level
Fall Semester 2010 - 2011**

Degree Level	Race	Female Headcount	Percentage Female	Male Headcount	Percentage Male	Total Headcount	Percentage of Degree
Associate Degree	American Indian	2	0.4%	1	0.4%	3	0.4%
	Asian	6	1.1%	3	1.1%	9	1.1%
	Black	38	6.9%	15	5.6%	53	6.5%
	Hispanic	7	1.3%	4	1.5%	11	1.3%
	Unknown	6	1.1%	2	0.7%	8	1.0%
	White	491	89.3%	244	90.7%	735	89.7%
	Associate Total	*550*	*67.2%*	*269*	*32.8%*	*819*	*100.0%*
Certificate	American Indian	1	1.3%			1	0.7%
	Asian	1	1.3%			1	0.7%
	Black	8	10.3%	4	5.8%	12	8.2%
	Hispanic	1	1.3%	1	1.4%	2	1.4%
	White	67	85.9%	64	92.8%	131	89.1%
	Certificate Total	*78*	*53.1%*	*69*	*46.9%*	*147*	*100.0%*
Diploma	American Indian	1	1.2%			1	0.4%
	Asian	1	1.2%	1	0.6%	2	0.8%
	Black	3	3.6%	27	15.7%	30	11.8%
	Hispanic			2	1.2%	2	0.8%
	Unknown	1	1.2%	1	0.6%	2	0.8%
	White	77	92.8%	141	82.0%	218	85.5%
	Diploma Total	*83*	*32.5%*	*172*	*67.5%*	*255*	*100.0%*
Transitional	American Indian	1	0.6%			1	0.3%
	Asian	6	3.4%	6	5.5%	12	4.2%
	Black	4	2.3%	1	0.9%	5	1.7%
	Hispanic	9	5.1%	4	3.6%	13	4.5%
	Unknown	3	1.7%	1	0.9%	4	1.4%
	White	153	86.9%	98	89.1%	251	87.8%
	Transitional Total	*176*	*61.5%*	*110*	*38.5%*	*286*	*100.0%*
Totals	American Indian	5	0.6%	1	0.2%	6	0.4%
	Asian	14	1.6%	10	1.6%	24	1.6%
	Black	53	6.0%	47	7.6%	100	6.6%
	Hispanic	17	1.9%	11	1.8%	28	1.9%
	Unknown	10	1.1%	4	0.6%	14	0.9%
	White	788	88.8%	547	88.2%	1335	88.6%
	McDowell Tech Total	*887*	*58.9%*	*620*	*41.1%*	*1,507*	*100.0%*

Source: Report CC0130 (Curriculum Student Enrollment by Race, Gender, and Degree Level (Unduplicated) from NCCCS for Fall Semester 2010-2011

Figure 8.0 Curriculum Percentages of Students Enrolled by Award Level – Fall 2010

MTCC Curriculum Student Enrollment - Total Headcount

- Transitional 19%
- Diploma 17%
- Certificate 10%
- Associate 54%
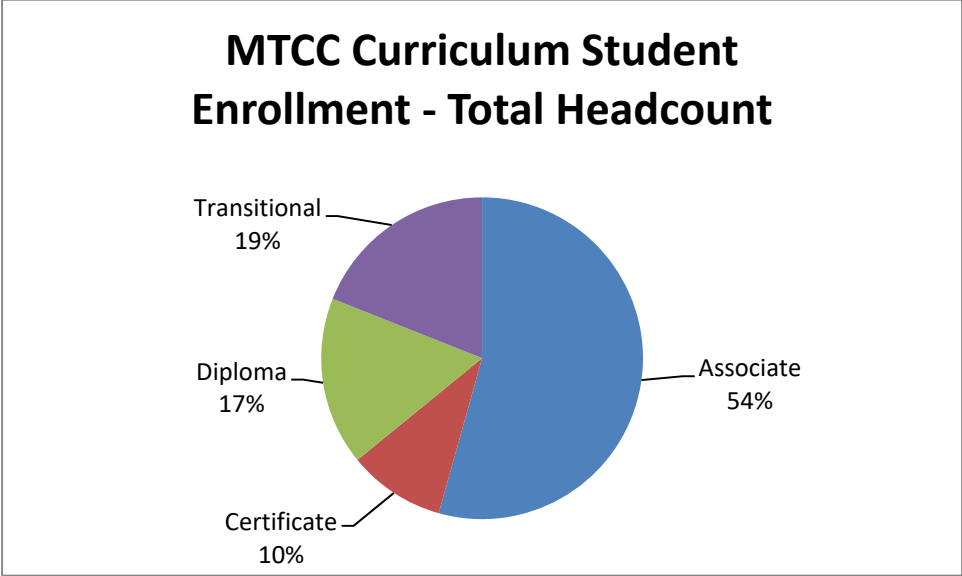
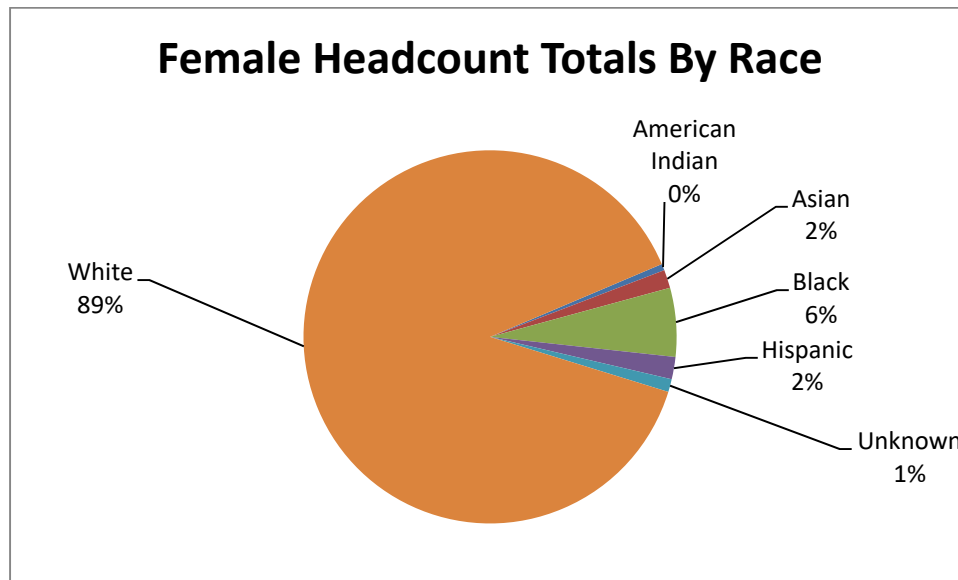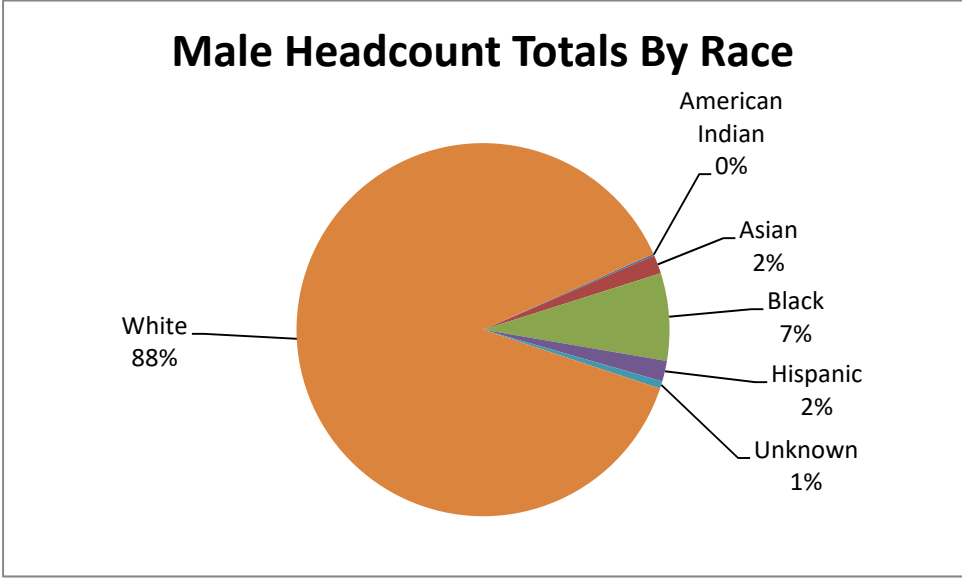**Figure 8.1 Curriculum Percentages of Students Enrolled by Award Level and Gender – Female – Fall 2010**

MTCC Curriculum Student Enrollment By Gender - Female

- Transitional 20%
- Diploma 9%
- Certificate 9%
- Associate 62%
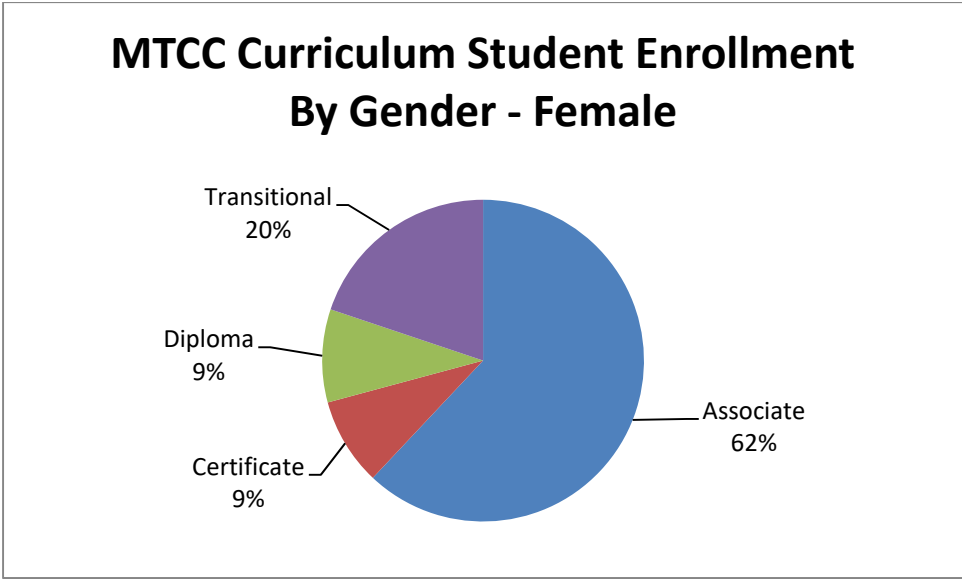
Figure 8.2 Curriculum Percentages of Students Enrolled by Award Level and Gender – Male – Fall 2010

MTCC Curriculum Student Enrollment By Gender - Male

Transitional 18%

Associate 43%

Diploma 28%

Certificate 11%
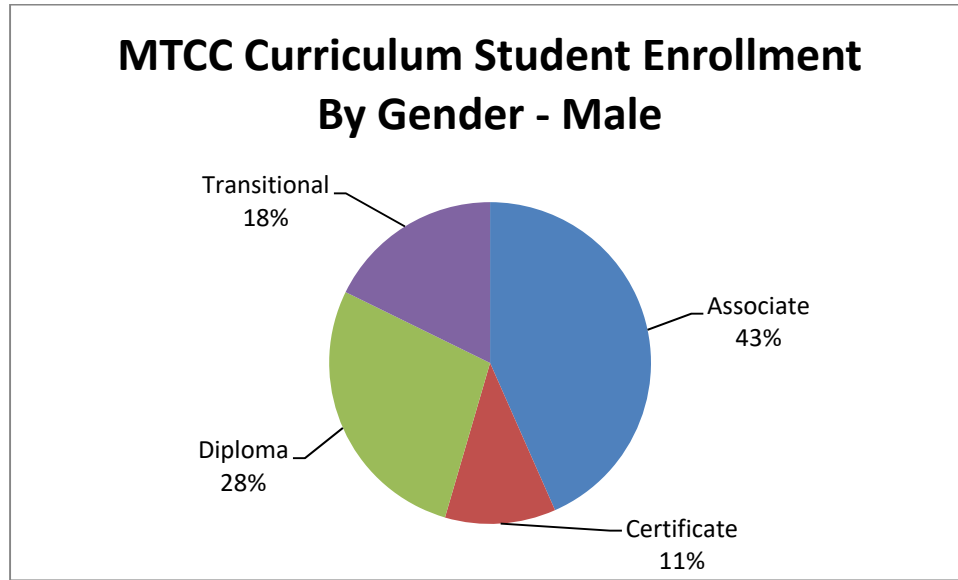
Figure 8.3 Curriculum Percentages of Students Enrolled by Award Level and Gender and Race - Female – Fall 2010

Female Headcount Totals By Race

American Indian 0%

Asian 2%

White 89%

Black 6%

Hispanic 2%

Unknown 1%

Figure 8.4 Curriculum Percentages of Students Enrolled by Award Level and Gender and Race - Male – Fall 2010

Male Headcount Totals By Race

American Indian 0%
Asian 2%
Black 7%
Hispanic 2%
Unknown 1%
White 88%

MTCC Curriculum Student Characteristics
Fall 2006 – Fall 2011

Figure 9.0 Average Age of Curriculum Students
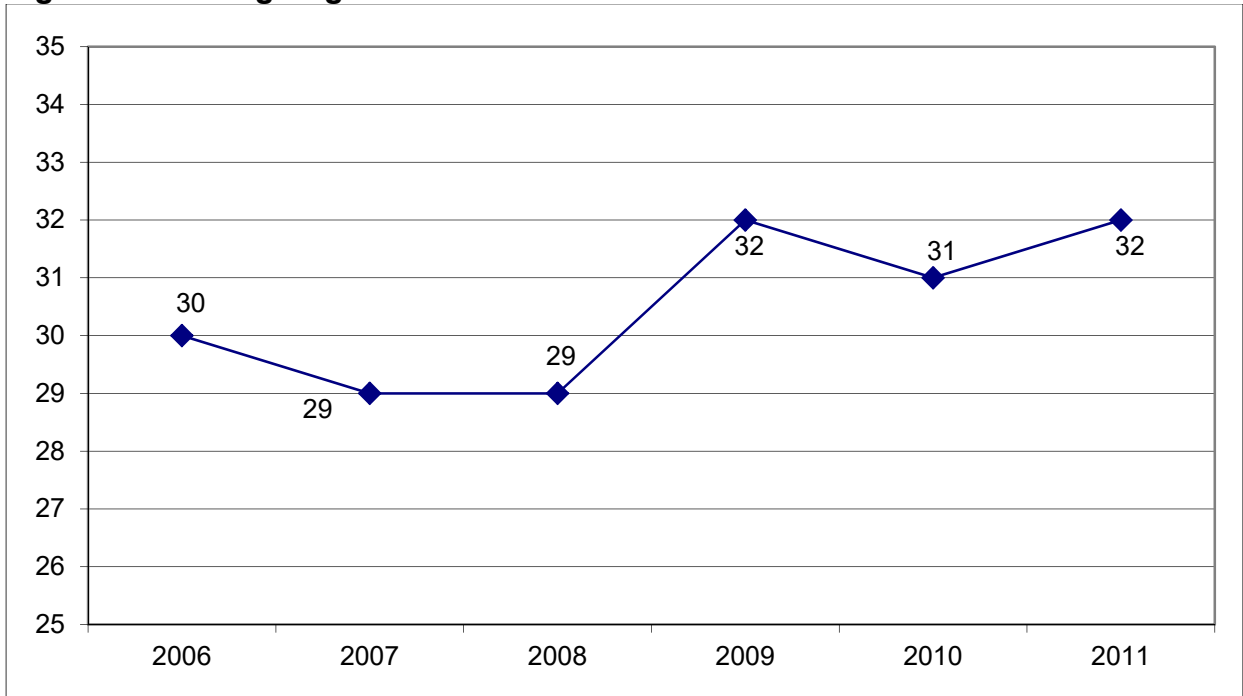
Figure 9.1 Nineteen Year Olds and Under (% of Total)
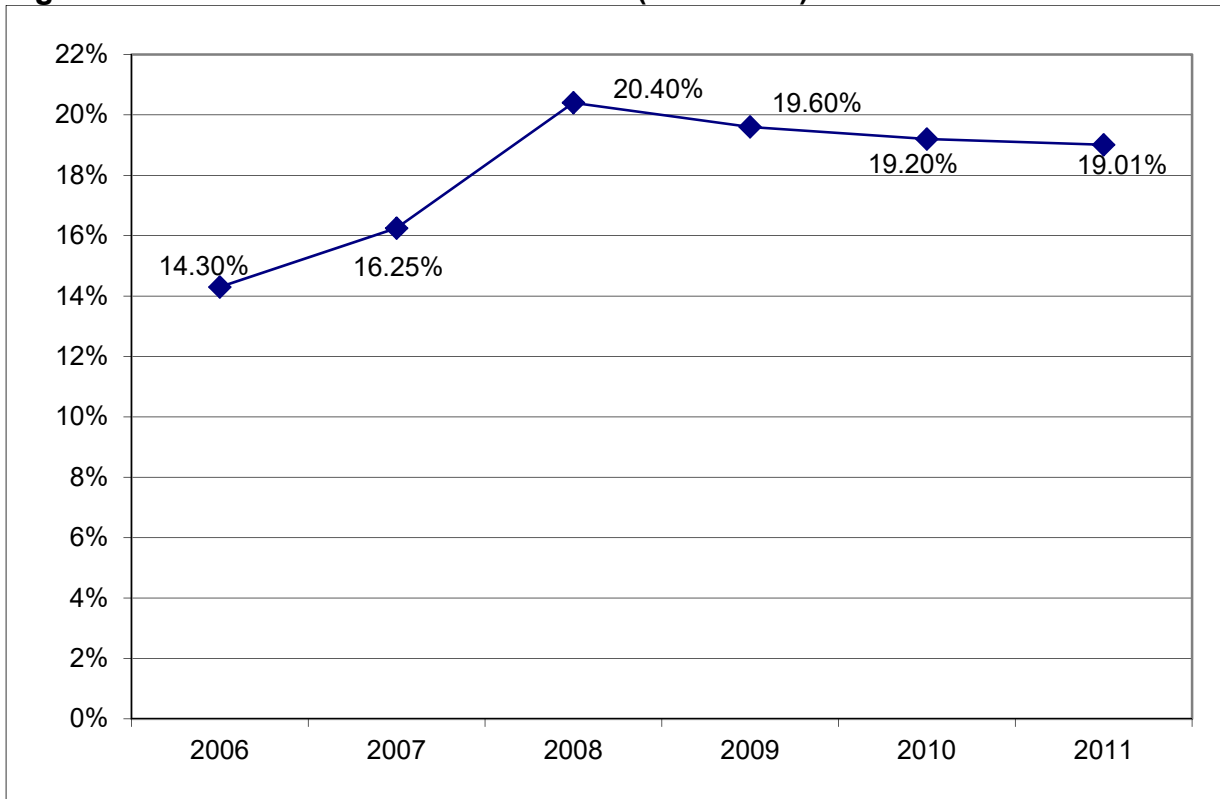
MTCC Curriculum Student Characteristics
Fall 2006 – Fall 2011

Figure 9.2 Class Attendance of Full-Time Curriculum Students
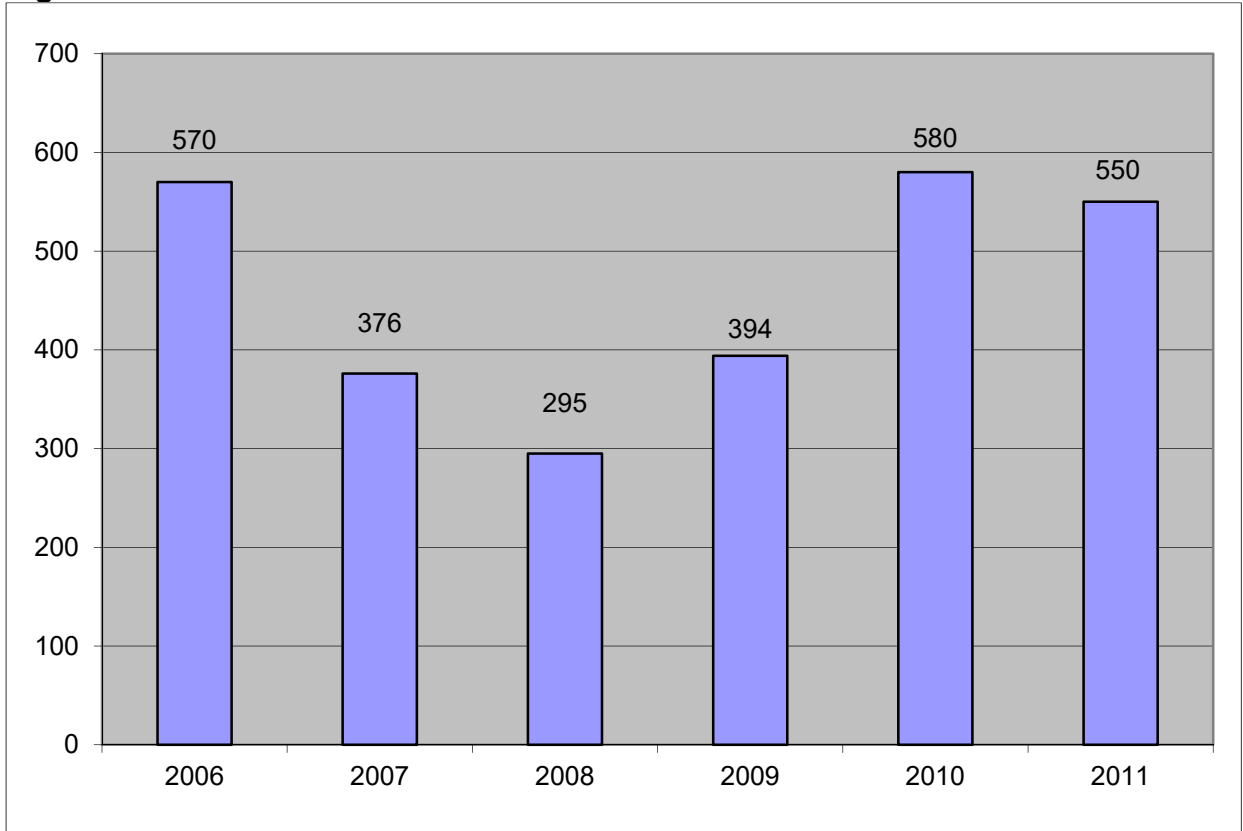
Figure 9.3 Class Attendance of Part-Time Curriculum Students
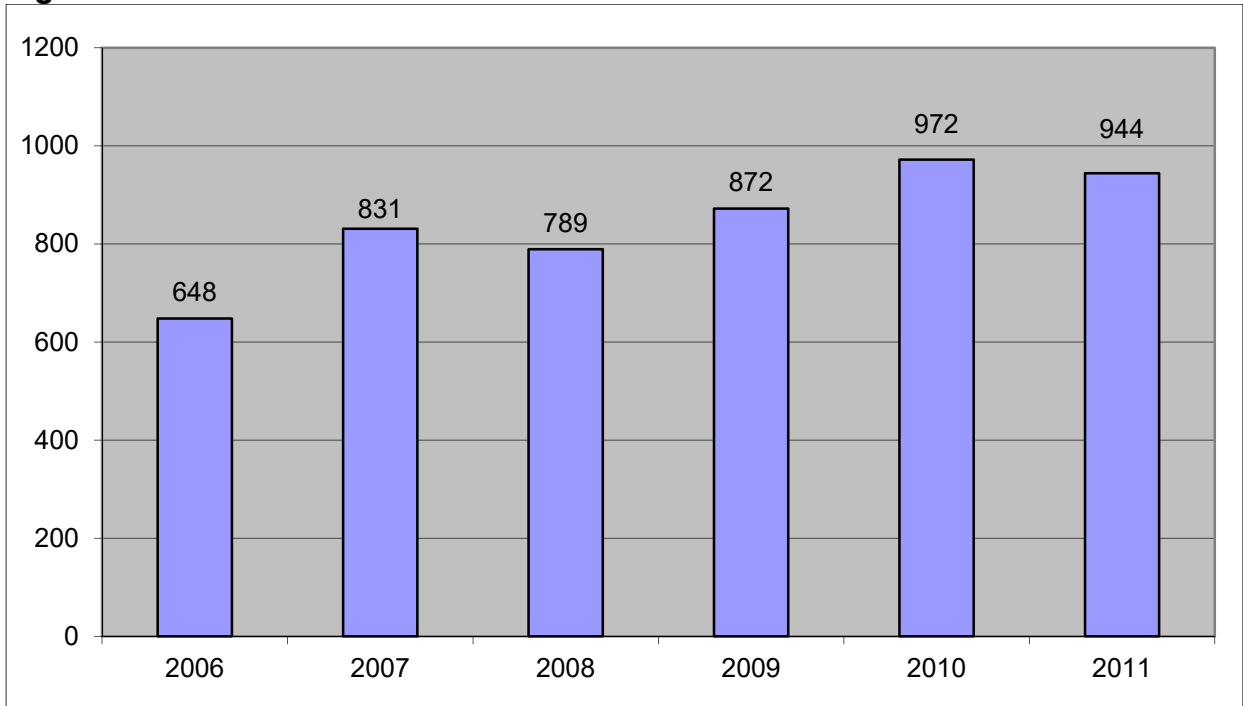
MTCC Curriculum Student Characteristics
Fall 2005 – Fall 2010

Figure 9.4 Curriculum Students Employed Full-Time
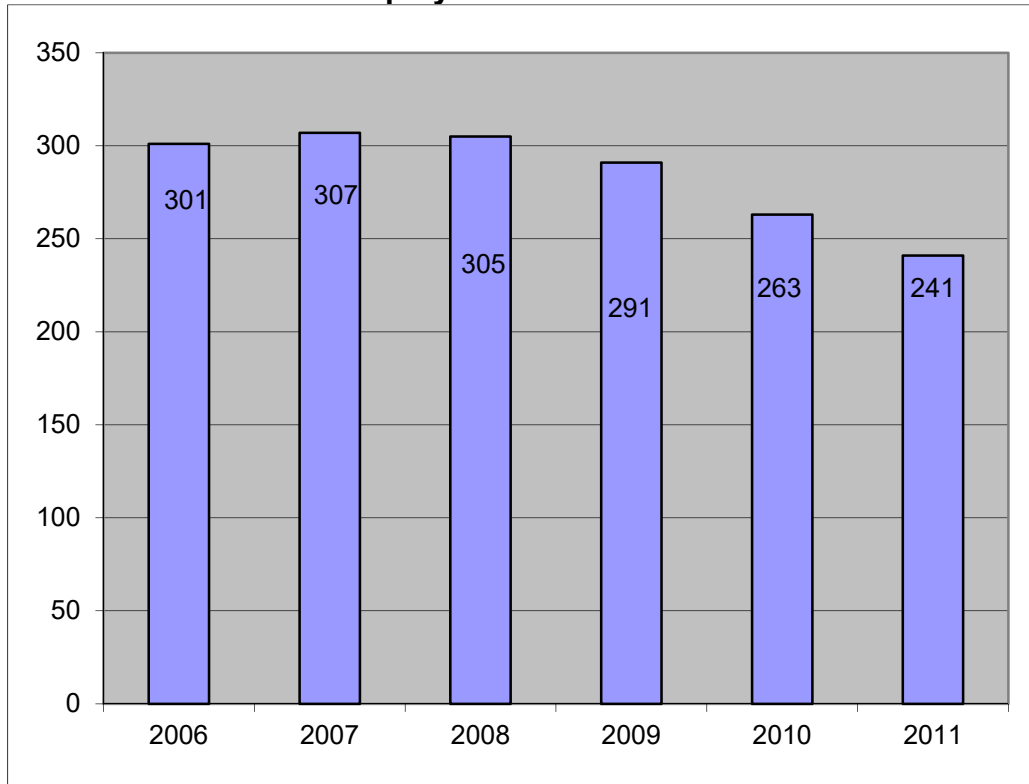
Figure 9.5 Curriculum Students Employed Part-Time
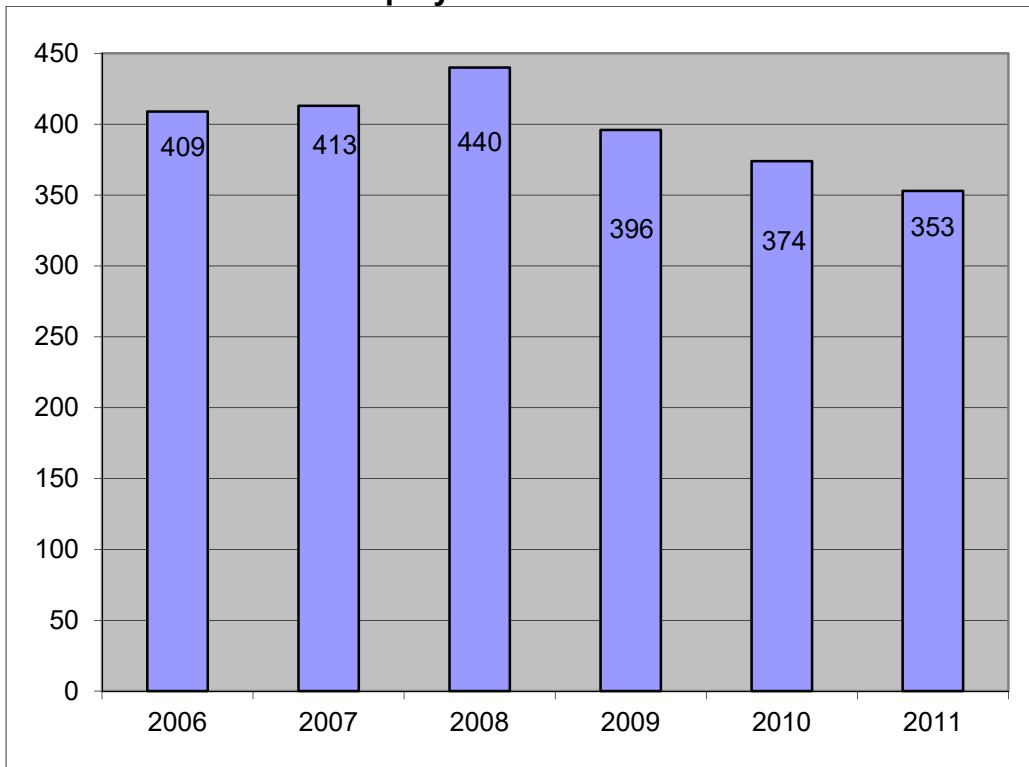
Figure 9.6 Curriculum Students Unemployed
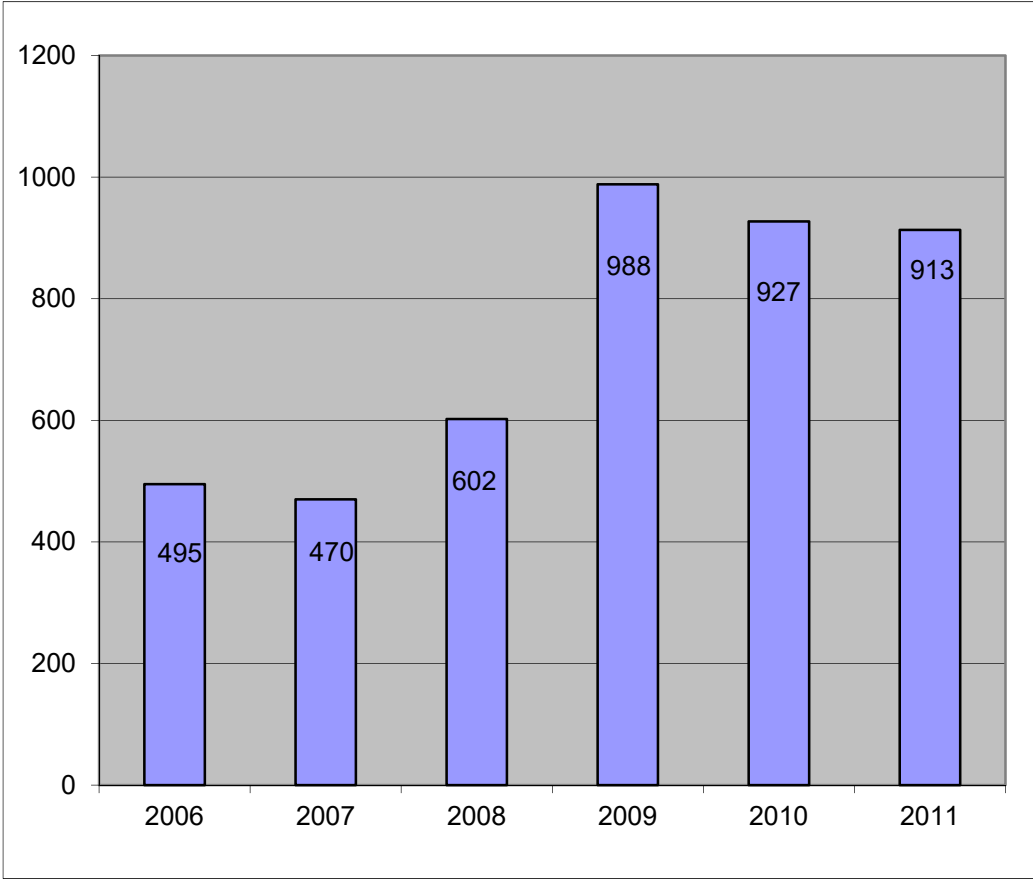
Source: Report CCRE0181SEM-II from NCCCS for each year.

Passing Rate of Students in Developmental Courses

Figure 10.0 Passing Rate of Students in Developmental Courses
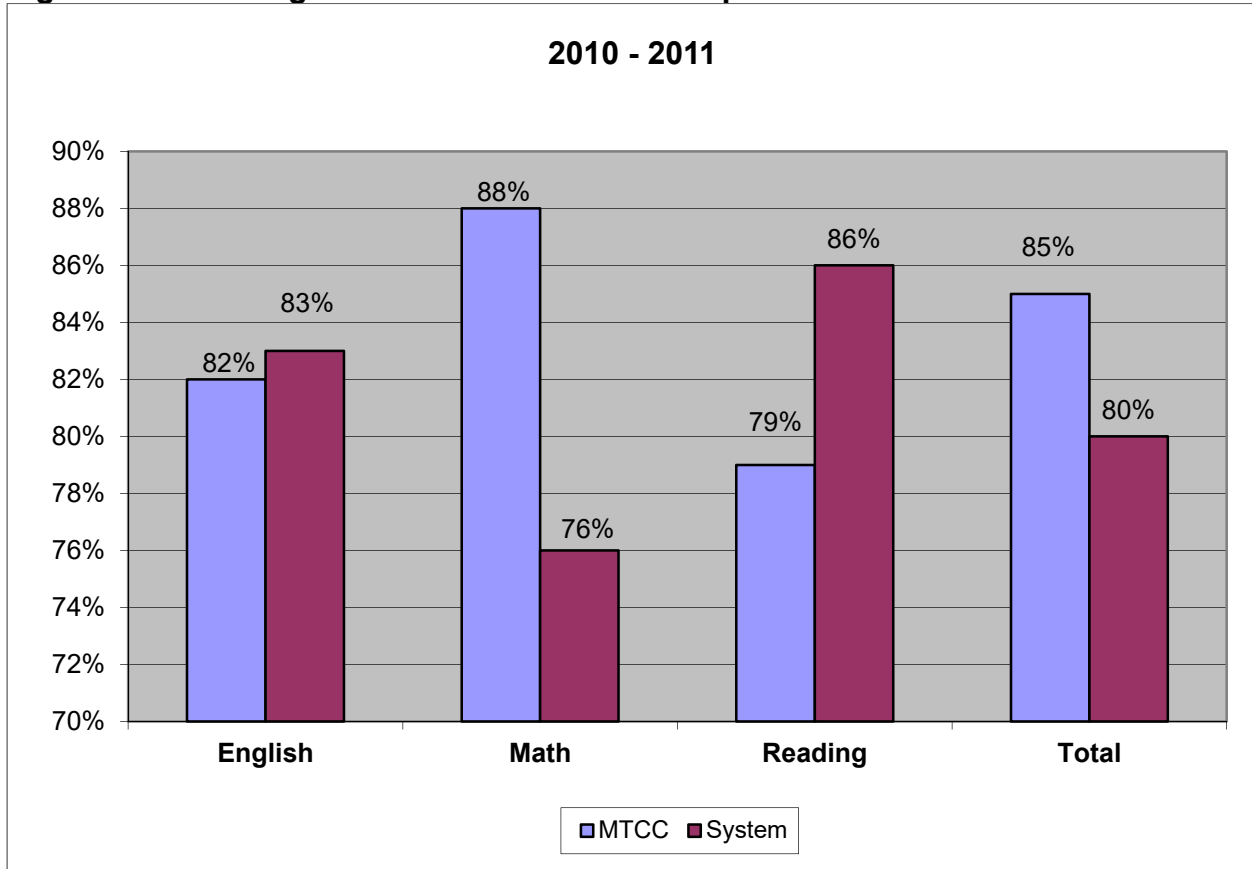
Table 9.0 Peer Colleges Passing Rate of Students in Developmental Courses

2010-2011								
PEER COLLEGES	ENGLISH		MATH		READING		TOTAL	
	# Completed	% Passed	# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Bladen CC	420	90%	764	87%	227	93%	1411	89%
Brunswick CC	263	64%	553	76%	11	64%	827	72%
James Sprunt CC	287	90%	589	77%	272	89%	1148	83%
Martin CC	217	73%	298	67%	155	81%	670	72%
Mayland CC	154	84%	191	69%	59	86%	404	77%
McDowell TCC	**182**	**82%**	**311**	**88%**	**39**	**79%**	**532**	**85%**
Montgomery CC	180	91%	200	97%	61	90%	441	93%
Roanoke Chowan CC	308	80%	368	87%	193	90%	869	85%
Sampson CC	530	91%	644	73%	191	89%	1365	82%
Tri-County CC	173	83%	243	67%	*	*	416	73%
System Total	59,332	83%	81,023	76%	25,484	86%	165,839	80%

Performance Standard: Seventy-five percent (75%) of students who complete a developmental course will have a grade of "C" or better for that course.

Source: Critical Success Factors from NCCCS.

Curriculum Student Retention and Graduation
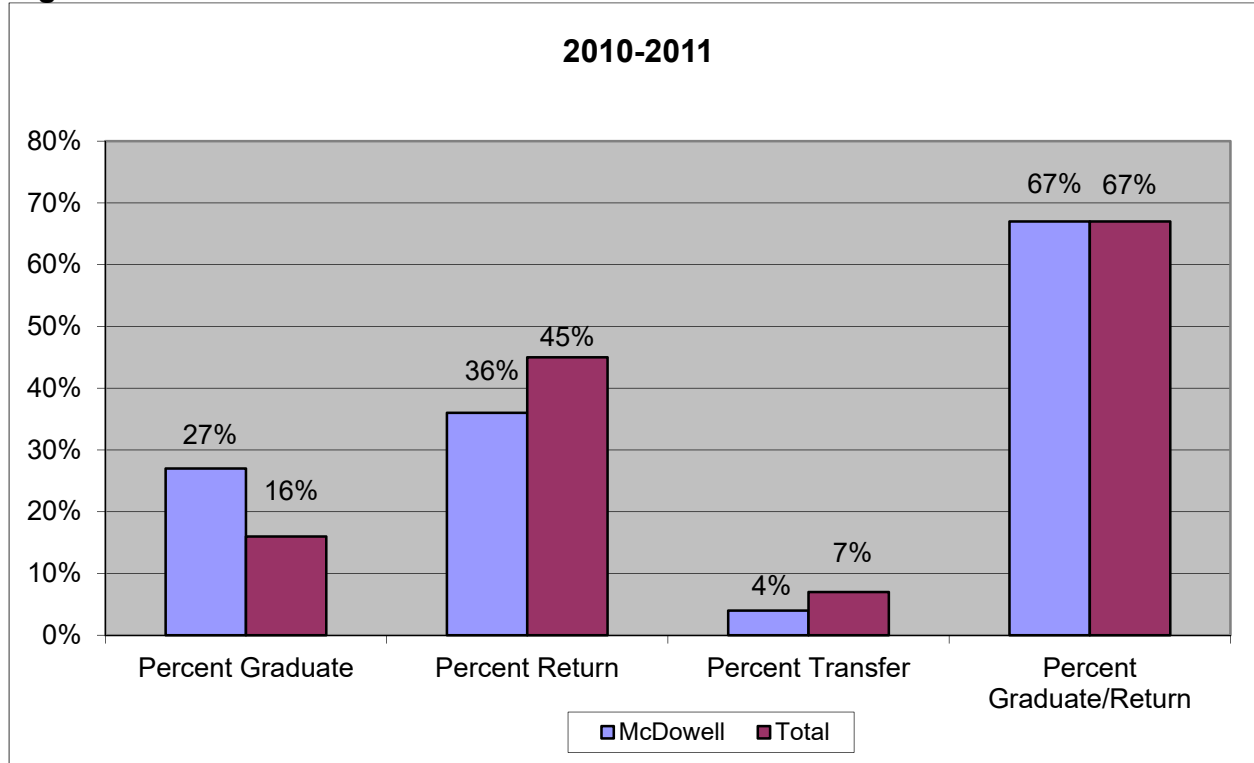
Figure 11.0 Student Retention and Graduation

2010-2011

Table 10.0 Peer Colleges Curriculum Student Retention and Graduation

Curriculum Student Retention, Graduation and Transfer
2010 - 2011

PEER COLLEGES	Total Cohort	Percent Graduate	Percent Return	Percent Transfer	Percent Graduate, Return or Transfer
Bladen CC	1,753	13%	45%	5%	63%
Brunswick CC	1,175	18%	44%	4%	66%
James Sprunt CC	1,152	28%	41%	3%	71%
Martin CC	682	18%	44%	2%	63%
Mayland CC	957	27%	39%	4%	71%
McDowell TCC	**1,221**	**27%**	**36%**	**4%**	**67%**
Montgomery CC	724	30%	34%	2%	67%
Roanoke Chowan CC	738	11%	48%	3%	62%
Sampson CC	1,279	21%	46%	3%	70%
Tri-County CC	1,052	17%	47%	6%	69%
System Total	217,128	16%	45%	6%	67%

Performance Standard: The performance standard for this measure is sixty-five percent (65%) of the fall cohort will either have completed their program or still be enrolled the following fall at the community college.
Note: Cohorts will be defined each fall based upon the number of students enrolled in degree granting curriculum programs (associate degree, diploma, and certificate). The cohort will be tracked from fall to fall to determine those who have graduated and those who have continued to be enrolled. This number, divided by the initial cohort, is the percentage reported.
Source: Critical Success Factors from NCCCS.

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Continuing Education Enrollment

NCCCS Continuing Education Student Enrollment
By Race and Gender for 2009-10 to 2010-11

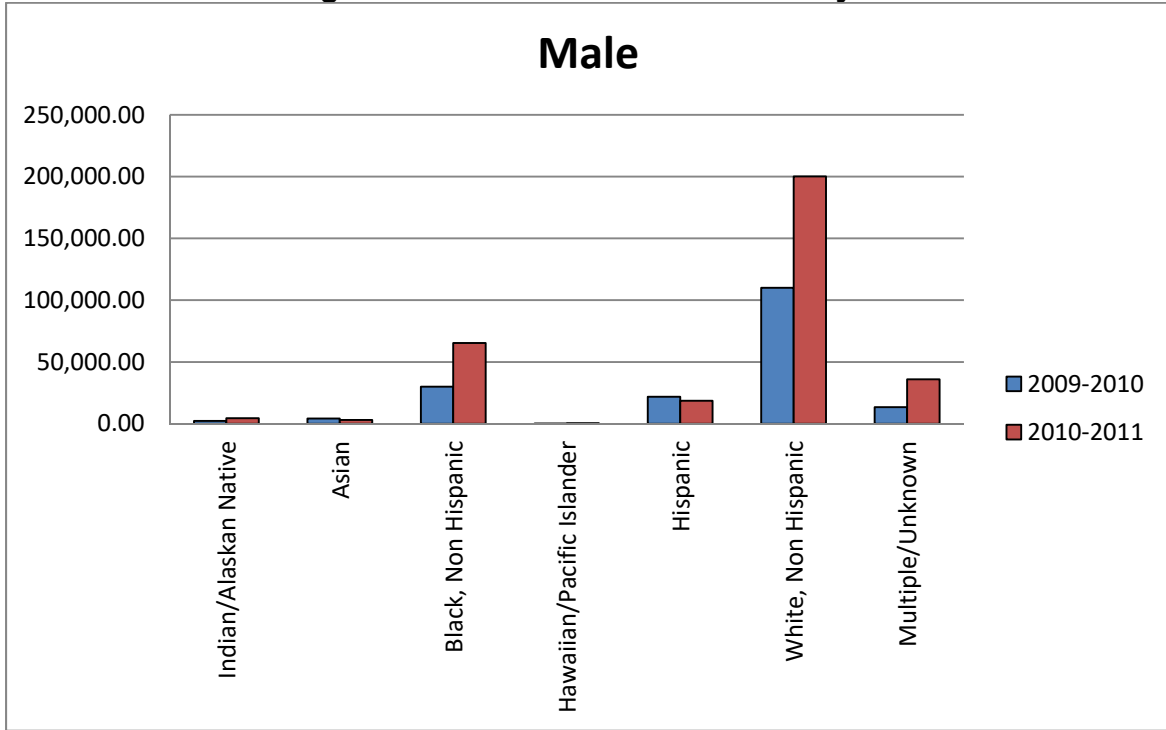**Figure 12.0 NCCCS Continuing Education Student Enrollment by Gender**

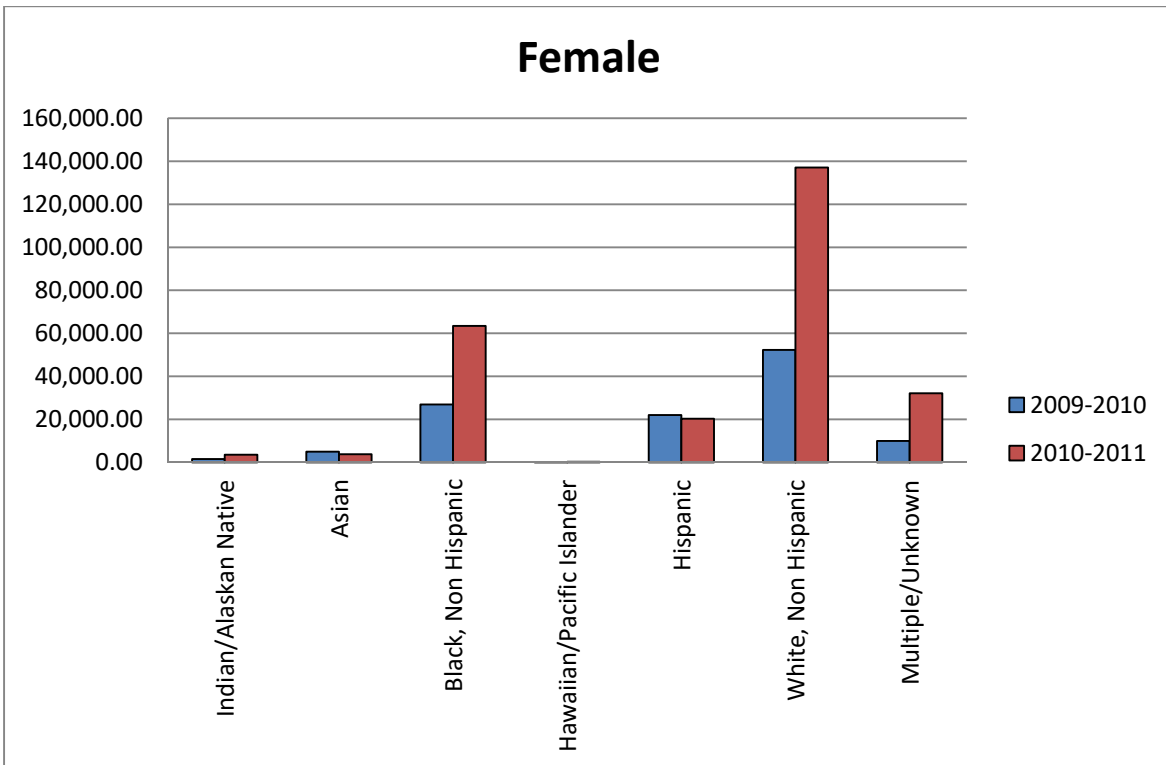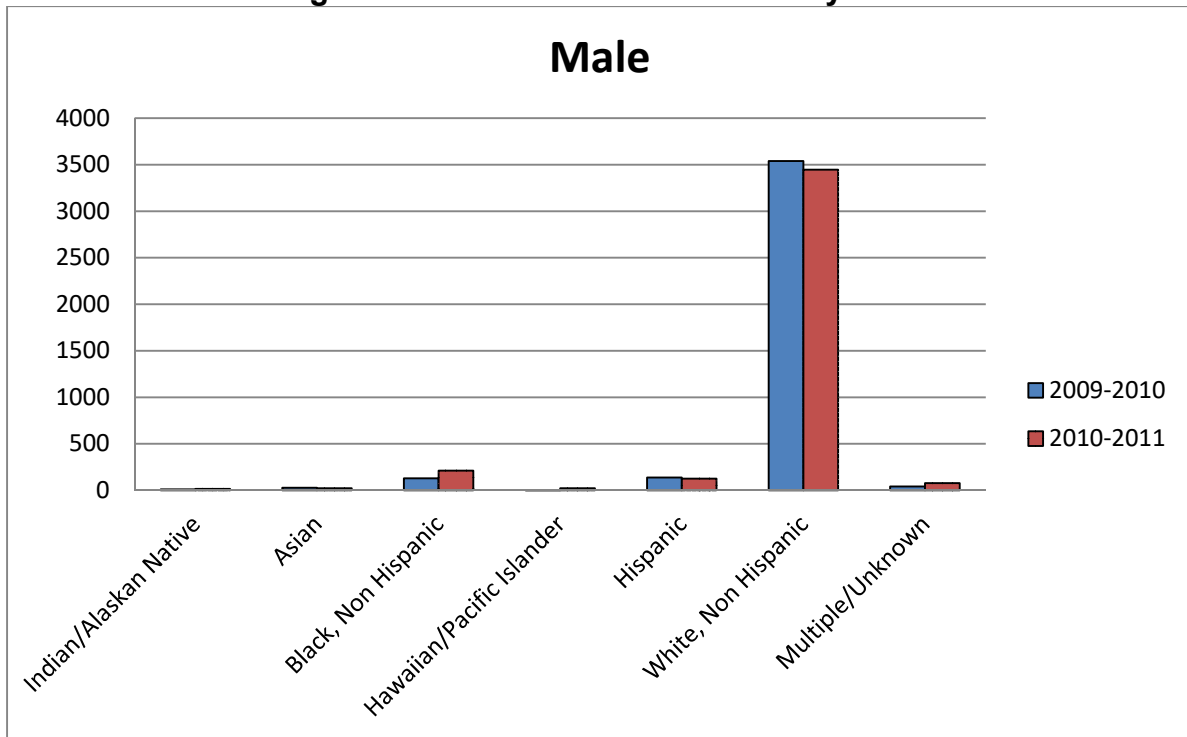**Figure 12.1 NCCCS Continuing Education Student Enrollment by Gender**

Table 11.0 NCCCS Continuing Education Enrollment by Race and Gender

North Carolina Community College System (NCCCS)				
Race	**Male**	**Female**	**Total**	**% of Total**
Indian/Alaskan Native	4,550	3,519	8,069	1%
Asian	3,124	3,741	6,865	1%
Black, Non Hispanic	65,379	63,468	128,847	22%
Hawaiian/Pacific Islander	369	293	662	0%
Hispanic	18,632	20,286	38,918	7%
White, Non Hispanic	200,119	137,139	337,258	57%
Multiple/Unknown	35,908	32,128	68,036	12%
Total	**328,081**	**260,574**	**588,655**	**100%**

Source: NCCCS Annual Statistical Report (ANNTBL9) 2010 – 2011

MTCC Continuing Education Student Enrollment
By Race and Gender for 2009-10 to 2010-11

Figure 12.2 MTCC Continuing Education Student Enrollment by Gender

Male

Figure 12.3 MTCC Continuing Education Student Enrollment by Gender
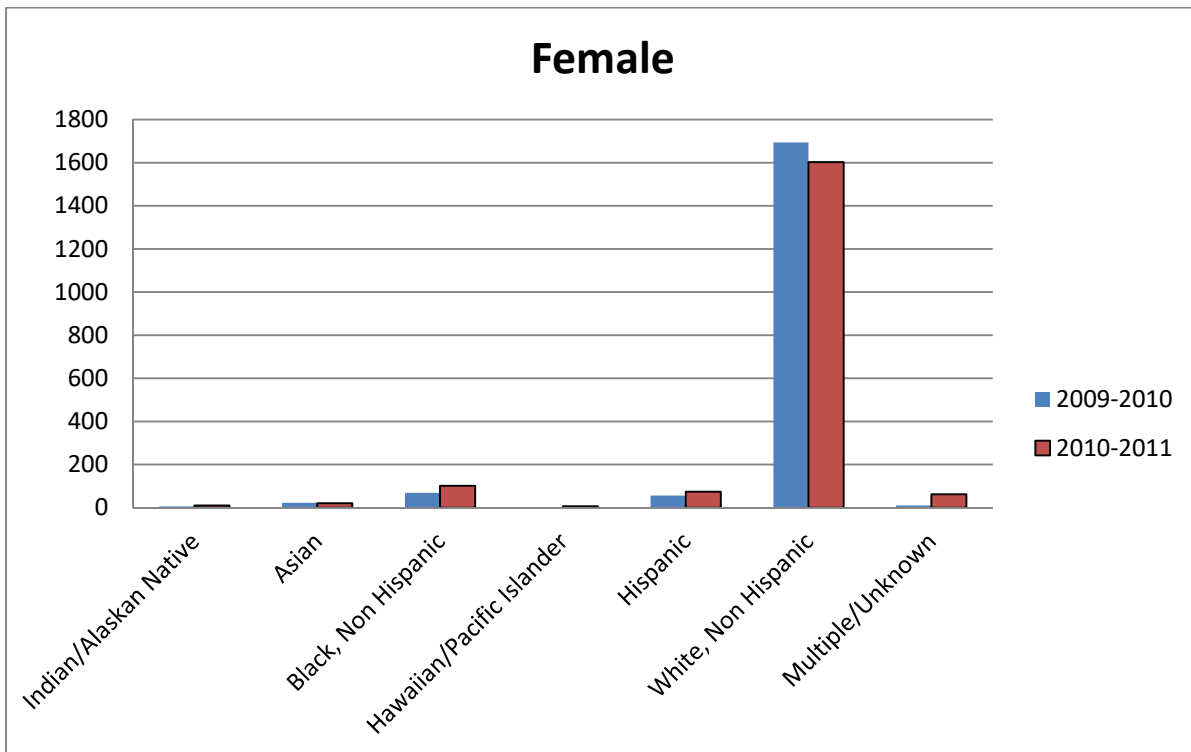
Female

Table 12.0 MTCC Continuing Education Enrollment by Race and Gender

McDowell Technical Community College (MTCC)				
Race	Male	Female	Total	% of Total
Indian/Alaskan Native	16	10	26	1%
Asian	23	21	44	1%
Black, Non Hispanic	211	102	313	5%
Hawaiian/Pacific Islander	23	7	30	1%
Hispanic	125	74	199	3%
White, Non Hispanic	3,447	1603	5,050	87%
Multiple/Unknown	77	62	139	2%
Total	**3,922**	**1,879**	**5,801**	**100%**

Source: NCCCS Statistical Report (ANNTBL9) 2010 – 2011

MTCC Continuing Education Enrollment Report By Area

Figure 13.0 Continuing Education Enrollment by Area
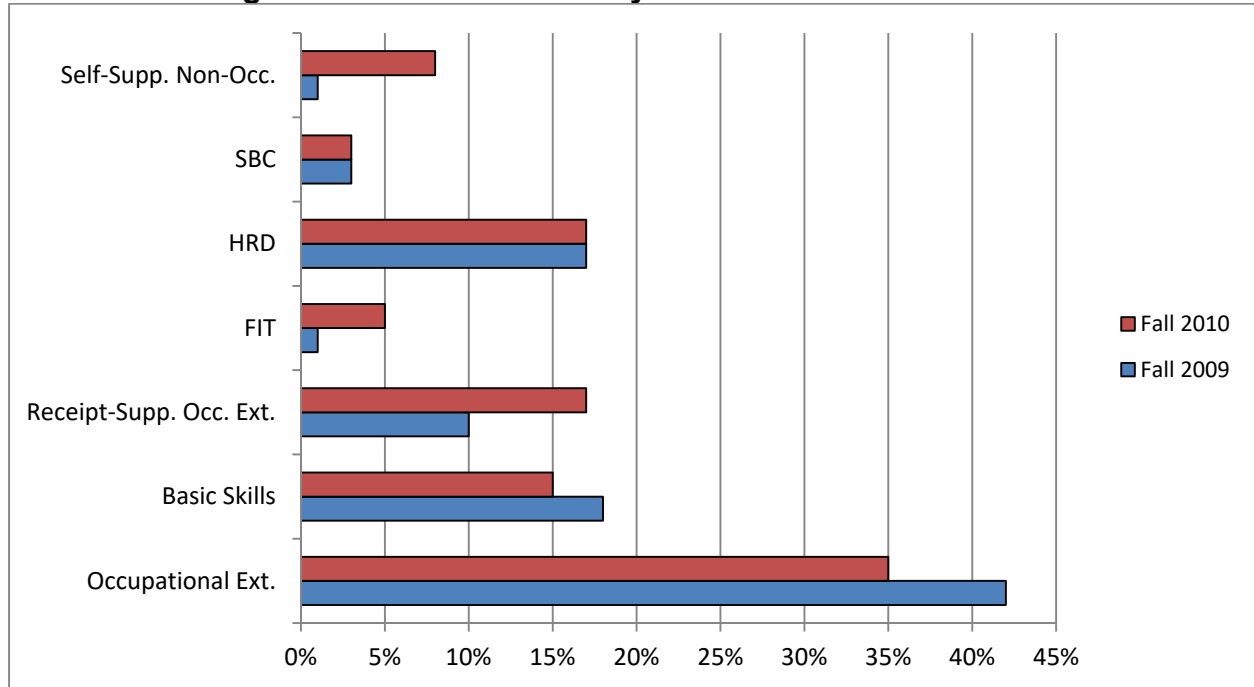
Table 13.0 Continuing Education Enrollment by Area

Fall Semester 2009

Program	Male	Female	White	Black	Hispanic	Indian	Asian	Other	Total
Basic Skills Programs	248	135	253	56	69	2	3	0	766
Occupational Continuing Education Regular Budget	667	240	845	45	10	1	3	2	1,813
Receipt-Supported Occupational Ext	97	112	180	17	2	0	9	1	418
Focused Industry Training (FIT)	8	8	15	0	0	0	0	1	32
Human Resources Development (HRD)	159	198	330	22	2	2	0	1	714
Small Business Center	13	48	53	4	1	0	1	2	122
Self-Supporting Non-Occupational	134	86	195	9	12	0	4	0	440
College Total	**1,326**	**827**	**1,871**	**153**	**96**	**5**	**20**	**7**	**4,305**

Fall Semester 2010

Program	Male	Female	White	Black	Hispanic	Indian	Asian	Other	Total
Basic Skills Programs	231	137	231	53	71	6	2	4	735
Occupational Continuing Education Regular Budget	634	204	785	37	6	3	1	6	1,676
Receipt-Supported Occupational Ext	191	221	354	33	7	3	9	2	820
Focused Industry Training (FIT)	102	23	111	6	6	1	1	2	252
Human Resources Development (HRD)	205	216	354	23	11	4	1	28	842
Small Business Center	26	52	69	9	0	0	0	0	156
Self-Supporting Non-Occupational	110	72	169	6	4	0	2	1	364
College Total	**1,499**	**925**	**2,073**	**167**	**105**	**17**	**16**	**43**	**4,845**

Source: Report #NEXT0332SEM from NCCCS for Fall Semester 2008 and 2009.

MTCC Continuing Education Enrollment

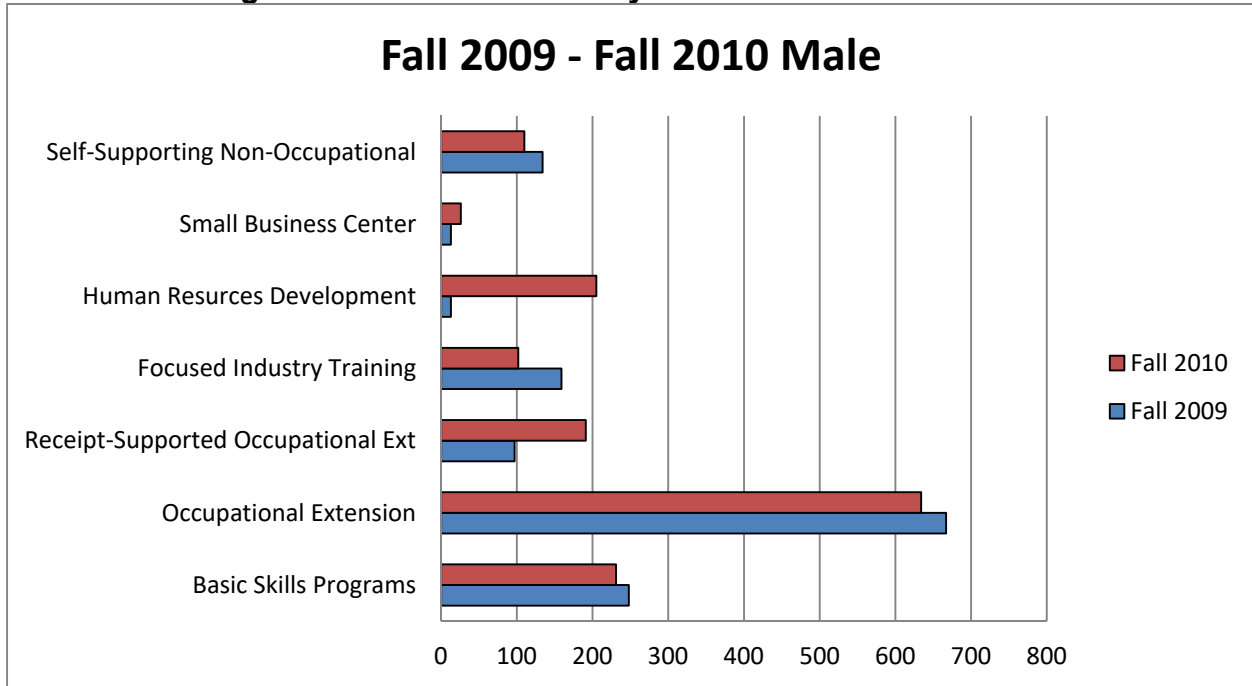**Figure 14.0 Continuing Education Enrollment by Area and Gender**

Fall 2009 - Fall 2010 Male

Figure 14.1 Continuing Education Enrollment by Area and Gender

Fall 2009 - Fall 2010 Female
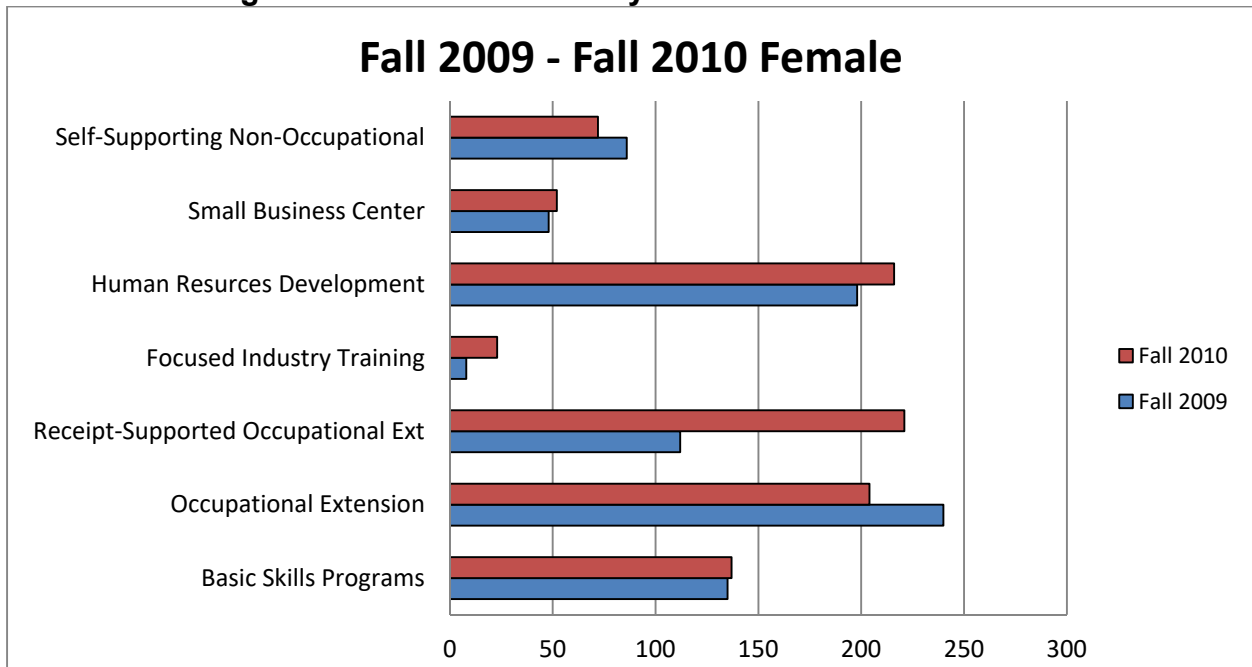
Figure 14.2 Continuing Education Enrollment by Area and Race

Fall 2009 - Fall 2010 White
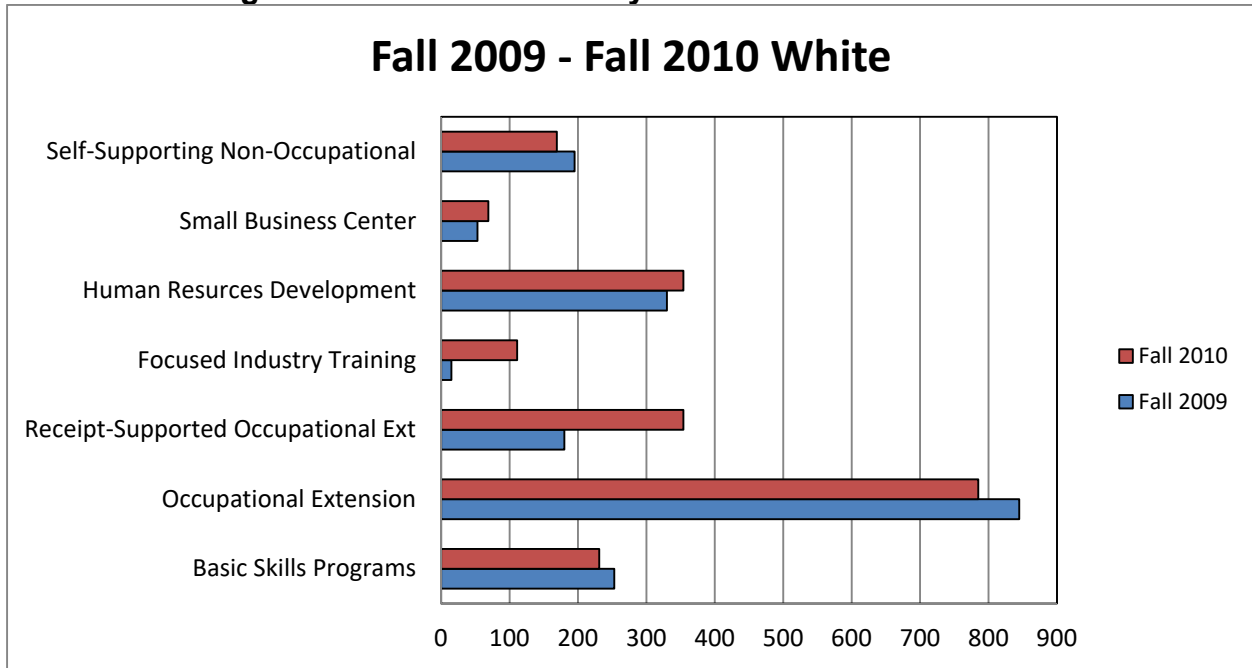
Figure 14.3 Continuing Education Enrollment by Area and Race

Fall 2009 - Fall 2010 Non-White
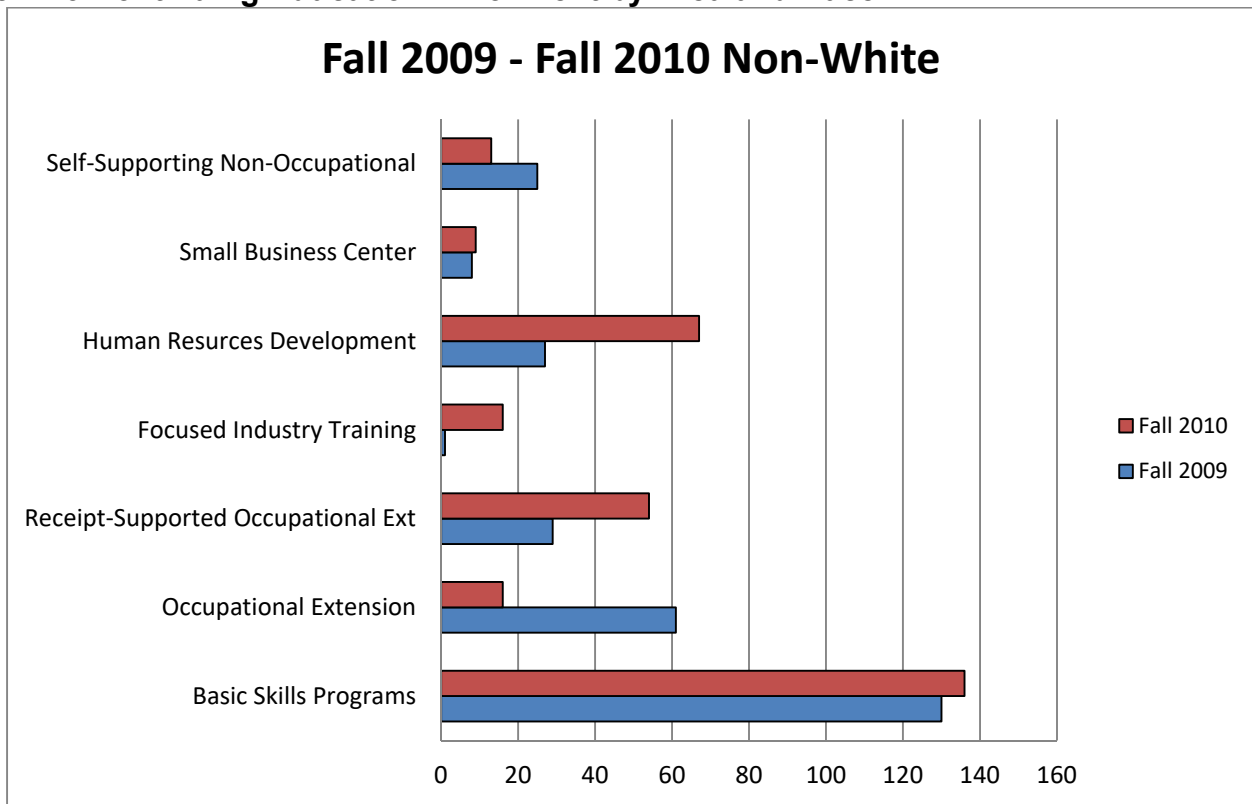
Source: Report #NEXT0332SEM from NCCCS for Fall Semester 2008 – 2009

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MTCC Continuing Education Program Student Characteristics
Fall 2007 – Fall 2010
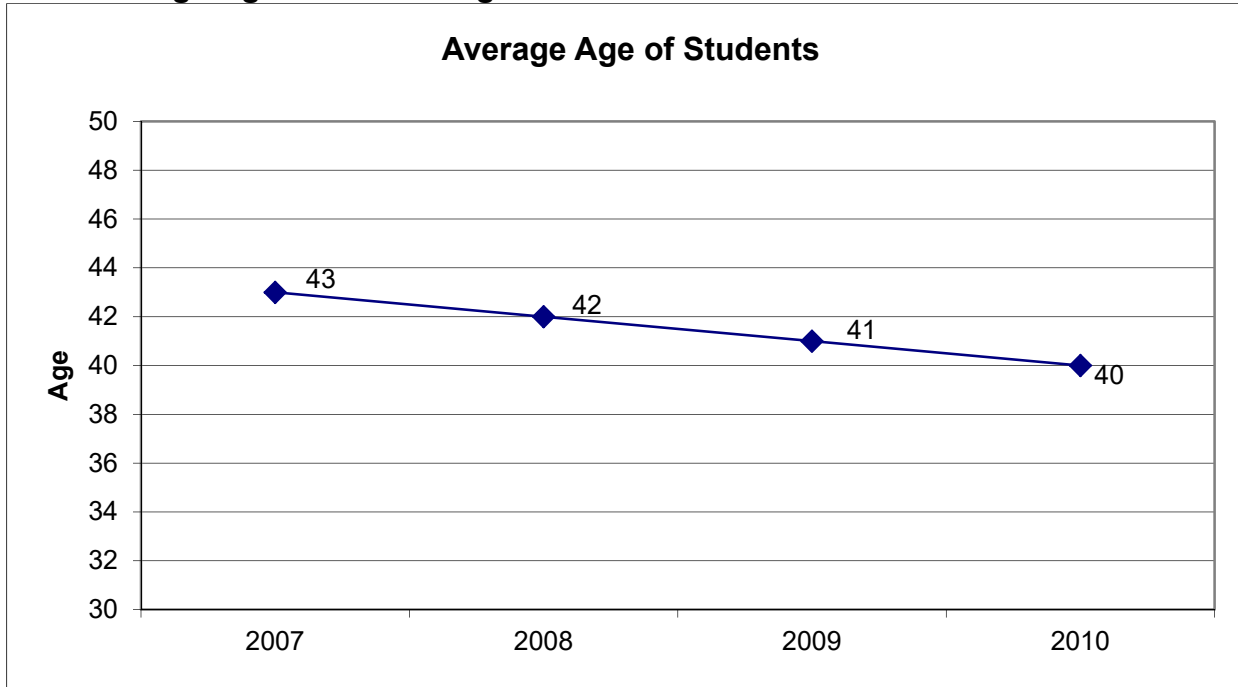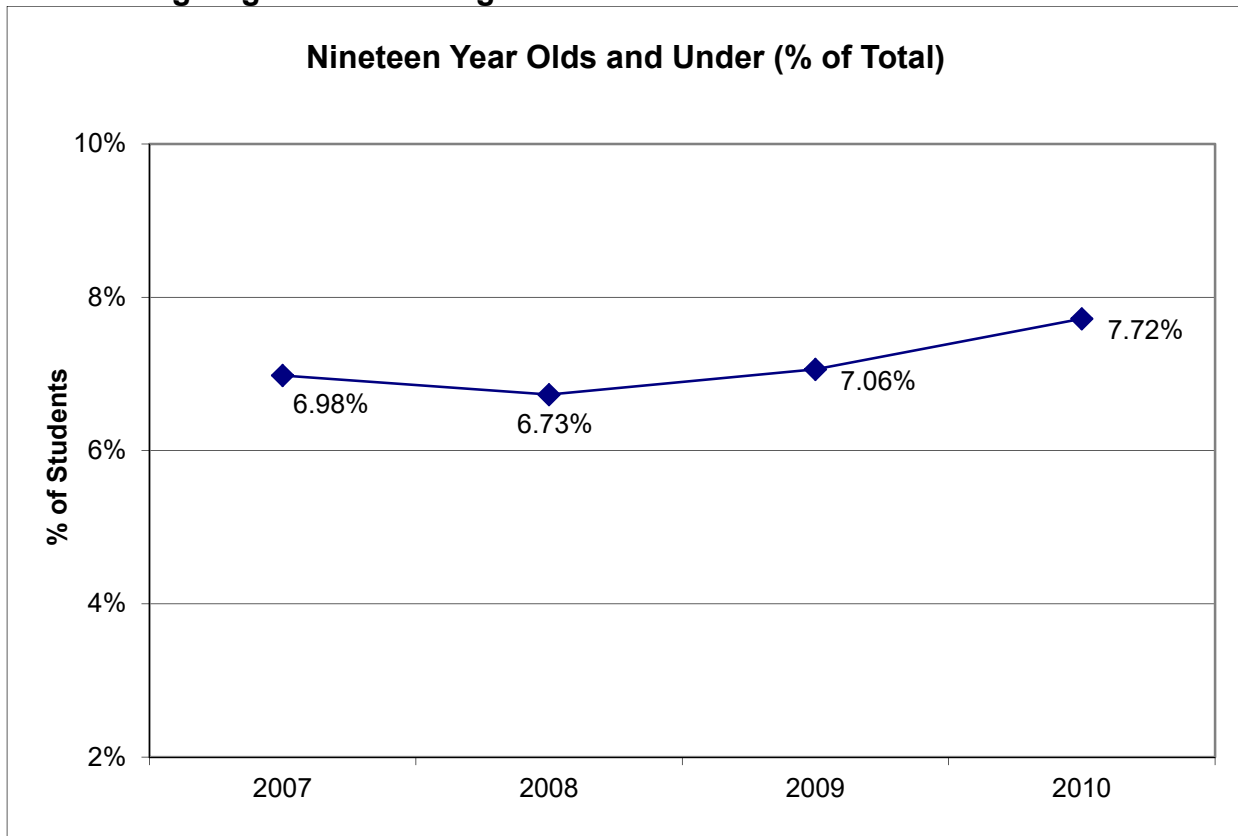
Figure 15.0 Average Age of Continuing Education Students

Average Age of Students

Figure 15.1 Average Age of Continuing Education Students

Nineteen Year Olds and Under (% of Total)

MTCC Continuing Education Program Student Characteristics
Fall 2006 – Fall 2009

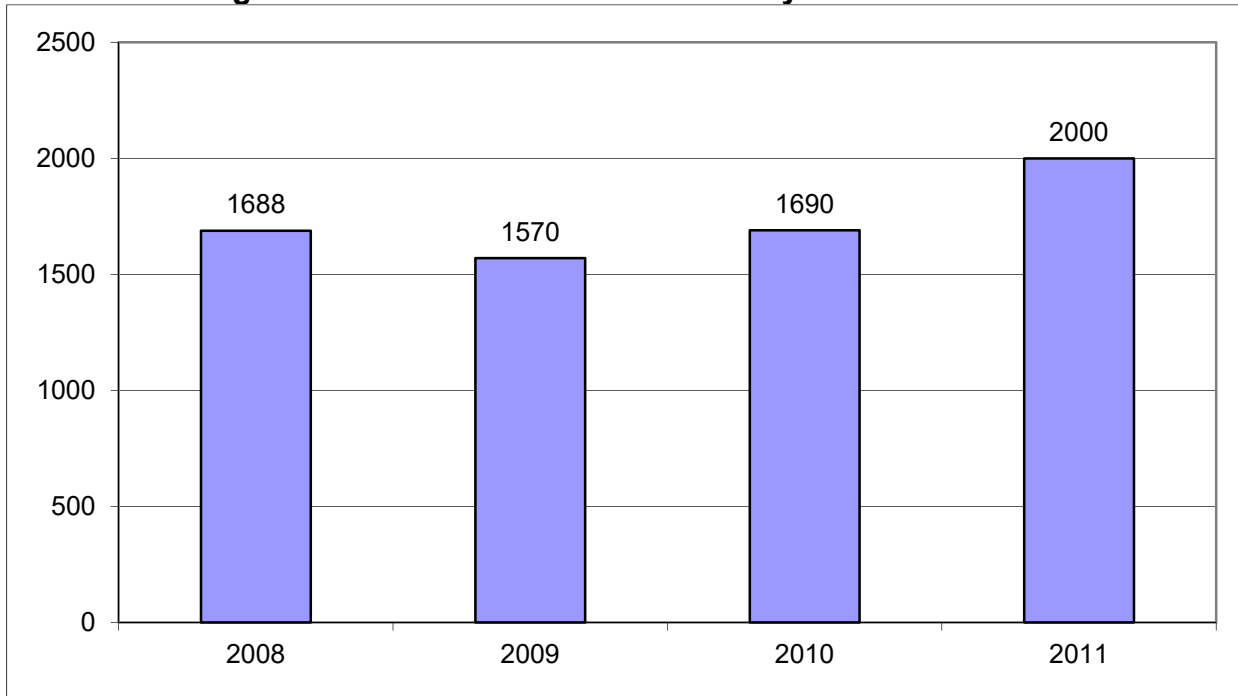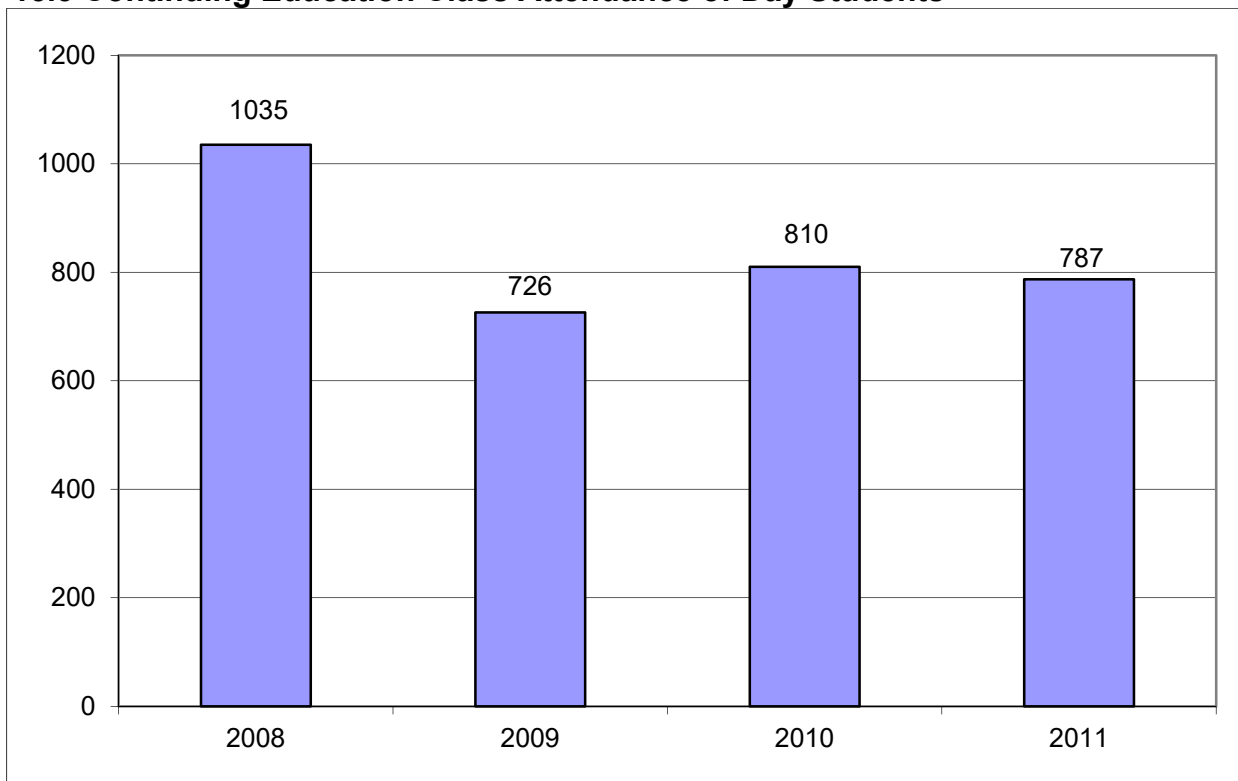**Figure 15.2 Continuing Education Class Attendance of Day Students**

Figure 15.3 Continuing Education Class Attendance of Day Students

Source: Report #NEXT0332SEM from NCCCS for Fall Semester 2006 – 2009

MTCC Continuing Education Program Student Characteristics
Fall 2008 – Fall 2011

Figure 15.4 Continuing Education Students Employed Full-Time

Year	Students
2008	1,471
2009	1,420
2010	1,141
2011	1,259
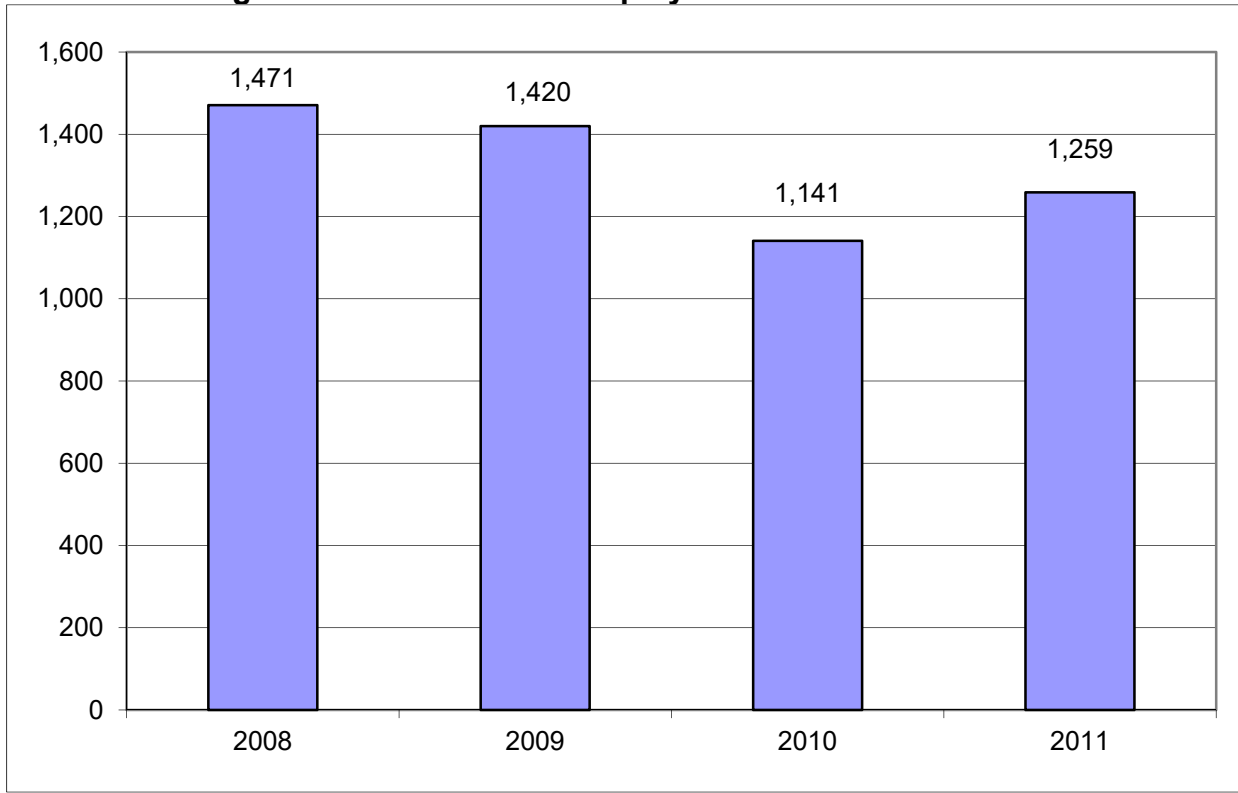
Figure 15.5 Continuing Education Students Employed Part-Time

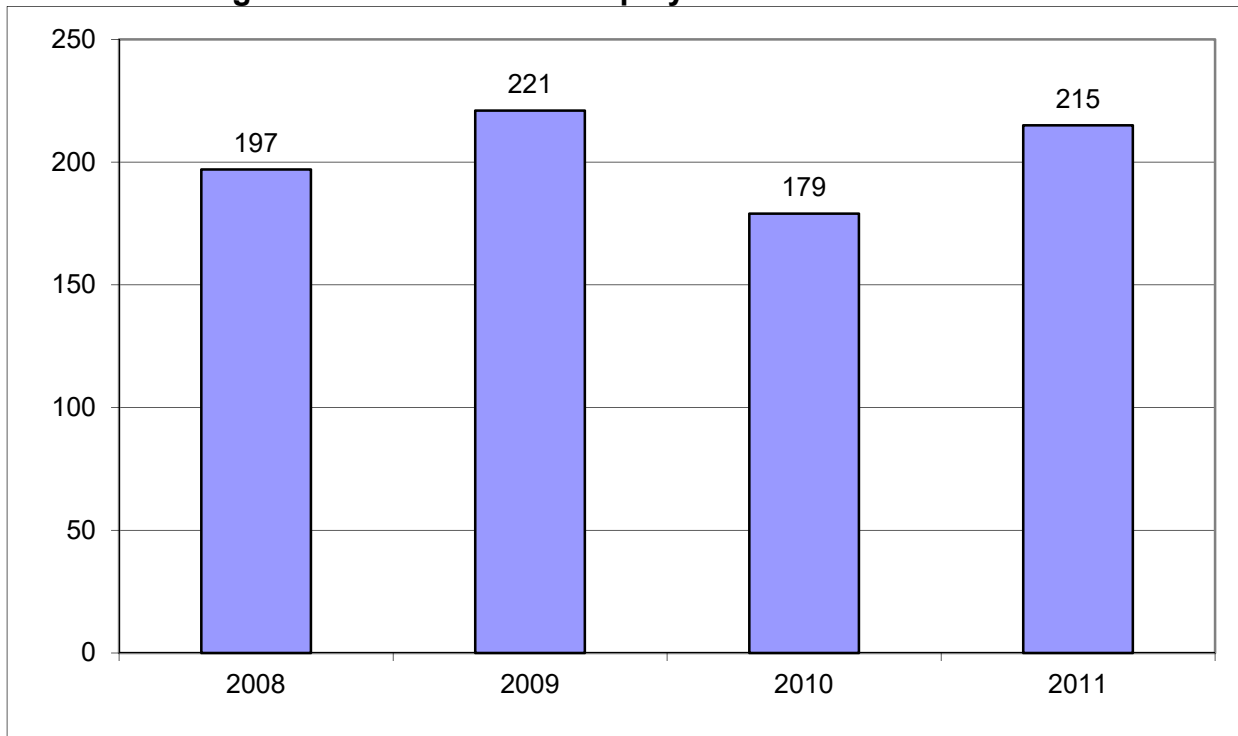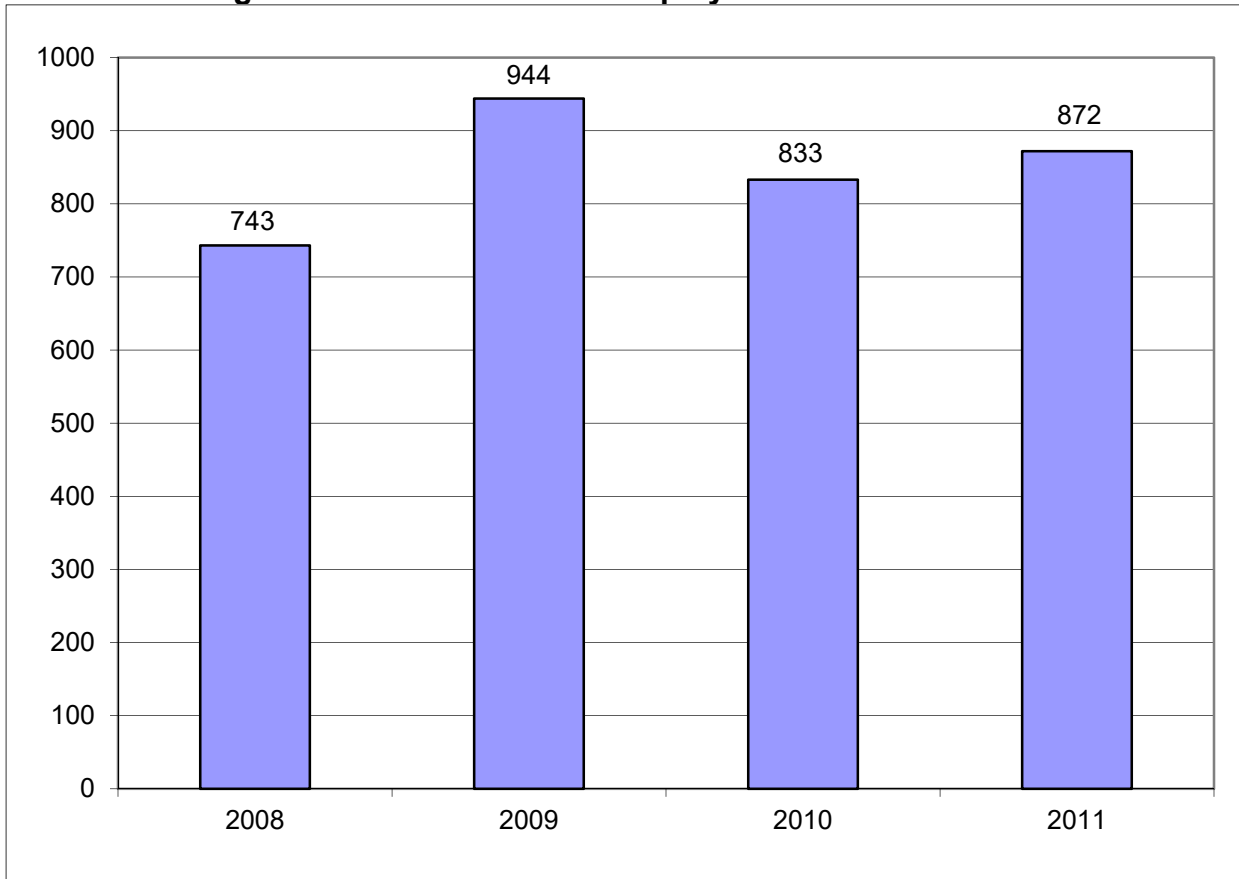| Year	Students
2008	197
2009	221
2010	179
2011	215

Figure 15.6 Continuing Education Students Unemployed

Source: Report #NEXT0332SEM from NCCCS for Fall Semester 2008 – 2011

Number of High School Dropouts Who Enrolled in a Basic Skills Program at a Community College

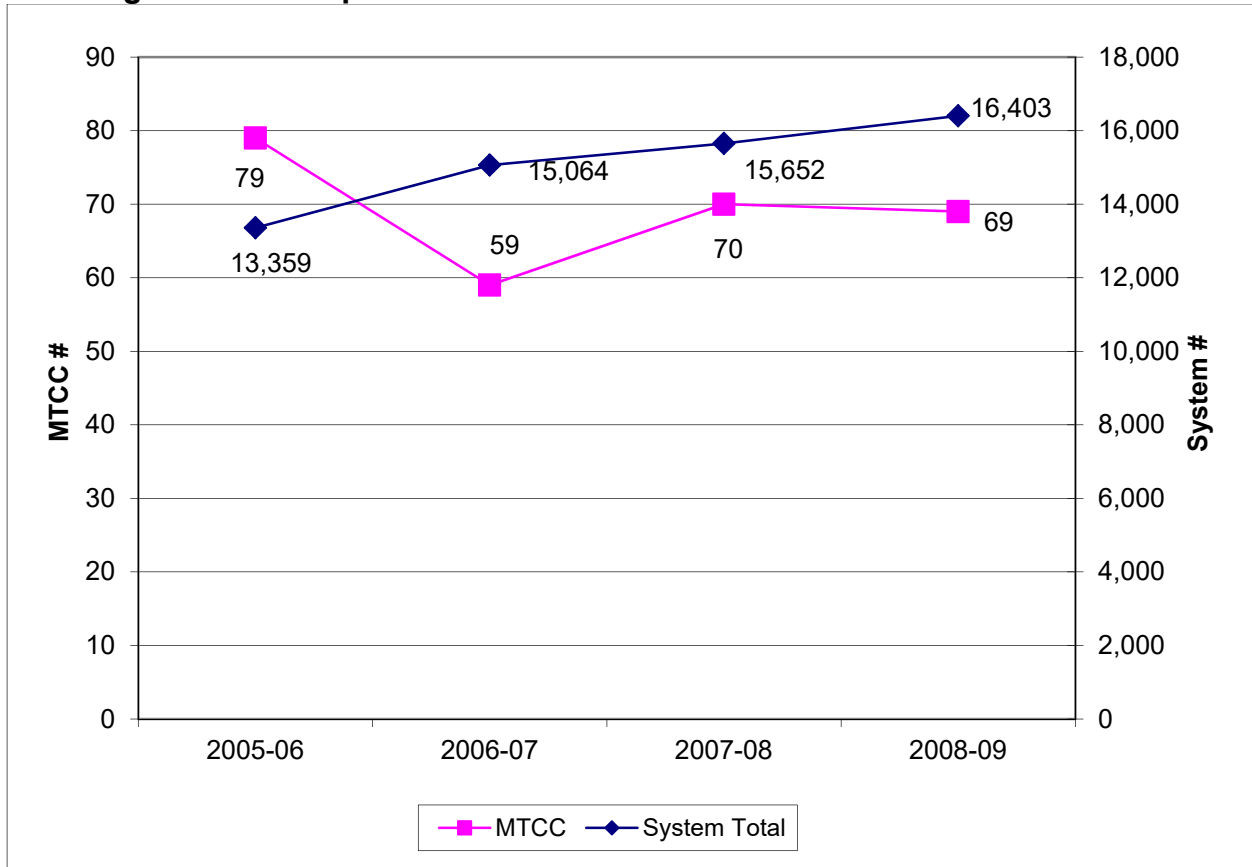**Figure 16.0 High School Dropouts Enrolled in Basic Skills**

Table 14.0 Peer Colleges Number of High School Dropouts Enrolled in Basic Skills

PEER COLLEGES	2005-2006	2006-2007	2007-2008	2008-2009
Bladen CC	130	105	126	106
Brunswick CC	135	79	123	146
James Sprunt CC	100	142	103	84
Martin CC	140	125	93	103
Mayland CC	95	86	95	81
McDowell CC	**79**	**59**	**70**	**69**
Montgomery CC	33	47	31	27
Roanoke Chowan CC	65	37	22	25
Sampson CC	94	227	367	310
Tri-County CC	68	48	75	49
System Total	13,359	15,064	15,652	16,403

Note: Basic Skills programs include Adult Basic Education, Adult High School, General Education Development (GED), Compensatory Education, and English as a Second Language.

Source: Critical Success Factors from NCCCS for each year.

Percentage of Basic Skills Students Who Progress to Another Level

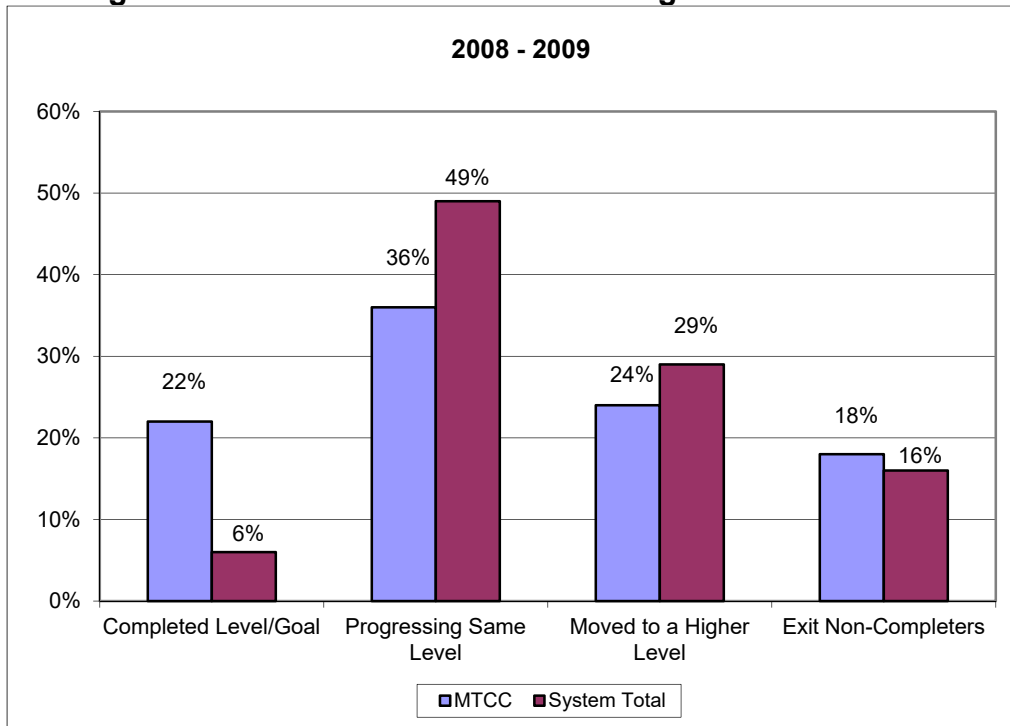**Figure 17.0 Percentage of Basic Skills Students Who Progress to Another Level**

2008 - 2009

Table 15.0 Peer Colleges Progress of Basic Skills Students

2008 - 2009						
Peer Colleges	**Total Served in Literacy**	**Completed Level/Goal**	**Progressing Same Level**	**Moved to a Higher Level**	**Exit Non-Completers**	**Composite Progress Percent**
Bladen CC	618	6%	51%	32%	11%	89%
Brunswick CC	1,127	6%	68%	23%	3%	97%
James Sprunt CC	724	10%	34%	38%	19%	81%
Martin CC	886	5%	48%	27%	20%	80%
Mayland CC	1,188	14%	44%	29%	13%	87%
McDowell CC	**820**	**22%**	**36%**	**24%**	**18%**	**82%**
Montgomery CC	530	8%	44%	21%	26%	74%
Roanoke Chowan CC	615	8%	47%	20%	25%	75%
Sampson CC	1,124	8%	36%	40%	13%	87%
Tri-County CC	472	18%	42%	19%	20%	80%
System Total	*146,870*	*6%*	*49%*	*29%*	*16%*	*84%*

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

Note: Basic Skills students include all adult literacy students. Progress of basic skills students is a composite measure that includes the percent of students progressing within a level of literacy, the percent of students completing a level entered or a predetermined goal, and the percent of students completing the level entered and advancing to a higher level.
Source: Critical Success Factors from NCCCS for each year.

Number of AHSDs and GEDs Awarded

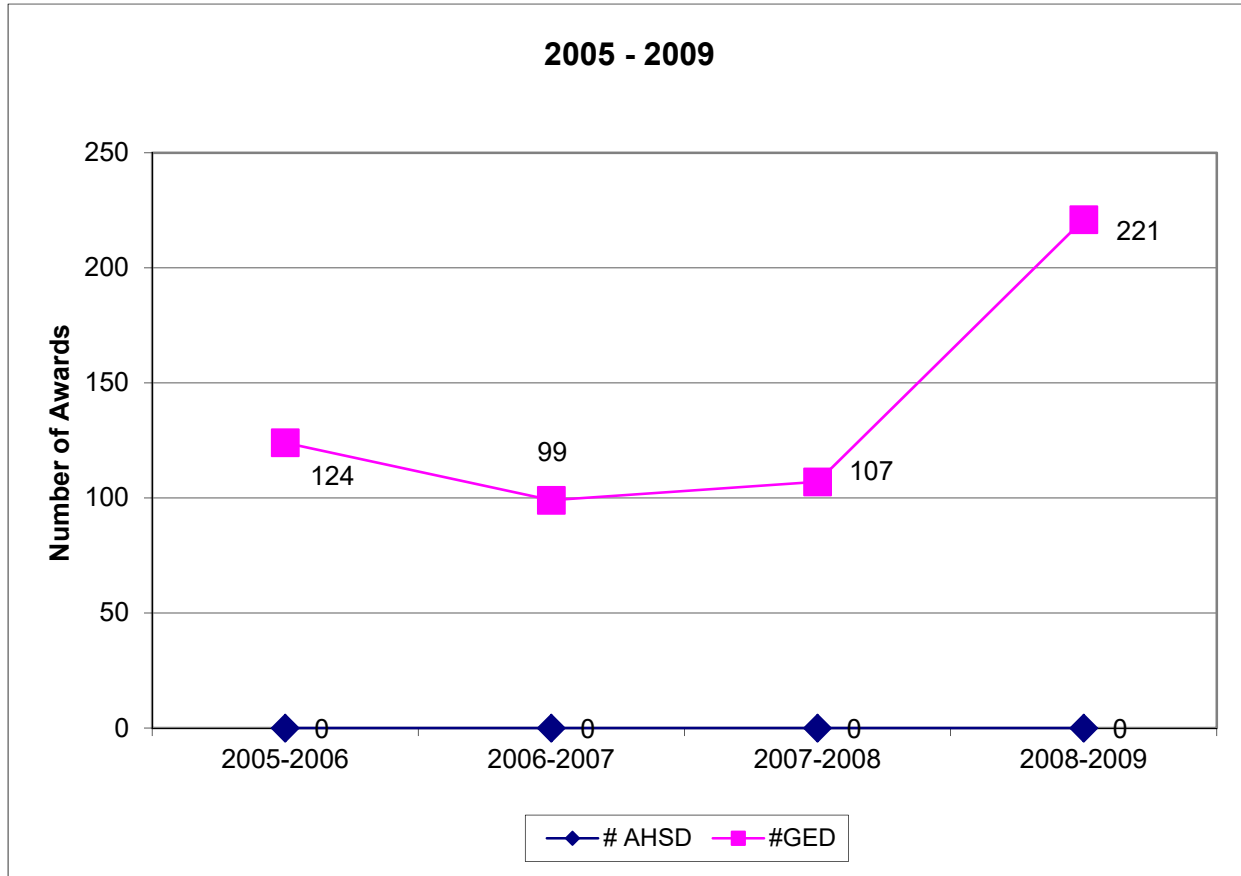**Figure 18.0 MTCC Number of AHSDs and GEDs Awarded**

2005 - 2009

Table 16.0 Peer Colleges Number of AHSDs and GEDs Awarded

Number of AHSDs and GEDs Awarded								
Peer Colleges	**2005-2006**		**2006-2007**		**2007-2008**		**2008-2009**	
	AHSD	**GED**	**AHSD**	**GED**	**AHSD**	**GED**	**AHSD**	**GED**
Bladen CC	33	94	8	112	13	74	14	42
Brunswick CC	23	72	27	105	27	87	23	78
James Sprunt CC	8	70	6	56	7	50	7	81
Martin CC	4	89	6	72	6	71	5	89
Mayland CC	*	216	*	208		228		237
McDowell CC	*	**124**	*	**99**		**107**		**221**
Montgomery CC	3	63	3	74	3	84	6	53
Roanoke Chowan CC	*	142	*	121		166		112
Sampson CC	*	230	*	235		245		233
Tri-County CC	*	85	*	90		115		116
System Total	*2,207*	*12,715*	*2,327*	*12,817*	*2,279*	*13,028*	*2,341*	*14,364*

* College does not offer AHSD program

Source: Critical Success Factors from NCCCS for each year.

Unduplicated Headcount in English as a Second Language

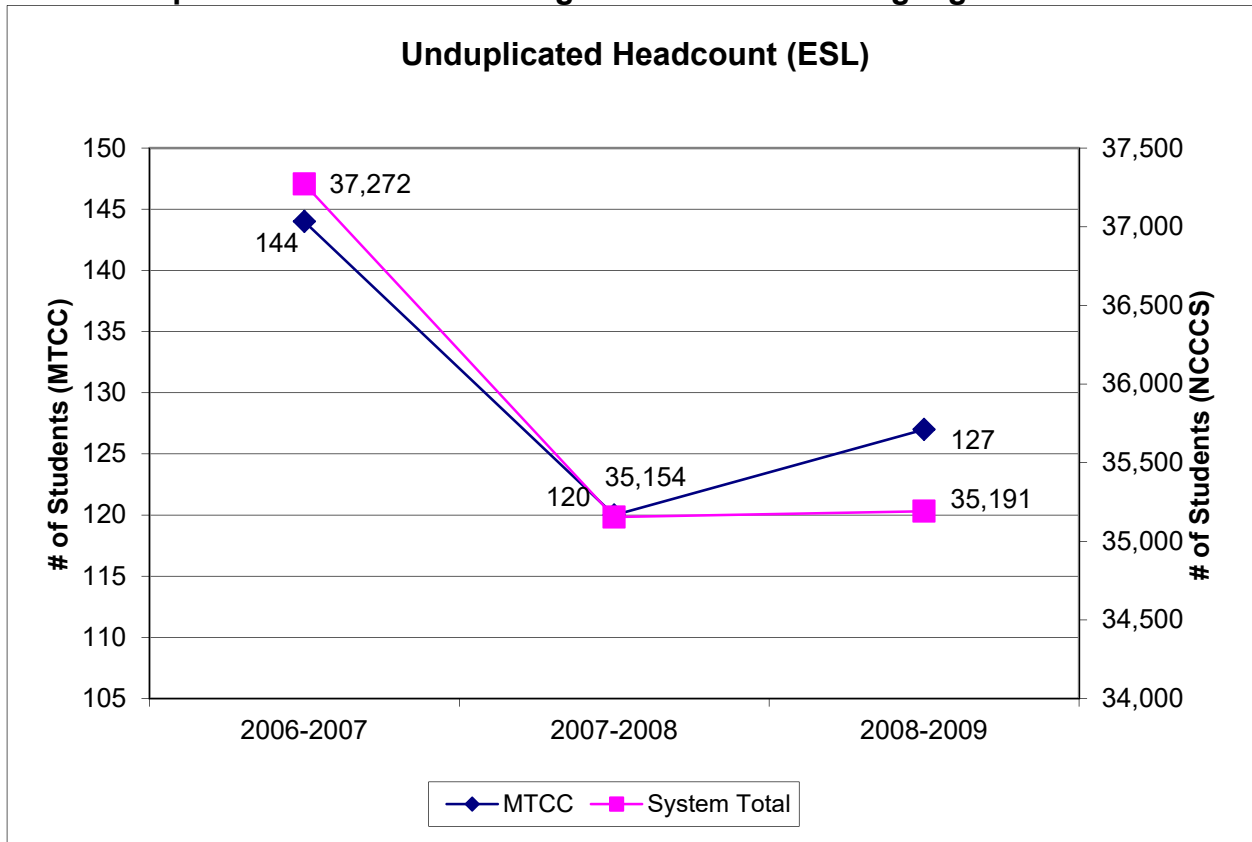**Figure 19.0 Unduplicated Headcount in English as a Second Language**

Table 17.0 Peer Colleges Enrollment in English as a Second Language

2006-2007							
PEER COLLEGES	**Pre-Literacy**	**Beginning**		**Intermediate**		**Advanced**	**Total**
		Low	**High**	**Low**	**High**		
Bladen CC	0	11	0	14	10	4	39
Brunswick CC	3	17	25	46	16	18	125
James Sprunt CC	51	60	34	72	23	27	267
Martin CC	4	21	23	16	4	0	68
Mayland CC	26	67	17	42	27	42	221
McDowell CC	**7**	46	13	**25**	**22**	**31**	**144**
Montgomery CC	6	92	6	50	36	37	227
Roanoke Chowan CC	18	2	0	3	2	1	26
Sampson CC	18	45	62	126	42	44	337
Tri-County CC	2	4	11	10	4	15	46
System Total	*4,629*	*7,735*	*4,650*	*7,773*	*5,351*	*7,134*	*37,272*

Table 17.1 Peer Colleges Enrollment in English as a Second Language

2007-2008							
PEER COLLEGES	**Beginning Literacy**	**Beginning**		**Intermediate**		**Advanced**	**Total**
		Low	**High**	**Low**	**High**		
Bladen CC	3	2	19	29	5	6	64
Brunswick CC	25	31	59	48	20	21	204
James Sprunt CC	19	13	26	48	11	21	138
Martin CC	5	11	20	25	5	2	68
Mayland CC	14	24	27	22	33	41	161
McDowell CC	**6**	**14**	**21**	**31**	**21**	**27**	**120**
Montgomery CC	7	23	39	46	43	48	206
Roanoke Chowan CC	15	1		2	1	4	23
Sampson CC	5	20	45	46	40	38	194
Tri-County CC	3	2	16	15	7	14	57
System Total	*4,129*	*4,794*	*6,282*	*7,482*	*5,449*	*7,018*	*35,154*

Table 17.2 Peer Colleges Enrollment in English as a Second Language

2008-2009							
PEER COLLEGES	**Beginning Literacy**	**Beginning**		**Intermediate**		**Advanced**	**Total**
		Low	**High**	**Low**	**High**		
Bladen CC	3	3	9	22	6	10	53
Brunswick CC	10	18	34	54	15	27	158
James Sprunt CC	16	20	37	67	7	12	156
Martin CC	5	10	14	28	7	5	69
Mayland CC	10	26	35	27	18	46	162
McDowell CC	**2**	**9**	**26**	**34**	**18**	**38**	**127**
Montgomery CC	3	16	29	36	29	38	151
Roanoke Chowan CC	16	5	5	5	3	3	37
Sampson CC	5	9	48	34	25	29	150
Tri-County CC	2	0	10	9	3	15	39
System Total	*3,788*	*4,255*	*6,401*	*7,853*	*5,829*	*7,065*	*35,191*

Source: Critical Success Factors from NCCCS for each year (Data Warehouse: LEIS).

Success Rate of Developmental Students in Subsequent College-Level Courses

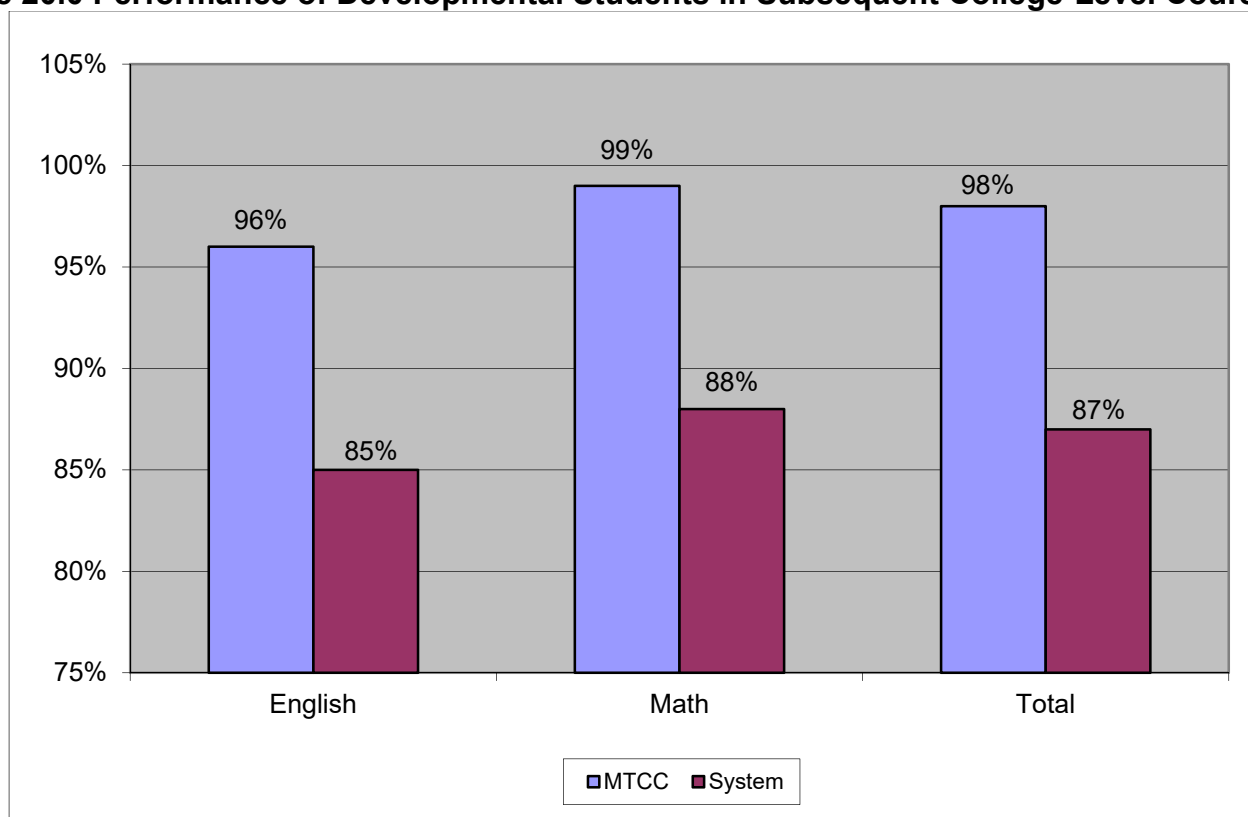**Figure 20.0 Performance of Developmental Students in Subsequent College-Level Courses**

Table 18.0 Peer Colleges Students in Subsequent College-Level Courses 2009 – 2010

2009-2010							
PEER COLLEGES		ENGLISH		MATH		TOTAL	
	Total FTE	# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Bladen CC	1,810	196	92%	112	96%	308	93%
Brunswick CC	1,921	90	74%	93	78%	183	77%
James Sprunt CC	1,570	193	95%	104	93%	297	95%
Martin CC	1,069	47	60%	33	85%	80	70%
Mayland CC	2,081	76	95%	21	90%	97	94%
McDowell TCC	1,683	**119**	**94%**	**158**	**98%**	**277**	**96%**
Montgomery CC	1,048	64	95%	50	80%	114	89%
Roanoke Chowan CC	1,075	153	77%	48	90%	201	80%
Sampson CC	2,069	227	91%	84	86%	311	89%
Tri-County CC	1,259	75	80%	79	75%	157	77%
System Total	*249,321*	24,098	87%	13,373	88%	37,862	88%

Table 18.1 Peer Colleges Students in Subsequent College-Level Courses 2010 – 2011

2010-2011							
PEER COLLEGES		ENGLISH		MATH		TOTAL	
	Total FTE	# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Bladen CC	1,877	112	86%	142	95%	254	91%
Brunswick CC	1,814	92	89%	144	77%	236	82%
James Sprunt CC	1,630	158	87%	93	90%	251	88%
Martin CC	1,081	68	72%	65	92%	133	82%
Mayland CC	1,671	47	89%	30	90%	77	90%
McDowell TCC	**1,634**	**85**	**96%**	**124**	**99%**	**209**	**98%**
Montgomery CC	1,002	51	88%	41	80%	92	85%
Roanoke Chowan CC	1,018	53	72%	48	79%	101	75%
Sampson CC	1,976	118	80%	90	92%	208	85%
Tri-County CC	1,286	80	78%	73	77%	153	77%
System Total	*253,068*	17,083	85%	16,627	88%	33,710	87%

Source: Critical Success Factors and ANNTBL26 from NCCCS for each year.

Client Satisfaction with Customized Training

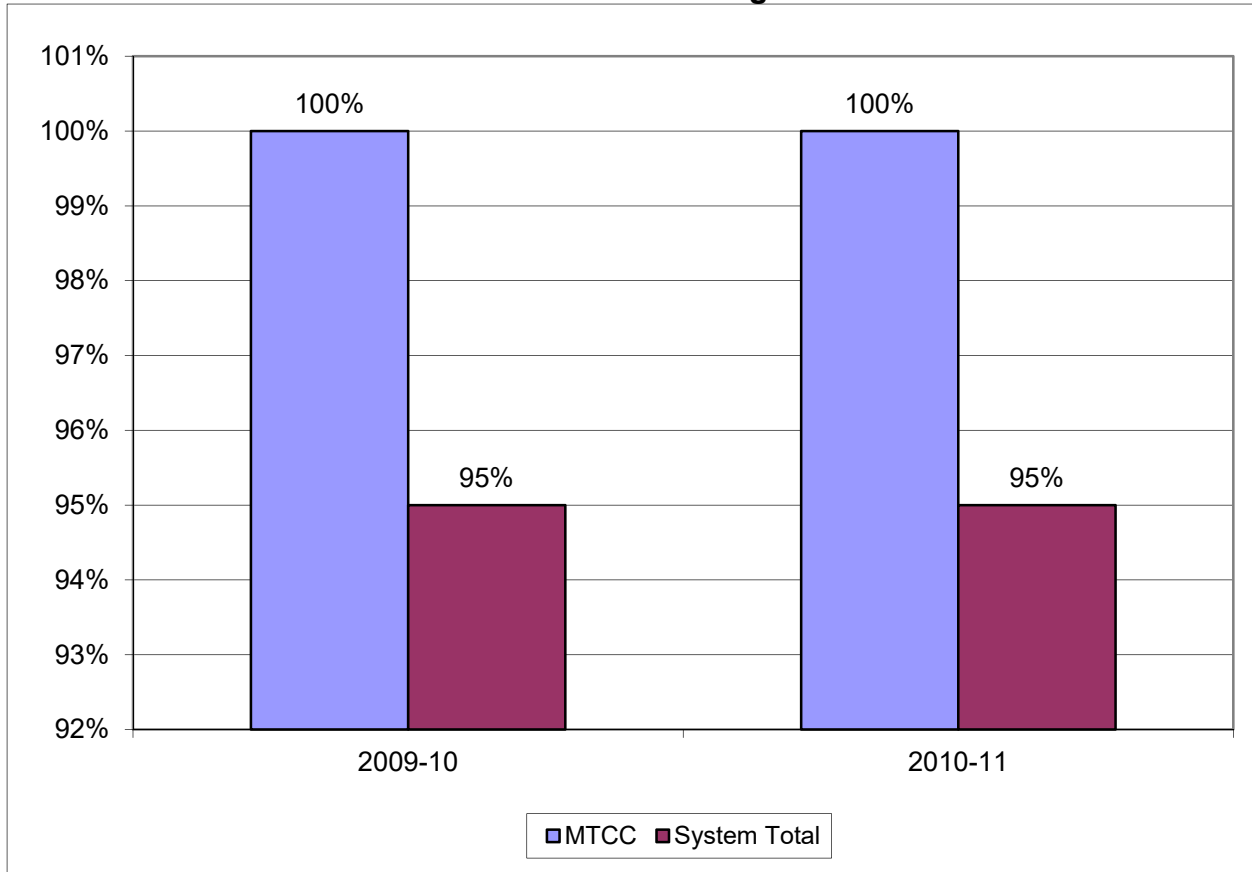**Figure 21.0 Client Satisfaction with Customized Training**

Table 19.0 Peer Colleges Customized Training Client Satisfaction

2009-2010		
PEER COLLEGES	**Number of Survey Respondents**	**Percent Excellent & Very Good**
Bladen CC	188	98%
Brunswick CC	337	96%
James Sprunt CC	1,500	100%
Martin CC	597	94%
Mayland CC	384	95%
McDowell CC	**483**	**100%**
Montgomery CC	527	97%
Roanoke Chowan CC	358	95%
Sampson CC	582	93%
Tri-County CC	234	94%
System Total	*50,192*	*95%*

Table 19.1 Peer Colleges Customized Training Client Satisfaction

2010-2011		
PEER COLLEGES	**Number of Survey Respondents**	**Percent Excellent & Very Good**
Bladen CC	200	98%
Brunswick CC	233	93%
James Sprunt CC	1,073	100%
Martin CC	484	94%
Mayland CC	398	94%
McDowell CC	**215**	**100%**
Montgomery CC	472	96%
Roanoke Chowan CC	527	96%
Sampson CC	262	95%
Tri-County CC	102	95%
System Total	*36,723*	*95%*

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

Source: Critical Success Factors from NCCCS for each year.

Licensure and Certification Examinations

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 4requirement 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.

Methodology and Data Source:
Data are collected by the Research and Performance Management section in the President's Office of the North Carolina Community College System Office from the agencies issuing the license or certification. Examination data are reported only for those licensure/certification exams for which data are available from the licensure/certification agencies. The data for most examinations are reported on a fiscal year. However, the data on nursing, emergency medical technician, physical therapy assistant, and veterinary medicine technology are reported on a calendar year.

Passing rates are 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 is 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 must meet the 80 percent standard and cannot have any licensure/certification exams for which the college controls who was eligible to sit for the exam with a passing rate less than 70%.

Aggregate Institutional Passing Rate and
Number of Exams with a Passing Rate <70%

Table 20.0 Peer Colleges Passing Rates, 2009-2010

2009-2010				
PEER COLLEGES	**Total Number of Test Takers**	**Total Number Passing**	**Aggregate Institutional Passing Rate**	**Number of Exams with a Passing Rate < 70%**
Bladen CC	83	67	81%	1
Brunswick CC	79	72	91%	1
James Sprunt CC	82	72	88%	0
Martin CC	41	29	71%	0
Mayland CC	94	80	85%	1
McDowell CC	**90**	**83**	**92%**	**0**
Montgomery CC	41	34	83%	0
Roanoke Chowan CC	64	46	72%	1
Sampson CC	105	89	85%	0
Tri-County CC	60	42	70%	1
System Total	*10,006*	*8,643*	*86%*	

Table 20.1 Peer Colleges Passing Rates, 2010-2011

2010-2011				
PEER COLLEGES	**Total Number of Test Takers**	**Total Number Passing**	**Aggregate Institutional Passing Rate**	**Number of Exams with a Passing Rate < 70%**
Bladen CC	91	71	78%	1
Brunswick CC	96	85	89%	0
James Sprunt CC	70	55	79%	1
Martin CC	69	50	72%	1
Mayland CC	98	82	84%	1
McDowell CC	**124**	**108**	**87%**	**1**
Montgomery CC	33	31	94%	0
Roanoke Chowan CC	59	51	86%	0
Sampson CC	56	51	91%	0
Tri-County CC	58	50	86%	0
System Total	*9,373*	*8,158*	*87%*	*25*

Source: Critical Success Factors from NCCCS for each year.

Passing Rates on Licensure & Certification Exams
(First-Time Test Takers)

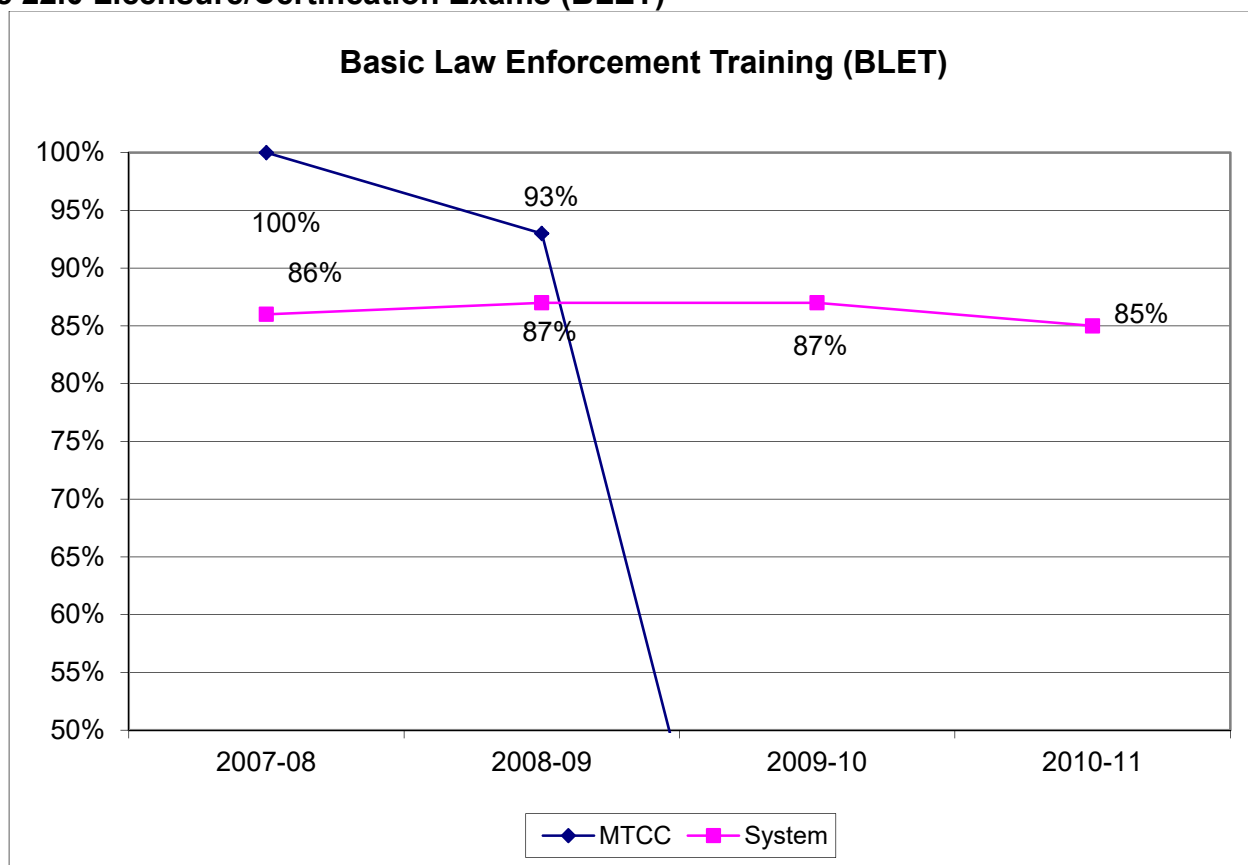**Figure 22.0 Licensure/Certification Exams (BLET)**

Basic Law Enforcement Training (BLET)

Table 21.0 Peer Colleges BLET Licensure and Certification Exam Passing Rates

BLET										
PEER COLLEGES	**2006-07**		**2007-08**		**2008-09**		**2009-10**		**2010-11**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Bladen CC	*	*	*	*					*	*
Brunswick CC	23	95%	52	69%	10	80%	45	76%	35	69%
James Sprunt CC	12	83%	13	100%	21	94%				
Martin CC	*	*	*	*	5	100%	*	*	16	81%
Mayland CC	11	100%	*	*	13	92%	14	86%	22	82%
McDowell CC	**18**	**94%**	**12**	**100%**	**14**	**93%**	*	*	**9**	*
Montgomery CC	13	77%	13	69%	17	71%	16	94%	*	*
Roanoke Chowan CC										
Sampson CC	*	*	*	*	32	91%	35	91%	49	65%
Tri-County CC									9	9%
System Total	*1,565*	*93%*	*1,567*	*86%*	*1,554*	*87%*	*1,816*	*87%*	*1,762*	*85%*

* Number too small to report without violating student's privacy.

Note: # of test takers / # passed
Source: Critical Success Factors from NCCCS for each year.

Passing Rates on Licensure & Certification Exams
(First-Time Test Takers)

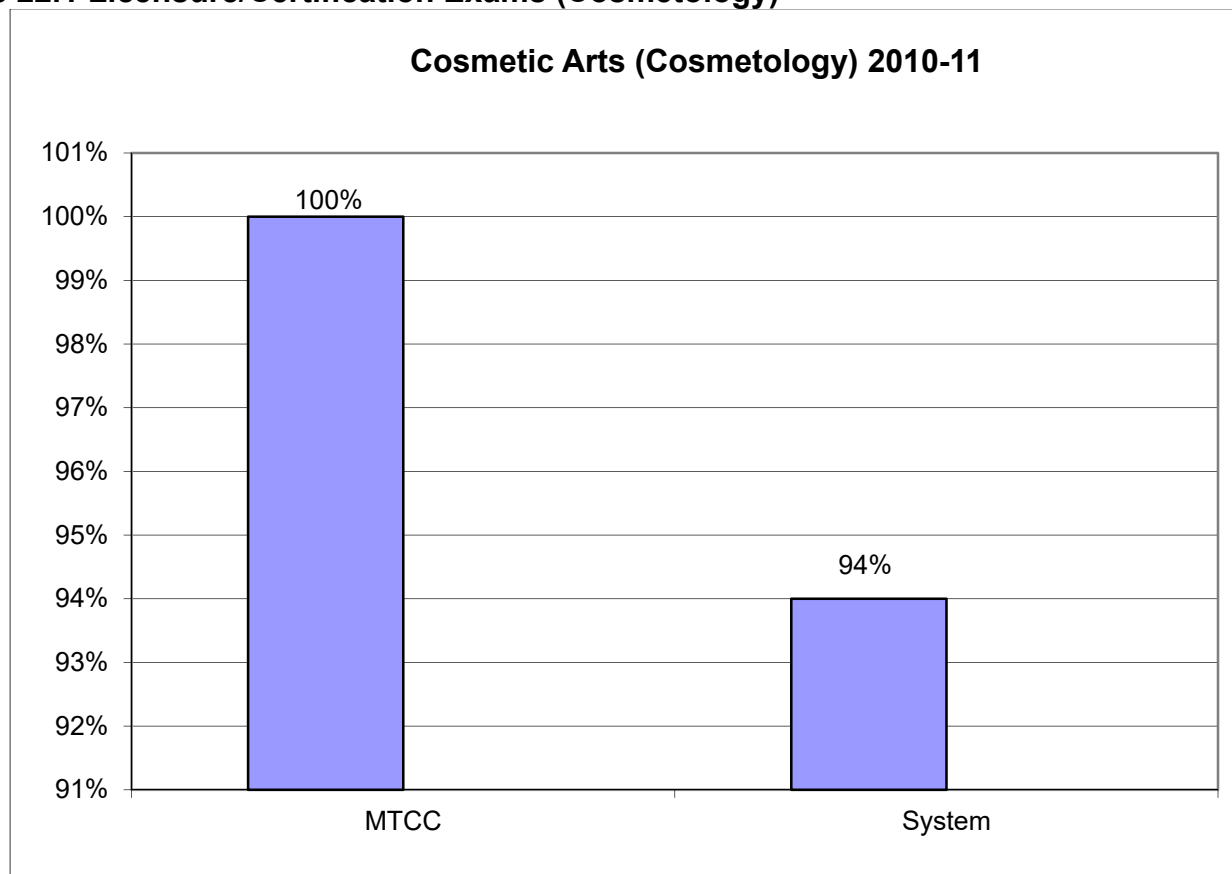**Figure 22.1 Licensure/Certification Exams (Cosmetology)**

Cosmetic Arts (Cosmetology) 2010-11

Table 21.1 Peer Colleges Cosmetology Licensure and Certification Exam Passing Rates

Cosmetology										
PEER COLLEGES	2006-07		2007-08		2008-09		2009-10		2010-11	
	#	%	#	%	#	%	#	%	#	%
Bladen CC			*	*	1	100%	*	*	4	*
Brunswick CC			*	*	4	100%	*	*	17	88%
James Sprunt CC	*	*	*	*	1	100%	*	*	6	*
Martin CC	*	*			3	67%	*	*	4	*
Mayland CC	*	*	*	*	10	80%	*	*	10	90%
McDowell CC	*	*	*	*	**5**	**100%**	*	*	**12**	**100%**
Montgomery CC										
Roanoke Chowan CC					3	67%			3	*
Sampson CC	*	*	*	*	5	80%	*	*	7	*
Tri-County CC	11	64%	11	91%	5	100%	*	*	16	94%
System Total	*260*	*82%*	*354*	*89%*	*267*	*92%*	*389*	*95%*	*634*	*94%*

Note: # of test takers / % passed.
* Number of test takers too small to report without violating students' privacy.
Source: Critical Success Factors from NCCCS for each year.

Passing Rates on Licensure & Certification Exams
(First-Time Test Takers)

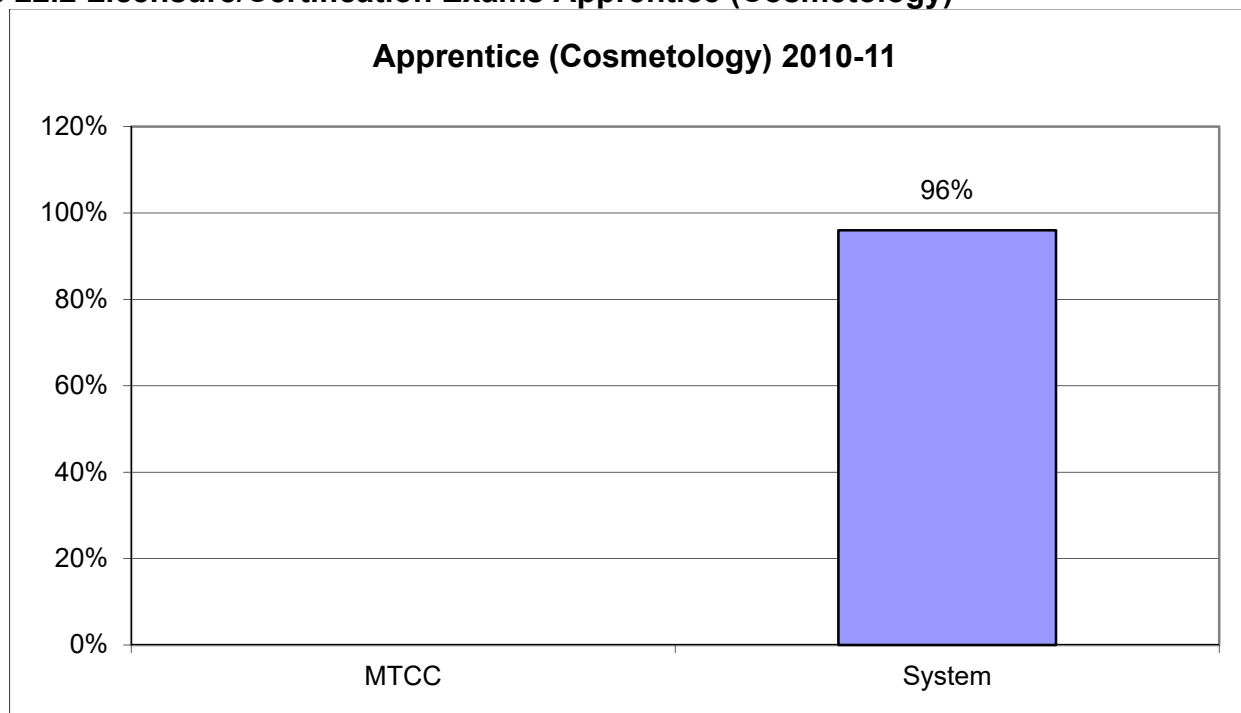**Figure 22.2 Licensure/Certification Exams Apprentice (Cosmetology)**

Apprentice (Cosmetology) 2010-11

Table 21.2 Peer Colleges Apprentice Cosmetology Licensure and Certification Exam Passing Rates

Apprentice (Cosmetology)										
PEER COLLEGES	2006-07		2007-08		2008-09		2009-10		2010-11	
	#	%	#	%	#	%	#	%	#	%
Bladen CC			*	*						
Brunswick CC					2	100%	*	*	1	*
James Sprunt CC			*	*	4	100%	*	*	4	*
Martin CC			*	*					2	*
Mayland CC							*	*	6	*
McDowell CC	*	*	*	*	**1**	**100%**	*	*	**1**	*
Montgomery CC										
Roanoke Chowan CC										
Sampson CC	*	*	*	*	2	100%	*	*	4	*
Tri-County CC										
System Total	*14*	*86%*	*250*	*90%*	*238*	*96%*	*146*	*96%*	*241*	*96%*

Note: # of test takers / % passed.
*Number of test takers too small to report without violating student's privacy.
** Data unavailable.

Source: Critical Success Factors from NCCCS for each year.

Passing Rates on Licensure & Certification Exams
(First-Time Test Takers)

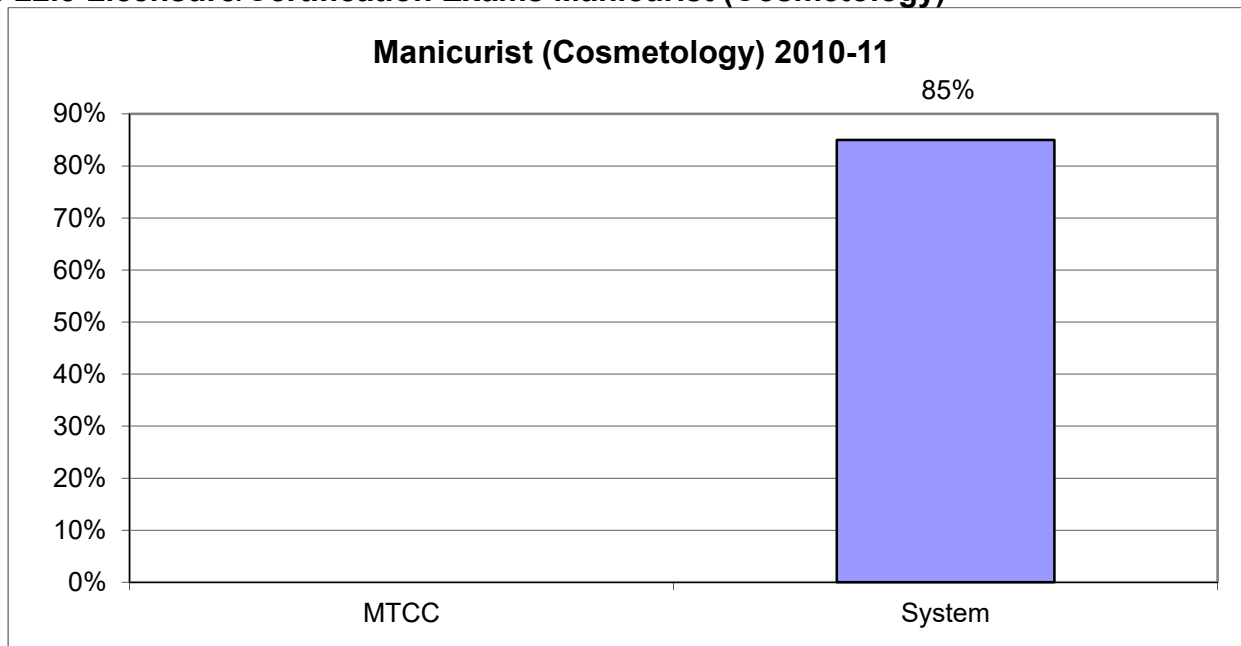**Figure 22.3 Licensure/Certification Exams Manicurist (Cosmetology)**

Manicurist (Cosmetology) 2010-11

Table 21.3 Peer Colleges Manicurist Cosmetology Licensure and Certification Exam Passing Rates

Manicurist (Cosmetology)										
PEER COLLEGES	**2006-07**		**2007-08**		**2008-09**		**2009-10**		**2010-11**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Bladen CC										
Brunswick CC					4	75%			1	*
James Sprunt CC							*	*		
Martin CC	*	*	*	*						
Mayland CC	*	*	*	*	2	50%	*	*	1	*
McDowell CC					**2**	**100%**				
Montgomery CC										
Roanoke Chowan CC			*	*	2	100%	*	*		
Sampson CC			*	*					3	*
Tri-County CC			*	*	3	100%	*	*	*	*
System Total	*38*	*74%*	*77*	*84%*	*66*	*89%*	*52*	*79%*	*95*	*85%*

Note: # of test takers / % passed.
*Number of test takers too small to report without violating student's privacy.
** Data unavailable.

Source: Critical Success Factors from NCCCS for each year.

Passing Rates on Licensure & Certification Exams
(First-Time Test Takers)

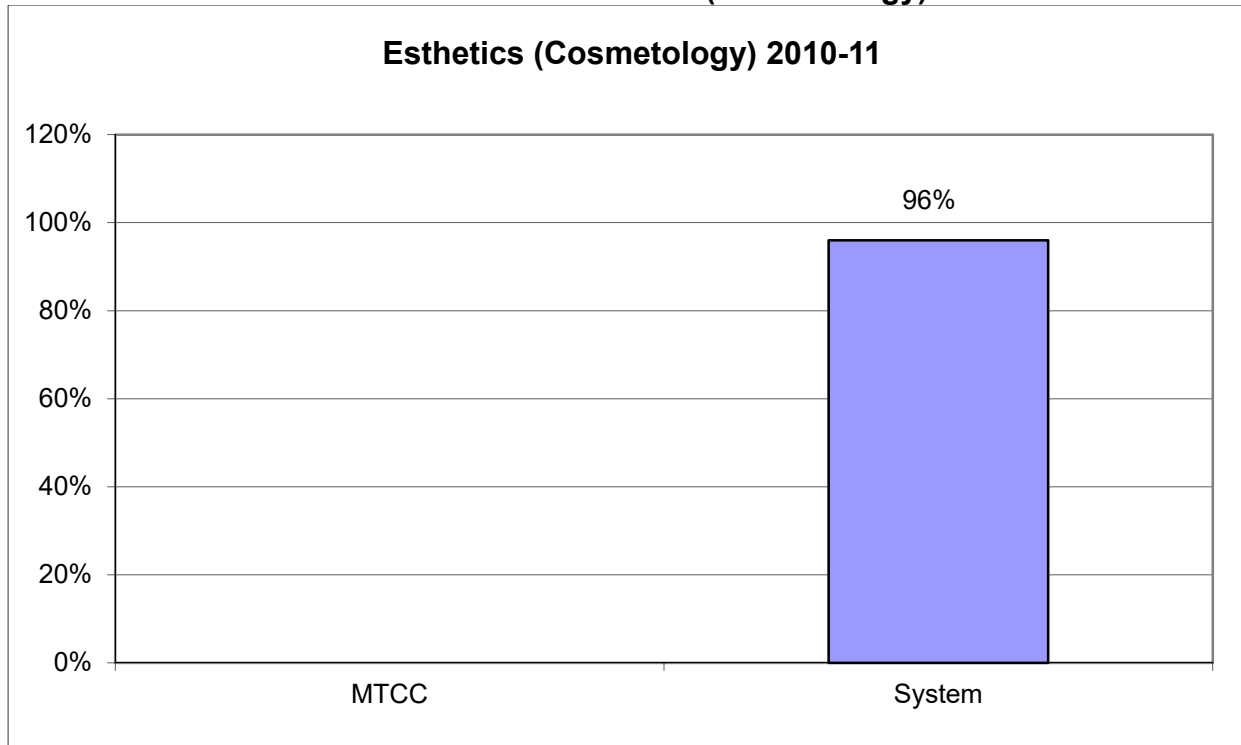**Figure 22.4 Licensure/Certification Exams Esthetics (Cosmetology)**

Esthetics (Cosmetology) 2010-11

Table 21.4 Peer Colleges Manicurist Cosmetology Licensure and Certification Exam Passing Rates

Esthetics (Cosmetology)										
PEER COLLEGES	**2006-07**		**2007-08**		**2008-09**		**2009-10**		**2010-11**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Bladen CC										
Brunswick CC	*	*	*	*	4	75%			1	*
James Sprunt CC										
Martin CC	*	*					*	*		
Mayland CC			*	*					1	*
McDowell CC	**10**	**90%**	*	*	**4**	**75%**	*	*	**2**	*
Montgomery CC										
Roanoke Chowan CC										
Sampson CC										
Tri-County CC	*	*	*	*			*	*		
System Total	*113*	*75%*	*144*	*83%*	*105*	*85%*	*123*	*84%*	*157*	*96%*

Note: # of test takers / % passed.
*Number of test takers too small to report without violating student's privacy.
** Data unavailable.
Source: Critical Success Factors from NCCCS for each year.

Passing Rates on Licensure & Certification Exams
(First-Time Test Takers)
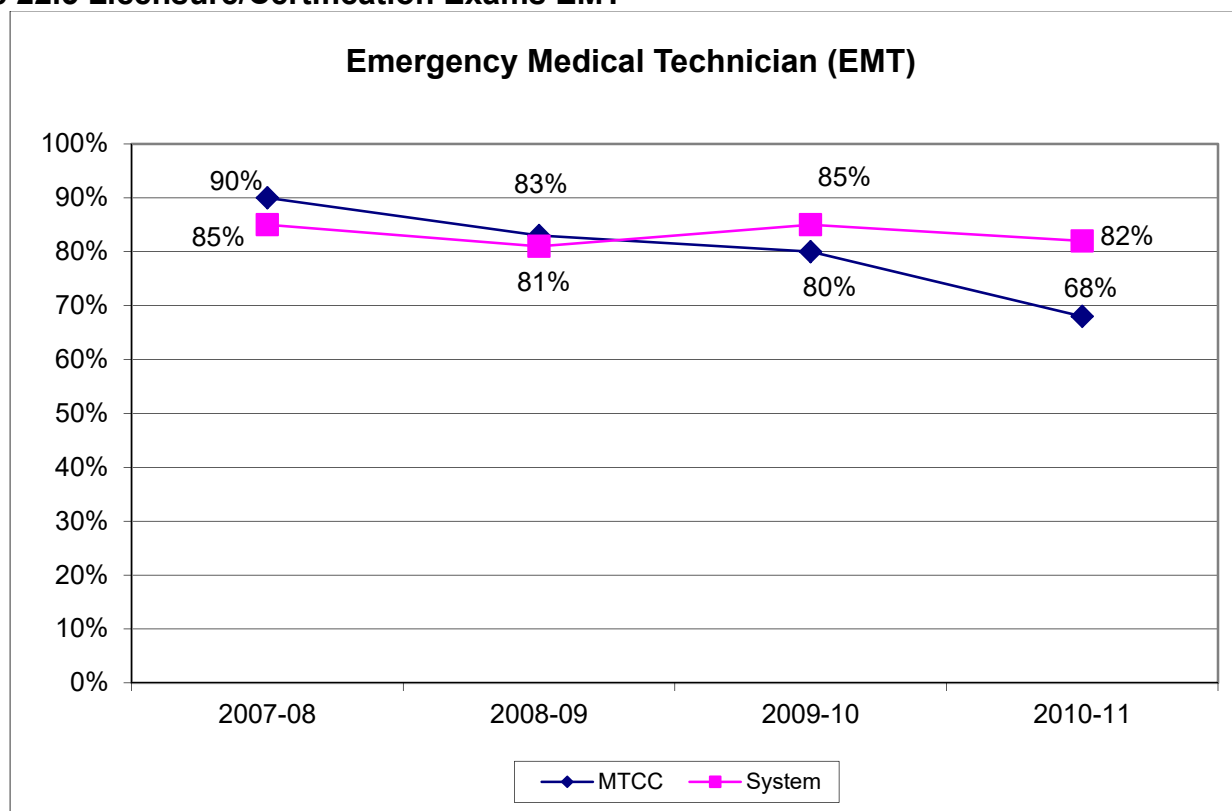
Figure 22.5 Licensure/Certification Exams EMT

Emergency Medical Technician (EMT)

Table 21.5 Peer Colleges EMT Licensure and Certification Exam Passing Rates

EMT										
PEER COLLEGES	**2006-07**		**2007-08**		**2008-09**		**2009-10**		**2010-11**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Bladen CC	14	86%	13	100%	6	50%	28	79%	24	83%
Brunswick CC	31	94%	32	96%	25	84%	29	93%	29	93%
James Sprunt CC	10	100%	12	100%	17	70%	33	76%	17	65%
Martin CC	21	57%	36	66%	51	80%	15	73%	48	67%
Mayland CC	38	63%	32	84%	12	83%	28	75%	28	57%
McDowell CC	**21**	**81%**	**20**	**90%**	**18**	**83%**	**35**	**80%**	**22**	**68%**
Montgomery CC	12	67%					*	*	7	*
Roanoke Chowan CC	*	*	*	*	60	73%	17	82%	30	80%
Sampson CC			13	92%	13	84%	26	73%	7	*
Tri-County CC	47	72%	22	68%	32	62%	20	75%	15	80%
System Total	*2,805*	*88%*	*3,097*	*85%*	*3,800*	*81%*	*3,989*	*85%*	*3,322*	*82%*

Note: # of test takers / % passed.
*Number of test takers too small to report without violating student's privacy.

Source: Critical Success Factors from NCCCS for each year.

Passing Rates on Licensure & Certification Exams
(First-Time Test Takers)

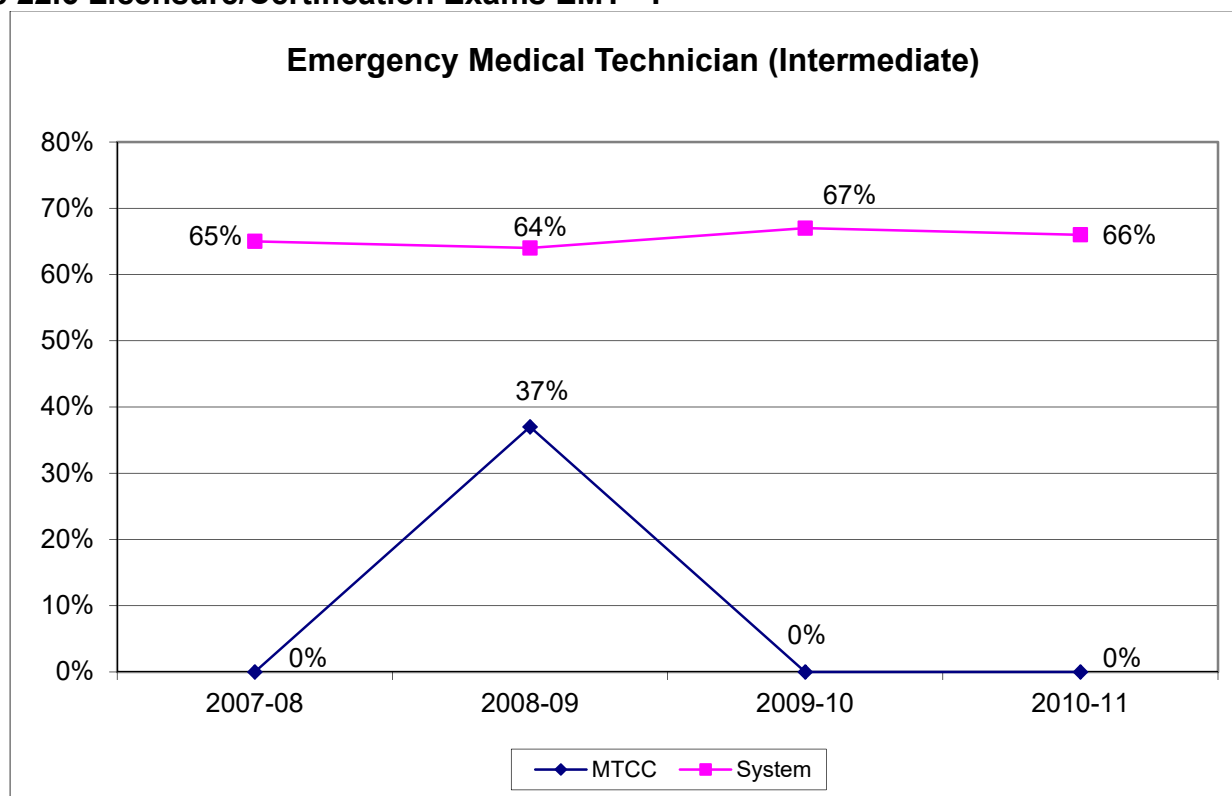**Figure 22.6 Licensure/Certification Exams EMT - I**

Emergency Medical Technician (Intermediate)

Table 21.6 Peer Colleges EMT - I Licensure and Certification Exam Passing Rates

EMT - I										
PEER COLLEGES	**2006-07**		**2007-08**		**2008-09**		**2009-10**		**2010-11**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Bladen CC	*	*	15	93%	10	70%	16	81%	19	63%
Brunswick CC	18	28%	*	*	17	76%	13	62%	10	70%
James Sprunt CC					1	0%			5	*
Martin CC	11	18%					*	*	2	*
Mayland CC	*	*	19	52%	8	50%				
McDowell CC	**13**	**62%**	*	*	**8**	**37%**				
Montgomery CC	*	*					*	*		
Roanoke Chowan CC					4	75%			3	*
Sampson CC	*	*			9	55%	*	*		
Tri-County CC	14	29%	*	*	2	100%	*	*		
System Total	567	51%	462	65%	555	64%	559	67%	463	66%

Note: # of test takers / % passed.
*Number of test takers too small to report without violating student's privacy.

Source: Critical Success Factors from NCCCS for each year.

Passing Rates on Licensure & Certification Exams
(First-Time Test Takers)

**Figure 22.7 Licensure/Certification Exams EMT - P**

Emergency Medical Technician (Paramedic)

MTCC: 83%
System: 90%
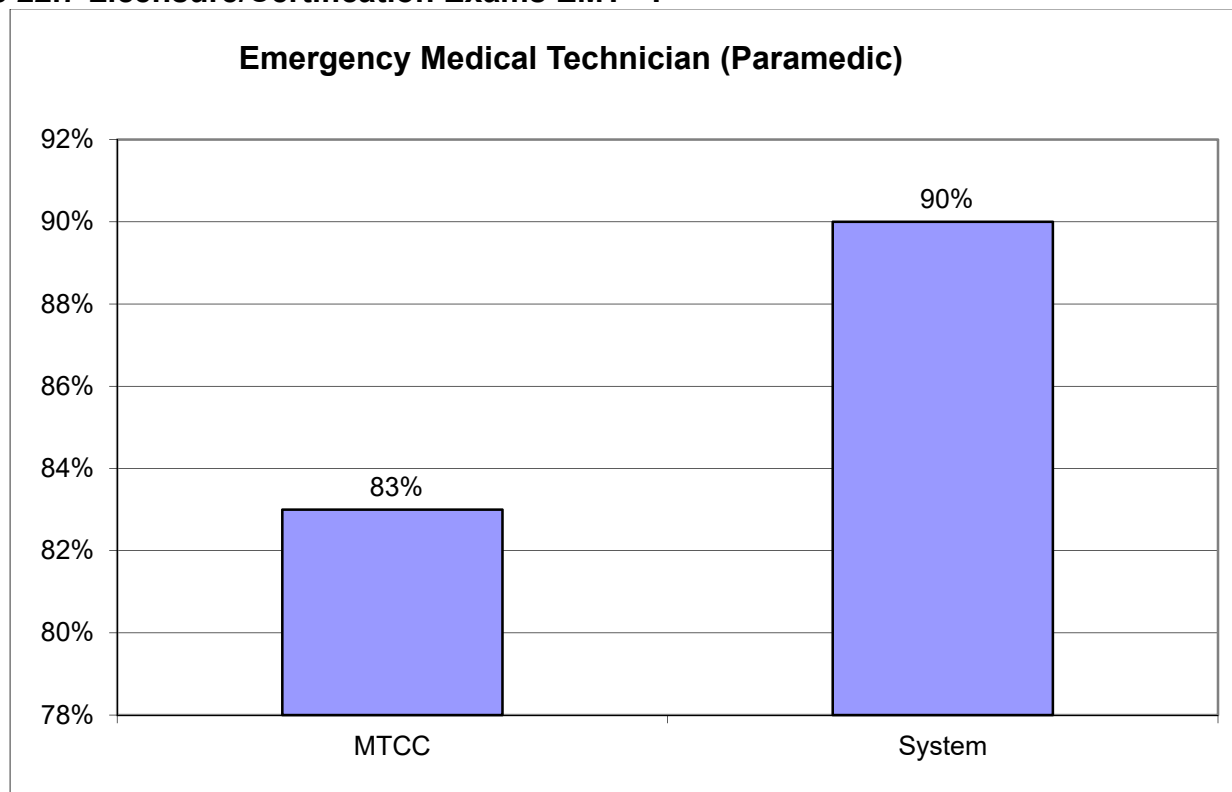
Table 21.7 Peer Colleges EMT - P Licensure and Certification Exam Passing Rates

EMT - P										
PEER COLLEGES	**2006-07**		**2007-08**		**2008-09**		**2009-10**		**2010-11**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Bladen CC			12	75%	9	77%	16	63%	19	74%
Brunswick CC	*	*	11	36%	3	66%			1	*
James Sprunt CC					1	100%	*	*	9	*
Martin CC										
Mayland CC							16	63%	9	*
McDowell CC					**7**	**85%**			**24**	**83%**
Montgomery CC	*	*	*	*						
Roanoke Chowan CC							*	*		
Sampson CC			11	63%			13	85%		
Tri-County CC	12	50%	*	*	10	40%	*	*	15	80%
System Total	*350*	*77%*	*422*	*75%*	*454*	*69%*	*601*	*80%*	*629*	*90%*

Note: # of test takers / % passed.
*Number of test takers too small to report without violating student's privacy.

Source: Critical Success Factors from NCCCS for each year.

Passing Rates on Licensure & Certification Exams
(First-Time Test Takers)

Figure 22.8 Licensure/Certification Exams ADN
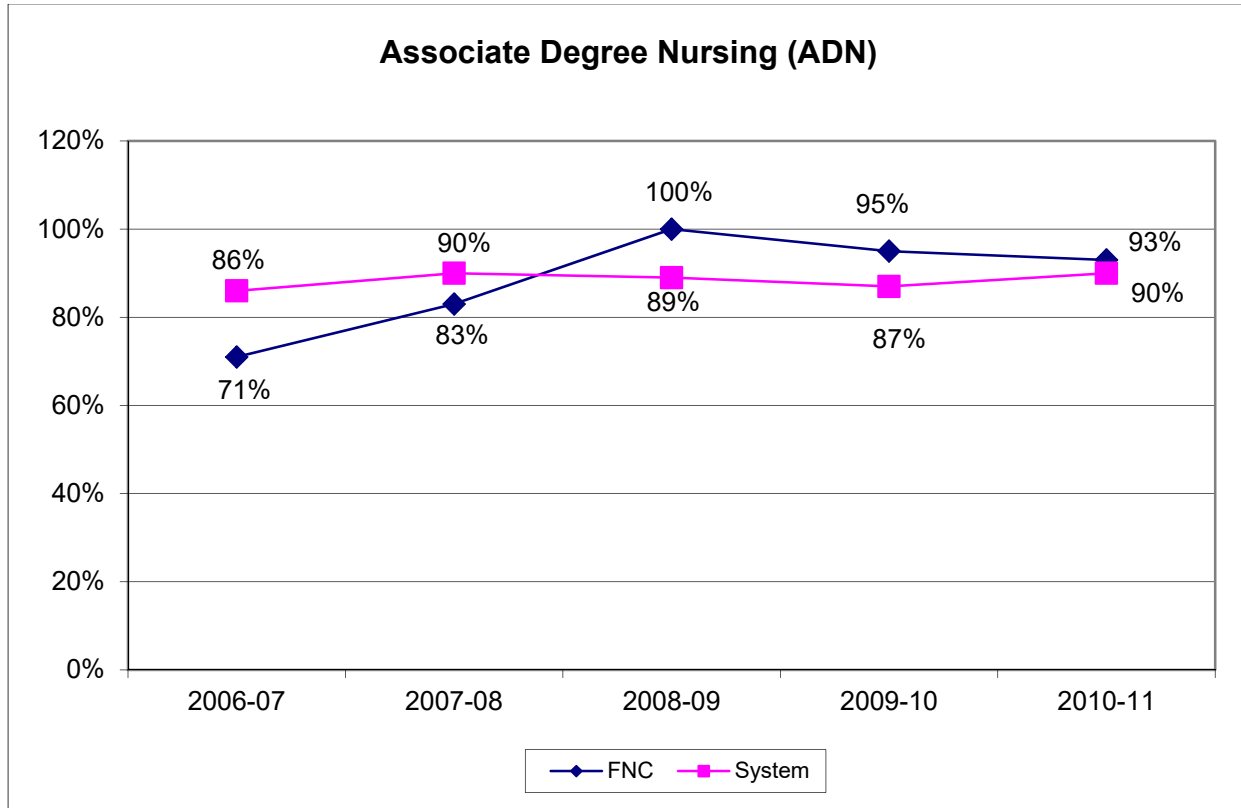
Table 21.8 Foothills Nursing Consortium (ADN)

ADN (Foothills Nursing Consortium)										
Foothills Nursing Consortium	**2006-07**		**2007-08**		**2008-09**		**2009-10**		**2010-11**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
	79	71%	69	83%	47	100%	57	95%	55	93%
System Total	*2,056*	*86%*	*2,108*	*90%*	*2,212*	*89%*	*2,263*	*87%*	*2,109*	*90%*

Note: # of test takers / % passed.

Source: Critical Success Factors from NCCCS for each year.

Passing Rates on Licensure & Certification Exams
(First-Time Test Takers)

Figure 22.9 Licensure/Certification Exams Practical Nursing
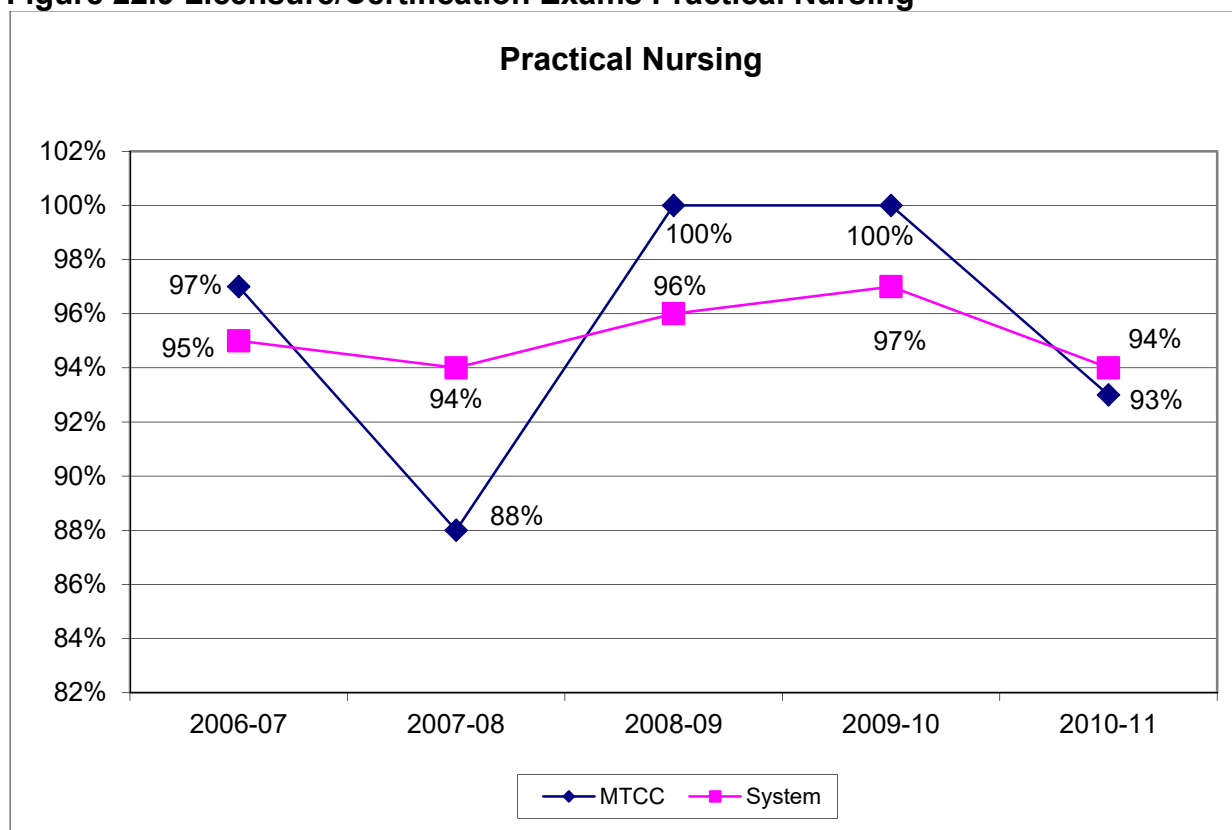
Table 21.9 Peer Colleges Practical Nursing Licensure and Certification Exams Passing Rates

Practical Nursing										
PEER COLLEGES	**2006-07**		**2007-08**		**2008-09**		**2009-10**		**2010-11**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Bladen CC	*	*	14	86%	13	100%	11	100%	12	92%
Brunswick CC	22	82%	17	100%	13	100%	19	100%	21	100%
James Sprunt CC	*	*	19	89%	17	100%	18	100%	10	80%
Martin CC										
Mayland CC	17	94%	18	89%	18	100%	17	100%	18	100%
McDowell CC	**37**	**97%**	**34**	**88%**	**34**	**100%**	**36**	**100%**	**44**	**93%**
Montgomery CC	25	100%	29	90%	28	93%	30	100%	26	100%
Roanoke Chowan CC	18	100%	16	94%	24	100%	16	100%	4	*
Sampson CC	26	100%	31	100%	24	100%	31	97%	16	100%
Tri-County CC										
System Total	*794*	*95%*	*833*	*94%*	*863*	*96%*	*893*	*97%*	*881*	*94%*

Note: # of test takers / % passed.
*Number of test takers too small to report without violating student's privacy.
Source: Critical Success Factors from NCCCS for each year.

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Formal Awards

Curriculum Student Information

Curriculum Student Progress Information system
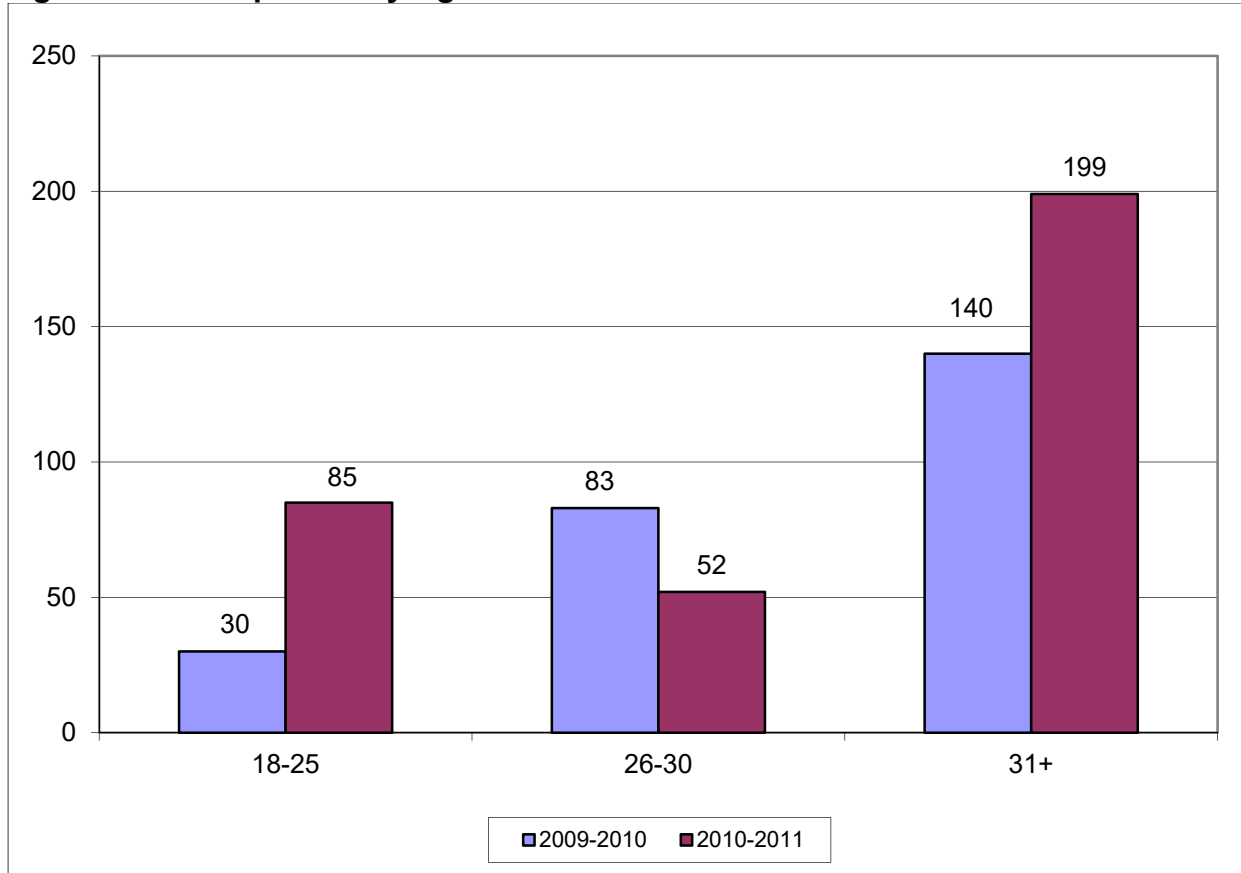
Figure 23.0 Completers by Age

Table 22.0 Completers by Age

Completers by Age		
Age	2009-2010	2010-2011
18-25	30	85
26-30	83	52
31+	140	199
Total	**253**	**336**

Source: Report #CC860SEM-II – CC862SEM-II (Curriculum Student Progress Information System) from NCCCS for each year.

Curriculum Student Information

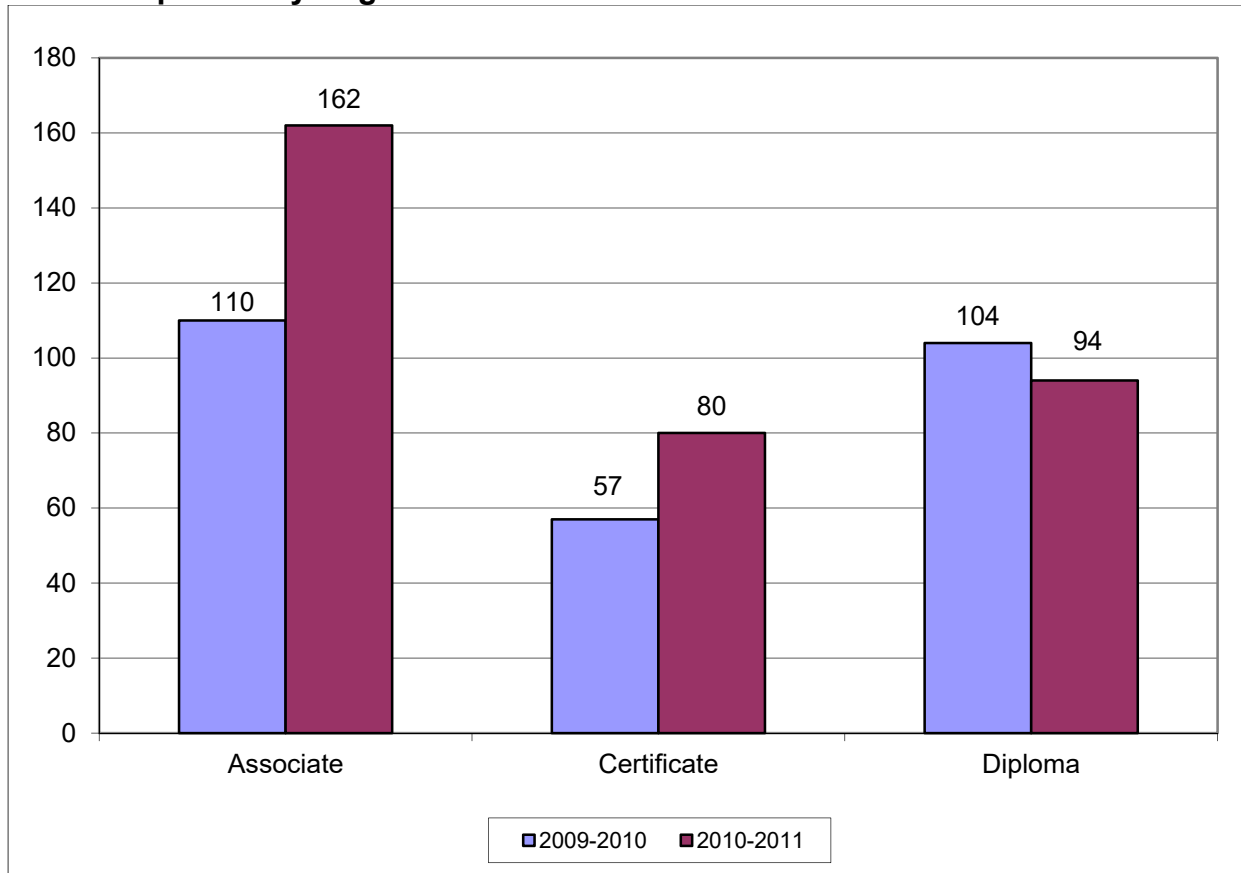## Curriculum Student Progress Information system

Figure 23.1 Completers by Race
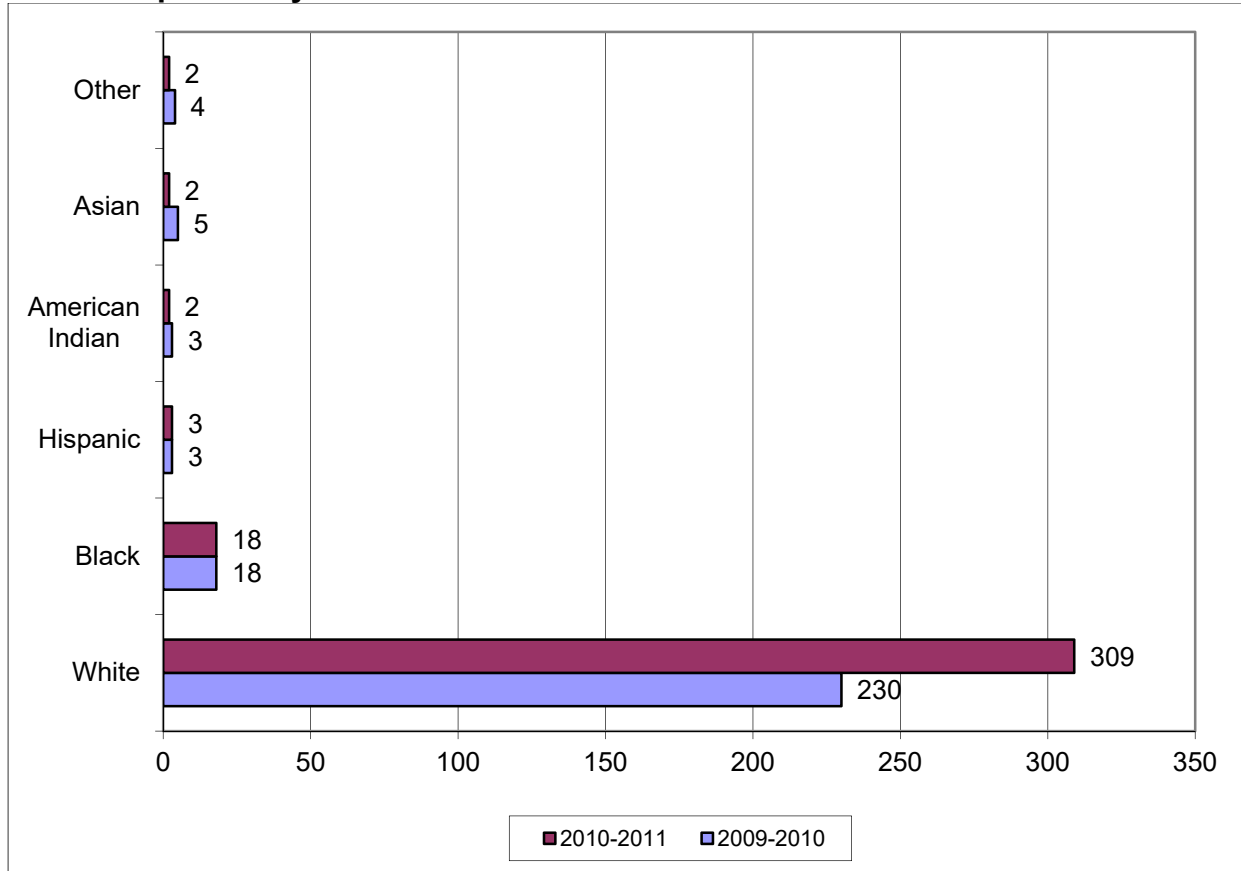
Table 22.1 Completers by Race

Completers by Race		
Race	**2009-2010**	**2010-2011**
White	230	309
Black	18	18
Hispanic	3	3
American Indian	3	2
Asian	5	2
Other	4	2
Total	**263**	**336**

Source: Report #CC860SEM-II – CC862SEM-II (Curriculum Student Progress Information System) from NCCCS for each year.

Curriculum Student Information

Curriculum Student Progress Information system

Figure 23.2 Completers by Degree Awarded

Table 22.2 Completers by Degree Awarded

Completers by Degree Awarded		
Degree	**2009-2010**	**2010-2011**
Associate	110	162
Certificate	57	80
Diploma	104	94
Total	**271**	**336**

Source: Report #CC860SEM-II – CC862SEM-II (Curriculum Student Progress Information System) from NCCCS for each year.

Student Survey Information

Satisfaction of Program Completers and Non-Completers

Definition: This indicator reports the proportion of graduates and early-leavers who indicate that the quality of the college programs and services met or exceeded their expectations.

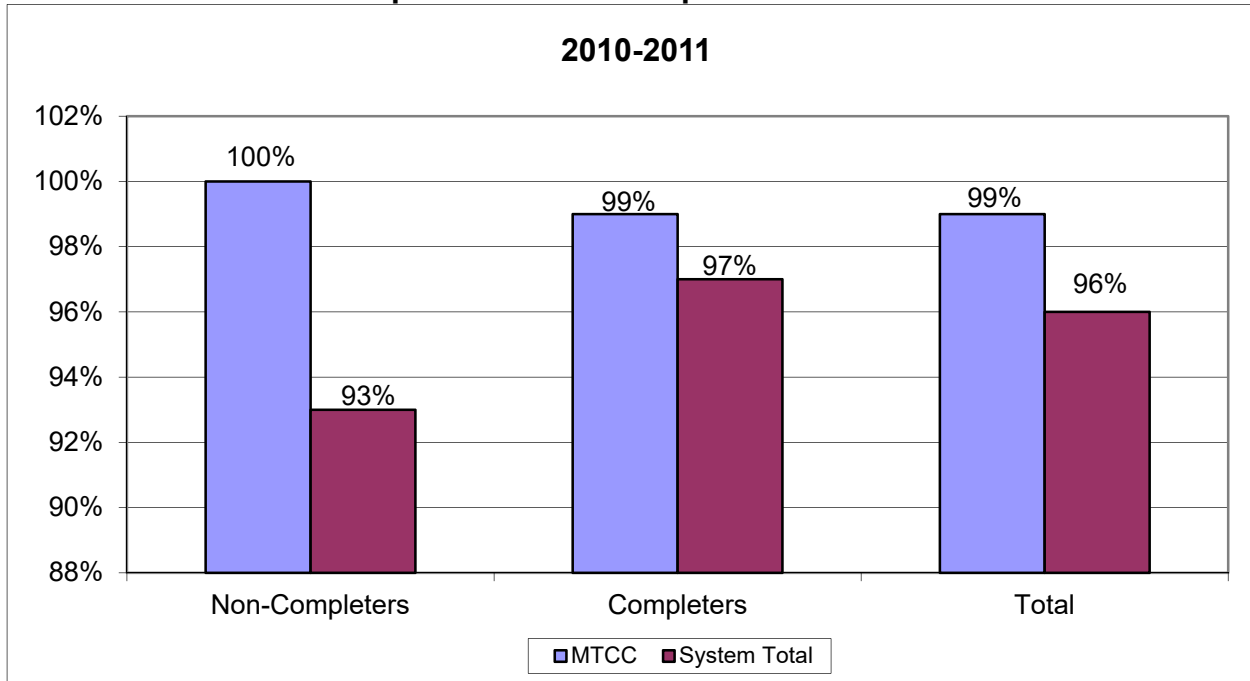**Figure 24.0 Satisfaction of Completers & Non-Completers**

Table 23.0 Peer Colleges Satisfaction of Completers & Non-Completers

2010-2011						
PEER COLLEGES	**Non-Completers**		**Completers**		**Total**	
	Number	**% Satisfied**	**Number**	**% Satisfied**	**Number**	**% Satisfied**
Bladen CC	87	98%	90	94%	177	96%
Brunswick CC	49	85%	106	96%	155	93%
James Sprunt CC	65	97%	110	100%	175	99%
Martin CC	38	100%	26	96%	64	98%
Mayland CC	43	100%	79	100%	122	100%
McDowell CC	**48**	**100%**	**335**	**99%**	**383**	**99%**
Montgomery CC	39	92%	58	95%	97	94%
Roanoke Chowan CC	30	100%	150	97%	180	97%
Sampson CC	59	95%	80	100%	139	98%
Tri-County CC	38	95%	81	99%	119	97%
System Total	*7,754*	*93%*	*18,755*	*97%*	*26,509*	*96%*

Source: Critical Success Factors from NCCCS.

Performance Standard: Ninety percent (90%) of the combined respondents will report satisfaction with the quality of the college's programs and services.

Percent of Completers Who Report Meeting Their Goal for Attending a Community College

Definition: The proportion of graduates of certificate, diploma, and degree programs who report that their primary goal in attending has been met.

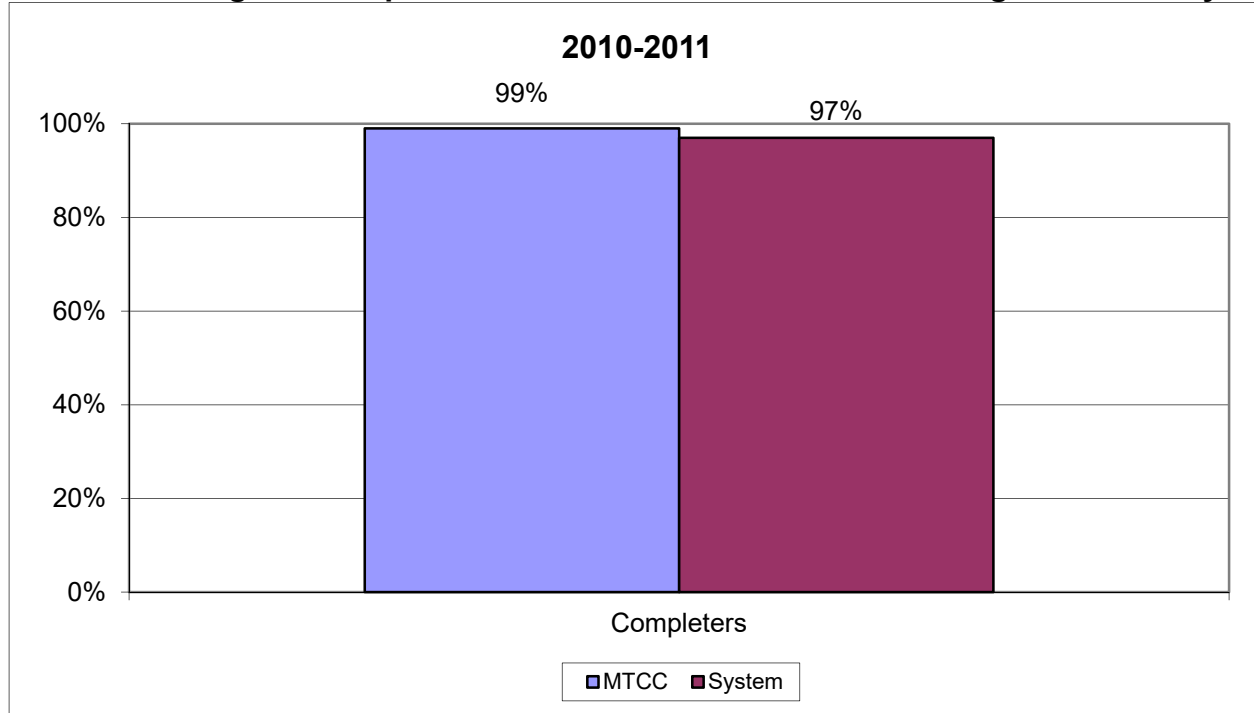**Figure 25.0 Percentage of Completers Who Met Their Goal for Attending a Community College**

Table 24.0 Peer Colleges Goal Completion

Source: Critical Success Factors from NCCCS.

2010-2011		
PEER COLLEGES	**Number of Responses**	**% Achieved Goal**
Bladen CC	90	94%
Brunswick CC	106	96%
James Sprunt CC	110	100%
Martin CC	26	96%
Mayland CC	79	100%
McDowell CC	**335**	**99%**
Montgomery CC	58	95%
Roanoke Chowan CC	150	97%
Sampson CC	80	100%
Tri-County CC	81	99%
System Total	*18,755*	*97%*

Performance Standard: The performance standard for percent of completers who achieve their goal is 95 percent (95%). This measure is a required performance funding measure.

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MTCC 2011 Graduate Survey

Table 25.0 Graduate Survey

Survey Information
Number of Graduates – 352
Number of Survey's Returned – 335
Response Rate – 95%

McDowell Technical Community College

2011 Graduate Survey

Name: 335 (99.7%)

Q2 What type of award will you receive?

Associate Degree 160 (47.6%) Certificate 67 (19.9%) Diploma 109 (32.4%)

Q3 What program were you enrolled in?

Accounting 10 (3.0%)	Advertising and Graphic Design 7 (2.1%)	Air Cond., Heating, & Refrig. Technology 27 (8.0%)	Associate Degree Nursing 18 (5.4%)
Auto Body Repair 2 (0.6%)	Automotive Systems Tech 5 (1.5%)	BLET 9 (2.7%)	Biotechnology 0 (0.0%)
Business Admin. 18 (5.4%)	Carpentry 2 (0.6%)	College Transfer 36 (10.7%)	Computer Information Tech. 5 (1.5%)
Cosmetology 7 (2.1%)	Dialysis Tech. 4 (1.2%)	Early Childhood Ed. 4 (1.2%)	Electrical /Electronics Tech 12 (3.6%)
Esthetics 5 (1.5%)	General Ed. 1 (0.3%)	Health Info. Tech 36 (10.7%)	Industrial Systems Tech 3 (0.9%)
Machining Tech. 26 (7.7%)	Networking Tech. 2 (0.6%)	Nursing Assistant 0 (0.0%)	Office Systems Tech 11 (3.3%)
Photographic Tech 3 (0.9%)	Practical Nursing 41 (12.2%)	Surgical Tech 5 (1.5%)	Web Technologies 2 (0.6%)
Welding Technology 27 (8.0%)			

Q4 My experiences at MTCC contributed to my knowledge, skill, and personal development in the following areas:

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Listen and communicate effectively, orally and in writing	181 (53.9%)	140 (41.7%)	12 (3.6%)	0 (0.0%)	0 (0.0%)
Demonstrate competence in reading.	173 (51.5%)	146 (43.5%)	13 (3.9%)	0 (0.0%)	0 (0.0%)
Perform effectively in your chosen occupation.	189 (56.3%)	121 (36.0%)	18 (5.4%)	1 (0.3%)	0 (0.0%)
Demonstrate positive interpersonal life skills	178 (53.0%)	139 (41.4%)	16 (4.8%)	0 (0.0%)	0 (0.0%)
Demonstrate quantitative competencies	169 (50.3%)	143 (42.6%)	18 (5.4%)	0 (0.0%)	0 (0.0%)
Demonstrate skills in using a personal computer	176 (52.4%)	127 (37.8%)	28 (8.3%)	2 (0.6%)	0 (0.0%)
Use information to analyze problems and make logical decisions.	195 (58.0%)	125 (37.2%)	13 (3.9%)	0 (0.0%)	0 (0.0%)

*******OVER********

Q5 **My goal(s) for attending MTCC were: (Mark all that apply)**

Earning an associate degree, diploma, or certificate ...... 200 (77.2%)   Improving existing job skills 39 (15.1%)   Personal interest 48 (18.5%)

Preparing for/getting a new job ...... 155 (59.8%)   Transferring to a four-year college/university .... 38 (14.7%)   Other 4 (1.5%)

Q6 **I accomplished my goals? (mark one)**

Yes, completely   skip to Q8 205 (79.2%)   Yes, partially   skip to Q8 .. 41 (15.8%)   No   Go to Q7 .... 2 (0.8%)

Q7 **If you did not accomplish your goal(s), which one of the following best describes why you did not achieve your goal(s)? (Mark all that apply)**

Job conflict .... 1 (0.4%)   Medical problems .... 0 (0.0%)   Dissatisfied with the quality of instruction at the college 1 (0.4%)

New employment .... 1 (0.4%)   Moved to a new area .... 0 (0.0%)   Joined the military 0 (0.0%)

Financial hardship .... 1 (0.4%)   Lack of interest in pursuing course of study .... 0 (0.0%)   Other 5 (1.9%)

Family circumstances .... 0 (0.0%)   Dissatisfied with the services offered by the college 1 (0.4%)

Childcare problems 0 (0.0%)

Q8 **How would you rate each of the following?**

	Very satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
Quality of instruction in program area courses	164 (63.3%)	79 (30.5%)	2 (0.8%)	1 (0.4%)	1 (0.4%)
Quality of instruction in other courses	139 (53.7%)	97 (37.5%)	1 (0.4%)	1 (0.4%)	8 (3.1%)
Overall quality of the academic program	147 (56.8%)	98 (37.8%)	2 (0.8%)	0 (0.0%)	0 (0.0%)
Quality of Academic Advising	150 (57.9%)	88 (34.0%)	7 (2.7%)	0 (0.0%)	2 (0.8%)
Quality of the Library	125 (48.3%)	100 (38.6%)	5 (1.9%)	1 (0.4%)	12 (4.6%)
Quality of Registration	139 (53.7%)	99 (38.2%)	6 (2.3%)	0 (0.0%)	2 (0.8%)
Qualtiy of Admissions	143 (55.2%)	94 (36.3%)	5 (1.9%)	1 (0.4%)	3 (1.2%)
Quality of Student Activities	127 (49.0%)	92 (35.5%)	13 (5.0%)	1 (0.4%)	12 (4.6%)
Quality of Campus Security	124 (47.9%)	104 (40.2%)	10 (3.9%)	3 (1.2%)	3 (1.2%)
Overall quality of the college	138 (53.3%)	101 (39.0%)	6 (2.3%)	1 (0.4%)	0 (0.0%)

Q9 **If you were to begin again, (i.e., if you had it to do over again) would you choose to attend MTCC?**

Yes .... 220 (84.9%)   No .... 7 (2.7%)   Not sure 21 (8.1%)

Q10 **What is your current employment status?**

Employed, full-time .... 50 (19.3%)   Unemployed, seeking employment .... 102 (39.4%)   Unemployed, not seeking employment 40 (15.4%)

Employed, part-time 55 (21.2%)

If you were employed, please respond to the following

Q11 Present job title:
96 (37.1%)

Q12 Company Name:
95 (36.7%)

Q13 Address
75 (29.0%)

MTCC 2011 Non-Completers Survey

Table 26.0 Non-Completers Survey

Survey Information
Number of Non-Completers – 477
Returned Survey Target – 48 or 10%

McDowell Technical Community College
Office of Institutional Effectiveness

Non-Completer Survey

Curriculum Students who did not Re-enroll in Curriculum or Continuing Education Courses

DIRECTIONS: As part of our overall Institutional Effectiveness process, we are asking you to complete this short survey. Your responses will be kept confidential and all data will be reported as group data with no individual names listed

What program (major) were you in while you were last attending MTCC?

46 (100%)

What were your goal(s) for attending MTCC? (Mark all that apply)

Receiving an Associates Degree, Diploma, or Certificate	36 (78%)
Preparing for/getting a new job	30 (65%)
Improving existing job skills	13 (28%)
Transferring to a four-year college or university	9 (20%)
Personal interest	18 (39%)
Other, please specify	0 (0%)

Did you accomplish your goal(s)?

Yes, completely	8 (17%)
Yes, partially	24 (52%)
No	14 (30%)

Why are you not currently enrolled at MTCC? (Mark all that apply)

I accomplished my reasons for attending	11 (24%)
Schedule conflicts	6 (13%)
Courses that I need are not currently being offered	3 (7%)
Attending another community college or university	4 (9%)
Work conflict	8 (17%)
Financial reasons	4 (9%)
Family/personal reasons	12 (26%)
Other, please specify	5 (11%)

Do you plan to re-enroll at MTCC during the next year?

Yes	20 (43%)
No	12 (26%)
Not sure	14 (30%)

If you were to begin again, would you choose to attend MTCC?

Yes	40 (87%)
No	1 (2%)
Not sure	5 (11%)

I am: (Mark all that apply)

Employed	26 (57%)
Enrolled at another college or university	8 (17%)
Neither	14 (30%)

Please rate your level of quality: 1 = Very dissatisfied to 4 = Very satisfied

	1	2	3	4
Instruction in program area courses	0 (0%)	0 (0%)	11 (24%)	32 (70%)
Instruction in other courses	0 (0%)	3 (7%)	12 (26%)	27 (59%)
Overall academic program	0 (0%)	1 (2%)	11 (24%)	32 (70%)
Academic advising	2 (4%)	4 (9%)	10 (22%)	26 (57%)
Library	0 (0%)	1 (2%)	11 (24%)	26 (57%)
Registration	1 (2%)	0 (0%)	13 (28%)	30 (65%)
Admissions	1 (2%)	1 (2%)	11 (24%)	30 (65%)
Student activities	0 (0%)	3 (7%)	13 (28%)	14 (30%)
Campus security	0 (0%)	2 (4%)	13 (28%)	28 (61%)
Overall college	0 (0%)	0 (0%)	14 (30%)	30 (65%)

COMMENTS: In the space below or on the back, please tell us what you think we need to do in order to make MTCC a better community college for McDowell County

Former Students
Currently Employed or Pursuing Education

Figure 26.0 Currently Employed or Pursuing Education (MTCC Former Students)

2011

40%

52%

13%

- ☐ Employed
- ■ Enrolled at another community college/university
- ☐ Neither employed or enrolled
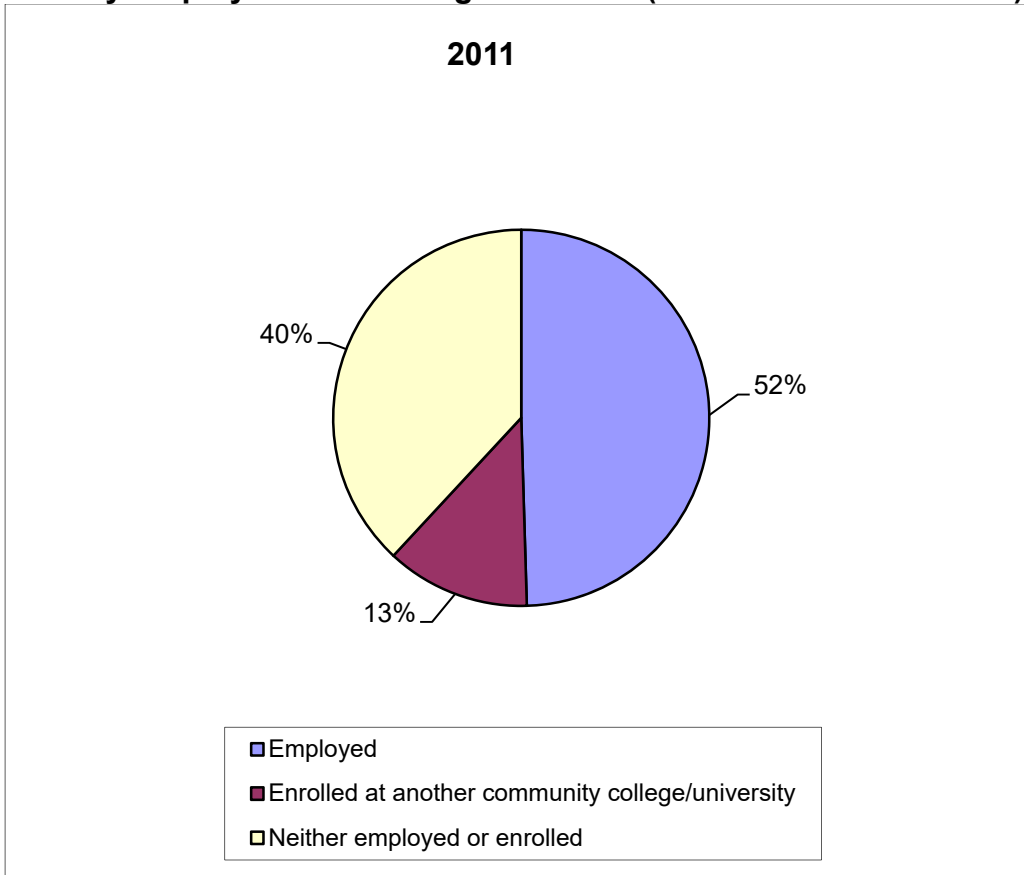
Source: Non-Completer Survey for 2011.

Student Transfer Information

Undergraduate Student Transfers
MTCC Students Transferring to Senior Institutions
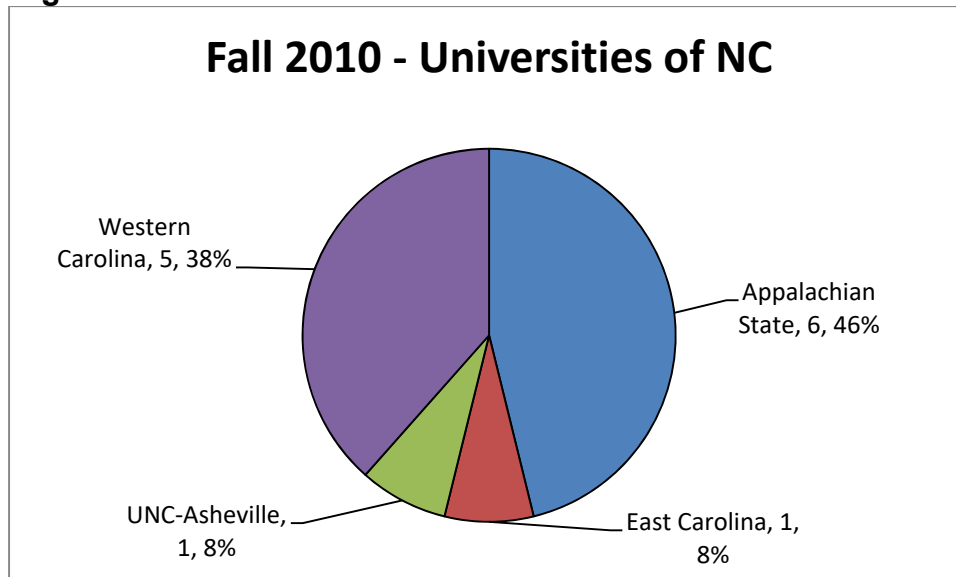
Figure 27.0 Undergraduate Student Transfers – Universities of NC

Fall 2010 - Universities of NC

- Western Carolina, 5, 38%
- Appalachian State, 6, 46%
- UNC-Asheville, 1, 8%
- East Carolina, 1, 8%

Figure 27.1 Undergraduate Student Transfers – Private Institutions

Fall 2010 - Private Institutions

- Salem, 1, 8%
- Mount Olive, 1, 8%
- Montreat, 2, 15%
- Methodist, 1, 8%
- Mars Hill, 1, 8%
- Lenoir-Rhyne, 1, 8%
- Lees-McRae, 1, 7%
- Gardner Webb, 5, 38%
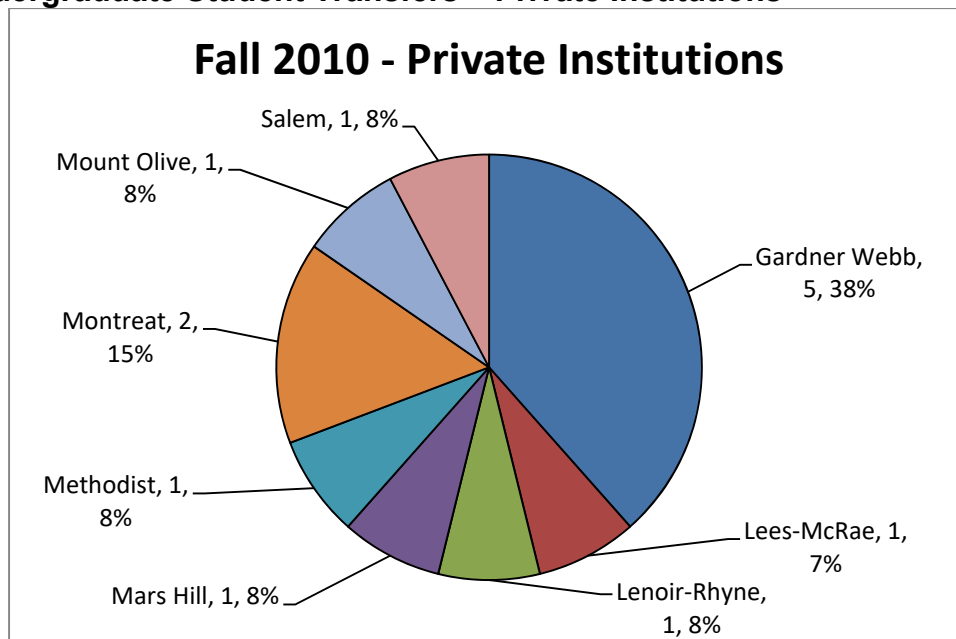
Table 27.0 Undergraduate Student Transfers

FALL 2010					
Universities of NC	**# of Students**	**%**	**Private Institutions**	**# of Students**	**%**
Appalachian State	6	46%	Gardner Webb	5	38%
East Carolina	1	8%	Lees-McRae	1	8%
UNC-Asheville	1	8%	Lenoir-Rhyne	1	8%
Western Carolina	5	38%	Mars Hill	1	8%
			Methodist	1	8%
			Montreat	2	15%
			Mount Olive	1	8%
			Salem	1	8%
TOTAL	**13**		**TOTAL**	**13**	
FALL 2010 Total = 26					

Source: *Statistical Abstract of Higher Education in North Carolina, Table 30,* published by the General Administration of the University of North Carolina.

Percent of 2008-2009 College Transfer Students with a GPA Of >= 2.0 after Two Semester at a UNC Institution

Description/Definition: College transfer programs provide educational experiences that will enable transfer students to make the transition to a baccalaureate program ad 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 and Associate in Science) who transfer to public North Carolina universities with students native to the four-year institutions. Private college data may be used in the calculations.

Data Source: Data on two cohorts of college transfer students entering the public universities each year are analyzed. One cohort analysis compares the performance of college transfer degree recipients (AA and AAS) at the end of two semesters at the public university to the performance of native juniors. The second cohort analysis compares the performance of college transfer students completing at least 24 hours or more of college transfer courses at a community college but not completing the degree to the performance of native sophomores. A cell size of at least ten students is required for reporting this measure.

Figure 28.0 MTCC College Transfer Students with a GPA of >= 2.0 After Two Semesters at a UNC Institution
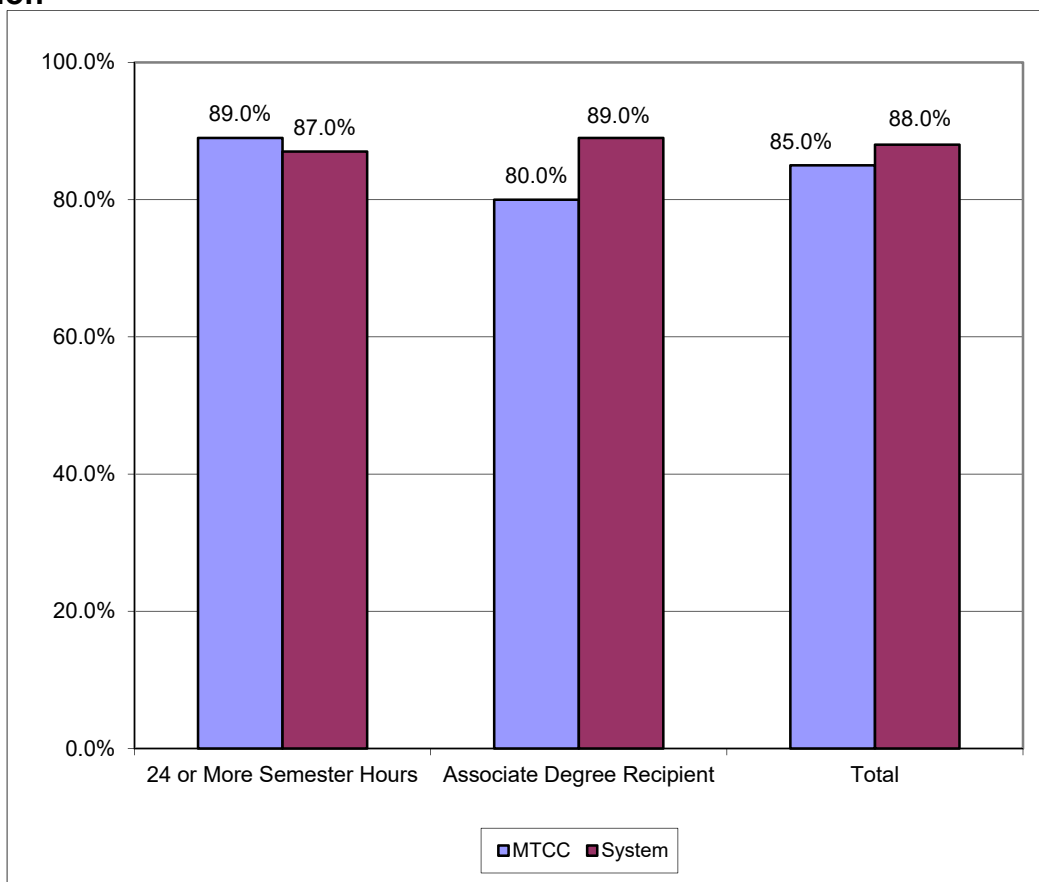

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Table 28.0 Peer Colleges Transfer Students with a GPA of >= 2.0 after Two Semesters

2009-2010						
PEER COLLEGES	**24 or More Semester Hours**		**Associate Degree Recipient**		**Total**	
	Number	**Percent >=2.0**	**Number**	**Percent >=2.0**	**Number**	**Percent >=2.0**
Bladen CC	47	79.0%	14	79.0%	61	79.0%
Brunswick CC**	43	91.0%	26	96.0%	69	93.0%
James Sprunt CC	17	82.0%	6	***	23	83.0%
Martin CC	4	75.0%		***	4	***
Mayland CC**	11	100.0%	35	100.0%	46	100.0%
McDowell CC**	**18**	**89.0%**	**15**	**80.0%**	**33**	**85.0%**
Montgomery CC	12	83.0%	5	***	17	76.0%
Roanoke Chowan CC	7	***		***	7	***
Sampson CC**	48	81.0%	15	73.0%	63	79.0%
Tri-County CC**	26	85.0%	15	80.0%	41	83.0%
System Total	6,270	87.0%	3,210	89.0%	9,480	88.0%

** Includes data from private colleges and universities
*** Less than ten students.

Performance Standard: Performance of community college transfer students will be equivalent to the performance of native UNC sophomores and juniors: 87.1 percent of the community college transfer students identified in the two cohorts will have a GPA greater than or equal to 2.0 after two semesters at a UNC institution. This measure is a required performance funding measure.

Source: Critical Success Factors from NCCCS.

Faculty
And
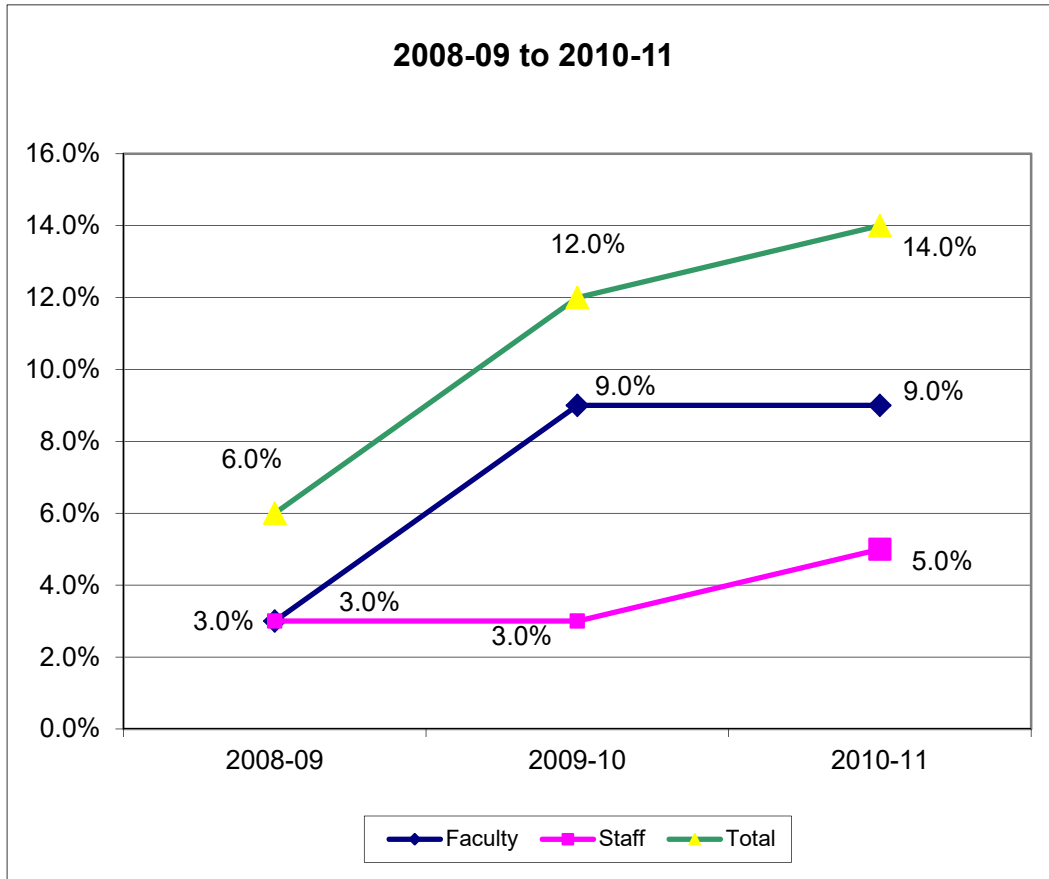Staff

Turnover Rates
Of MTCC Full-Time Faculty and Staff

Table 29.0 MTCC Faculty and Staff Turnover Rate

	2008-09	2009-10	2010-11
Faculty Total	50	49	54
Staff Total	68	72	67
Total	**118**	**120**	**121**
Faculty In	1	5	7
Faculty Out	3	6	4
Faculty Turnover	**3.0%**	**9.0%**	**9.0%**
Staff In	0	2	4
Staff Out	4	2	2
Staff Turnover	**3.0%**	**3.0%**	**5.0%**
Total In	1	7	11
Total Out	7	8	6
Total Turnover	**6.0%**	**12.0%**	**14.0%**

Source: Staff Information Data for each year.

Note on calculations: The turnover rate is calculated by dividing the number "out" by the "total" number, then multiply by 100 to get the percentage.

Figure 29.0 MTCC Turnover Rates

2008-09 to 2010-11

Source: Staff Information Data for each year.

MTCC Full-Time Staff Employed
By Area of Responsibility

Table 30.0 Full-Time Staff 2009-2010

MTCC Employed (Fiscal year 2009-2010) Full-Time Staff Only (9 months or more)	
Area	**Number Employed**
Senior Administration	3
Faculty	49
Staff	18
Support	17
Technical/Paraprofessional	18
Service/Maintenance	6
Total	**111**

Table 30.1 Full-Time Staff 2010-2011

MTCC Employed (Fiscal year 2010-2011) Full-Time Staff Only (9 months or more)	
Area	**Number Employed**
Senior Administration	3
Faculty	54
Staff	21
Support	18
Technical/Paraprofessional	19
Service/Maintenance	6
Total	**121**

Figure 30.0 Full Time Staff Employed 2009-2010 and 2010-2011
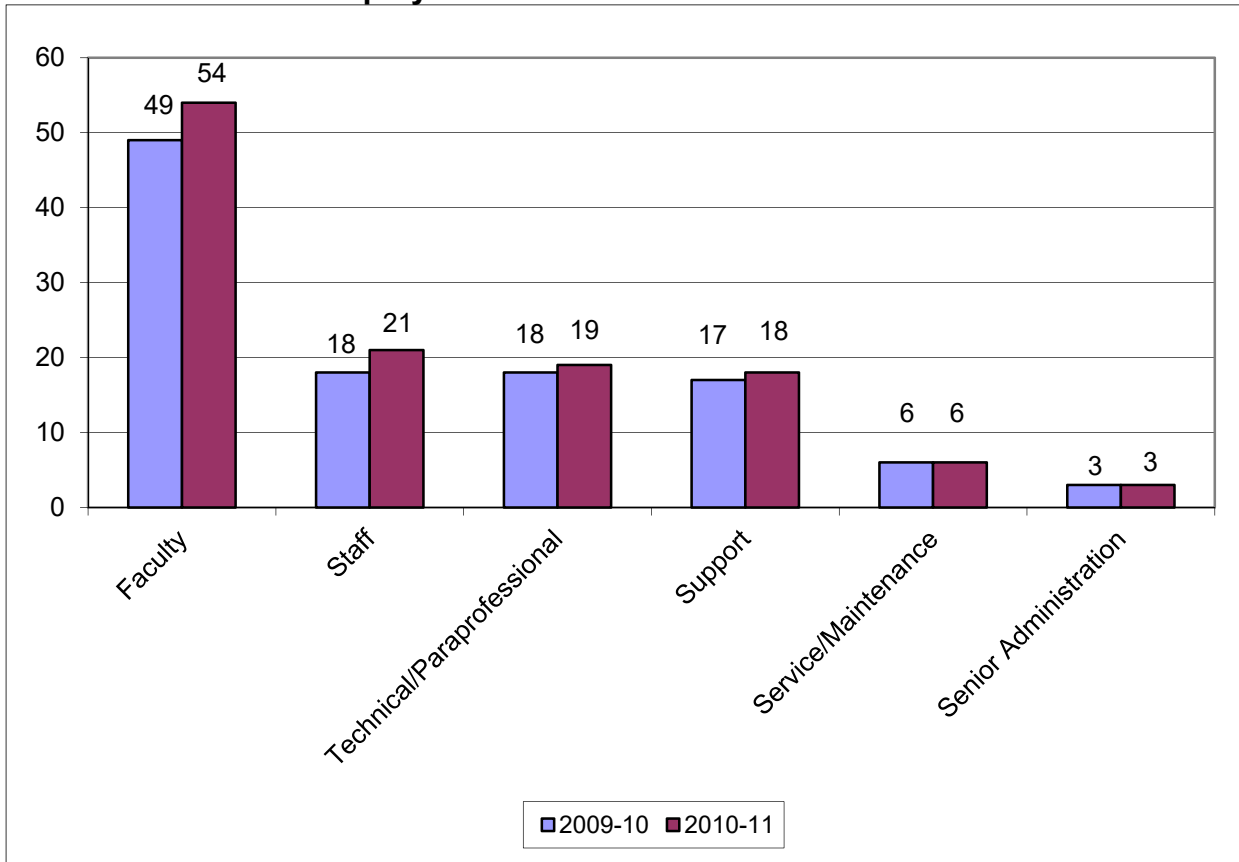
Source: 2009-2010 and 2010-2011 Annual Statistical Reports form NCCCS (ANNTBL76).

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Peer
Colleges

Ten Peer Colleges

Peer institutions, for purposes of the MTCC *Fact Book*, are North Carolina community colleges judged to be similar to MTCC in important ways. Generally, peer institutions are of about the same size (measured in FTE and/or headcount) as MTCC, they are located in a rural and/or suburban setting, and, like MTCC, offer a comprehensive mix of academic and other programs. None of the colleges identified as peer institutions provide a "perfect match" with MTCC, but they do provide a useful index against which MTCC's performance can be compared. This is particularly true when the performance of peer institutions is looked at collectively.

Table 31.0 Peer Colleges

College	Counties Served
Bladen Community College	Bladen
Brunswick Community College	Brunswick
James Sprunt Community College	Duplin
Martin Community College	Bertie (Townships in Indian Woods, Merry Hill), Martin, Washington
Mayland Community College	Avery, Mitchell, Yancy
McDowell Technical Community College	McDowell
Montgomery Community College	Montgomery
Roanoke Chowan Community College	Bertie (Townships of Colerain, Mitchells, Roxobel, Snakebite, Whites, and Woodville), Hertford, Northampton (Townships of Jackson, Kirby, Rich Square, Roanoke, and Wiccacanee)
Sampson Community College	Sampson
Tri-County Community College	Cherokee, Clay, Graham

Glossary

GLOSSARY

ABE – (Adult Basic Education) – A program of basic educational skills for adults 16 years of age or older and out of school, who function at less than a high school level.

Academic Programs – Includes Associate Degree, Diploma, and Certificate programs. Prior to 1997, Academic programs included College Transfer, Technical, and Vocational programs

ADN – Associate Degree Nursing.

AHSP – (Adult High School Program) – A program of instruction offered Cooperatively with local public school systems to help adult students Earn an Adult High School Diploma.

AHSD – Adult High School Diploma.

Annual FTE – The sum of FTE from two semesters (fall and spring) and the summer term.

Associate Degree Programs – consist of planned academic curriculum programs leading to an Associate in Arts (A.A.), Associate in Fine Arts (A.F.A.), Associate in Science (A.S.), or an Associate in Applied Science (A.A.S.) Degree.

Aux. Enterprise – (Auxiliary Enterprise – also Auxiliary Entr.) – Includes essentially self-supporting operations of the institution that exist to furnish a service to students, faculty, or staff, and that charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples are: Bookstore and Food Services.

Basic Skills Programs – Includes Adult Basic Education (ABE), Adult High School Program (AHSP), General Educational Development (GED), Compensatory Education (CED), English as a Second Language (ESL), and High School Graduate (HSG).

BLET – Basic Law Enforcement Training.

CE – (Current Expense) – Current operating expenses excluding Capital Outlay.

CED – (Compensatory Education Development) – A program in instruction for adults who have mental retardation, the purpose of which is to provide basic and life skills necessary to attain a level of independence commensurate with their ability.

GLOSSARY

Certificate Programs – Curriculum programs designed to provide entry-level employment training. Certificate programs range from 12 to 18 semester hour credits and can usually be completed within one semester by a full-time student.

College Transfer Programs – Consist of planned academic curriculum programs leading to an Associate in Arts (A.A.) Degree and designed to allow for transfer to a senior college.

Community Service Programs – Consist of those extension programs that are directed to the academic, avocational, and development of personal skills of the community.

Diploma Programs – Designed to provide entry-level employment training and are offered at all community colleges. Diploma programs range from 36 to 48 semester hour credits and can usually be completed by a full-time student within two semesters and one summer session. Associate degree level courses within a diploma program may be applied toward an Associate in Applied Science Degree.

E&G – (Education and General) – The costs incurred for goods, services, salaries, and fringes used in the conduct of the institutions operations.

ESL – (English as a Second Language) – A program of instruction to help adults with limited or no English language proficiency.

Extension Programs – (also referred to as External Programs) – Comprised of non-credit courses related to occupationally specific areas such as fire service, law enforcement and emergency medical training, community service, business and industry and adult basic skills education.

Faculty – Includes staff whose primary responsibilities are instructional and involve guiding/directing the learning experiences of pupils in an instructional environment.

FIT – (Focused Industrial Training Program) – A grant-funded training service. The primary purpose of the program is to provide additional resources to the college to allow them to offer occupational classes in critical industrial skills. Classes supported with these funds do not generate budget FTE.

GLOSSARY

Full-Time Equivalent Curriculum Annual Budge (FTE) - Is based on class membership for 16 hours of class, shop, or laboratory per week for 32 weeks, the number of weeks in the Fall and Spring semesters. To determine the annual FTE, the total membership hours reported for the year are divided by 512.

Full-Time Equivalent Extension Annual Budget (FTE) – Is computed by dividing the total membership hours reported by 688. The reporting periods used for computing the extension budget FTE are spring, summer, and fall semesters.

Full-Time Student – A student enrolled for 12 or more semester credits a week for each term.

GED – (General Education Development) – A program of instruction designed to prepare adult students to pass the GED test that leads to a high school diploma equivalency.

Hdct. – Headcount.

HEGIS – Higher Education General Information Survey.

High School Dropout – A student who leaves a school for any reason except death, before graduation or completion of a program of study, and without transferring to another school.

HRD – (Human Resource Development) – An instructional program targeting unemployed and underemployed adults. The core curriculum for HRD training is focused on the assessment and development of employability competency skills that have been identified as essential for the workplace. The core curriculum for HRD training includes, but is not limited to, the following components: traditional self-esteem and goal-setting activities, career exploration/planning of educational/employment opportunities, resume/application preparation, interviewing techniques, and job referrals/ placements, basic skills review, placement test review, and study skills/ making the grade strategies.

IPEDS – Integrated Post-Secondary Education Data System.

JTPA – (Job Training Partnership Act) – Programs consist of occupational training and basic education for unemployed, underemployed and disadvantaged persons.

GLOSSARY

Learning Laboratory Programs – Consist of self-instruction using programmed texts, audiovisual equipment, and other self-instructional materials. A learning laboratory coordinator has the function of bring the instructional media and the student together on the basis of objective and subjective evaluation and of counseling, supervising, and encouraging persons working in the lab.

Local – McDowell County.

LPN – Licensed Practical Nurse.

NIT/EIT – (New and Expanding Industry Training Programs) – Provide for the training needs of new industries which are moving into the state and also for existing industries undergoing a major expansion which result in the need for additional skilled manpower.

Non-Occupational Self-Supporting Programs – Consist of courses which the college may provide at the request of the community but for which the college receives no budgetary credit. Athletics, games and hobby courses fall into this category. The cost of such activities is borne exclusively by the participants or some contracting agency.

Occupational Regular Budget Programs – Extension courses that consist of single courses, complete in itself, designed for the specific purposes of training an individual for full- or part-time employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields.

Occupational Self-Supporting Programs – Occupationally related courses which the college may provide at the request of the community but for which the college receives no budgetary credit. The cost of such activities is borne exclusively by the participants or some contracting agency.

Other Administrators – Includes staff whose major responsibility is administrative and whose major activities impact instructional or non-instructional programs. Staff in the category normally report to a senior administrator and some descriptive titles might include director, assistant/associate dean, associate vice-president, or other titles.

Other Ext. – (Other Extension) – Includes HRD, Self-Supporting, and Recreational Courses.

Part-Time Student – A student enrolled for 11 semester credit hours or less in a week each term.

GLOSSARY

Peer Colleges – Peer institutions, for purposes of the MTCC Fact Book, are North Carolina community colleges judged to similar to MTCC in important ways. Generally, peer institutions are of about the same size (measured in FTE and/or headcount) as MTCC, they are located in a rural and/or suburban setting, and, like MTCC, offer a comprehensive mix of academic and other programs. None of the colleges identified as peer institutions provide a "perfect match" with MTCC, but they do provide a useful index against which MTCC's performance can be compared. This is particularly true when the performance of peer institutions is looked at collectively.

Professional – Includes staff who are assigned to manage non-teaching functions. Educational minimum requirements would normally be a baccalaureate degree or its equivalent. Staff in the category would normally report to an administrator of an instructional or non-instructional program and some functional titles might include coordinator of Abe, computer systems analyst, recruitment coordinator, or other titles.

Quartile – the value of the boundary at the 25th, 50th, or 75th percentiles of a frequency distribution divided into four parts, each containing a quarter of the population.

Regular Budget Programs – Include all programs in the Academic (Associate Degree, Diploma, and Certificate) and Regular Budget Extension Areas (Basic Skills and Occupational Regular Budget).

RN – Registered Nurse.

SACS – Southern Association of Colleges and Schools.

Senior Administrators – Includes staff who are responsible for the overall executive and/or administrative direction of the college as a whole or of a major component of the college. This category includes the chief executive officer (President), and staff who normally report directly to the president and might have functional titles such as dean, vice president, executive vice president or other titles.

Staff/Faculty – Includes Clerical, Faculty, Professional, Senior Administrators, Other Administrators, Skilled Crafts, Technical/Paraprofessionals, and Service/Maintenance personnel employed at the college.

Technical/Paraprofessional – Includes staff whose assignments require specialized knowledge or skills which may be acquired through experience or minimal academic work at an associate degree level. Staff in the category normally report to an administrative-level or professional-level person.

GLOSSARY

Technical Programs – Designed to prepare individuals for employment. The completion of the curriculum leads to an Associate in Applied Science (A.A.S.) Degree. These programs involve the application of scientific principles in research, design, development, production, distribution, or service.

Transitional (Curriculum Programs) – Programs that do not lead to a formal award. They include Special Credit, Huskins Bill high school, and Dual Enrolled high school programs.

Unduplicated Headcount – Is the number of individuals enrolled in each curriculum or extension program. A student is counted only one time in any statistic but may be counted more than one time across statistics. For example, a student enrolled in both the curriculum and extension program areas is counted once in both statistics, but is counted only one time in the college's total enrollment statistic. Because of this, the sum of the enrollments in each program may exceed the totals and subtotals.

Vocational Programs – Consist of a series of courses which are designed to prepare an individual for employment in a specific occupation. These programs consist of a sequence of courses which generally can be completed in one year or less by a full-time student. Successful completion of a vocational academic program leads to a diploma.

VocEd – Vocational Education.

54 College Drive
Marion, North Carolina 28752
(828)652-6021

www.mcdowelltech.edu

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