



FACT BOOK

Academic Year 2015-2016

Published September 2017

Table of Contents

About the McDowell Tech Fact Book	5
Performance Measures Description	6
Budget	
Annual Budgeted Revenue	13
Educational and General Expenditures	15
Enrollment	
MTCC Enrollment by Residence	18
Annual Unduplicated Headcount	19
Annual Unduplicated Headcount Curriculum	20
Annual Unduplicated Headcount Transfer/General Education	20
Annual Unduplicated Headcount Career/Technical Education	21
Annual Unduplicated Headcount Special Credit	21
Annual Unduplicated Headcount Basic Skills	22
Annual Unduplicated Headcount Continuing Education	22
Curriculum Annualized Unduplicated Headcount	23
Average Annual FTE	24
Average Annual FTE Curriculum	25
Average Annual FTE Continuing Education Subtotal Budget	25
Average Annual FTE Associate Degree	26
Average Annual FTE Diploma	26
Average Annual FTE Certificate	27
Average Annual FTE Transition	27
Average Annual FTE Basic Skills	28
Average Annual FTE Continuing Education Subtotal, Non-Budget	28
Annualized FTE	29
Percentage of Adult Population in Service Area Enrolled	30
Curriculum Enrollment	
*First Year Progression	31
Fall Semester Headcount/FTE by Program Area	32
Enrollment, Headcount by Program Area	33
Percent of Students Enrolled by Race, Gender and Award Level	35
Curriculum Student Enrollment Total Headcount	37
Percentage of Students Enrolled by Award Level and Gender (Female)	37
Percentage of Students Enrolled by Award Level and Gender (Male)	38
Female Headcount Totals by Race	38
Male Headcount Totals by Race	39
Average Age of Curriculum Students	40
Nineteen Year Olds and Under, Percent of Total	41
Class Attendance Full-Time	42
Class Attendance Part-Time	43
Curriculum Students Employed Full-Time	44
Curriculum Students Employed Part-Time	45
Curriculum Students Un-Employed	46
*Success Rate of Students in College-Level English & Math Courses	47
*Curriculum Student Completion	48
Continuing Education Enrollment	
Continuing Education Annualized Unduplicated Headcount	51
Continuing Education Enrollment by Race and Gender (NCCCS)	52
Continuing Education Enrollment by Race and Gender (MTCC)	54
Continuing Education Enrollment by Area	56
Continuing Education Enrollment by Area, Gender, and Race	57
Average Age of Continuing Education Students	59
Eighteen Year Olds and Under, Percent of Total	59
Continuing Education Attendance – Day Students	60

Continuing Education Attendance – Evening Students	60
Continuing Education Students Employment Status	61
Continuing Education Annualized FTE	63
*Basic Skills Student Progress	65
Licensure and Certification Examinations	
*Aggregate Institutional Passing Rate	67
Basic Law Enforcement Training	68
Cosmetic Arts	69
Emergency Medical Technician	73
Associate Degree Nursing – Foothills Nursing Consortium	76
Licensed Practical Nursing	77
Facilities Information	
Average Weekly Room Hours of Instruction in Classroom	79
Average Weekly Room Hours of Instruction in Class Laboratories	80
Square Feet of Academic Facilities per FTE Student	81
Distance Learning	
Duplicated Count of Students and FTE by Method of Instruction	82
Student Survey Information	
Graduate Survey Data	84
Student Transfer Information – Undergraduate Student Transfers	
MTCC Students Transferring to Senior Institutions	86
*College Transfer Students with a GPA \geq 2.25 After Two Semesters at a Senior Institution	87
Faculty/Staff	
Turnover Rates of Full-Time Faculty and Staff	89
MTCC Full-Time Employees by Area of Responsibility	90
Full-Time Curriculum/Continuing Education Faculty by Highest Degree Earned	92
Peer Colleges	
Ten Peer Colleges List	94
Demographics	
Map of McDowell County	96
McDowell County by the Numbers	97
Glossary	98



About the McDowell Tech Fact Book

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 addressed, for the most part academic year 2015-16. Future editions of the *Fact Book* will be published during the Summer Term of each academic year.

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.

The Institutional Effectiveness Office makes every effort to ensure the accuracy of the data presented in the *Fact Book*; however, if you have questions, comments, or suggestions for improving the *Fact Book*, please send them to:

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Southern Association of Colleges and Schools Commission on Colleges

McDowell Technical Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas, and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of McDowell Technical Community College.

Performance Measures Description

1. Basic Skills Student Progress

Purpose

To ensure adult students with low literacy skills are progressing academically toward basic skill attainment necessary for employment and self-sufficiency.

Description

Percentage of Basic Skills students who achieve an Educational Functioning Level gain during the program year (July 1 – June 30).

Calculation

Denominator: Basic Skills students (excluding those with an entering Educational Functioning Level of Adult Secondary Education High) who have completed a pre-test and post-test and accumulated 12 or more contact hours during the program year (July 1, 2015 – June 30, 2016).

Numerator: Of those in the denominator, the number who achieve an Educational functioning Level that is higher than their entering Educational Functioning Level by the end of the program year.

Data Sources

Literacy Education Information System (LEIS) annual data file.

Additional Details

To be included, students must have been enrolled in a class during the Basic Skills program year (July 1 – June 30), have accumulated 12 or more contact hours across all classes enrolled, have an initial placement based on a pre-test, and have a completed post-test. Students with an initial placement of Adult Secondary Education High (ASE High) are excluded because this is the highest Educational Functioning Level and a gain is not possible.

A student's Entering Educational Functioning Level is determined based on the student's performance on the first NRS approved test(s) taken during the program year. Per National Reporting System (NRS) guidelines, initial placement is based on the lowest Educational Functioning Level of the tests given within 3 days of the first test of the program year. A pre-test is considered if it occurs up to 90 days prior to the program year and the test code and component match the test code and component of the test having the lowest Educational Functioning Level of the first test(s) in the program year.

Colleges receive credit for all students who test at a higher Educational Functioning Level than their entering Educational functioning Level at any point during the Basic Skills program year.

Excellence level: 68.3%

Baseline level: 34.5%

2. Student Success Rate in College-Level English Courses

Purpose

To ensure students are successfully completing credit-bearing English courses within their first two academic years.

Description

Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a “C” or better within two years of their first term of enrollment.

Calculation

Denominator: First-time fall 2014 curriculum students who are enrolled in an associate degree program or a transfer pathway program (i.e., their curriculum code begins with an “A” or “P”) during the fall of 2014.

Numerator: Of those in the denominator, the number of students earning a grade of “C” or better in at least one credit-bearing English course (not including the lab record) during their first two academic years (through the end of the summer 2016 term).

Note: See appendix for first-time fall cohort definition.

Data Sources

Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file

National Student Clearing House (NSC)

Excellence level: 55.9%

Baseline level: 23.8%

3. Student Success Rate in College-Level Math Courses

Purpose

To ensure students are successfully completing credit-bearing Math courses within their first two academic years.

Description

Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing Math course with a “C” or better within two years of their first term of enrollment.

Calculation

Denominator: First-time fall 2014 curriculum students who are enrolled in an associate degree program or a transfer pathway program (i.e., their curriculum code begins with an “A” or “P”) during the fall of 2014.

Numerator: Of those in the denominator, the number of students earning a grade of “C” or better in at least one credit-bearing Math course (not including the lab record) during their first two academic years (through the end of the summer 2016 term).

Note: See appendix for first-time fall cohort definition.

Data Sources

Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file

National Student Clearing House (NSC)

Excellence level: 32.5%

Baseline level: 10.1%

4. First-Year Progression

Purpose

To ensure first-year students reach an academic momentum point that helps predict future credential completion.

Description

Percentage of first-time fall curriculum students attempting at least 12 credit hours who successfully complete at least 12 hours within their first academic year (fall, spring, summer).

Calculation

Denominator: First-time fall 2015 curriculum students who are attempting at least 12 hours during the 2016 academic year (fall 2015, spring 2016, summer 2016). Hours attempted are calculated for all courses (including developmental and course withdraws) in which the student earned a standard letter grade of A, B, C, D, F, P or W. Hours attempted do not include courses in which the student earned a standard letter grade of AU (Audit), CE (Credit by Exam), I or IP (Incomplete), O (Other), or U (Unknown).

Numerator: Of those in the denominator, the number who complete at least 12 hours (including developmental courses) with a standard letter grade of A, B, C, or P, within their first academic year.

Note: See appendix for first-time fall cohort definition.

Data Sources

Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file

National Student Clearing House (NSC)

Excellence level: 75.0%

Baseline level: 54.1%

5. Curriculum Completion

Purpose

To ensure student completion and/or persistence toward a post-secondary credential.

Description

Percentage of first-time fall curriculum students who, within six years of first term of enrollment, have either graduated, transferred, or are still enrolled with at least 36 non-developmental credit hours.

Calculation

Denominator: First-time fall 2010 curriculum students.

Numerator: Of those in the denominator, the number who graduate, transfer to a four-year institution, or are still enrolled but have completed 36 non-developmental credit hours before the end of the 6th fall term (Fall 2016) following their first term of enrollment

Note: See appendix for first-time fall cohort definition.

Data Sources

Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file

National Student Clearing House (NSC)

Additional Details

Denominator: First-time fall curriculum students

Numerator: Of those in the denominator, number of students who achieve at least one of the following:

Graduation: Has earned an Associate's Degree, Diploma, or Certificate from a North Carolina Community College before the end of the 6th fall term following their first term of enrollment.

Transfer: Has an enrollment record at a four-year college in the NSC database at any point through the end of the 6th fall term following their first term of enrollment.

Persistence: Has an enrollment record at any North Carolina Community College during the 6th fall term following their first term of enrollment and has successfully completed at least 36 non-developmental credits prior to that semester. Successful credit completion is counted for any course in which the student has earned a standard letter grade of A, B, C or P.

Excellence level: 55.9%

Baseline level: 23.8%

6. Licensure and Certification Passing Rate

Purpose

To ensure programmatic coursework prepares students to competently practice in their chosen profession.

Description

Aggregate institutional passing rate of first-time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.

Calculation

Denominator: All licensure and certification exams taken for the first-time during the licensure agency's most recent report year. Only includes state mandated exams which candidates must pass before becoming active practitioners.

Numerator: Of those in the denominator, the number passing the exam on their first attempt during the licensure agency's most recent reporting year.

Data Sources

JULY-JUNE RESULTS

American Registry of Radiologic Technologists

*Nuclear Medicine Technology Exam
Radiation Therapy Exam
Radiography Exam*

Federal Aviation Administration

*Airframe Exam
General Exam
Power Plant Exam*

NC Board of Massage & Bodywork Therapy

Massage & Body Work Therapy

NC Board of Opticians

Opticianry Exam

NC Real Estate Commission

Provisional Real Estate Broker

JANUARY-DECEMBER RESULTS

Council of Interstate Testing

Dental Hygiene Exam

NC Board of Cosmetic Art Examiners

*Apprentice Exam
Cosmetology Exam
Cosmetology Instructor Exam
Esthetician Exam
Manicurist Exam*

NC Board of Nursing

*Practical Nursing Exam
Registered Nursing Exam*

NC Board of Physical Therapy Examiners

Physical Therapy Assistant Exam

JANUARY-DECEMBER RESULTS

NC Department of Justice, Criminal Justice Standards Division

Basic Law Enforcement Training (BLET) Exam

NC Department of Justice Sheriff's Standards Division

Detention Officer

NC Board of Emergency Medical Services

*EMT Exam
EMT-I Exam
EMT-P Exam*

NC Veterinary Medical Board

Veterinary Medicine Technology Exam

Additional Details

The number of first-time test-takers and passers were provided to the System Office by agencies issuing the license or certification and were validated by the colleges. Depending on the exam, data may be provided on a fiscal or calendar year. Exams are listed above in *italics*.

Excellence level: 90.9%

Baseline level: 69.9%

7. College Transfer Performance

Purpose

To ensure the academic success of community college students who transfer to a four-year college or university.

Description

The percentage of students who exited NCCCS after having completed an Associate Degree and/or at least 30 cumulative hours of articulated transfer credits and subsequently transferred to a four-year college or university and earned a GPA of 2.25 or better after two consecutive semesters within the academic year at the institution.

Calculation

Denominator: Students who exited the NCCCS system during the 2014-2015 academic year (Fall 14, Spring 15, or Summer 15) with an Associate Degree and/or at least 30 cumulative hours of articulated transfer credits and subsequently enrolled in a North Carolina four-year college or university during the fall of 2015 and spring of 2016.

Numerator: Of those in the denominator, the number earning a GPA of 2.25 or better aggregated over the fall and spring semesters at the transfer institution.

Data Sources

Curriculum registration, Progress, Financial Aid Report (CRPFAR) data file

National Student Clearing House (NSC)

UNC-General Administration (UNC-GA)

Participating NC independent colleges and universities: Barton College; Belmont Abbey College; Bennett College; Brevard College; Cabarrus College of Health Sciences; Campbell University; Catawba College; Chowan University; Elon University; Gardner-Webb University; Greensboro College; Guilford College; High Point University; Lees-McRae University; Livingstone College; Mars Hill University; Methodist University; Montreat College; N.C. Wesleyan College; Pfeiffer University; Queens University of Charlotte; Salem College; Shaw University; University of Mount Olive; William Peace University

Additional Details

UNC-GA matched the records of NCCCS students who exited NCCCS in 2014-2015 with an Associate Degree and/or at least 30 cumulative hours of articulated college transfer credits against subsequent fall 2015 and spring 2016 UNC system student records to determine transfer enrollment at a North Carolina public university and first year academic performance. UNC-GA provided aggregate totals of transfer students who did or did not attain a GPA greater than or equal to 2.25 in their first academic year.

Additional lists of students based on NSC data matches were sent to participating independent colleges and universities. These colleges and universities matched and returned files identifying whether students on their list attained a GPA greater than or equal to 2.25 in their first academic year at that college or university. Data from these sources were combined to determine the overall percentage of college transfers with a GPA exceeding the success threshold after two semesters.

Excellence level: 87.6%

Baseline level: 65.1%

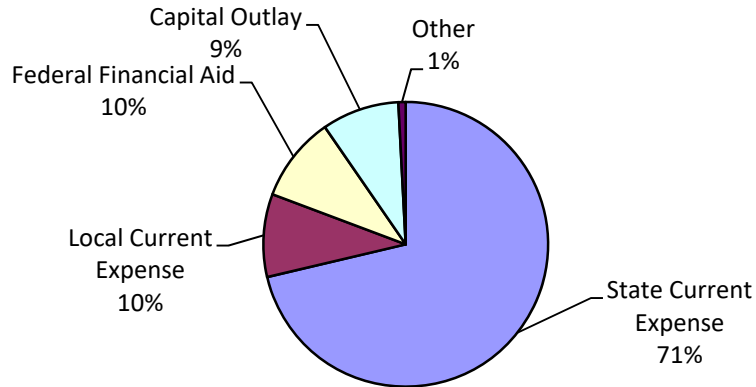
**McDowell Technical Community College
Annual Budgeted Revenue**

MTCC Annual Budgeted Revenue 2012-13 to 2015-16				
	<u>2012-2013</u>	<u>2013-2014**</u>	<u>2014-2015</u>	<u>2015-2016**</u>
State Current Expense	7,774,537	7,495,883	7,577,531	7,533,173
Local Current Expense	822,598	847,276	889,650	994,650
Federal Financial Aid	3,097,969	2,578,378	2,130,998	1,021,219
Capital Outlay	258,466	429,000	344,195	926,836
Other	4,234	6,691	14,168	87,960
Total	11,957,804	11,357,228	10,956,542	10,563,838

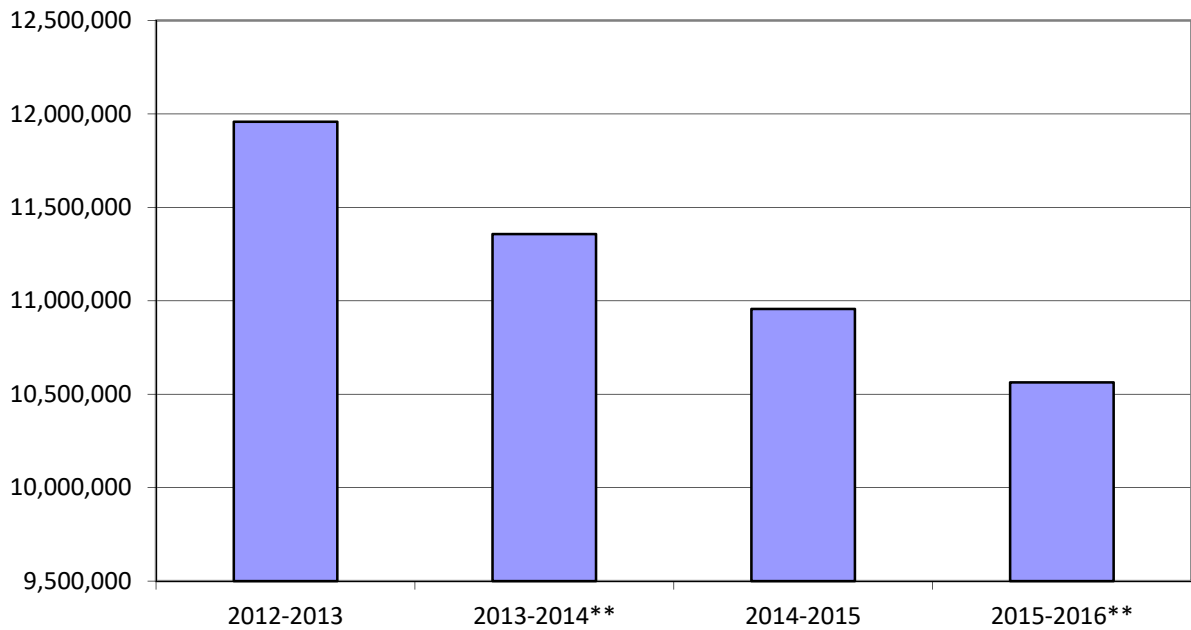
Source: 2012-13: Audited Financial Statements
 **2013-14: Un-Audited Financial Statements
 2014-15: Audited Financial Statements
 **2015-16 Un-Audited Financial Statements

Note: A Financial Audit was not conducted for the 2013-14 and 2015-16 Fiscal Years

Annual Budgeted Revenue



MTCC Annual Budgeted Revenue



**McDowell Technical Community College
Education and General Expenditures**

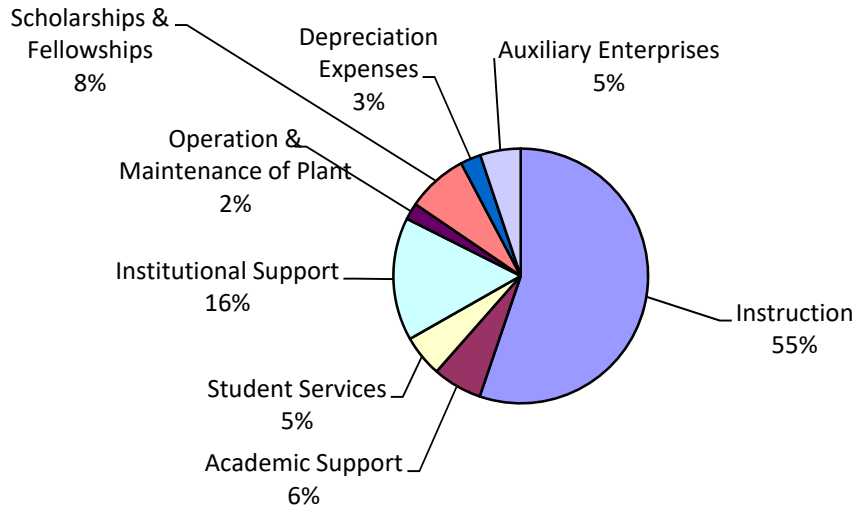
MTCC Education & General Expenditures

	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
Instruction	6,430,047	6,528,596	6,520,279	6,559,444
Academic Support	797,963	798,952	744,548	743,608
Student Services	790,376	712,207	682,764	627,601
Institutional Support	2,236,404	2,208,340	2,271,056	1,857,623
Operation & Maintenance of Plant	-1,095,394	-465,587	741,876	251,791
Scholarships & Fellowships	1,555,226	1,284,957	1,235,991	917,901
Depreciation Expenses	289,871	286,183	299,979	308,197
Auxiliary Enterprises	837,163	676,843	720,200	610,849
Total E & G Expenditures & Transfers	11,841,656	12,030,491	13,216,693	11,877,014

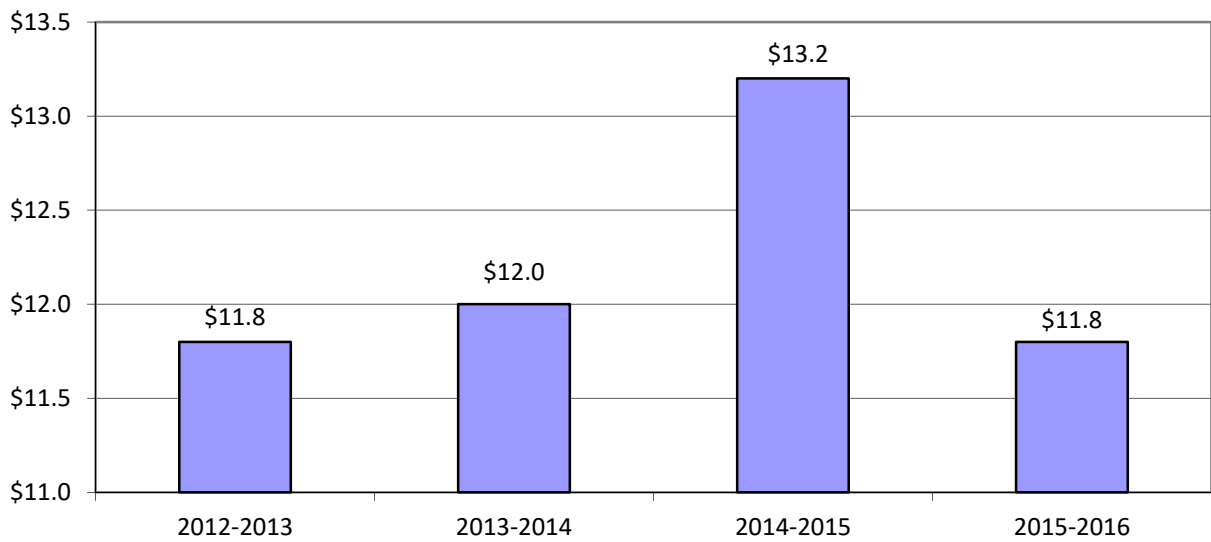
Source: Audited and Unaudited Financial Statements.

*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.

MTCC Education & General Expenditures 2015-2016



MTCC Education and General Expenditures 2012 - 2013 to 2015 - 2016



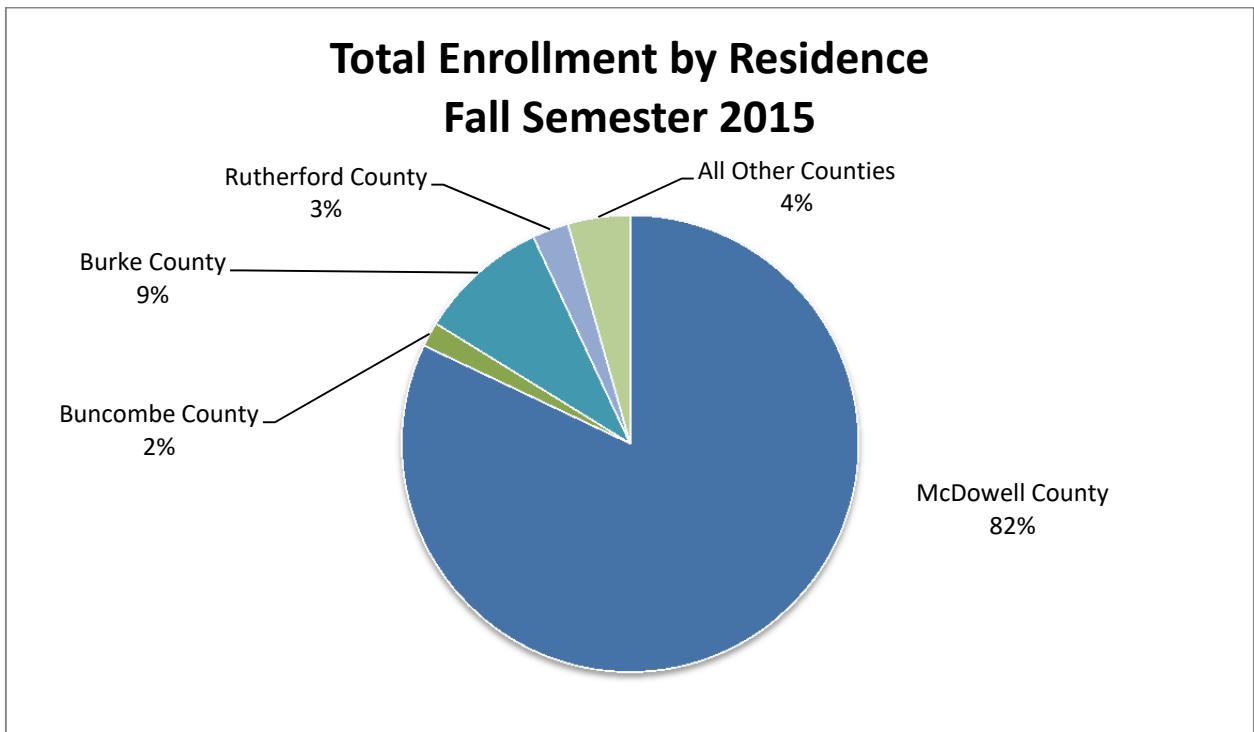
Source: IPEDS (HEGIS) Financial Reports for each year.

McDowell Technical Community College Enrollment by Residence

MTCC Enrollment by Residence Fall Semester 2015

County	MTCC
McDowell County	988
Buncombe County	21
Burke County	111
Rutherford County	31
All Other Counties	53
TOTAL	1,204

Data Source: Datatel Computer System



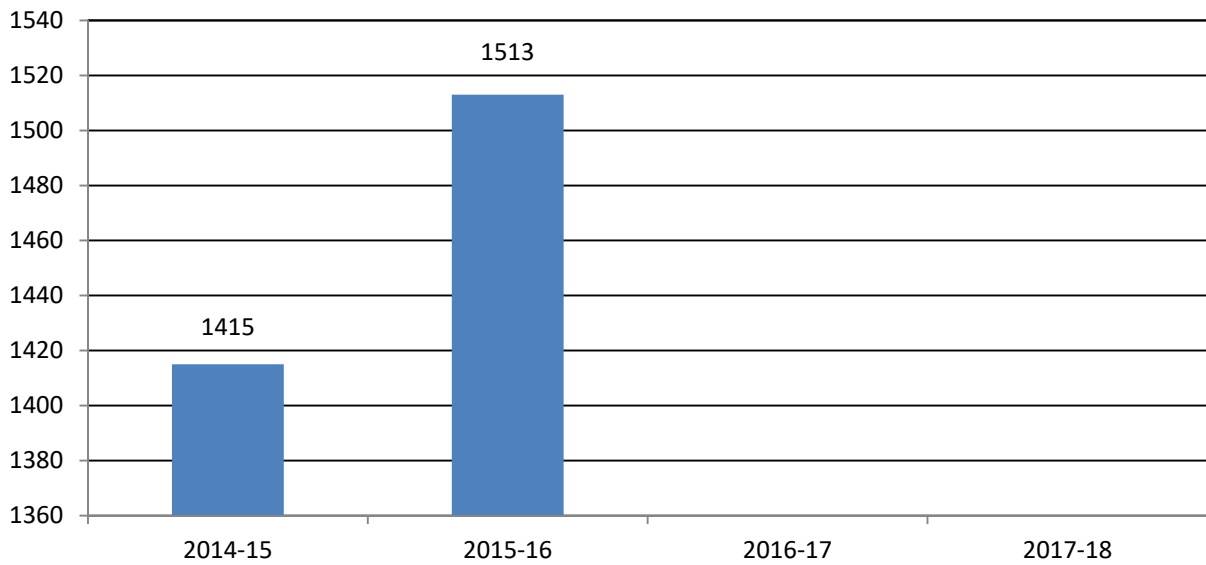
McDowell Technical Community College Annual Unduplicated Headcount

MTCC Annual Unduplicated Headcount 2014-2015 to 2017-2018				
Area	2014-15	2015-16	2016-17	2017-18
Transfer/General Education	666	686		
Career/Technical Education	662	708		
Special Credit	118	149		
<i>Curriculum Programs Subtotal</i>	1415	1513		
Basic Skills	545	543		
Occupational – Regular Budget (OCCRB)	3760	3479		
Occupational – Self-Supporting (OCCSS)	1710	0		
Focused Industrial Training (FIT)	151	180		
Human Resource Development (HRD)	0	0		
New and Expanding Industries Training (NIT/EIT)	0	17		
Small Business Center (SBC)	0	0		
Community Services	0	0		
Non-Occupational – Self-Supporting	463	460		
<i>Continuing Education Programs Subtotal</i>	6496	5160		
TOTAL	7911	6475		

Source: Annual Statistical Report from NCCCS for each year.

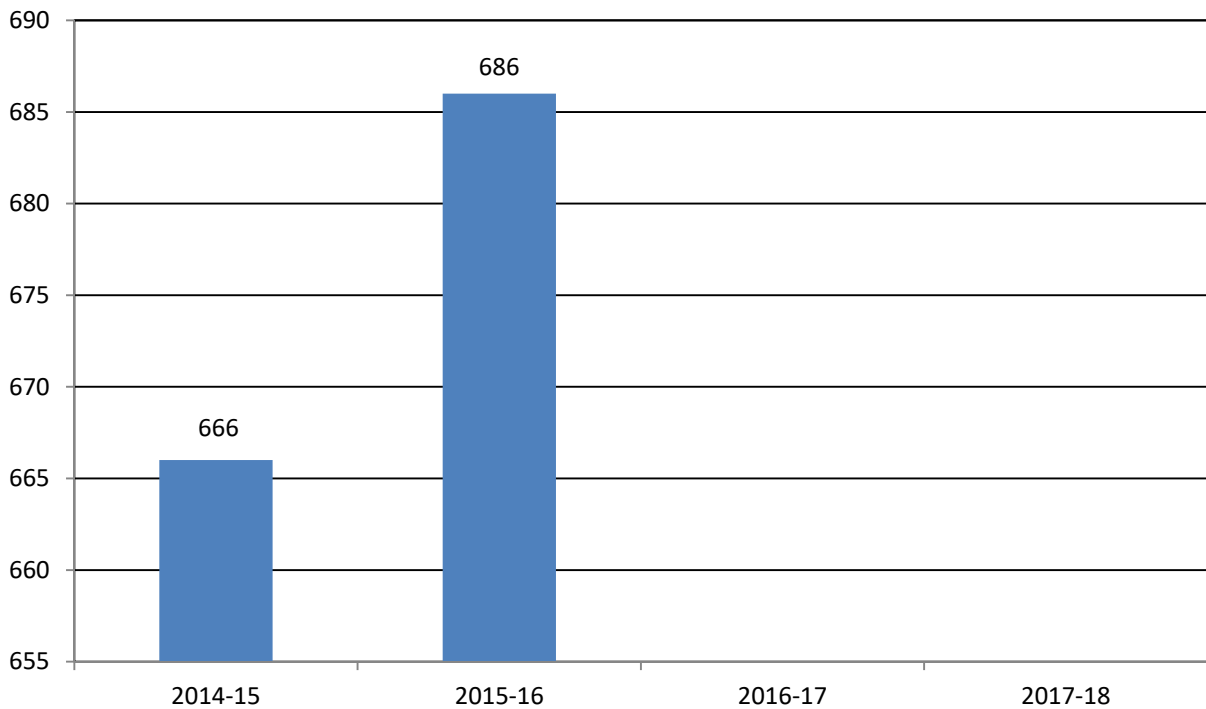
Note: Format of statistical report from NCCCS has changed; this table reflects the changes.

MTCC Unduplicated Headcount Curriculum Programs 2014-15 to 2017-18



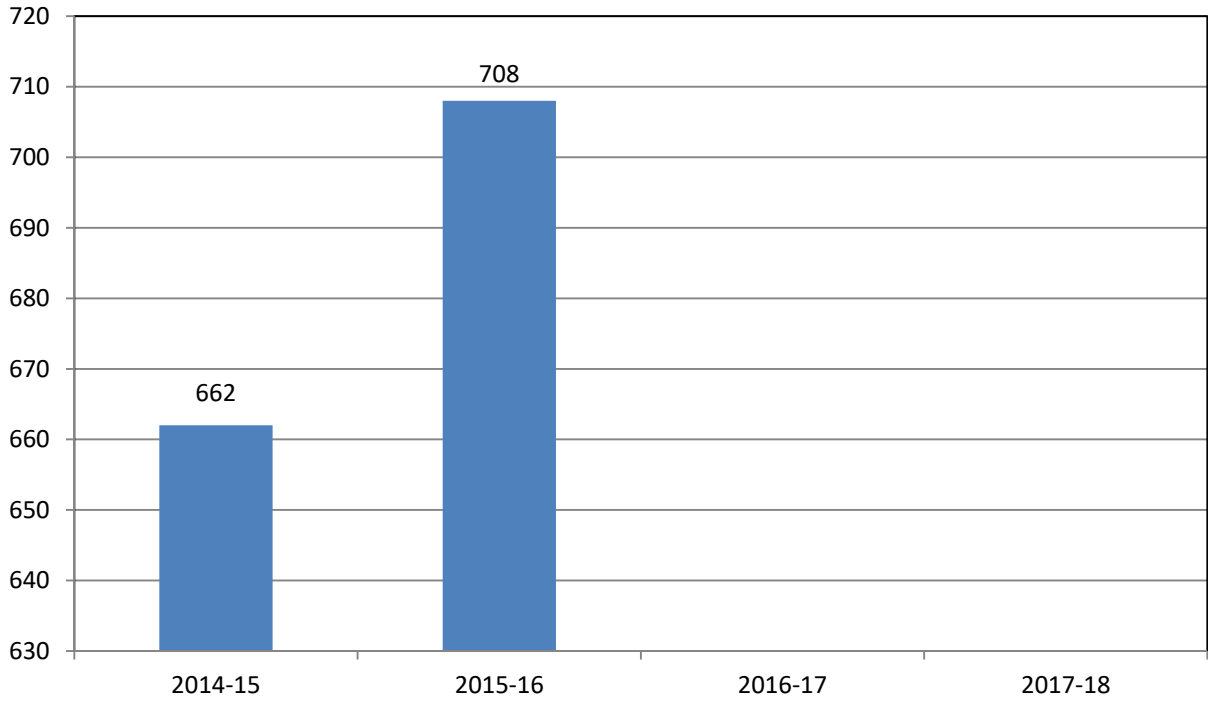
Source: Annual Statistical report (CURSTA1) from NCCCS for each year

Transfer/General Education Headcount



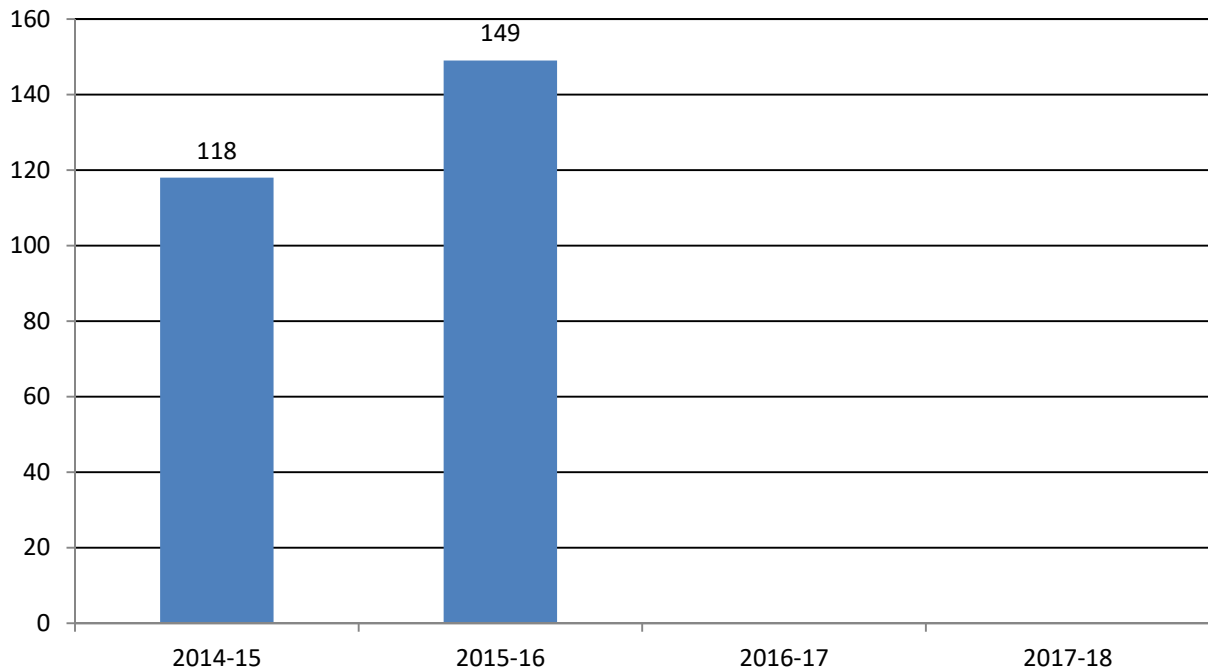
Source: Annual Statistical Report from NCCCS for each year

Career/Technical Education Headcount



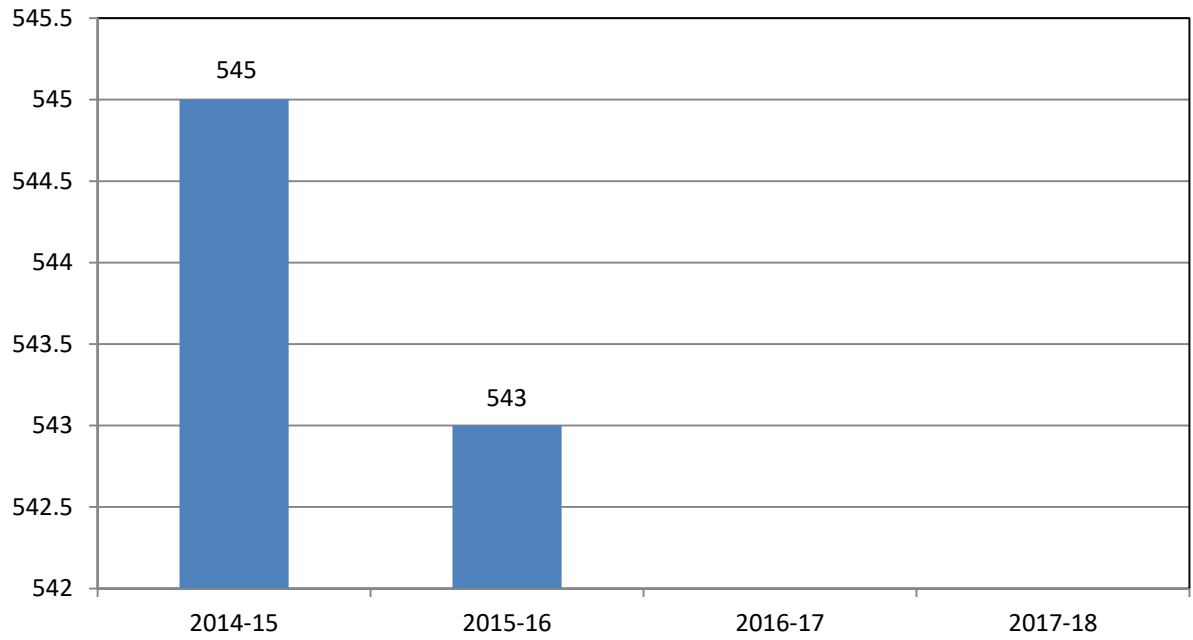
Source: Annual Statistical Report from NCCCS for each year

Special Credit Headcount



Source: Annual Statistical Report from NCCCS for each year

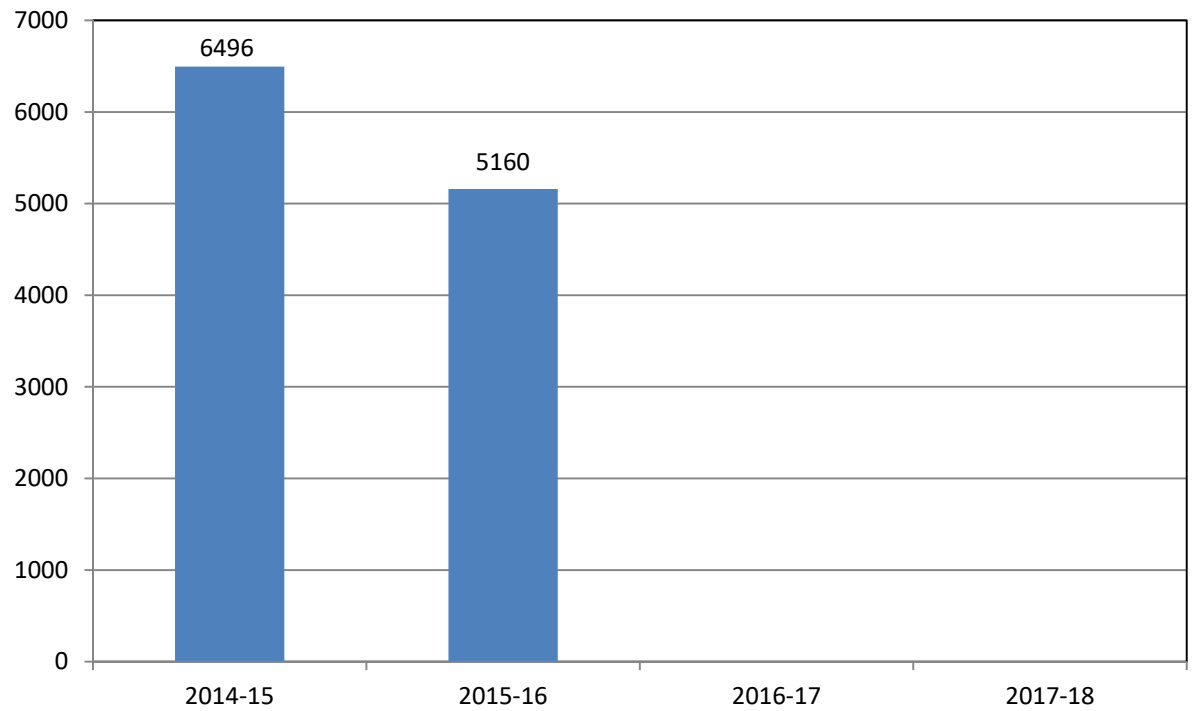
Basic Skills Headcount



Source: Annual Statistical Report from NCCCS for each year

Note: Basic Skills includes ABE, GED, AHS, Compensatory Education, and ESL

Continuing Education Headcount

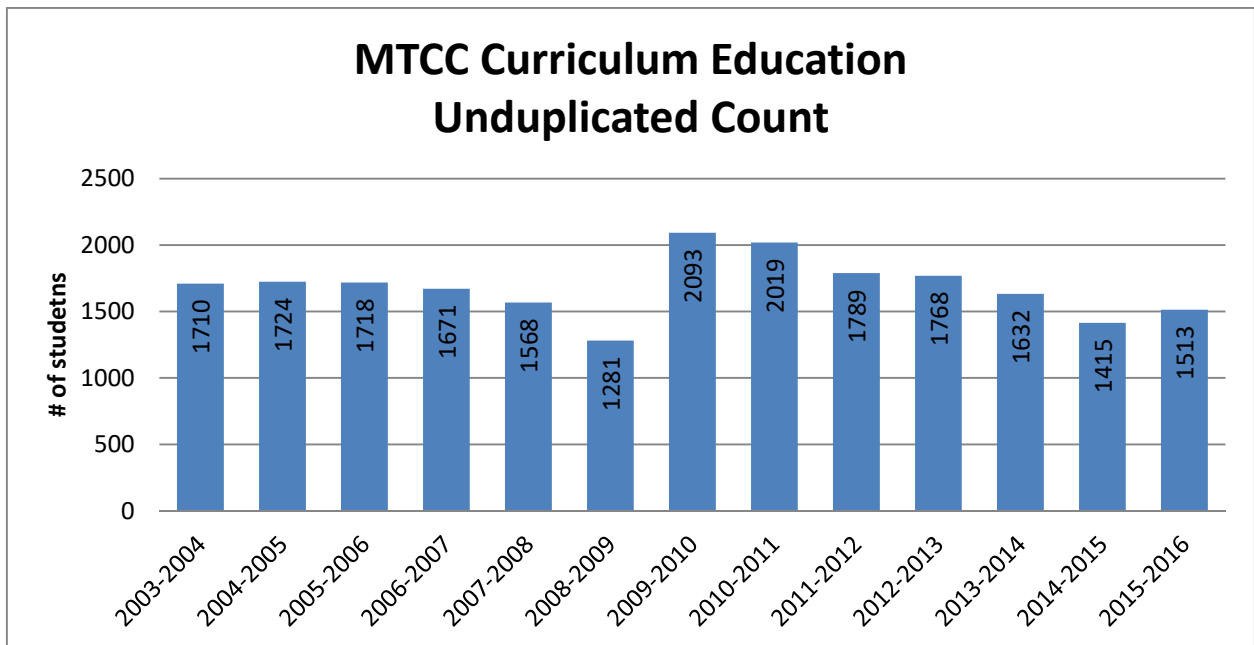


Source: Annual Statistical Report (CESTA1) from NCCCS for each year

McDowell Technical Community College Curriculum Annualized Unduplicated Headcount

Academic Year	Unduplicated Headcount	% Increase/Decrease
2003-2004	1710	~
2004-2005	1724	8.1%
2005-2006	1718	-3.5%
2006-2007	1671	-2.7%
2007-2008	1568	-6.2%
2008-2009	1281	-18.3%
2009-2010	2093	63.4%
2010-2011	2019	-3.5%
2011-2012	1789	-11.4%
2012-2013	1768	-1.2%
2013-2014	1632	-7.7%
2014-2015	1415	-13.3%
2015-2016	1513	6.9%

Source: NCCCS Data Warehouse (CURSTA1 Annual Undup Count by College)

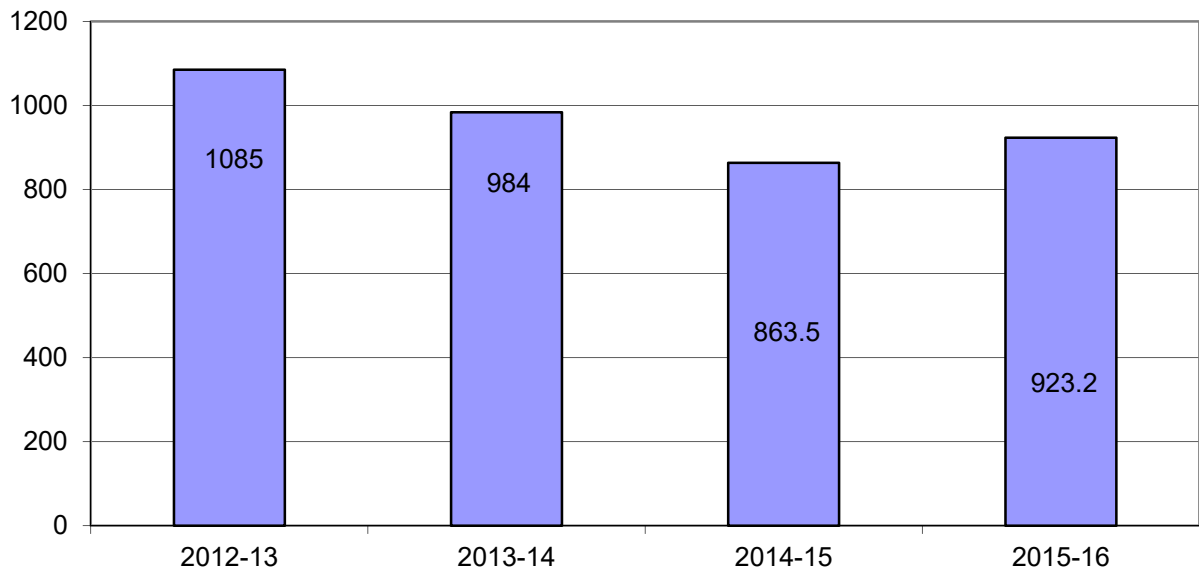


McDowell Technical Community College Average Annual FTE

MTCC Average Annual FTE				
Area	2012-13	2013-14	2014-15	2015-16
Associate Degree	787	687	592.1	583.8
Diploma	150	128	130	141.2
Certificate	106	122	94.9	125
Transition	42	17	20.2	33.5
College Transfer Pathway		30	26.3	39.7
<i>Curriculum Programs Subtotal</i>	1085	984	863.5	923.2
Basic Skills	121	111	99.1	101
Occupational – Regular Budget (OCCRB)	229	238	231.9	242.8
<i>Continuing Education Programs Subtotal Budget</i>	350	349	331	343.8
<i>Regular Budget Total</i>	1435	1333	1194.5	1267
Occupational – Self-Supporting (OCCSS)	16	27	38.3	33.8
Focused Industrial Training (FIT)	9	0	0	0
Human Resource Development (HRD)	0	0	0	0
New and Expanding Industries Training (NIT/EIT)	67	35	0	0
Small Business Center (SBC)	0	0	0	0
Community Services	0	0	0	0
Customized Training			84.4	20
Non-Occupational – Self-Supporting	6	15	-5.1	4.7
<i>Continuing Education Programs Subtotal Non Budget</i>	98	77	117.6	58.5
TOTAL	1533	1410	1312.1	1325.5

Data Source: Annual Statistical Report (CURCEFTEA26 Detail) from NCCCS for each year.

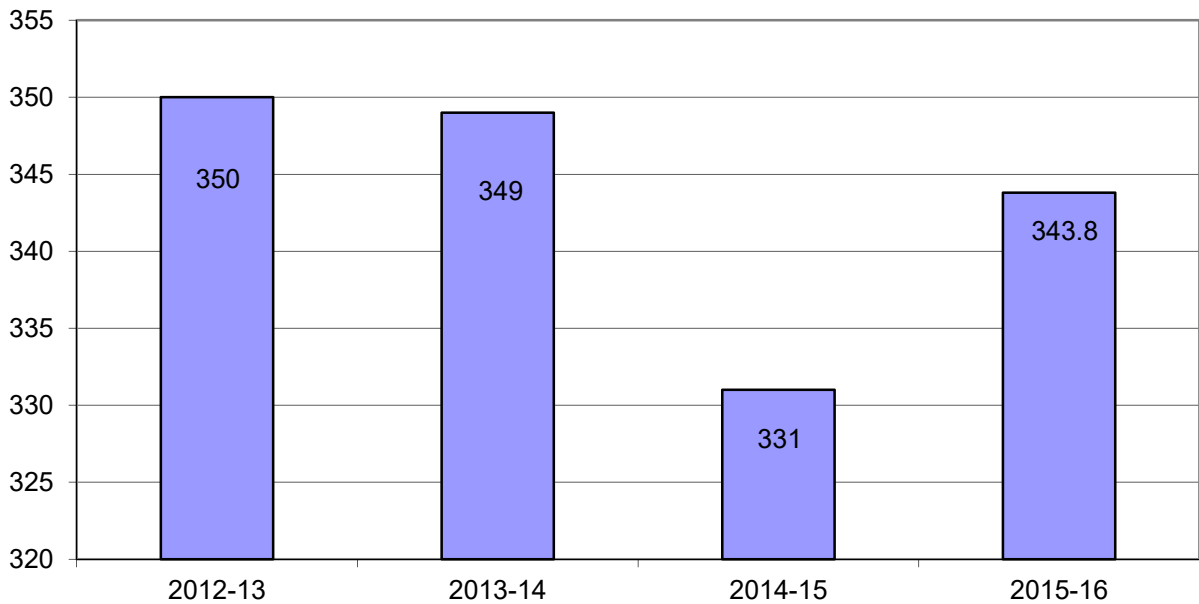
Curriculum



Source: Annual Statistical Report from NCCCS for each year.

Note: Curriculum includes Associate Degree, Diploma, Certificate, and Transition for 2011-12 to 2014-15

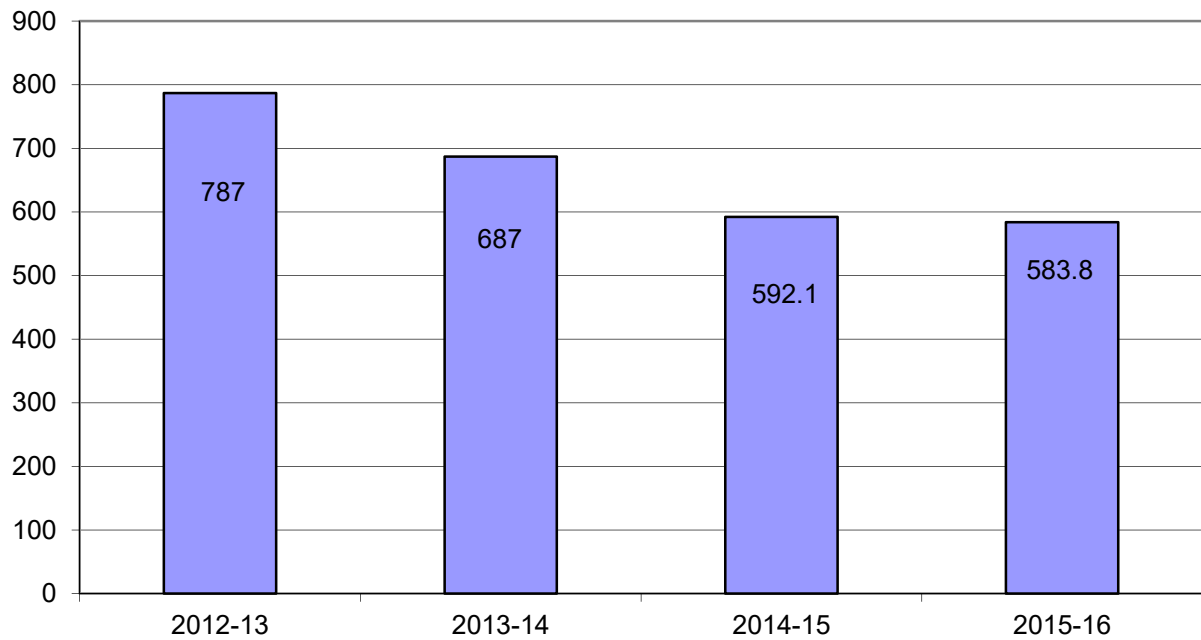
Continuing Education Subtotal Budget



Source: Annual Statistical Report from NCCCS for each year.

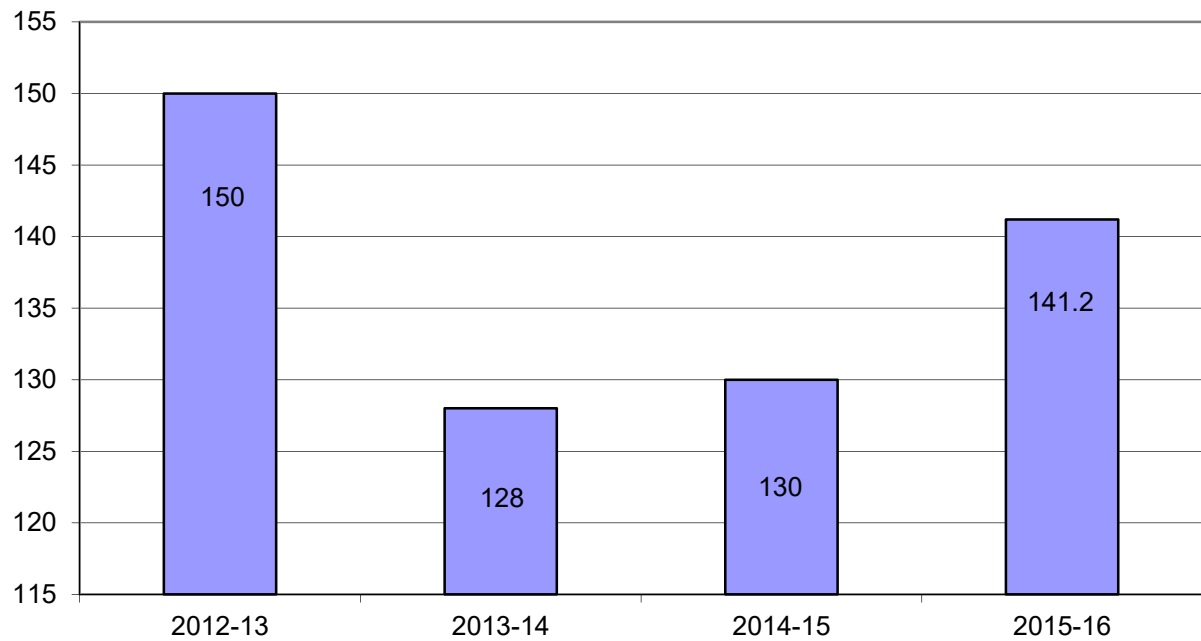
Note: Continuing Education includes Basic Skills and Occupational - Regular Budget

Associate Degree Programs FTE



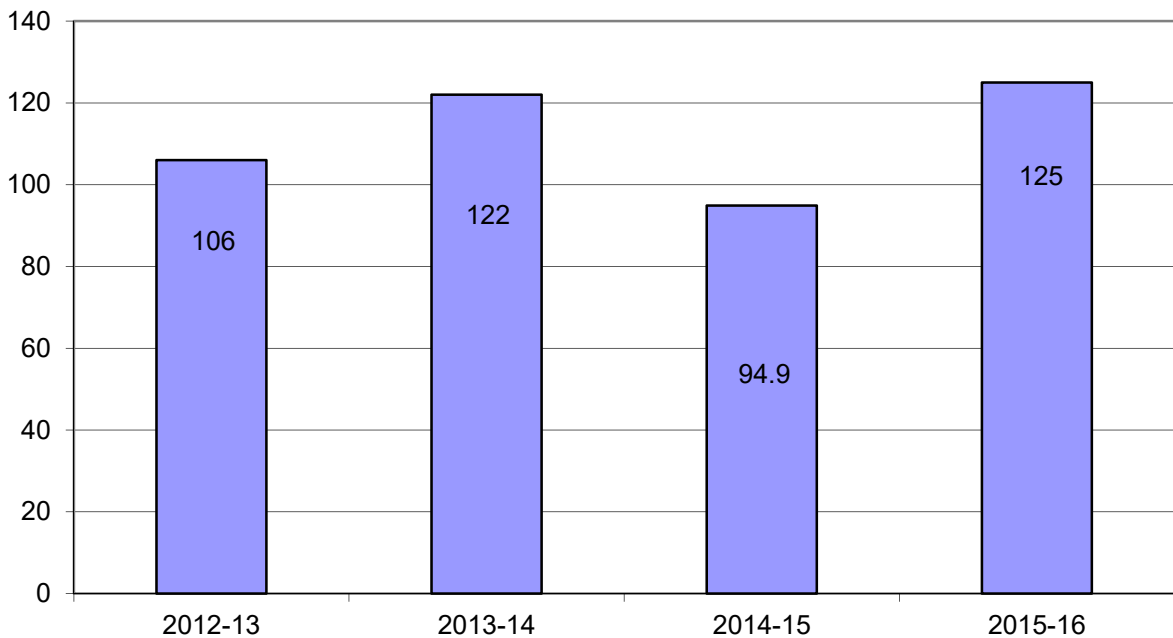
Source: Annual Statistical Report from NCCCS for each year.

Diploma Programs FTE



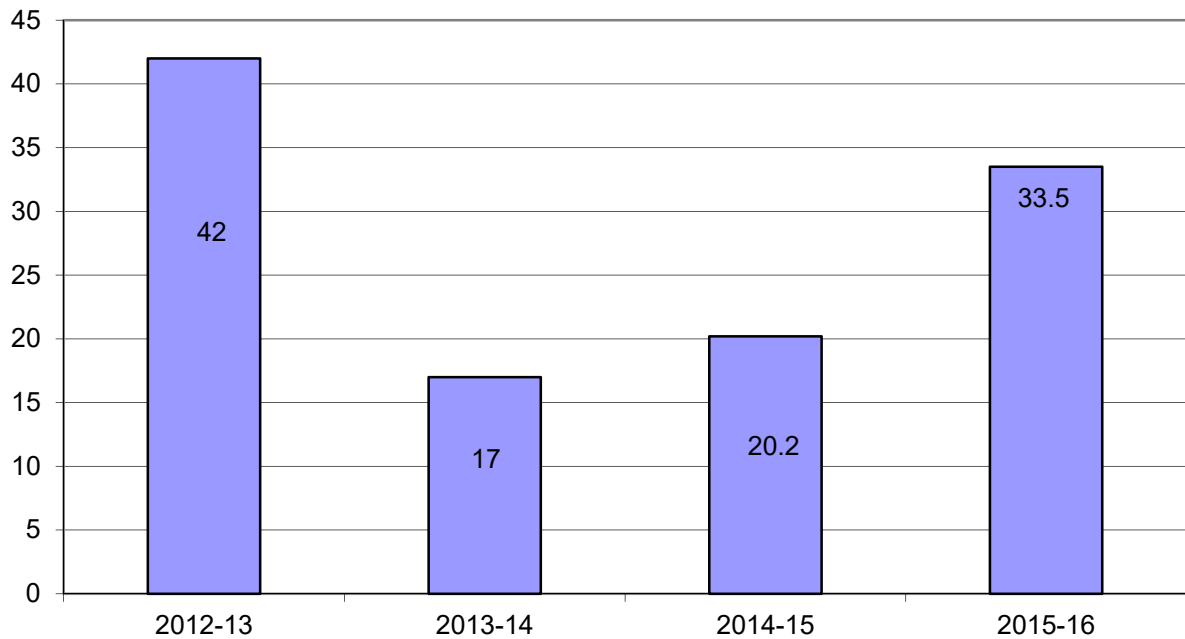
Source: Annual Statistical Report from NCCCS for each year.

Certificate Programs FTE



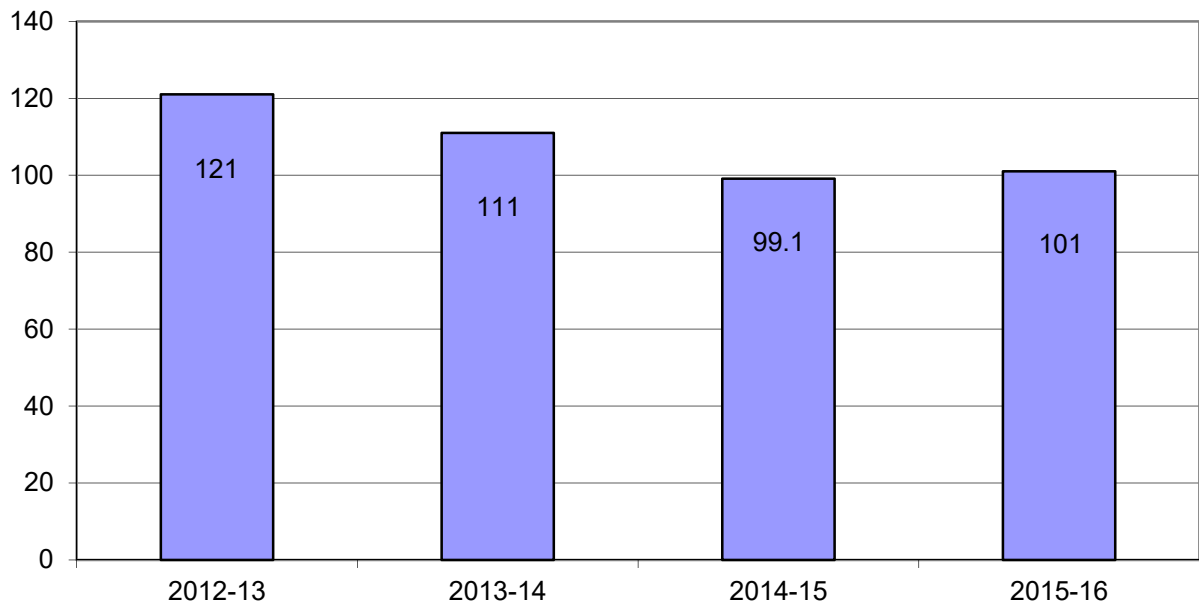
Source: Annual Statistical Reports from NCCCS for each year.

Transition Programs FTE



Source: Annual Statistical Report from NCCCS for each year.

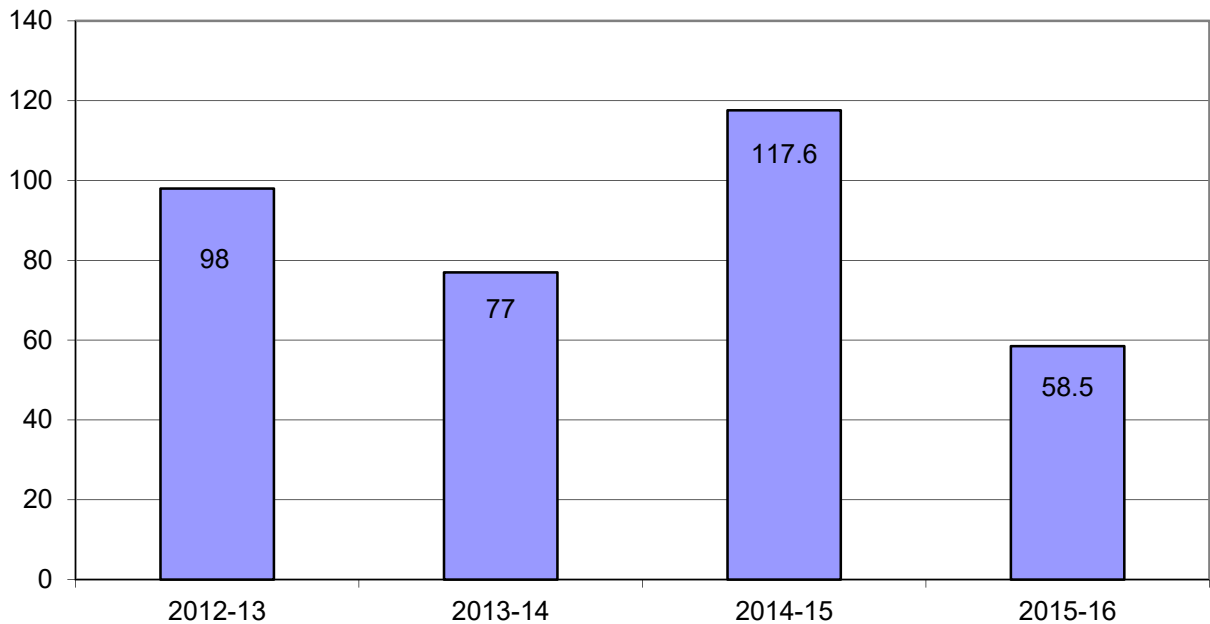
Basic Skills



Source: Annual Statistical Report from NCCCS for each year.

Note: Basic Skills includes ABE, GEd, AHS, Compensatory Education, and ESL

Continuing Education Programs Subtotal Non-Budget



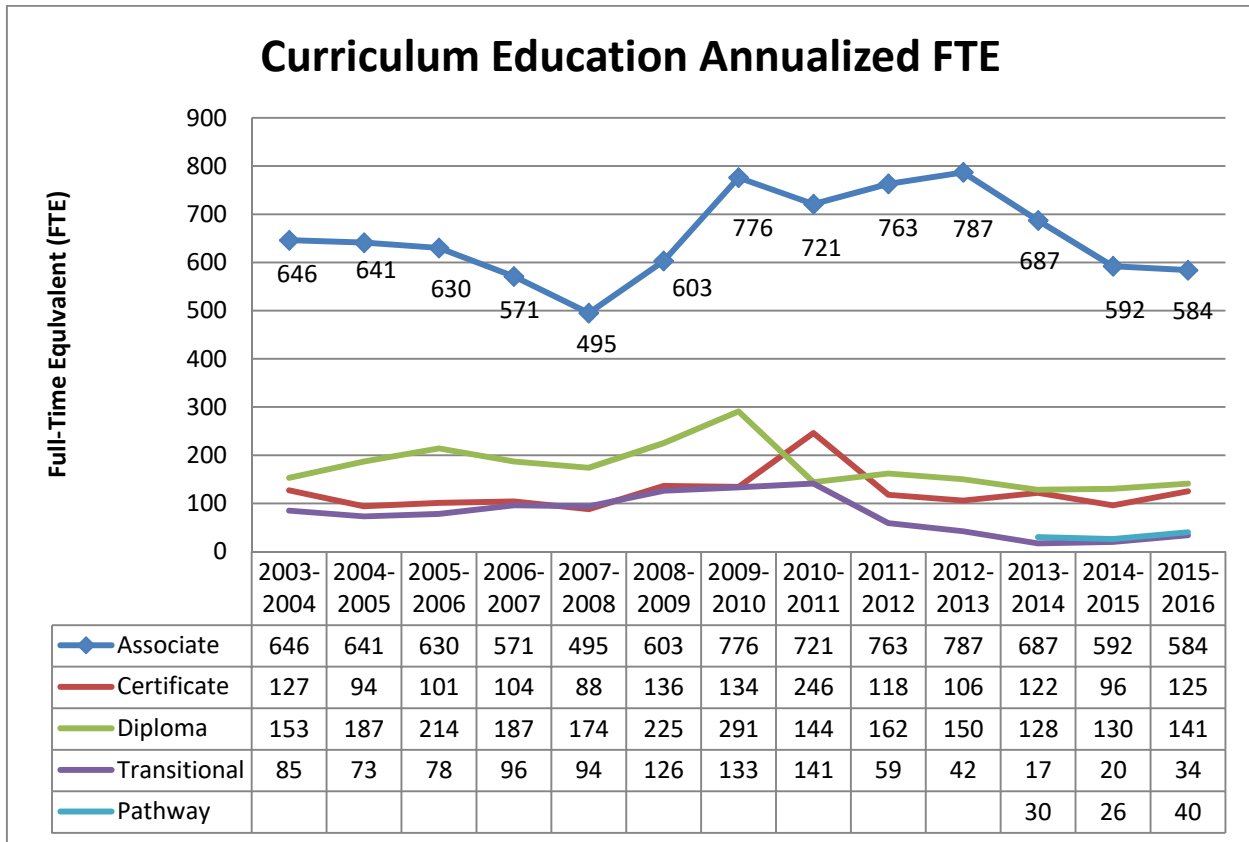
Source: Annual Statistical Report from NCCCS for each year.

Note: Other Continuing Education includes Occupational Self-Supporting, FIT, HRD, NIT/EIT, Small Business Center, Community Service, and Non-Occupational Self-Supporting.

McDowell Technical Community College Annualized FTE

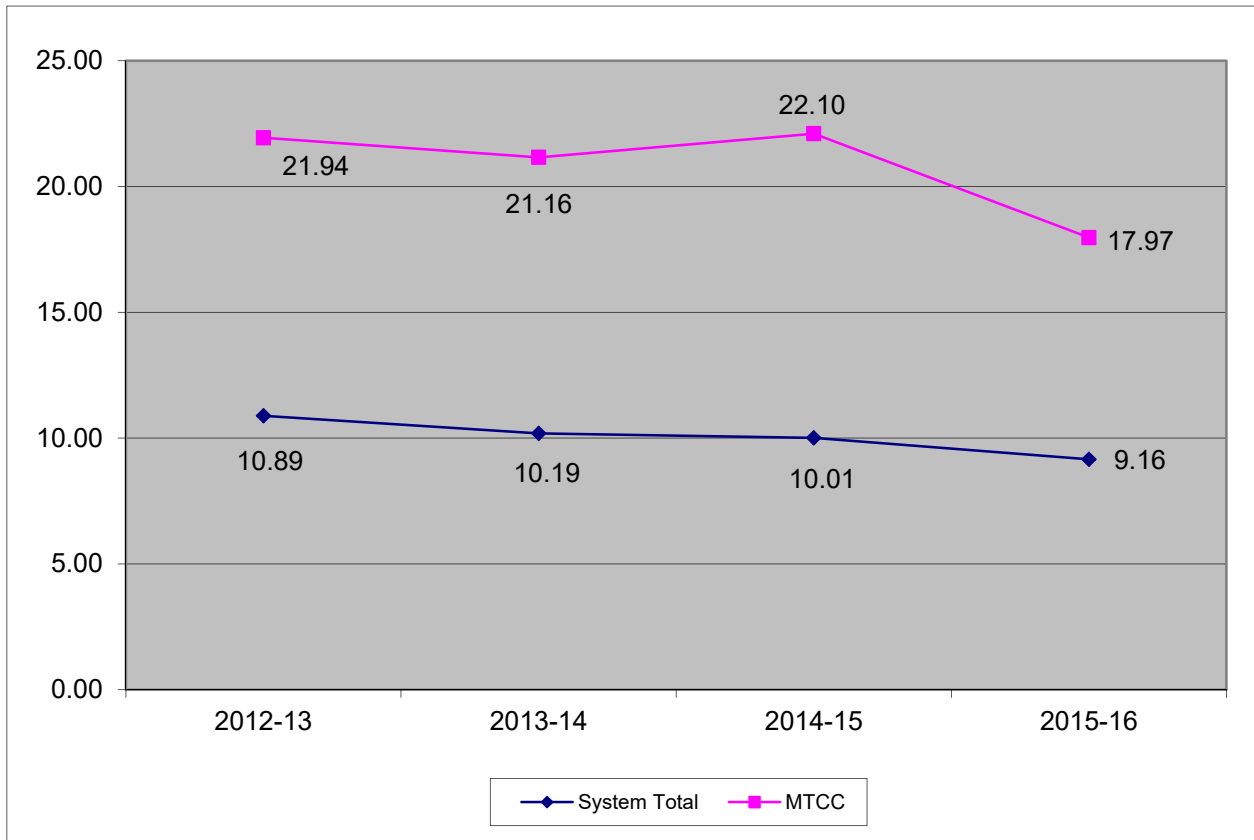
Year	Curriculum Programs (Fall & Spring)					
	Associate	Certificate	Diploma	Transitional	Pathway	Total
2003-2004	646	127	153	85		1,011
2004-2005	641	94	187	73		995
2005-2006	630	101	214	78		1,023
2006-2007	571	104	187	96		958
2007-2008	495	88	174	94		851
2008-2009	603	136	225	126		1,090
2009-2010	776	134	291	133		1,334
2010-2011	721	246	144	141		1,252
2011-2012	763	118	162	59		1,102
2012-2013	787	106	150	42		1,085
2013-2014	687	122	128	17	30	984
2014-2015	592	96	130	20	26	864
2015-2016	584	125	141	34	40	924

Source: NCCCS Data Warehouse (CURCEFTEA26).



McDowell Technical Community College Percentage of Adult Population in Service Area Enrolled

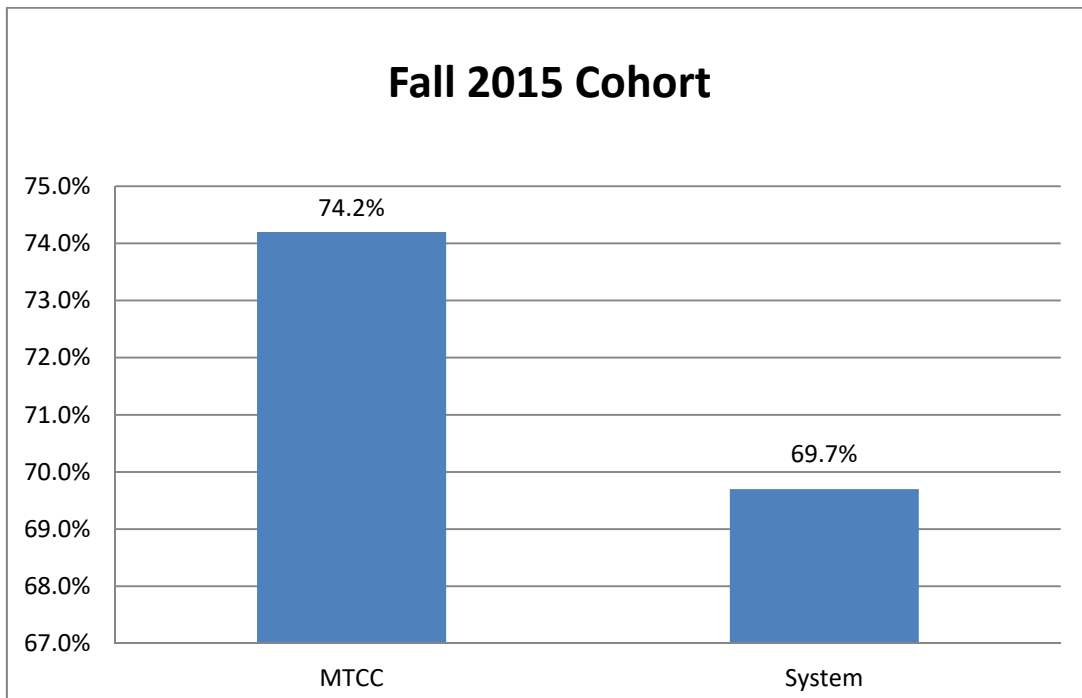
PEER COLLEGES	2012-13	2013-14	2014-15	2015-16
Bladen CC	17.78	16.85	16.98	18.45
Brunswick CC	7.27	7.00	6.61	6.18
James Sprunt CC	14.05	11.82	10.01	10.26
Martin CC	21.25	18.58	16.90	17.80
Mayland CC	14.48	14.33	13.50	12.43
McDowell CC	21.94	21.16	22.10	17.97
Montgomery CC	23.07	22.07	19.24	15.81
Roanoke-Chowan CC	7.00	6.22	6.73	6.34
Sampson CC	17.19	15.12	13.44	13.74
Tri-County CC	10.95	11.31	11.89	9.96
<i>System Total</i>	<i>10.89</i>	<i>10.19</i>	<i>10.01</i>	<i>9.16</i>



Data comes from CURSTA1, CESTA1, and www.osbm.state.nc.us/demog/county-estimates

McDowell Technical Community College Performance Measure – First Year Progression

Fall 2015 Cohort			
PEER COLLEGES	Cohort	12 Hours Attempted	Percent Successful
Bladen CC	255	174	70.1%
Brunswick CC	390	232	78.0%
James Sprunt CC	286	130	74.6%
Martin CC	280	62	69.4%
Mayland CC	320	86	60.5%
McDowell TCC	261	124	74.2%
Montgomery CC	183	93	72.0%
Roanoke Chowan CC	301	79	70.9%
Sampson CC	328	192	72.4%
Tri-County CC	306	201	77.6%
<i>System Total</i>	47,580	30,293	69.7%



Performance Measure 4.

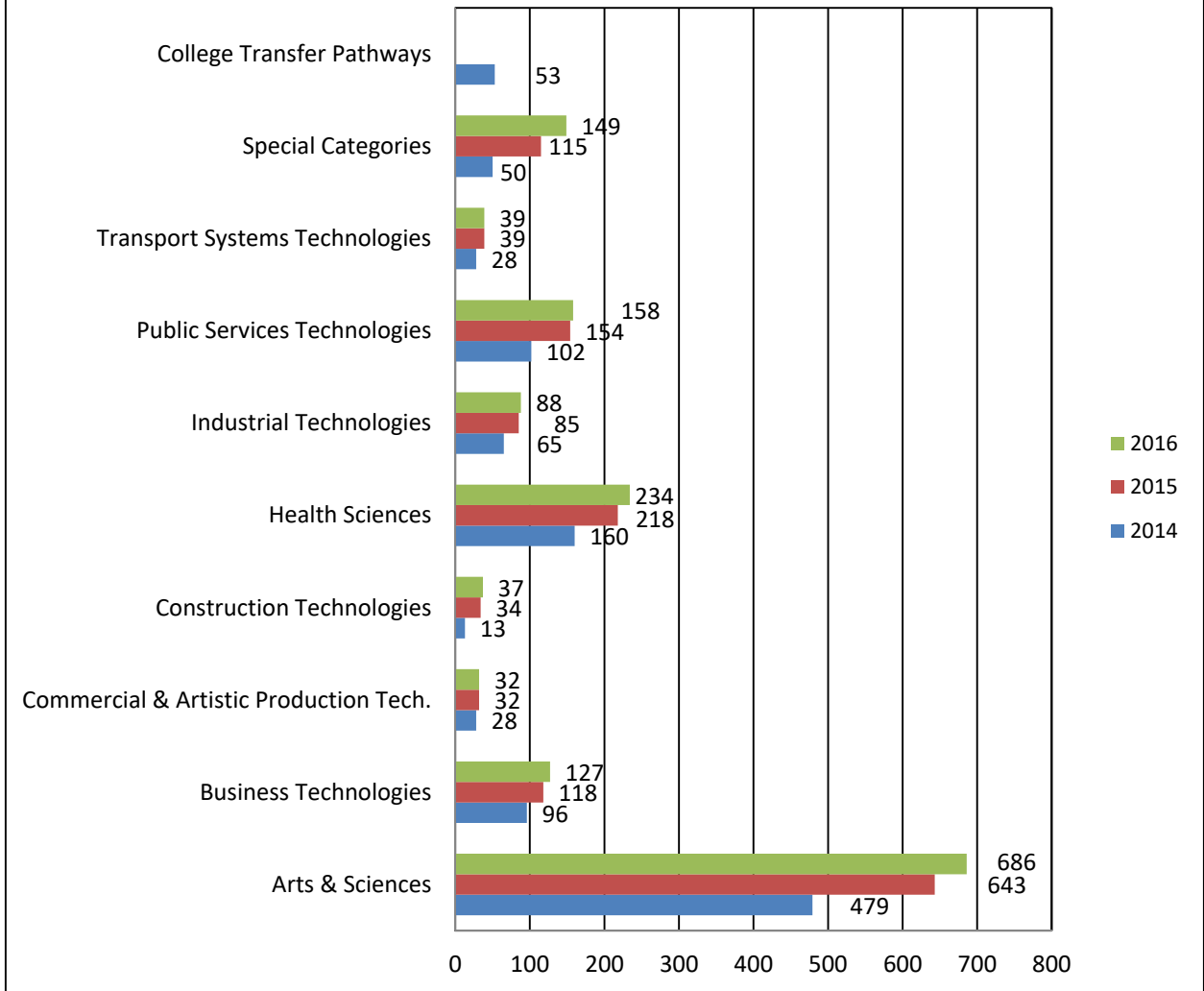
Source: Performance Measures for Student Success from NCCCS.

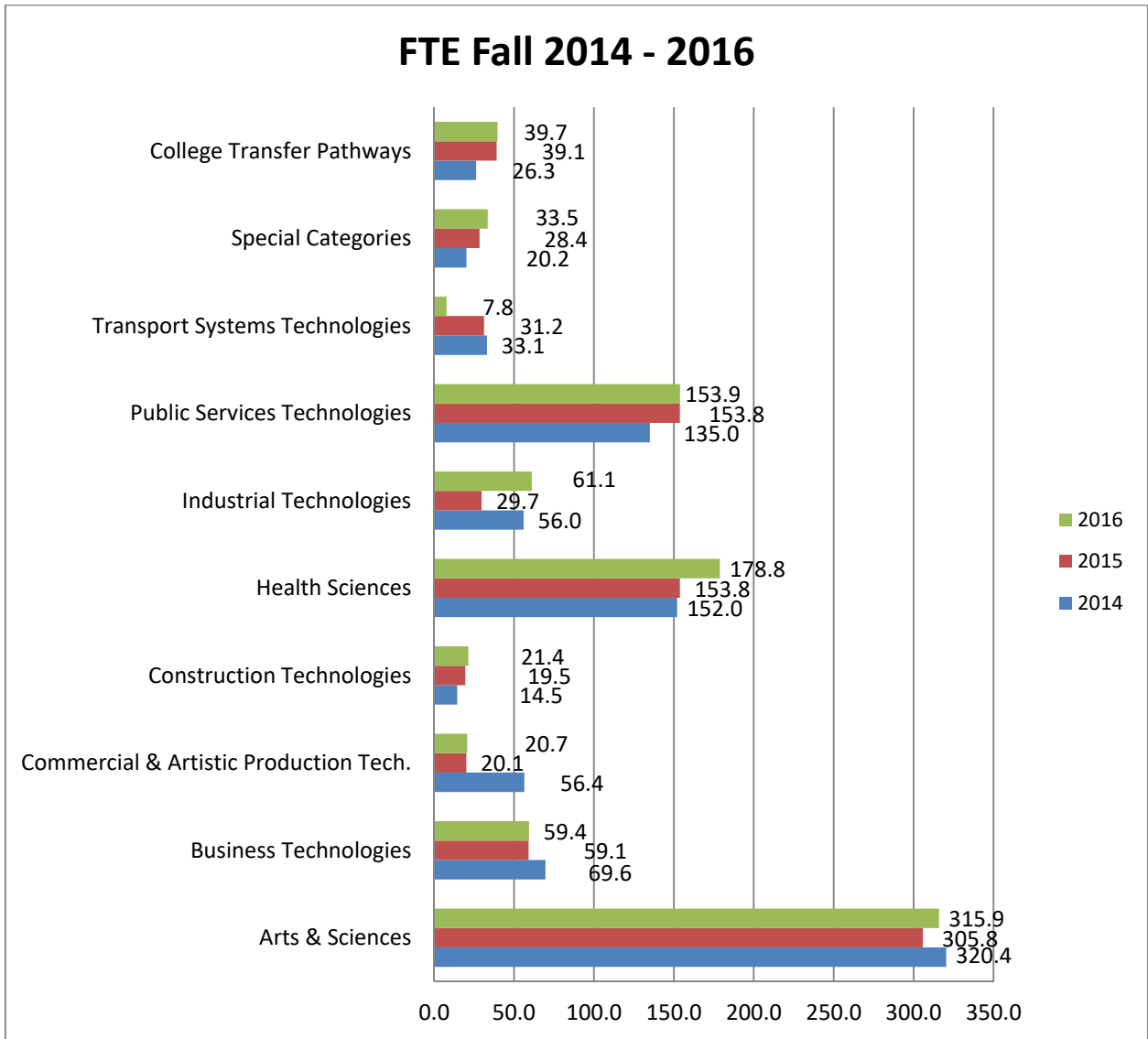
McDowell Technical Community College Curriculum Enrollment – Fall Semester

Fall Semester							
<i>Headcount and FTE by Program Area</i>							
Program Area Code	Program Area Description	Fall 2014		Fall 2015		Fall 2016	
		Hdct.	FTE	Hdct.	FTE	Hdct.	FTE
10	Arts and Sciences	479	320.4	643	305.8	686	315.9
25	Business Technologies	96	69.6	118	59.1	127	59.4
30	Commercial and Artistic Production Tech.	28	56.4	32	20.1	32	20.7
35	Construction Technologies	13	14.5	34	19.5	37	21.4
45	Health Sciences	160	152.0	218	153.8	234	178.8
50	Industrial Technologies	65	56.0	85	29.7	88	61.1
55	Public Services Technologies	102	135.0	154	153.8	158	153.9
60	Transport Systems Technologies	28	33.1	39	31.2	39	7.8
90	Special Categories	50	20.2	115	28.4	149	33.5
P10	College Transfer Pathways	53	26.3	*	39.1	*	39.7
TOTAL		1074	883.5	1438	840.5	1550	892.2
Note: * = Data not provided by NCCCS							

Source: Fall Enrollment Report (CURSTA190 and CURFTEA5069) from NCCCS for each year.

Headcount Fall 2014 - 2016





Source: Report CURSTA190 and CURFTEA5069 from NCCCS for each year.

McDowell Technical Community College Curriculum Percentage of Students Enrolled By Race, Gender, and Degree Level

Program Area	Race	Female Headcount	Percentage Female	Male Headcount	Percentage Male	Total Headcount	Percentage of Degree
10 Arts and Sciences	American Indian/Alaska Na	2	1%	3	2%	5	1%
	Asian	10	3%	5	3%	15	3%
	Black	8	3%	1	1%	9	2%
	Hispanic	31	10%	15	9%	46	10%
	Unknown	5	2%	4	2%	9	2%
	White	254	82%	145	84%	399	83%
	Arts & Sciences Total		310	64%	173	36%	483
25 Business Technologies	Asian			2	6%	2	3%
	Black	1	2%	2	6%	3	4%
	Hispanic	1	2%			1	1%
	Unknown	2	5%	1	3%	3	4%
	White	40	91%	26	84%	66	88%
	Business Technologies Total		44	59%	31	41%	75
30 Commercial and Artistic Production Technologies	Black			1	13%	1	4%
	Hispanic	1	6%			1	4%
	White	15	94%	7	88%	22	92%
	Commercial & Artistic Production Totals		16	8	33%	24	100%
35 Construction Technologies	Hispanic			1	4%	1	3%
	Unknown			1	4%	1	3%
	White	4	100%	23	92%	27	93%
	Construction Technologies Total		4	25	86%	29	100%
45 Health Sciences	Asian	5	3%	1	6%	6	4%
	Black	5	3%	1	6%	6	4%
	Hispanic	4	3%			4	2%
	Multiple	1	1%			1	1%
	Unknown	1	1%			1	1%
	White	135	89%	15	88%	150	89%
	Health Sciences Total		151	90%	17	10%	168

50 Industrial Technologies	Asian			1	2%	1	2%
	Hispanic			2	3%	2	3%
	White	1	100%	58	95%	59	95%
	Industrial Technologies Total	1	2%	61	98%	62	100%

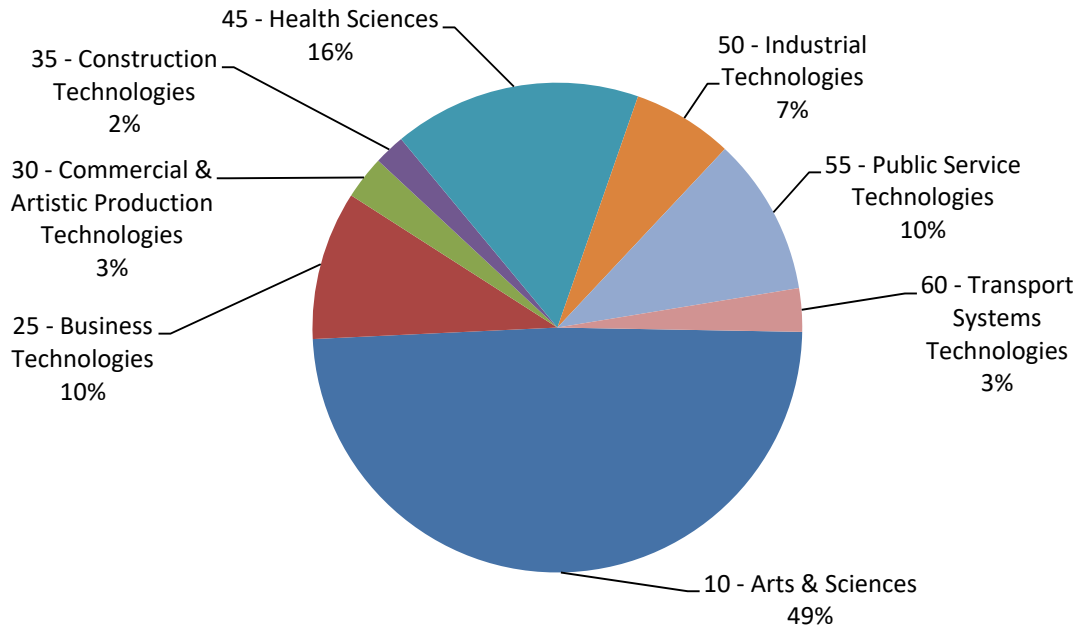
55 Public Service Technologies	American Indian/Alaska Na	1	1%			1	1%
	Asian	3	3%	1	6%	4	3%
	Black	5	5%			5	4%
	Hispanic	2	2%			2	2%
	Unknown	2	2%			2	2%
	White	86	87%	15	94%	101	88%
	Public Services Technologies Total	99	86%	16	14%	115	100%

60 Transport Systems Technologies	Black			1	4%	1	3%
	Hispanic			4	15%	4	14%
	White	3	100%	21	81%	24	83%
	Transport Systems Technologies Total	3	10%	26	90%	29	100%

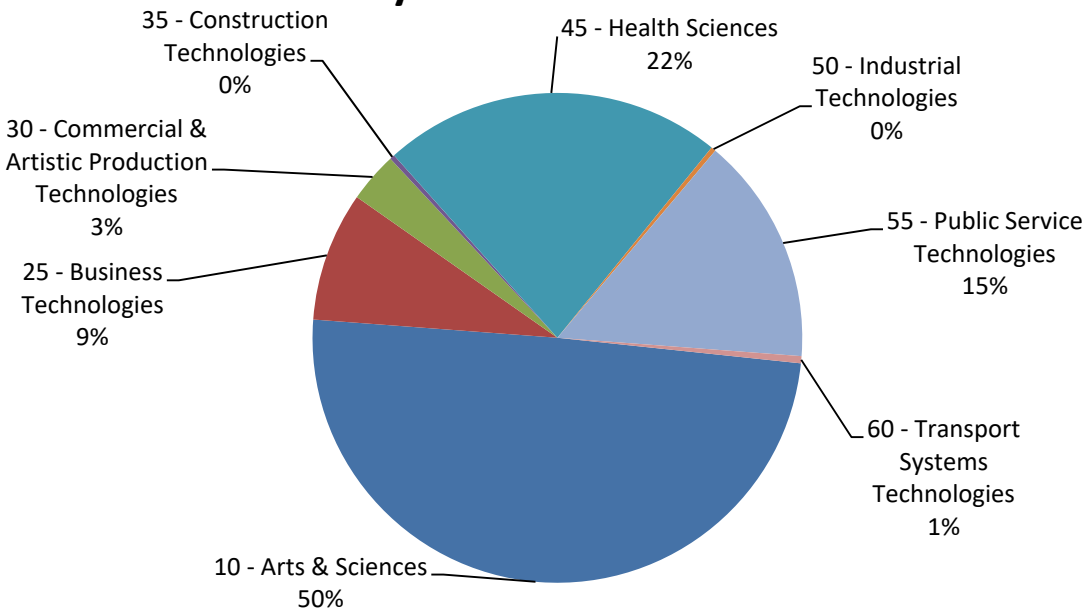
Totals	American Indian/Alaska Na	3	0%	3	1%	6	0.01
	Asian	18	3%	10	3%	28	0.03
	Black	19	3%	6	2%	25	0.03
	Hispanic	39	6%	22	6%	61	0.06
	Multiple	1	0%			1	0.00
	Unknown	10	2%	6	2%	16	0.02
	White	538	86%	310	87%	848	0.86
	McDowell Tech Total	628	64%	357	36%	985	100%

Source: Report CURRSTS130 (Semester Curriculum Unduplicated Student Enrollment by College, Race, Gender, and Program) from NCCCS.

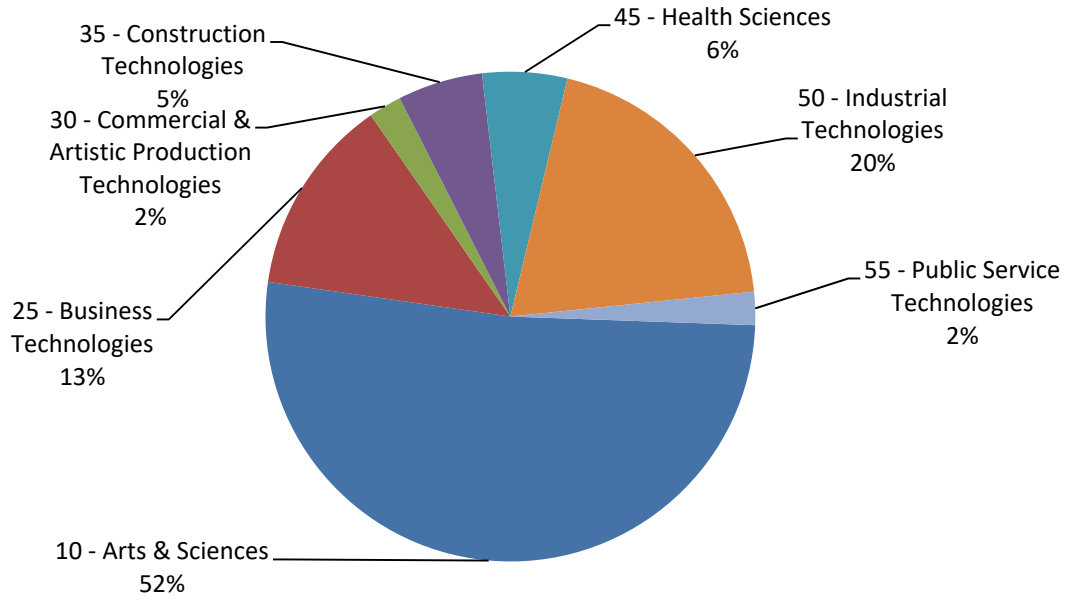
MTCC Curriculum Student Enrollment Total Headcount



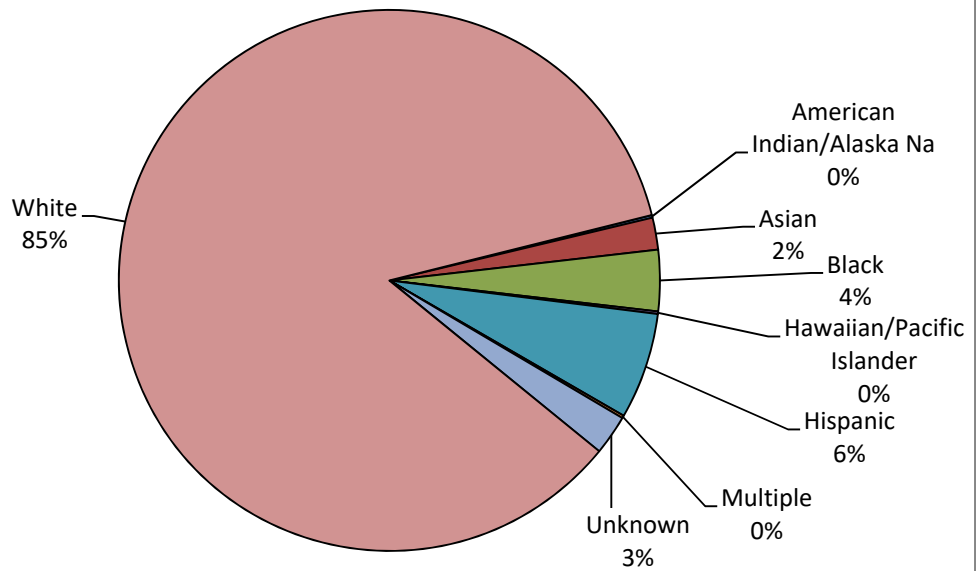
MTCC Curriculum Student Enrollment By Gender - Female



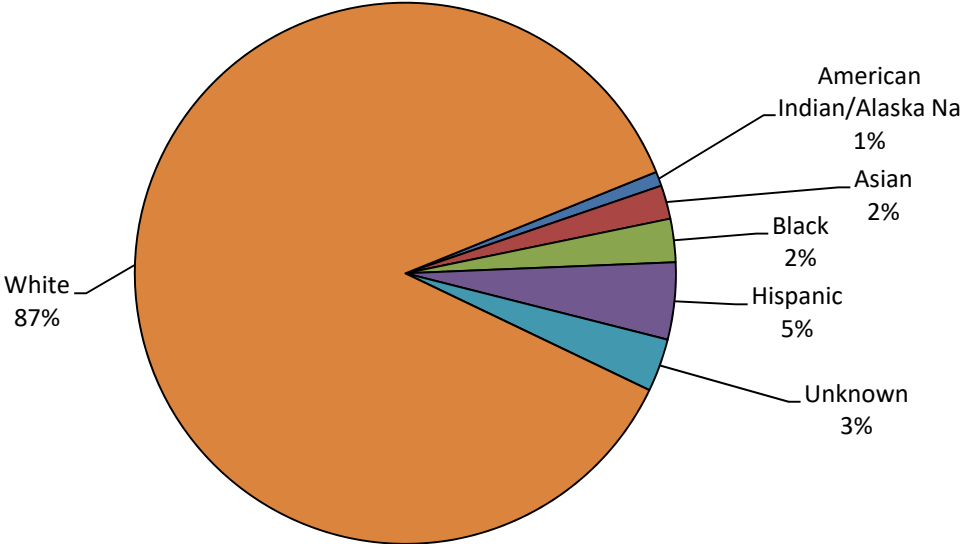
MTCC Curriculum Student Enrollment By Gender - Male



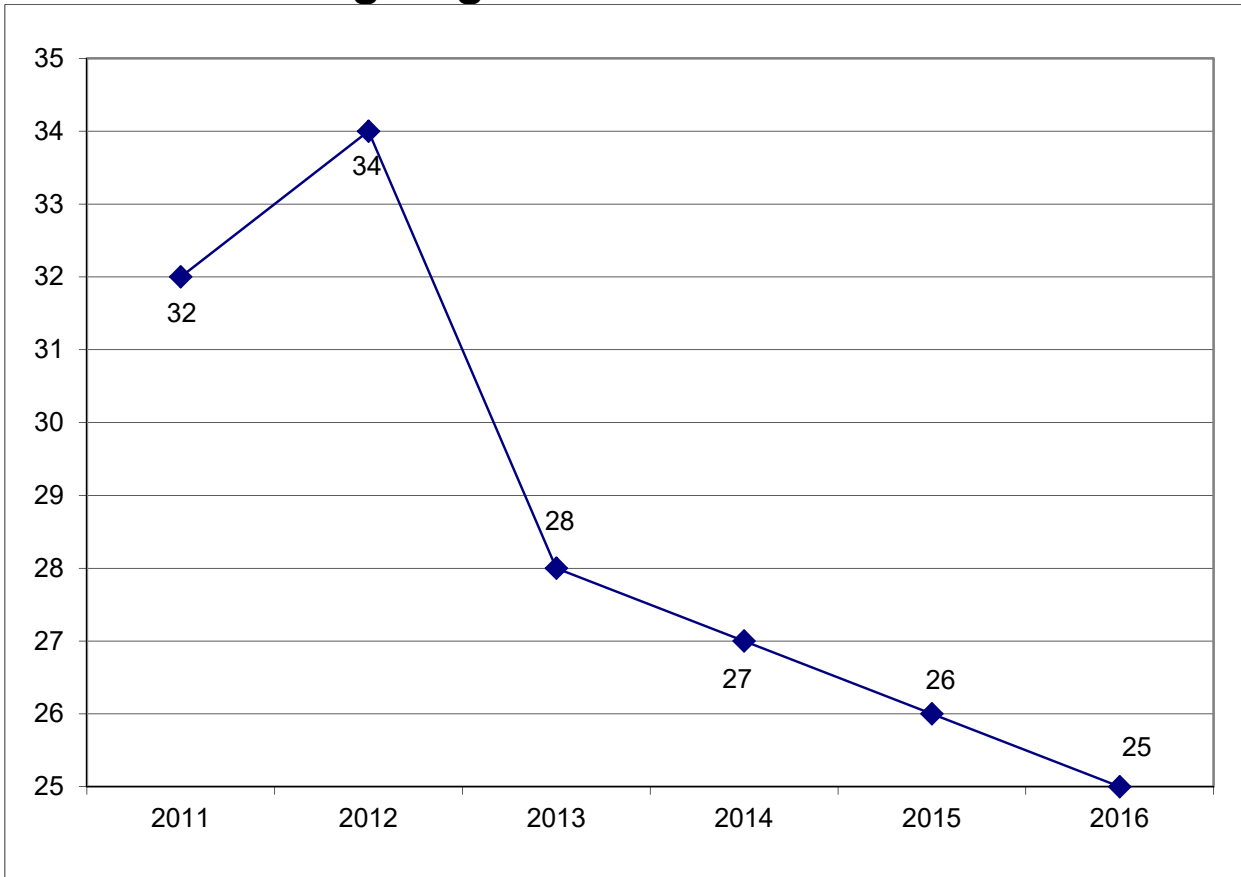
Female Headcount Totals By Race



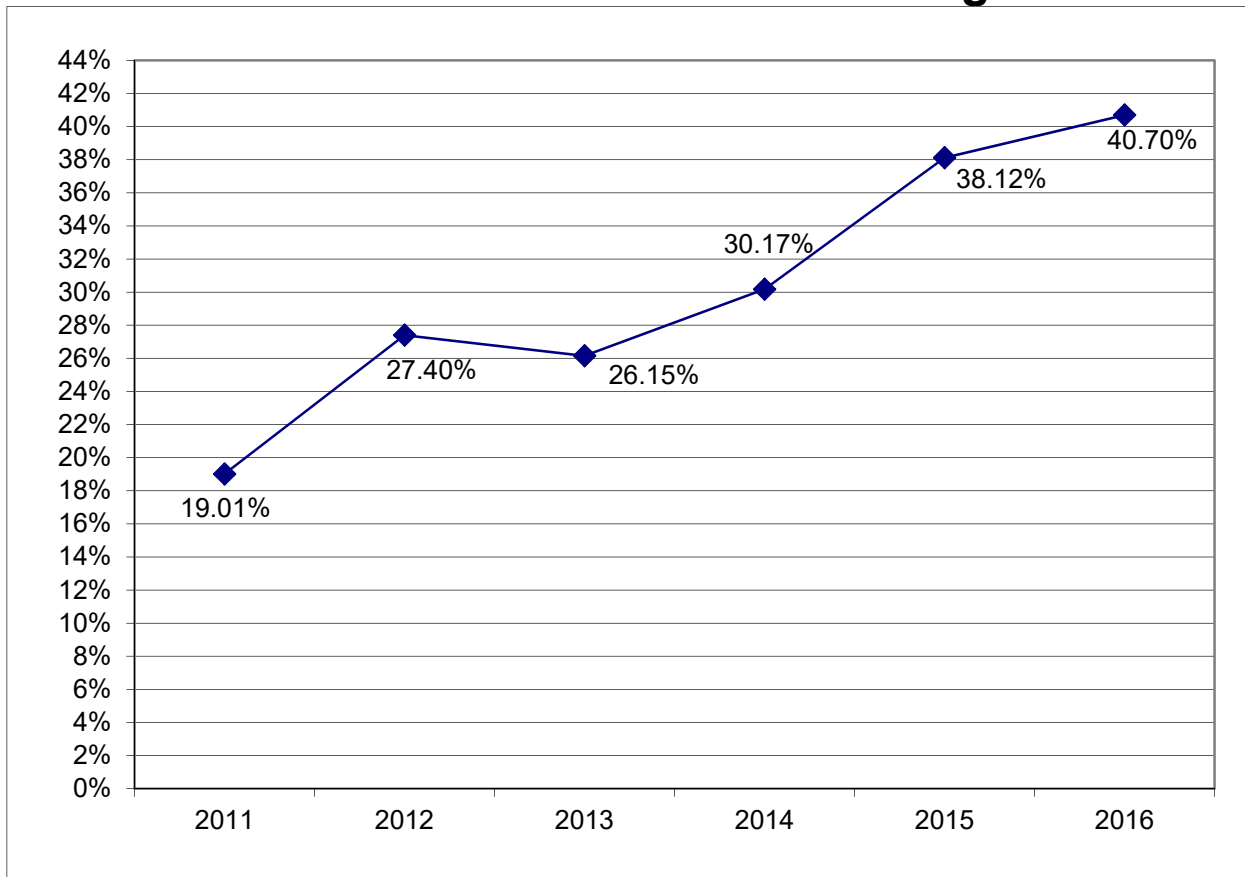
Male Headcount Totals By Race



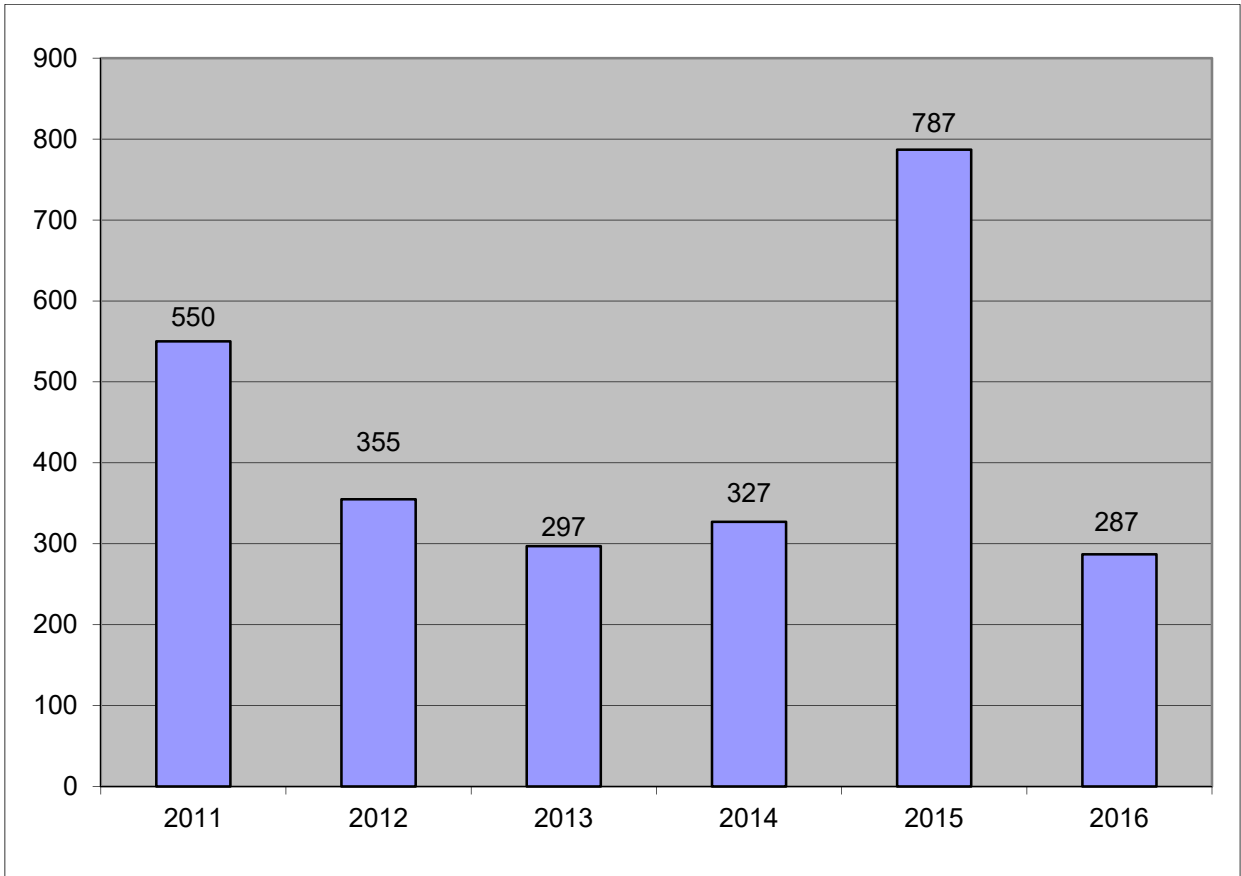
McDowell Technical Community College Student Characteristics Average Age of Curriculum Student



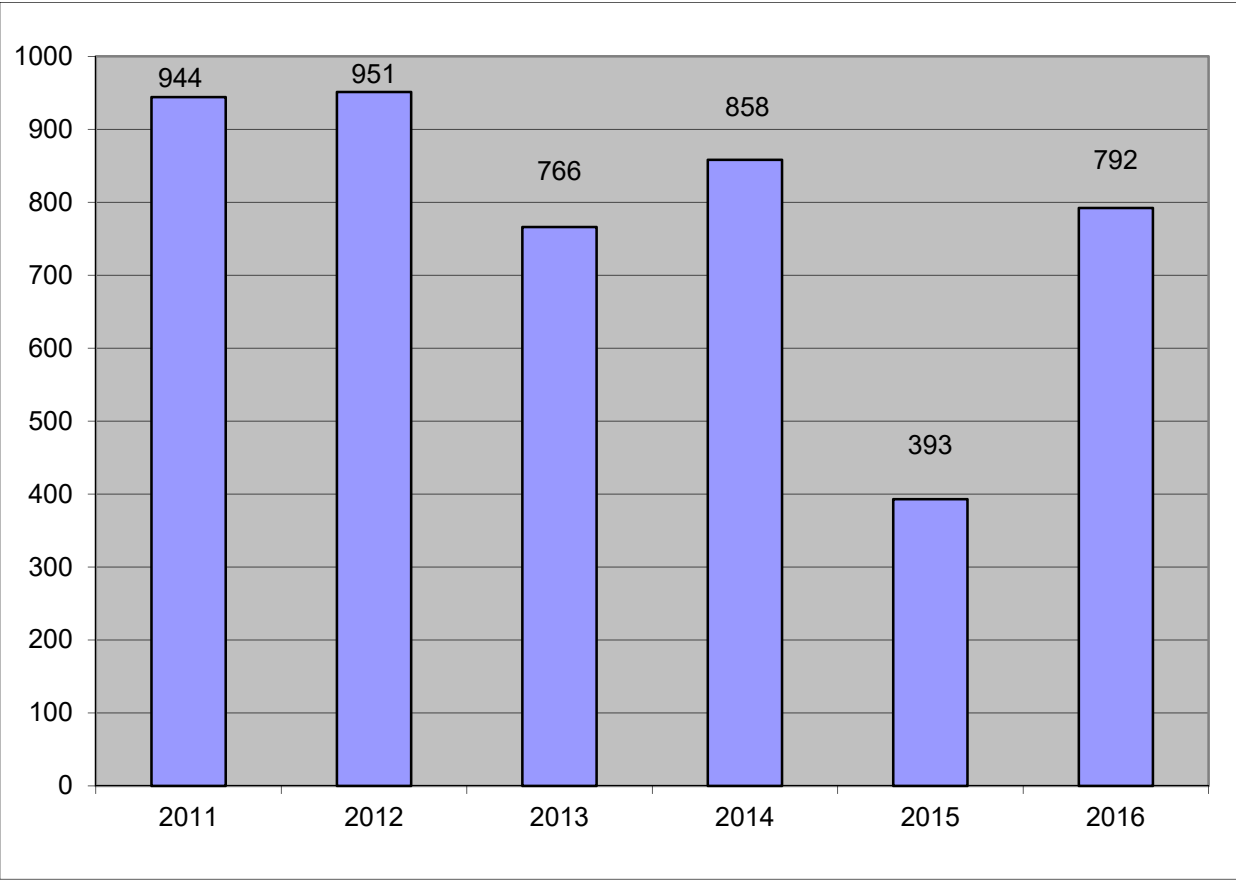
McDowell Technical Community College Student Characteristics Nineteen Year Olds and Under Percentage of Total



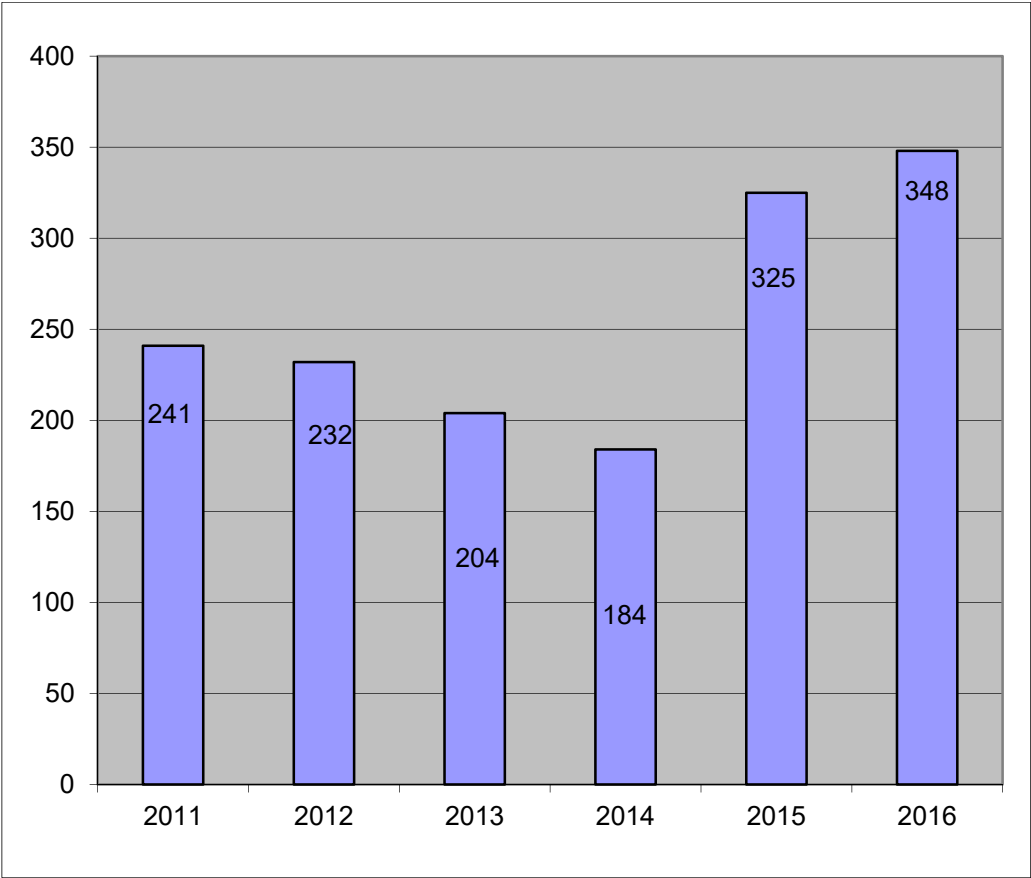
McDowell Technical Community College Student Characteristics Class Attendance of Full-Time Curriculum Students



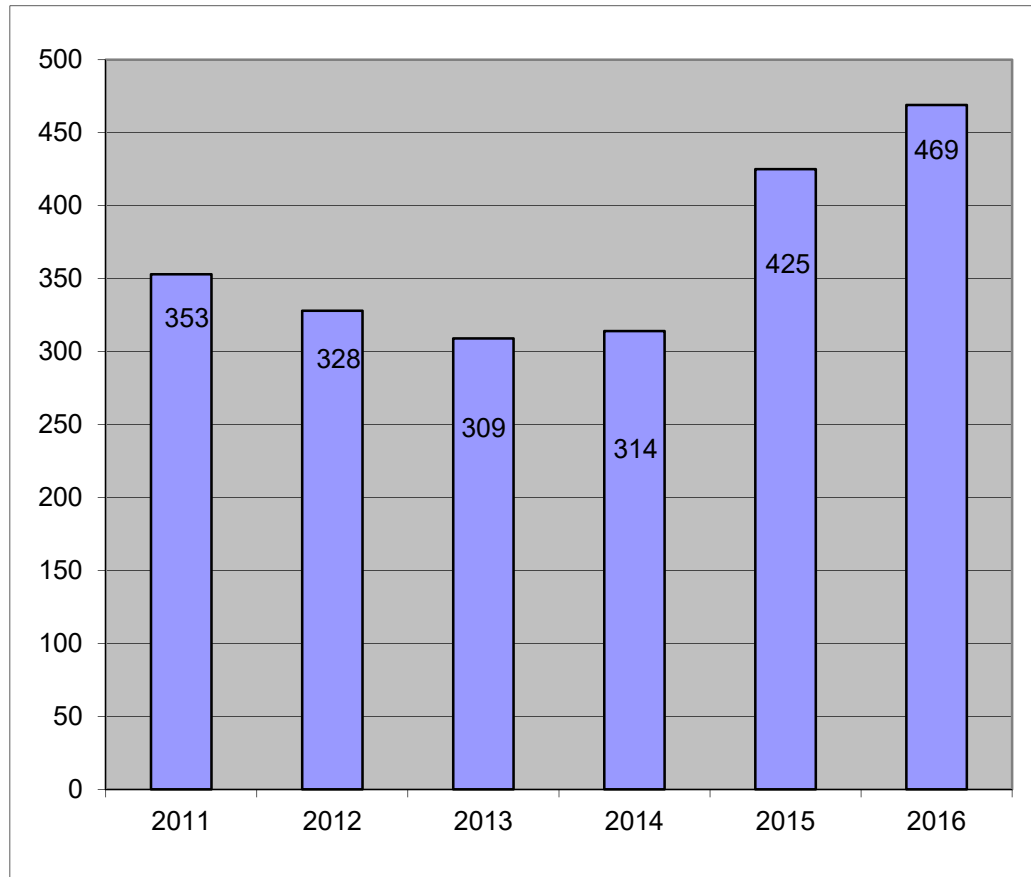
**McDowell Technical Community College
Student Characteristics
Class Attendance of Part-Time Curriculum Students**



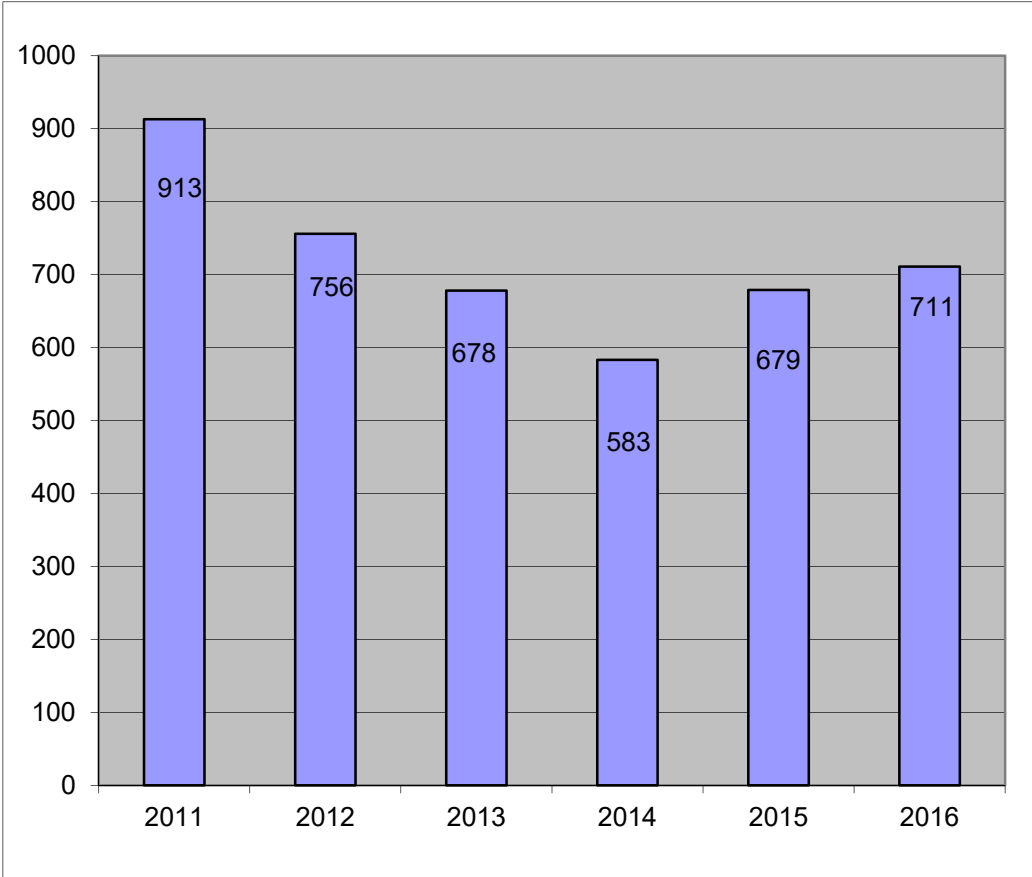
McDowell Technical Community College Student Characteristics Curriculum Student's Employed Full-Time



McDowell Technical Community College Student Characteristics Curriculum Student's Employed Part-Time



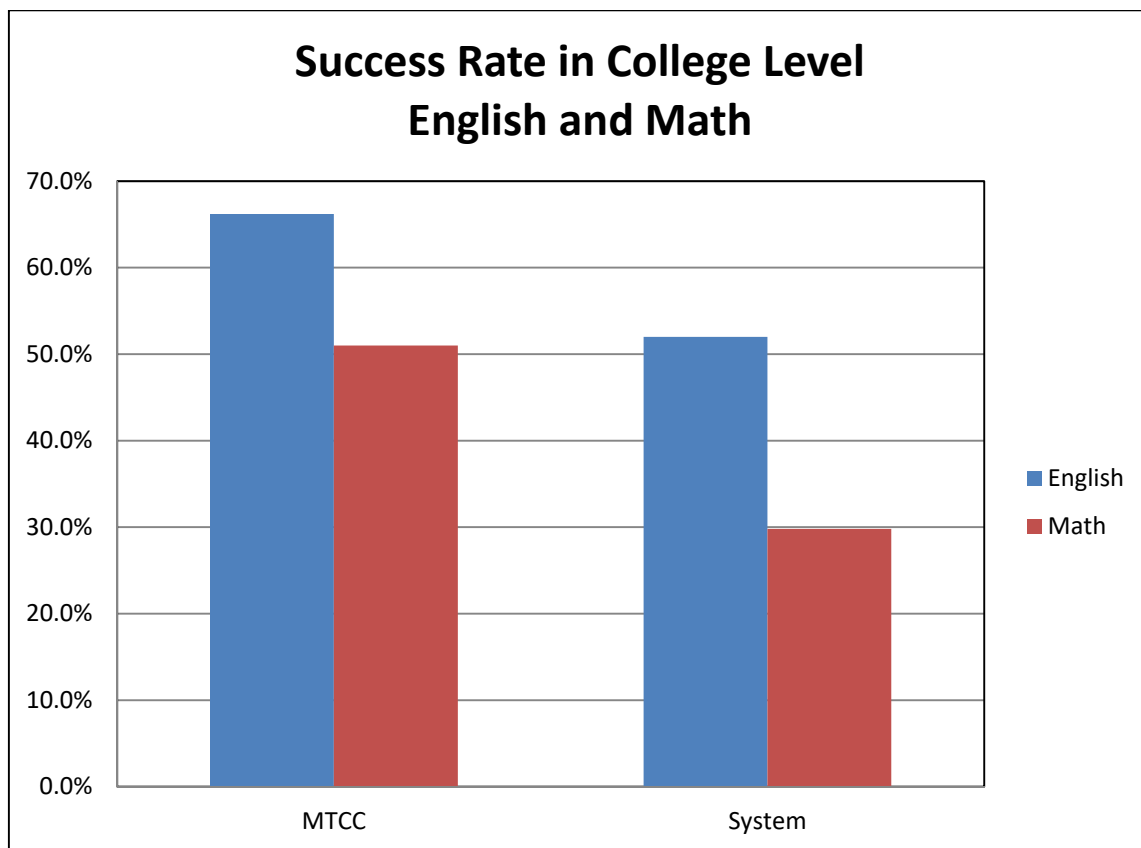
McDowell Technical Community College Student Characteristics Curriculum Student's Un-Employed



Source: Data comes from Student Profile report generated by the Vice President for Learning and Student Services.

McDowell Technical Community College Performance Measure – Student Success Rate in College- Level English and Math Courses

FALL 2014 Cohort							
PEER COLLEGES		English			Math		
	Fall Cohort	Credit English Enrollment	Credit English Success	%Successful	Credit Math Enrollment	Credit Math Success	%Successful
Bladen CC	235	175	144	61.3%	101	101	43.0%
Brunswick CC	298	241	192	64.4%	137	136	45.6%
James Sprunt CC	153	70	63	41.2%	38	38	24.8%
Martin CC	151	62	45	29.8%	48	48	31.8%
Mayland CC	160	72	44	27.5%	26	26	16.3%
McDowell TCC	145	107	96	66.2%	74	74	51.0%
Montgomery CC	131	93	84	64.1%	30	30	22.9%
Roanoke Chowan CC	107	48	39	36.4%	5	5	4.7%
Sampson CC	221	125	94	42.5%	58	58	26.2%
Tri-County CC	243	209	187	77.0%	43	43	17.7%
<i>System Total</i>	<i>38,346</i>	<i>25,545</i>	<i>19,937</i>	<i>52.0%</i>	<i>11440</i>	<i>11,424</i>	<i>29.8%</i>



Performance Measures 2 and 3.

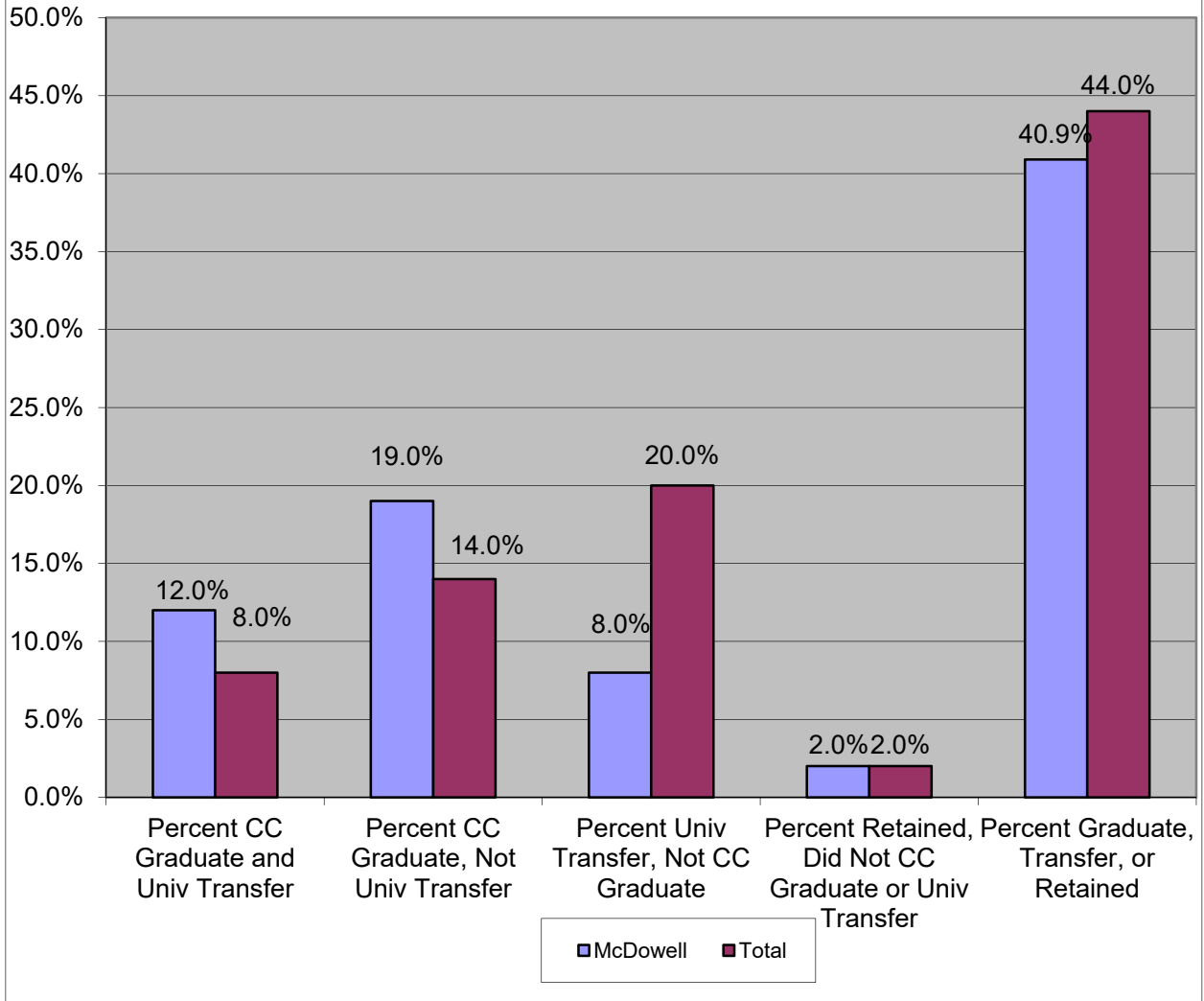
Source: Performance Measures for Student Success from NCCCS.

McDowell Technical Community College

Performance Measure – Curriculum Student Completion

Curriculum Student Completion Fall 2010 Cohort						
PEER COLLEGES	Total Cohort	Percent CC Graduate and Univ. Transfer	Percent CC Graduate, Not Univ. Transfer	Percent Univ. Transfer, Not CC Graduate	Percent Retained, Did Not CC Graduate or Univ. Transfer	Percent Graduate, Transfer, or Retained
Bladen CC	253	2.0%	8.0%	11.0%	3.0%	24.1%
Brunswick CC	263	14.0%	15.0%	11.0%	2.0%	41.4%
James Sprunt CC	338	9.0%	17.0%	26.0%	4.0%	56.2%
Martin CC	171	1.0%	17.0%	13.0%	3.0%	34.5%
Mayland CC	420	5.0%	25.0%	17.0%	3.0%	50.2%
McDowell TCC	274	12.0%	19.0%	8.0%	2.0%	40.9%
Montgomery CC	145	5.0%	22.0%	15.0%	3.0%	44.8%
Roanoke Chowan CC	259	8.0%	16.0%	17.0%	7.0%	47.1%
Sampson CC	334	10.0%	14.0%	30.0%	4.0%	58.7%
Tri-County CC	295	12.0%	8.0%	26.0%	3.0%	50.5%
<i>System Total</i>	46,332	8.0%	14.0%	20.0%	2.0%	44.0%

Fall 2010 Cohort



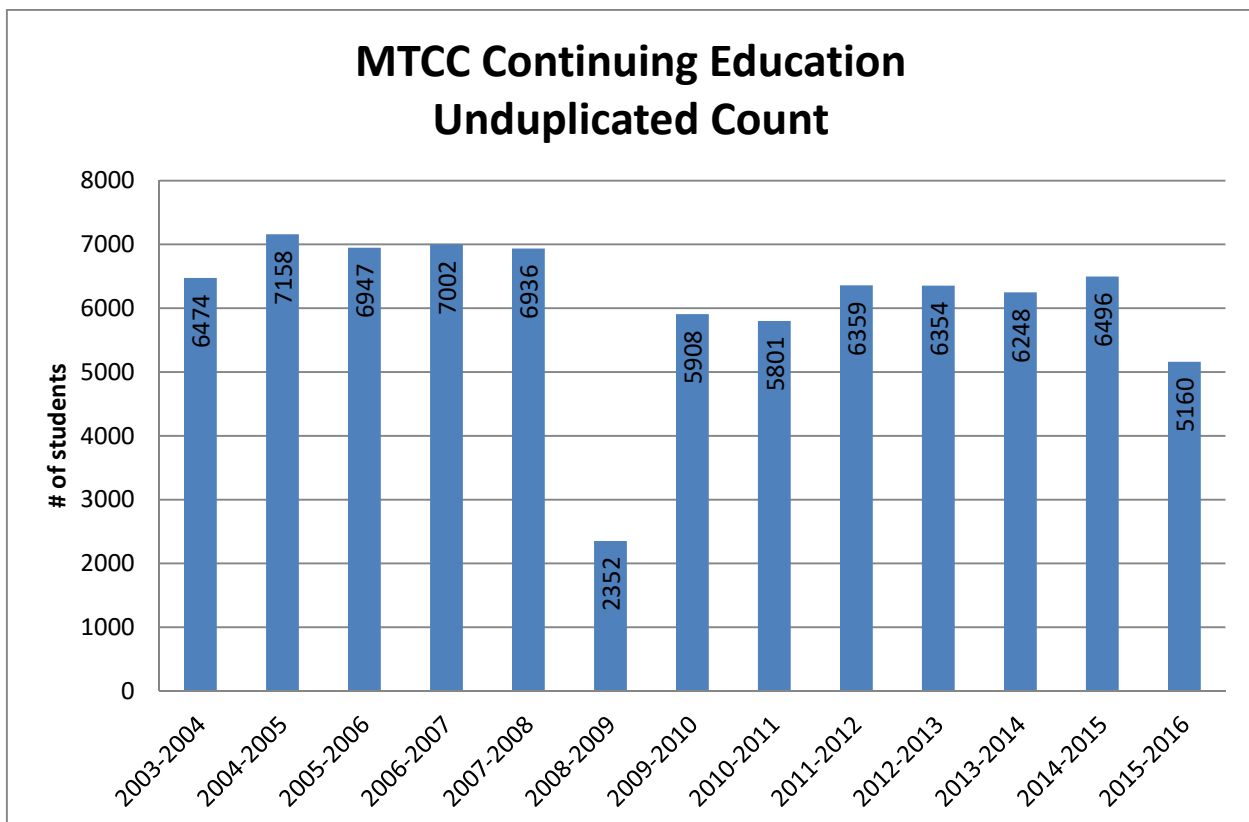
Performance Measure 5.

Source: Performance Measures for Student Success from NCCCS.

McDowell Technical Community College Continuing Education Annualized Unduplicated Headcount

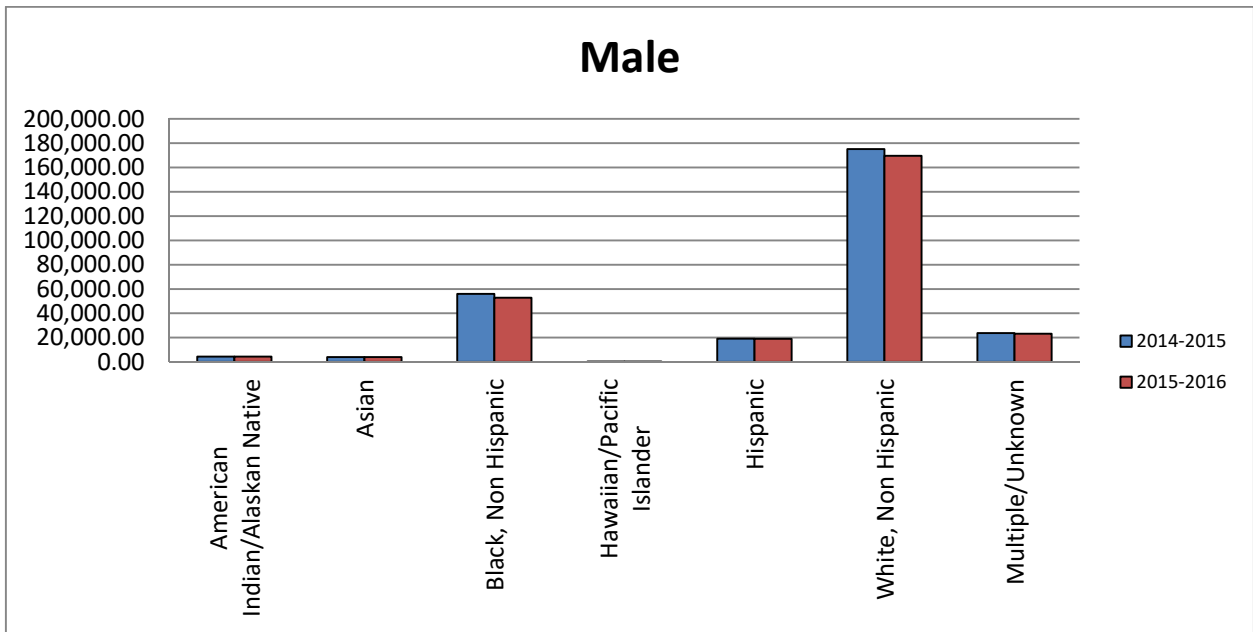
Academic Year	Unduplicated Headcount	% Increase/Decrease
2003-2004	6474	~
2004-2005	7158	10.6%
2005-2006	6947	-2.9%
2006-2007	7002	1.0%
2007-2008	6936	-1.0%
2008-2009	2352	-66.1%
2009-2010	5908	151.2%
2010-2011	5801	-1.8%
2011-2012	6359	9.6%
2012-2013	6354	-1.0%
2013-2014	6248	-1.7%
2014-2015	6496	4.0%
2015-2016	5160	-20.1%

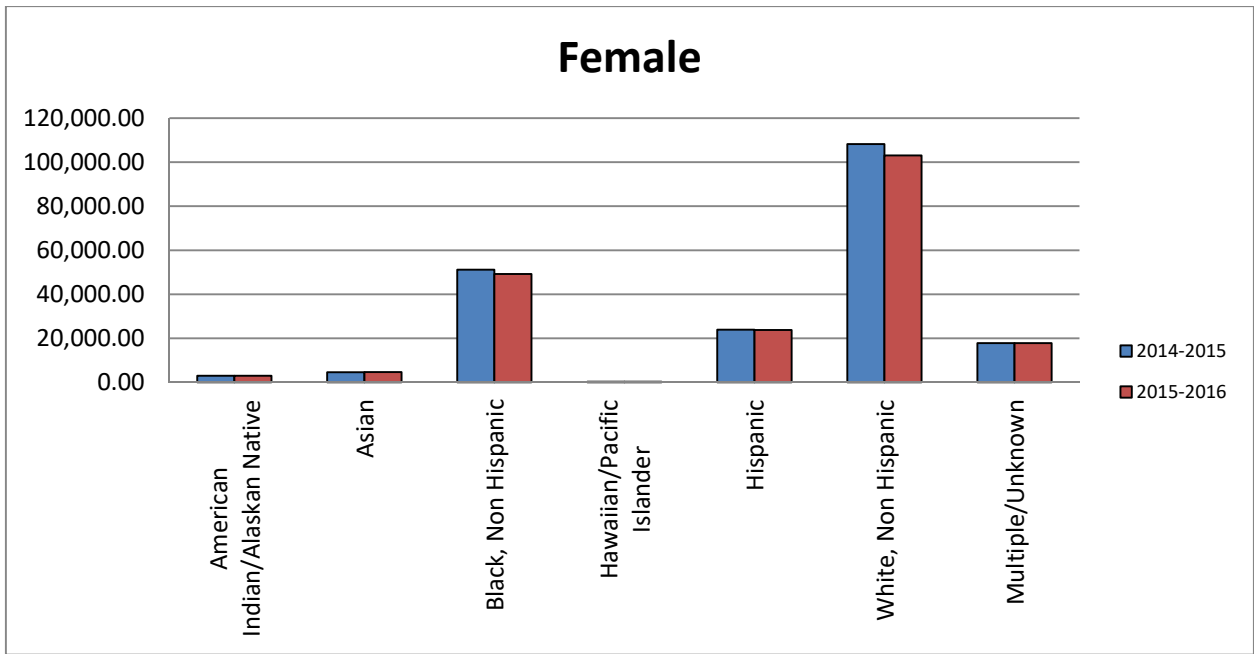
Source: NCCCS Data Warehouse (CESTA1 Annual CE Undup Count by College)



North Carolina Community College System Continuing Education Student Enrollment by Race and Gender

North Carolina Community College System (NCCCS)				
Race	Male	Female	Total	% of Total
Indian/Alaskan Native	4334	2950	7,284	2%
Asian	3927	4642	8,569	2%
Black, Non-Hispanic	52886	49179	102,065	21%
Hawaiian/Pacific Islander	343	272	615	0%
Hispanic	18947	23732	42,679	9%
White, Non-Hispanic	169649	103091	272,740	57%
Multiple/Unknown	23267	17779	41,046	9%
Total	273,353	201,645	474,998	100%

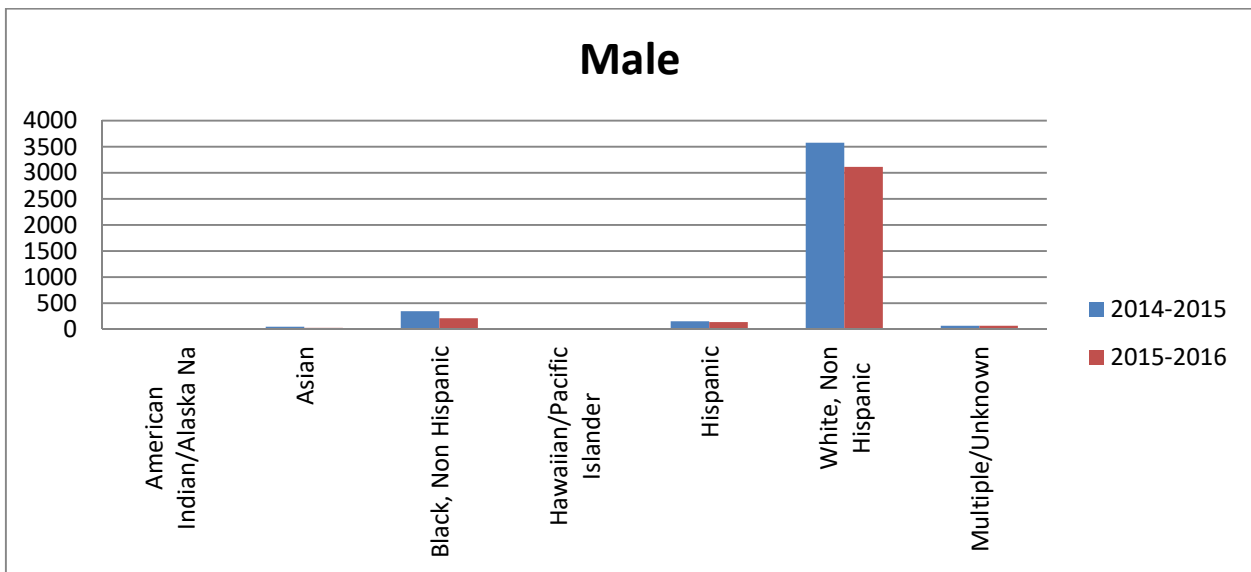


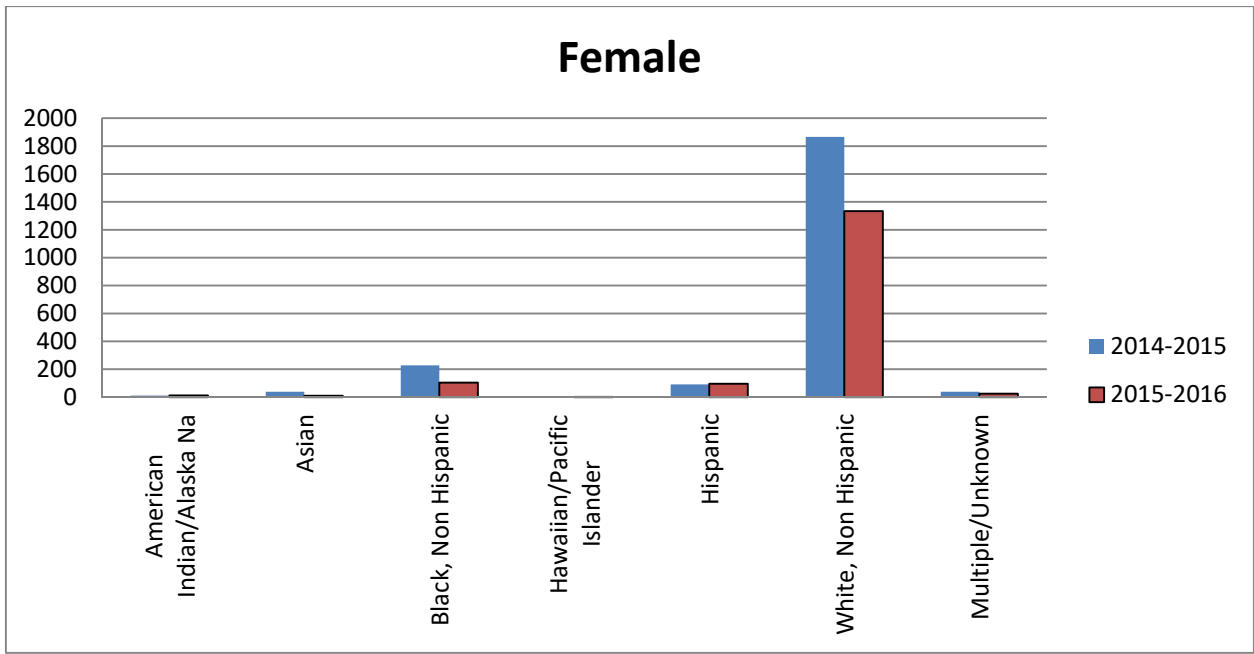


Source: NCCCS Annual Statistical Report (CNEDSTA09).

McDowell Technical Community College Continuing Education Student Enrollment by Race and Gender

McDowell Technical Community College (MTCC)				
Race	Male	Female	Total	% of Total
American Indian/Alaskan Native	20	12	32	1%
Asian	26	10	36	1%
Black, Non-Hispanic	210	104	314	6%
Hawaiian/Pacific Islander	4	2	6	0%
Hispanic	138	96	234	5%
White, Non-Hispanic	3113	1334	4,447	86%
Multiple/Unknown	66	25	91	2%
Total	3,577	1,583	5,160	100%



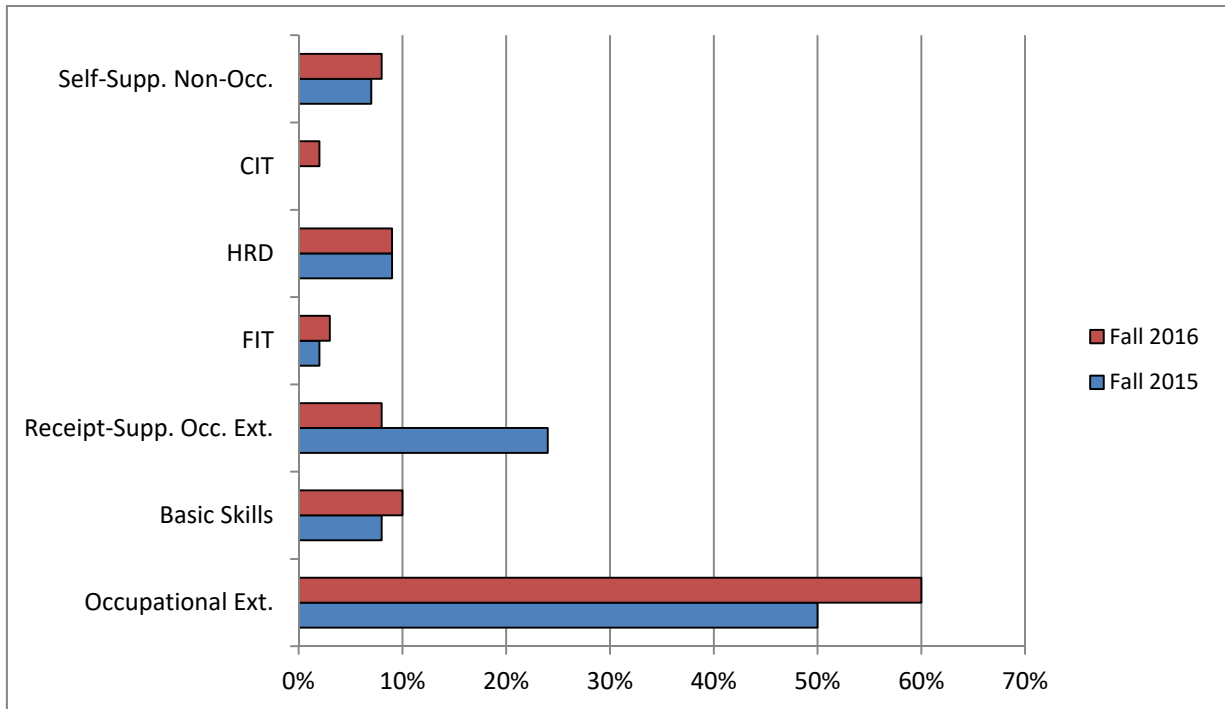


Source: NCCCS Statistical Report (CNEDSTA09).

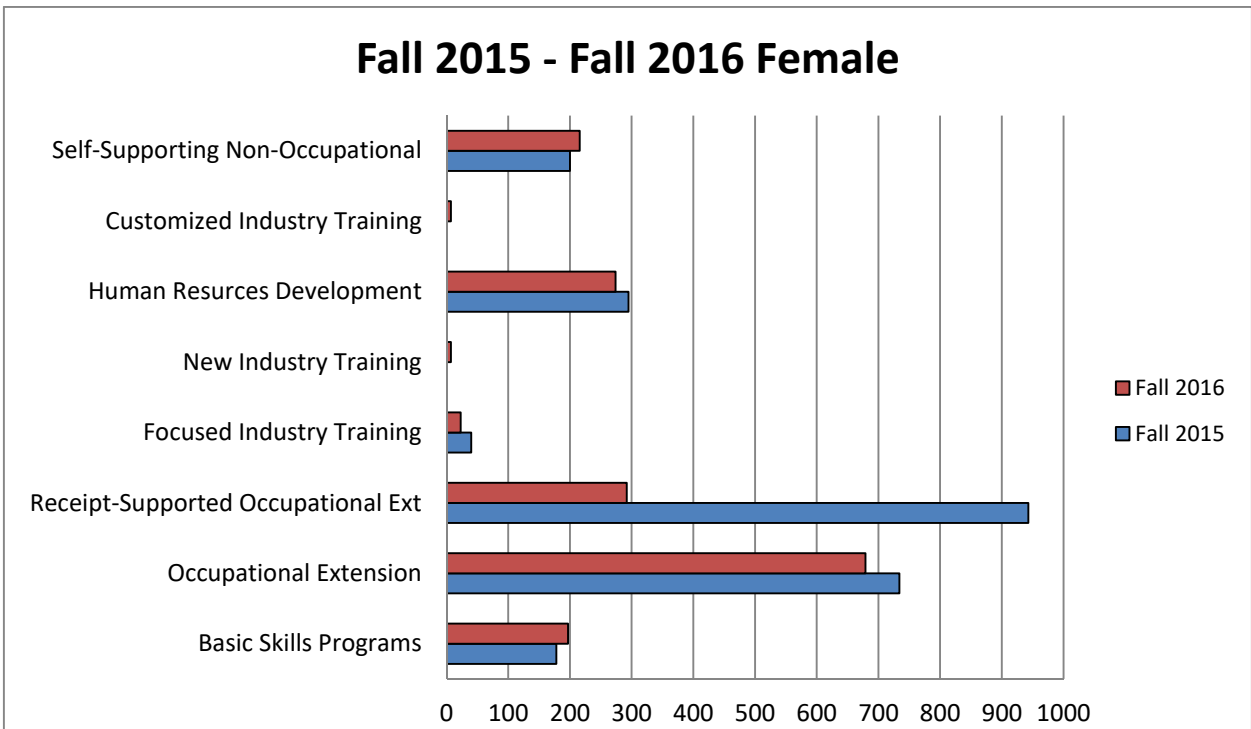
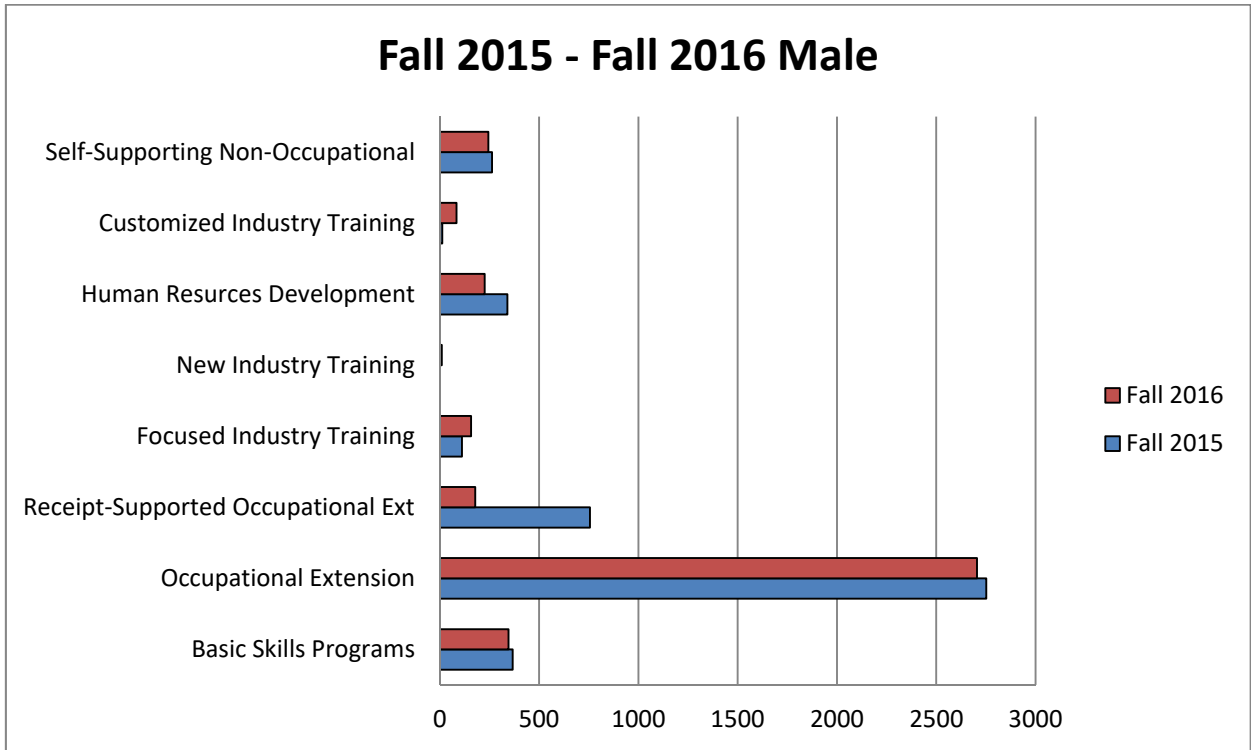
McDowell Technical Community College Continuing Education Student Enrollment by Area

Fall Semester 2015									
Program	Male	Female	White	Black	Hispanic	Indian	Asian	Other	Total
Basic Skills Programs	367	178	*	*	112	*	2	*	545
Occupational Continuing Education Regular Budget	2,752	734	*	*	49	*	9	*	3,486
Receipt-Supported Occupational Ext	756	943	*	*	65	*	66	*	1,699
Focused Industry Training (FIT)	111	40			2		1		151
Human Resource Development (HRD)	340	295	*	*	10	*	3	*	635
Customized Industry Training	12	*	*	*	1	*	*	*	12
Self-Supporting Non-Occupational	263	200	*	*	25	*	7	*	463
College Total	4,601	2,390	0	0	264	0	88	0	6,991
Fall Semester 2016									
Program	Male	Female	White	Black	Hispanic	Indian	Asian	Other	Total
Basic Skills Programs	346	197	*	*	147	*	1	*	543
Occupational Continuing Education Regular Budget	2,705	679	*	*	49	*	10	*	3,384
Receipt-Supported Occupational Ext	178	292	*	*	11	*	14	*	470
Focused Industry Training (FIT)	157	23			3		2		180
New Industry Training (NIT)	10	7	*	*	*	*	2	*	17
Human Resource Development (HRD)	226	274	*	*	10	*	2	*	500
Customized Industry Training	84	7	*	*	7	*	1	*	91
Self-Supporting Non-Occupational	244	216	*	*	14	*	4	*	460
College Total	3,950	1,695	0	0	241	0	36	0	5,645

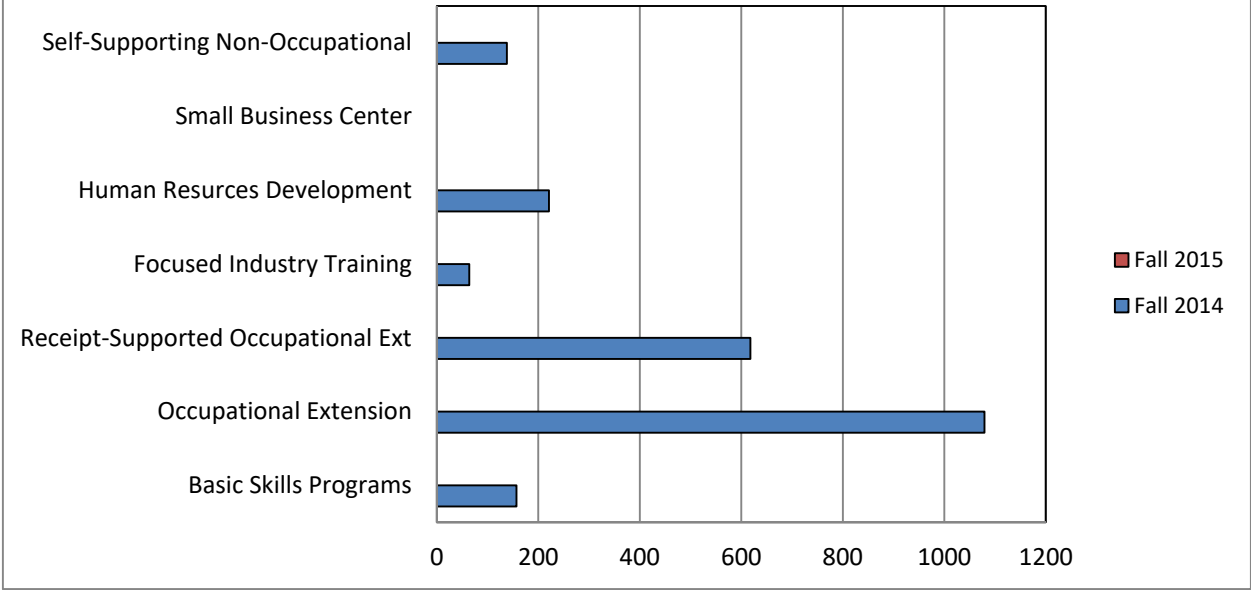
Source: Report CNEDSTS332 from NCCCS



McDowell Technical Community College Continuing Education Student Enrollment by Area, Gender and Race



Fall 2013 - Fall 2014 White

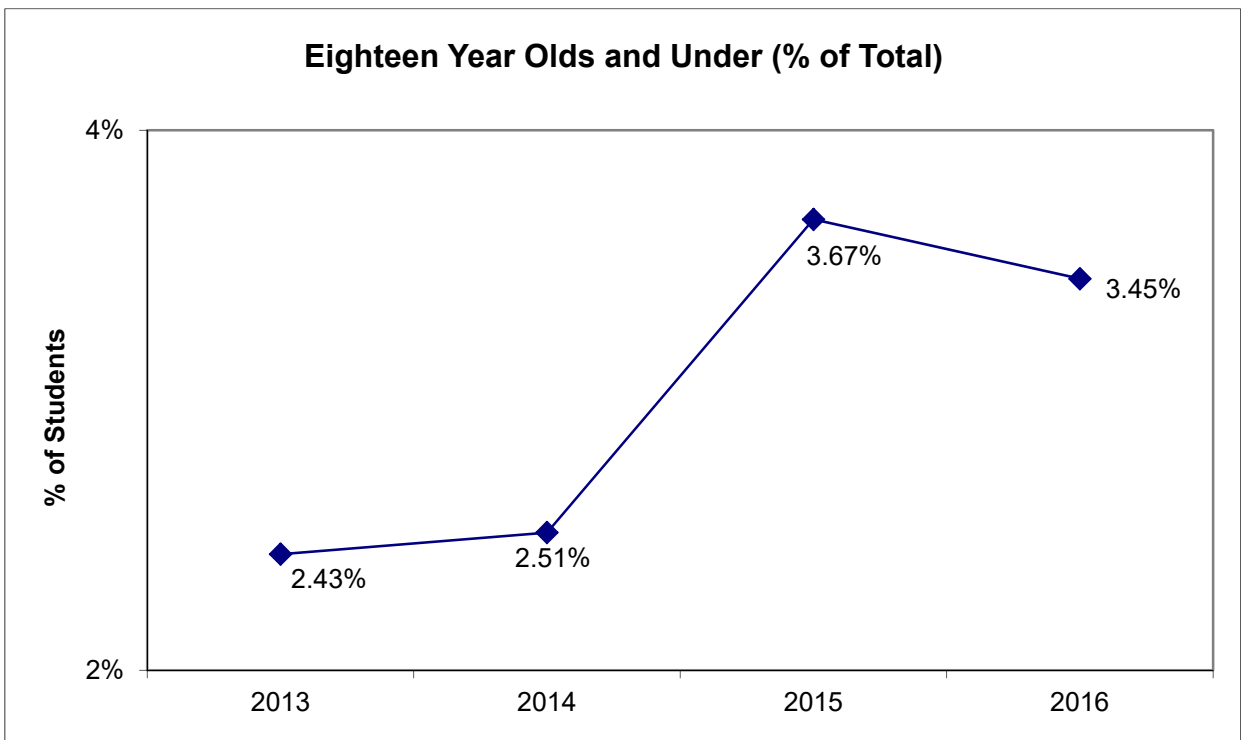
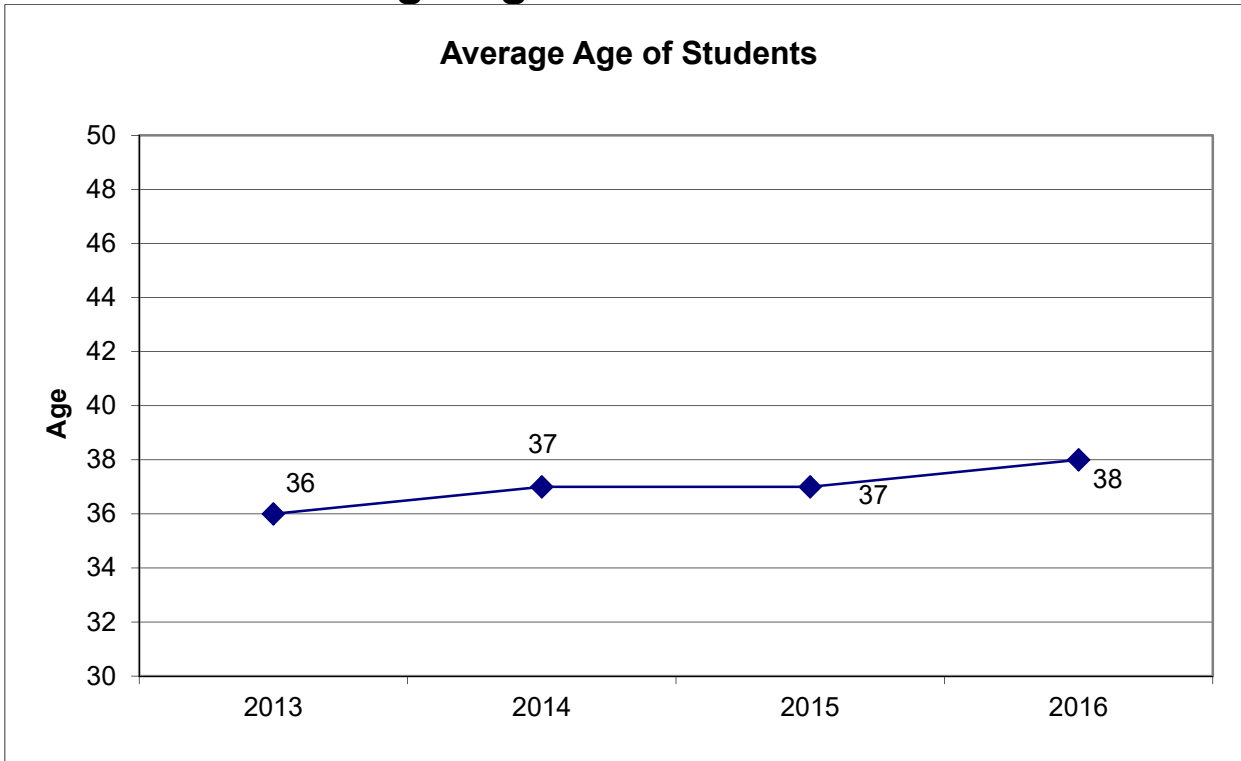


Fall 2015 - Fall 2016 Non-White

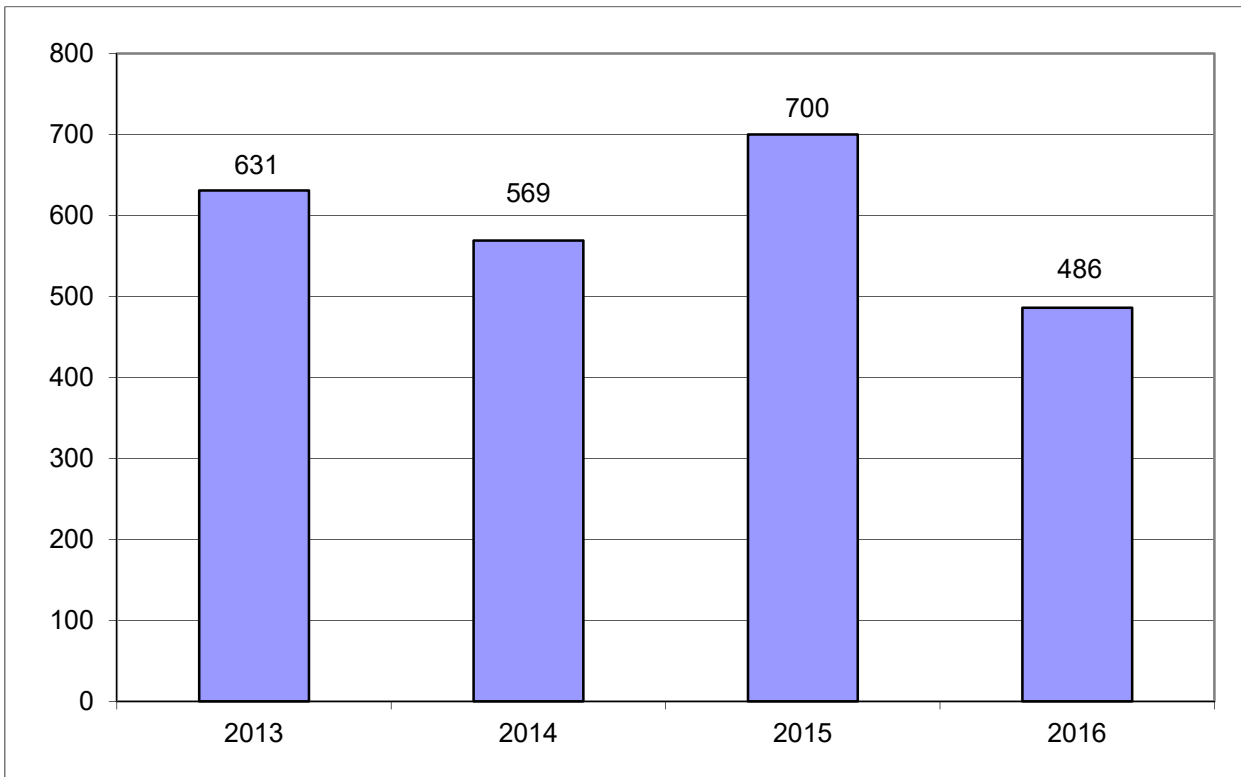
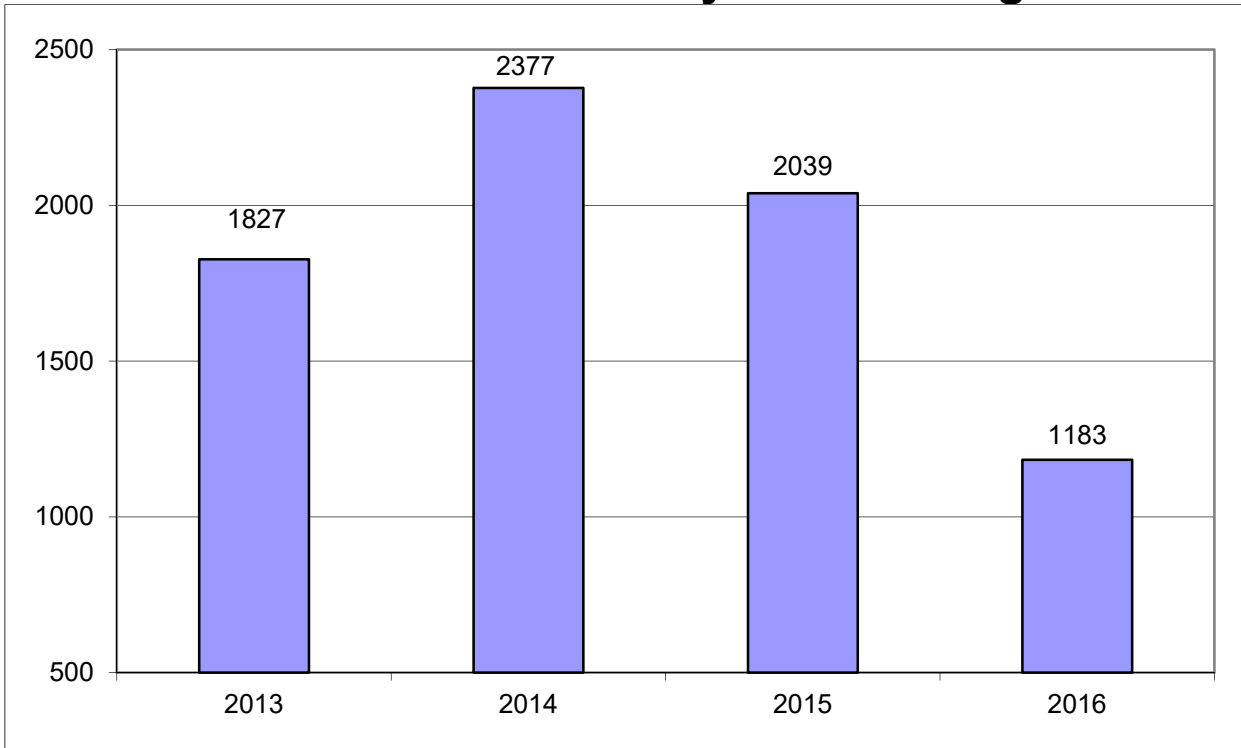


Source: Report CNEDSTS332 from NCCCS.

McDowell Technical Community College Continuing Education Student Characteristics Average Age of Con Ed Student

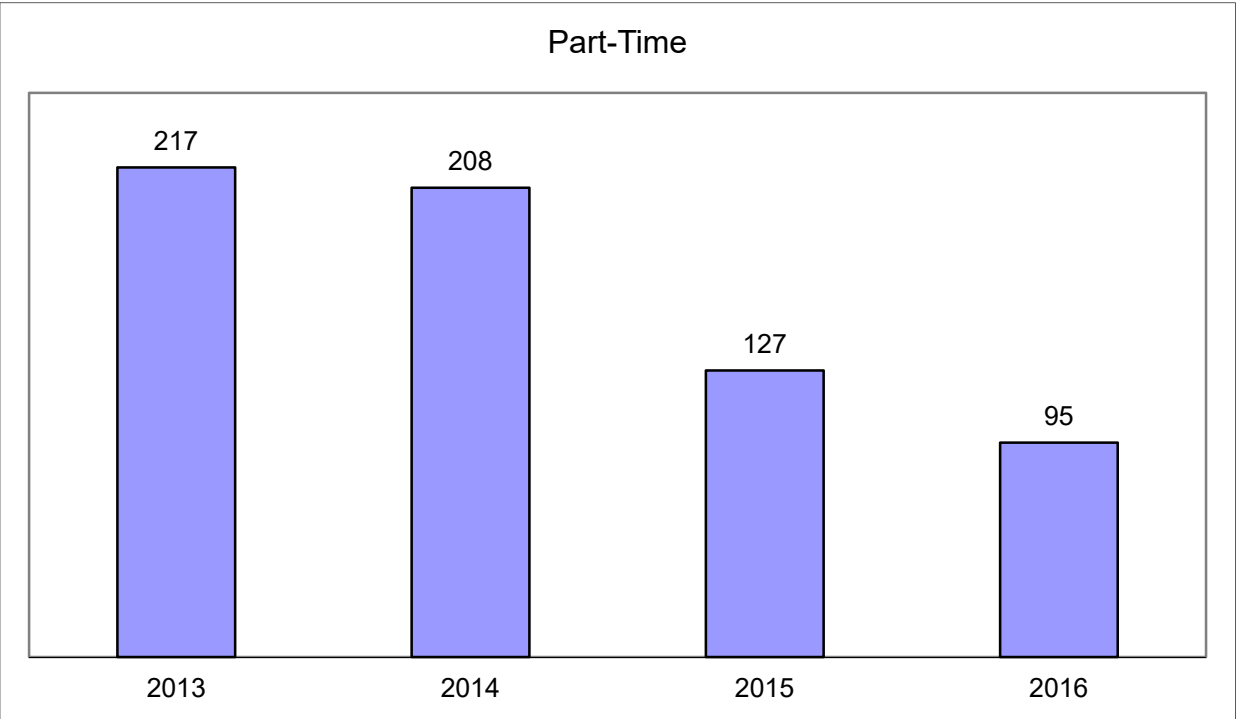
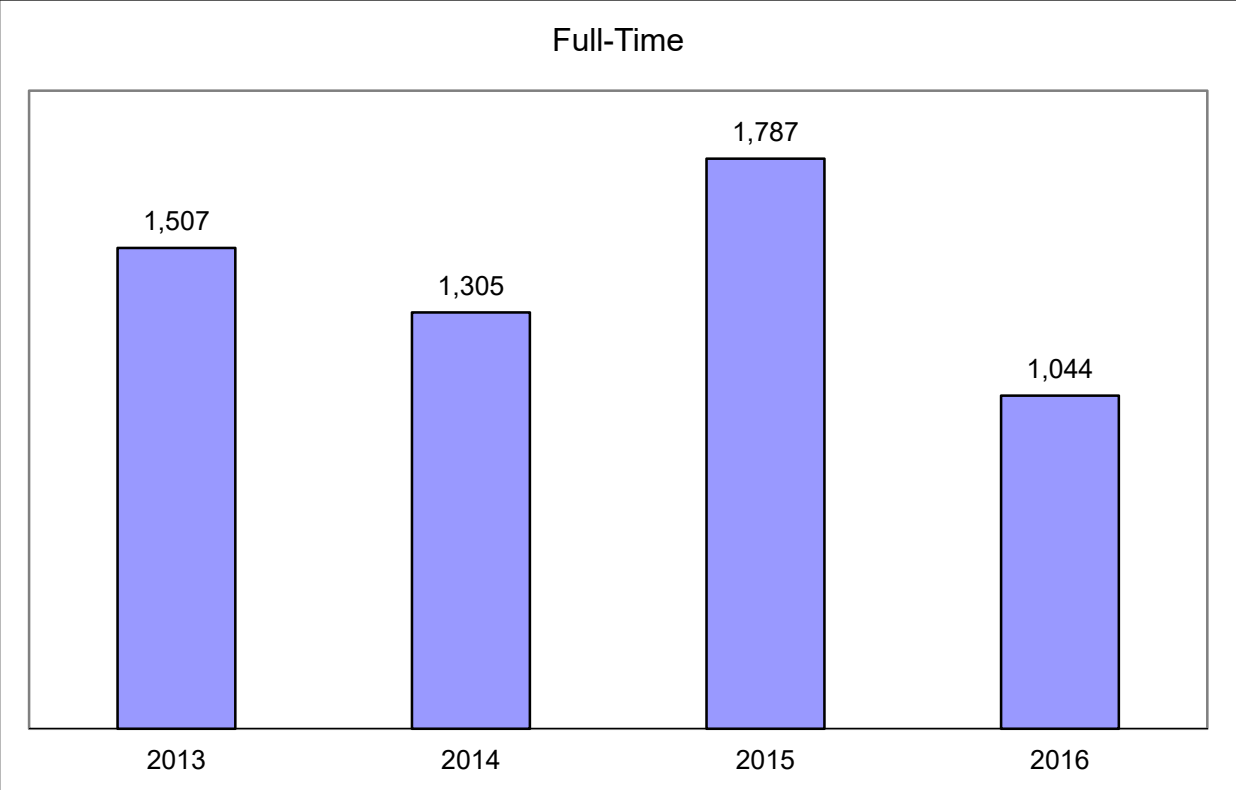


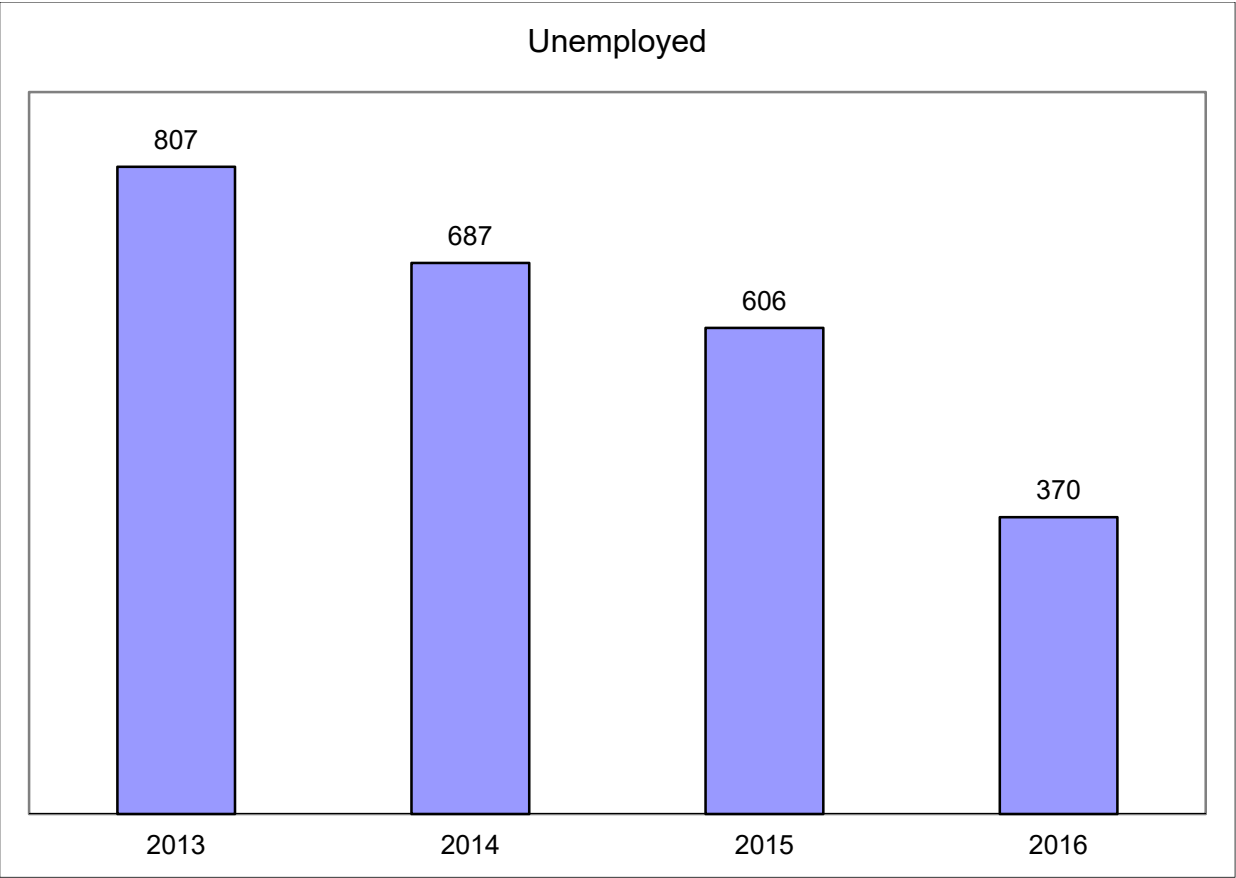
McDowell Technical Community College Continuing Education Student Characteristics Class Attendance Day and Evening



Source: Report CNEDSTS332 from NCCCS

McDowell Technical Community College Continuing Education Student Characteristics Employment Status





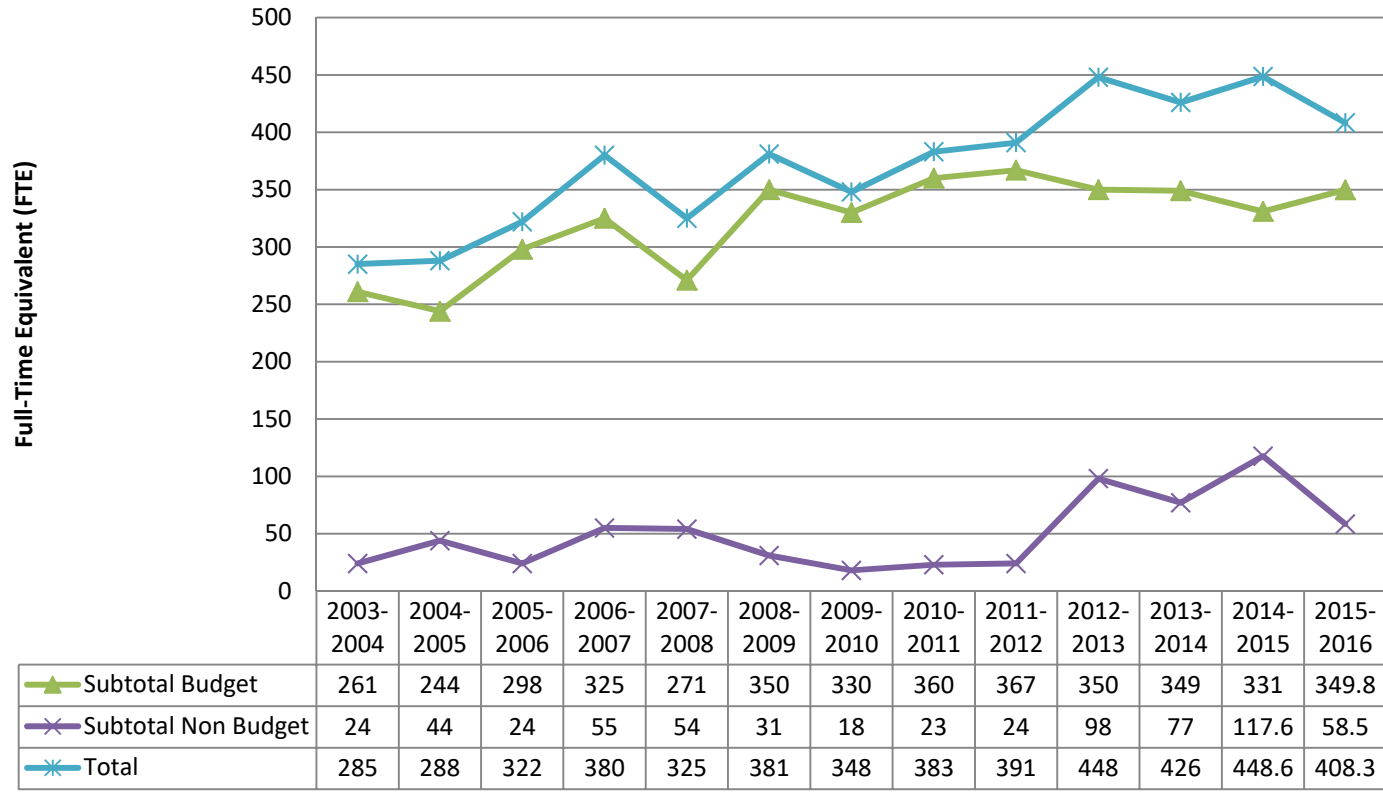
Source: Report CNEDSTS332 from NCCCS

McDowell Technical Community College Continuing Education Annualized FTE

Continuing Education Programs (Spring, Summer & Fall)													
Year	Basic Skills	OCC RB	Subtotal Budget	Occupational Self Supporting	Focused Industry Training (FIT)	Human Res. Dev.	New & Expanding Industries Training	Small Business Center	Community Services	Customized Training	Non Occupational Self Supporting	Subtotal Non Budget	Total
2003-2004	139	122	261	6	4	0	7	1			6	24	285
2004-2005	106	138	244	2	1	0	35	1			5	44	288
2005-2006	136	162	298	4	0	0	11	1			8	24	322
2006-2007	169	156	325	4	2	0	22	1	14		12	55	380
2007-2008	100	171	271	14	3	0	2	1	22		12	54	325
2008-2009	169	181	350	8	3	1	0	0	6		13	31	381
2009-2010	145	185	330	4	2	1	0	1	3		7	18	348
2010-2011	135	225	360	5	8	1	2	0	0		7	23	383
2011-2012	127	240	367	15	2	0	1	0	0	0	6	24	391
2012-2013	121	229	350	16	9	0	67	0	0	0	6	98	448
2013-2014	111	238	349	27	0	0	35	0	0	0	15	77	426
2014-2015	99.1	231.9	331	38.3	0	0	0	0	0	84.4	-5.1	117.6	448.6
2015-2016	101	248.8	349.8	33.8	0	0	0	0	0	20	4.7	58.5	408.3

Source: NCCCS Data Warehouse (CURCEFTEA26)

Continuing Education Programs



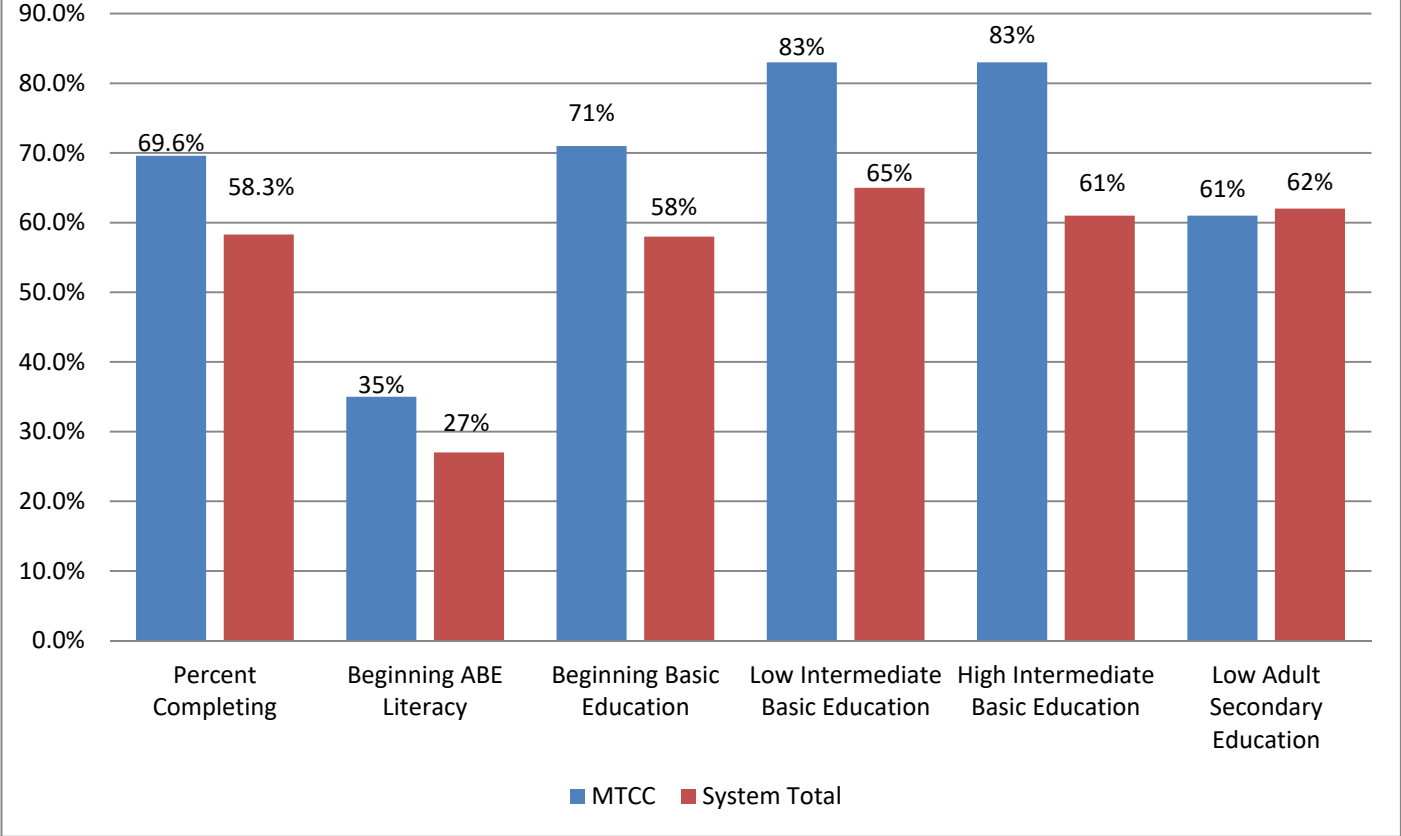
McDowell Technical Community College Performance Measure – Basic Skills Student Progress

2015-2016							
Peer Colleges	Total Served in Basic Skills	Percent Completing	Beginning ABE Literacy	Beginning Basic Education	Low Intermediate Basic Education	High Intermediate Basic Education	Low Adult Secondary Education
Bladen CC	183	68.9%	36%	78%	75%	58%	75%
Brunswick CC	304	69.7%	32%	100%	100%	97%	96%
James Sprunt CC	103	77.7%	*	94%	79%	69%	63%
Martin CC	203	58.1%	44%	73%	67%	55%	50%
Mayland CC	563	63.4%	38%	75%	73%	60%	64%
McDowell CC	270	69.6%	35%	71%	83%	83%	61%
Montgomery CC	169	59.2%	27%	60%	77%	68%	50%
Roanoke Chowan CC	116	41.4%	*	44%	42%	26%	67%
Sampson CC	571	48.7%	27%	60%	59%	53%	50%
Tri-County CC	96	52.1%	15%	47%	80%	77%	90%
<i>System Total</i>	<i>36,638</i>	<i>58.3%</i>	<i>27%</i>	<i>58%</i>	<i>65%</i>	<i>61%</i>	<i>62%</i>

Performance Measure 1.

Note: To be included, students must have been enrolled in a class during the Basic Skills/College and Career Readiness program year (July 1 – June 30), have accumulated 12 or more total contact hours across all classes enrolled, have been post-tested, and not have an initial placement of High Adult Secondary Education. Initial placement is based upon the National Reporting System (NRS) guidelines of being the lowest Educational Functioning Level of the first NRS approved test(s) taken during the program year. Colleges received credit for all students who tested at a higher Educational Functioning Level at any point of the Basic Skills/College and Career Readiness program year (July 1 – June 30) in the same test and component that set the initial placement. Colleges are also given credit for students who test at Adult Secondary Education Low, are an Adult High School student, and meet the federal and state assessment policy guidelines for moving up an educational functioning level to Adult Secondary Education High.

2015-2016



McDowell Technical Community College Performance Measure – Aggregate Licensure and Certification Passing Rate

2014-15		
PEER COLLEGES	Total Number of Test Takers	Aggregate Institutional Passing Rate
Bladen CC	123	77.2%
Brunswick CC	158	74.7%
James Sprunt CC	66	80.3%
Martin CC	54	66.7%
Mayland CC	83	89.2%
McDowell CC	105	92.4%
Montgomery CC	47	78.7%
Roanoke Chowan CC	69	66.7%
Sampson CC	96	84.4%
Tri-County CC	97	73.2%

2015-16		
PEER COLLEGES	Total Number of Test Takers	Aggregate Institutional Passing Rate
Bladen CC	84	84.5%
Brunswick CC	143	82.5%
James Sprunt CC	73	84.9%
Martin CC	87	56.3%
Mayland CC	69	78.3%
McDowell CC	115	92.2%
Montgomery CC	37	75.7%
Roanoke Chowan CC	52	57.7%
Sampson CC	71	87.3%
Tri-County CC	62	80.6%

Performance Measure 6.

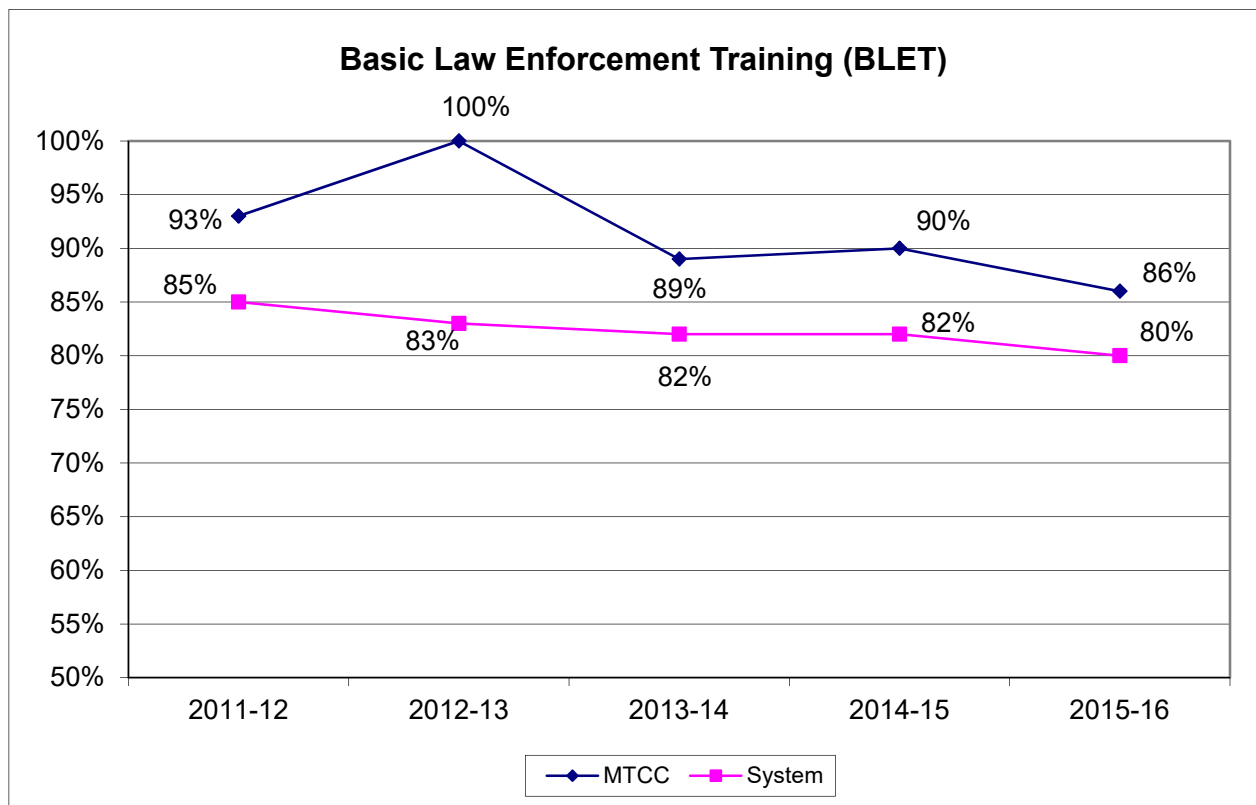
Source: Performance Measures for Student Success from NCCCS for each year.

McDowell Technical Community College Performance Measure – Licensure and Certification Passing Rate (First-Time Test-Takers)

BLET										
PEER COLLEGES	2011-12		2012-13		2013-14		2014-15		2015-16	
	#	%	#	%	#	%	#	%	#	%
Bladen CC	8	38%	12	67%	9	78%	10	90%	*	*
Brunswick CC	23	74%	6	100%	26	88%	15	60%	24	71%
James Sprunt CC		*	13	69%	21	76%	6	67%	14	57%
Martin CC	*	*	14	43%	7	29%	*	29%	18	56%
Mayland CC	14	100%	9	56%	15	67%	8	100%	7	86%
McDowell CC	15	93%	16	100%	19	89%	10	90%	28	86%
Montgomery CC	*	*	5	40%	*	*	7	86%	7	71%
Roanoke Chowan CC		*		*	*	*	*	*	*	*
Sampson CC	14	86%	10	30%	13	85%	18	56%	7	100%
Tri-County CC		*	12	75%	8	38%	8	63%	4	*
<i>System Total</i>	<i>1,762</i>	<i>85%</i>	<i>1,563</i>	<i>83%</i>	<i>1,582</i>	<i>82%</i>	<i>1,451</i>	<i>82%</i>	<i>1,400</i>	<i>80%</i>

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

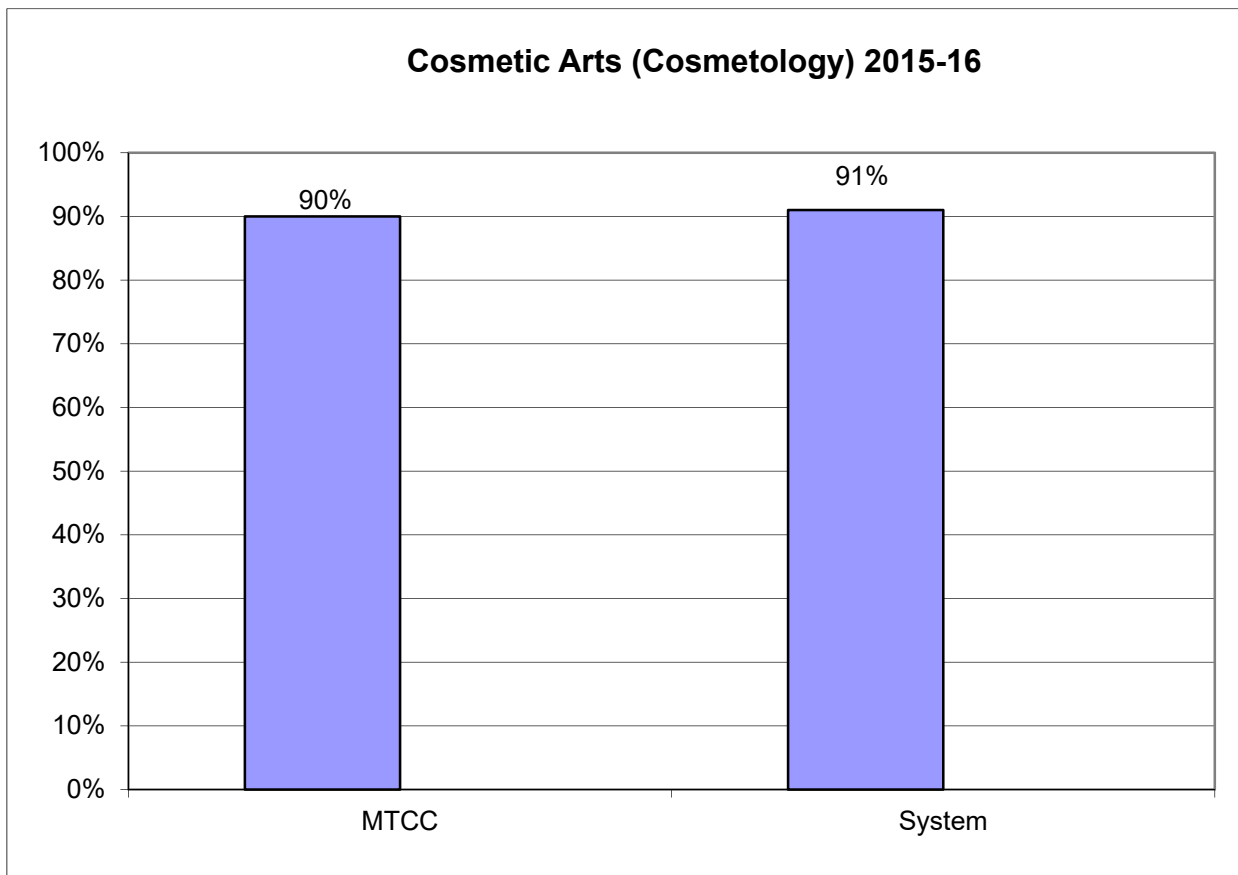
Source: Performance Measures for Student Success from NCCCS for each year.



Cosmetology										
PEER COLLEGES	2010-11		2012-13		2013-14		2014-15		2015-16	
	#	%	#	%	#	%	#	%	#	%
Bladen CC	4	*	8	75%	11	100%	7	86%	12	100%
Brunswick CC	17	88%	7	86%	10	90%	9	78%	9	78%
James Sprunt CC	6	*	2	*	4	*	6	83%	3	*
Martin CC	4	*	4	*	9	100%	3	*	6	67%
Mayland CC	10	90%	10	90%	10	90%	11	100%	5	100%
McDowell CC	12	100%	14	86%	17	88%	13	100%	21	90%
Montgomery CC				*		*		*	*	*
Roanoke Chowan CC	3	*	4	*	1	*	4	*	2	*
Sampson CC	7	*	11	82%	10	100%	12	92%	9	56%
Tri-County CC	16	94%	7	86%	9	89%	8	100%	7	86%
<i>System Total</i>	<i>634</i>	<i>94%</i>	<i>684</i>	<i>89%</i>	<i>676</i>	<i>93%</i>	<i>733</i>	<i>90%</i>	<i>719</i>	<i>91%</i>

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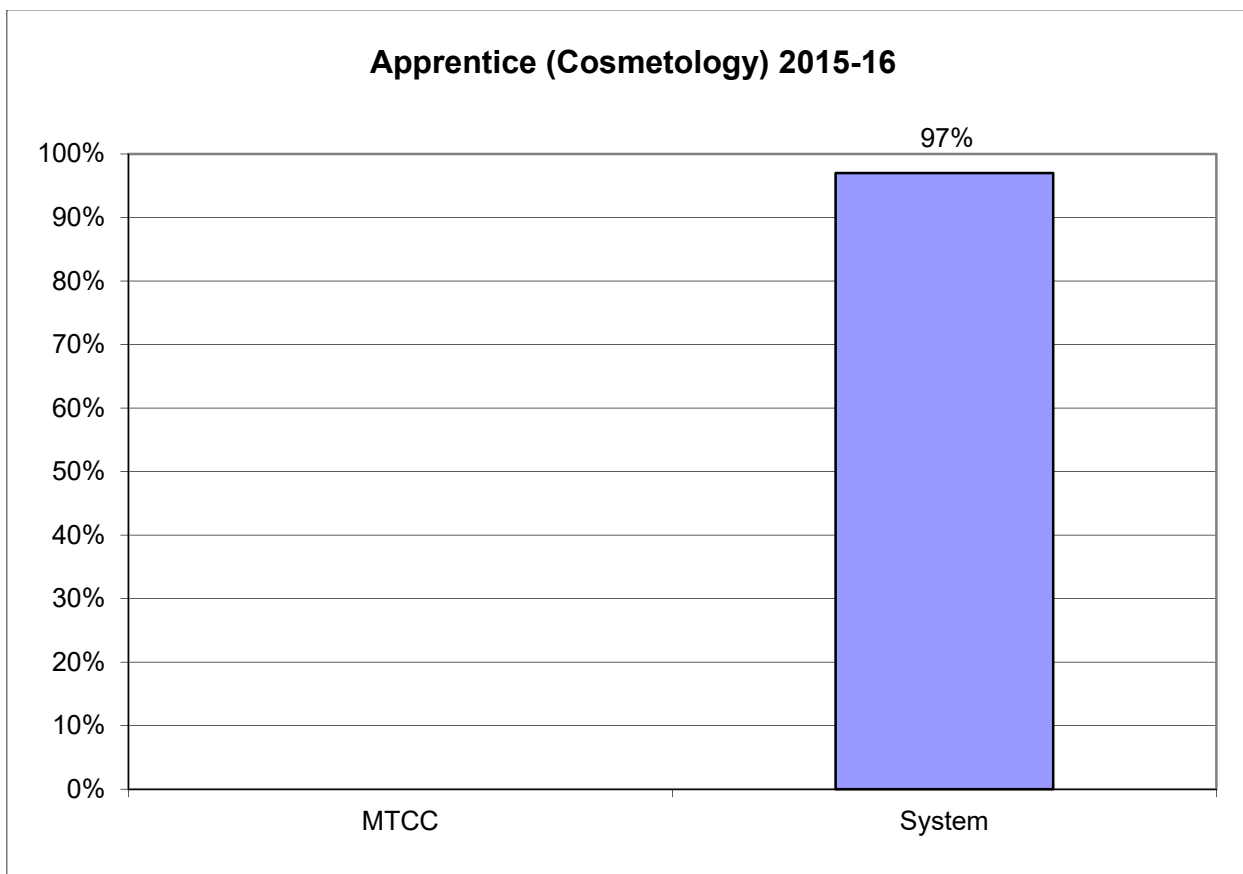
Source: Performance Measures for Student Success from NCCCS for each year



Apprentice (Cosmetology)										
PEER COLLEGES	2011-12		2012-13		2013-14		2014-15		2015-16	
	#	%	#	%	#	%	#	%	#	%
Bladen CC	1	*		*	1	*		*	1	*
Brunswick CC	3	*	7	100%	2	*	7	71%	6	100%
James Sprunt CC	1	*	2	*	2	*		*		*
Martin CC		*		*		*		*		*
Mayland CC	2	*	3	*	4	*	8	100%	1	*
McDowell CC	3	*	3	*	2	*	2	*		*
Montgomery CC				*		*		*		*
Roanoke Chowan CC				*	1	*		*		*
Sampson CC		*	1	*		*	1	*	1	*
Tri-County CC				*		*		*		*
<i>System Total</i>	<i>194</i>	<i>95%</i>	<i>145</i>	<i>90%</i>	<i>151</i>	<i>94%</i>	<i>163</i>	<i>92%</i>	<i>150</i>	<i>97%</i>

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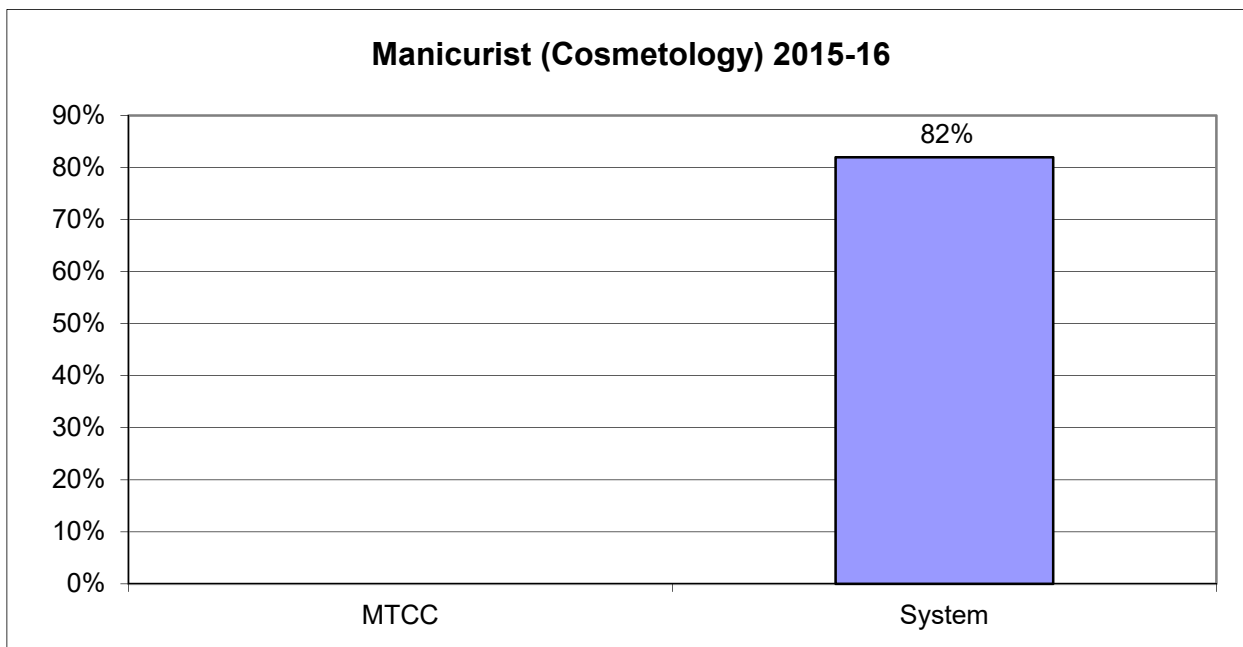
Source: Performance Measures for Student Success from NCCCS for each year



Manicurist (Cosmetology)										
PEER COLLEGES	2011-12		2012-13		2013-14		2014-15		2015-16	
	#	%	#	%	#	%	#	%	#	%
Bladen CC		*		*		*		*		*
Brunswick CC		*		*		*	9	89%	14	100%
James Sprunt CC	6	83%	1	*	1	*	3	*		*
Martin CC		*		*		*		*		*
Mayland CC		*	7	100%	3	*	4	*	3	*
McDowell CC		*		*		*		*		*
Montgomery CC		*		*		*		*		*
Roanoke Chowan CC	4	*		*		*		*		*
Sampson CC		*		*		*	1	*		*
Tri-County CC	3	*		*		*		*		*
<i>System Total</i>	<i>123</i>	<i>89%</i>	<i>116</i>	<i>77%</i>	<i>126</i>	<i>79%</i>	<i>164</i>	<i>79%</i>	<i>103</i>	<i>82%</i>

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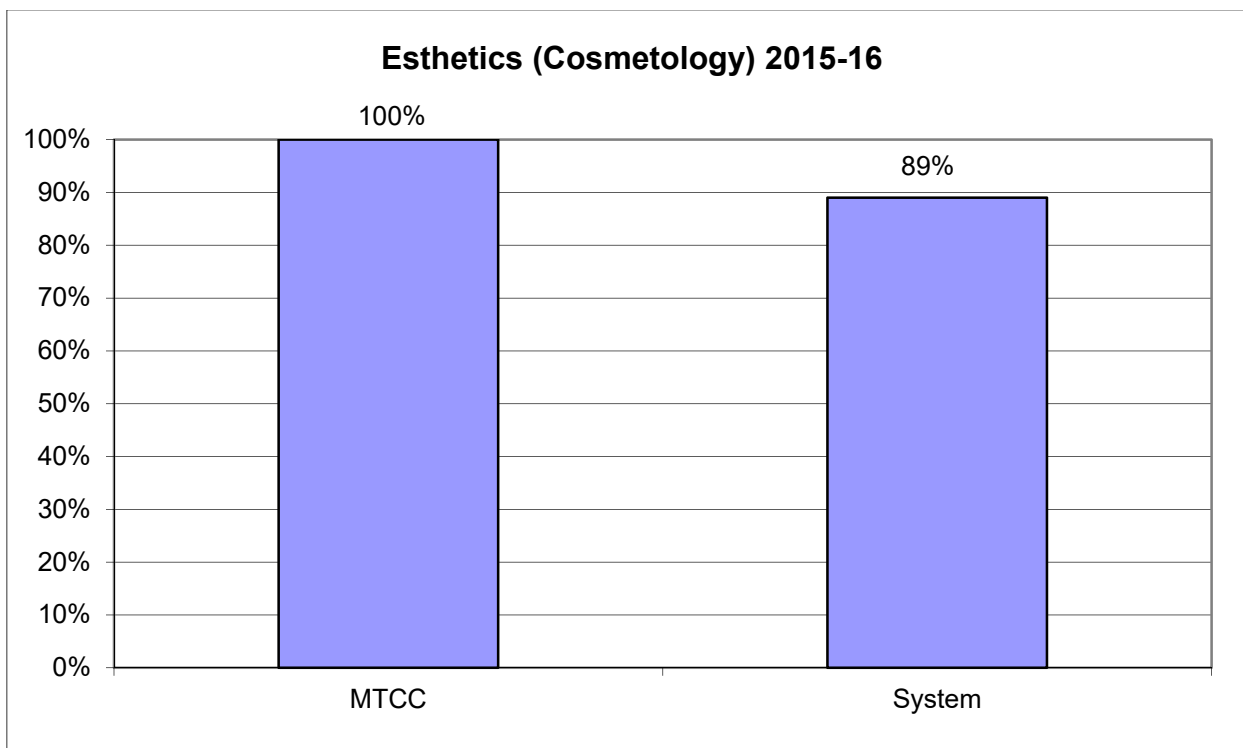
Source: Performance Measures for Student Success from NCCCS for each year



Esthetics (Cosmetology)										
PEER COLLEGES	2011-12		2012-13		2013-14		2014-15		2015-16	
	#	%	#	%	#	%	#	%	#	%
Bladen CC		*		*		*		*		*
Brunswick CC		*	2	*	9	100%	7	100%	14	93%
James Sprunt CC		*		*		*		*		*
Martin CC		*		*		*		*		*
Mayland CC	1	*		*		*		*		*
McDowell CC	5	100%	6	100%	6	100%	7	100%	7	100%
Montgomery CC		*		*		*		*		*
Roanoke Chowan CC		*		*		*		*		*
Sampson CC		*		*		*		*		*
Tri-County CC	4	*	2	*	2	*	1	*	5	80%
<i>System Total</i>	<i>166</i>	<i>95%</i>	<i>193</i>	<i>91%</i>	<i>169</i>	<i>93%</i>	<i>163</i>	<i>94%</i>	<i>211</i>	<i>89%</i>

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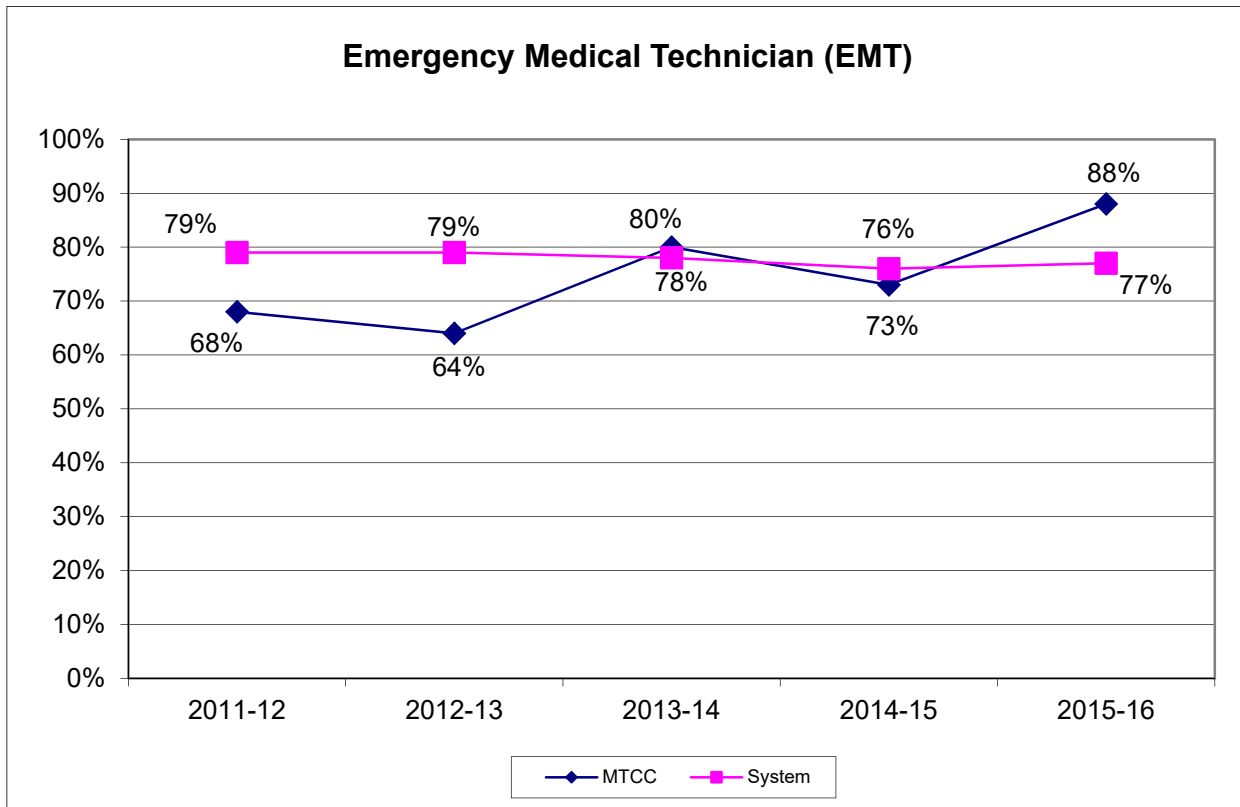
Source: Performance Measures for Student Success from NCCCS for each year



EMT										
PEER COLLEGES	2011-12		2012-13		2013-14		2014-15		2015-16	
	#	%	#	%	#	%	#	%	#	%
Bladen CC	27	59%	35	71%	24	67%	23	87%	8	75%
Brunswick CC	38	87%	69	87%	31	65%	41	61%	18	72%
James Sprunt CC	15	67%	18	83%	24	79%	11	91%	18	83%
Martin CC	21	71%	34	76%	4	*	17	59%	12	33%
Mayland CC	24	54%	20	35%	21	48%	9	67%	13	54%
McDowell CC	22	68%	22	64%	10	80%	15	73%	8	88%
Montgomery CC		*		*	8	100%	5	60%	7	57%
Roanoke Chowan CC	21	81%	19	79%	46	80%	39	56%	31	55%
Sampson CC	12	17%	13	69%	14	71%	8	63%	5	40%
Tri-County CC	15	87%	19	63%	42	62%	18	83%	18	72%
<i>System Total</i>	<i>3,154</i>	<i>79%</i>	<i>2,919</i>	<i>79%</i>	<i>3,150</i>	<i>78%</i>	<i>3,107</i>	<i>76%</i>	<i>2,990</i>	<i>77%</i>

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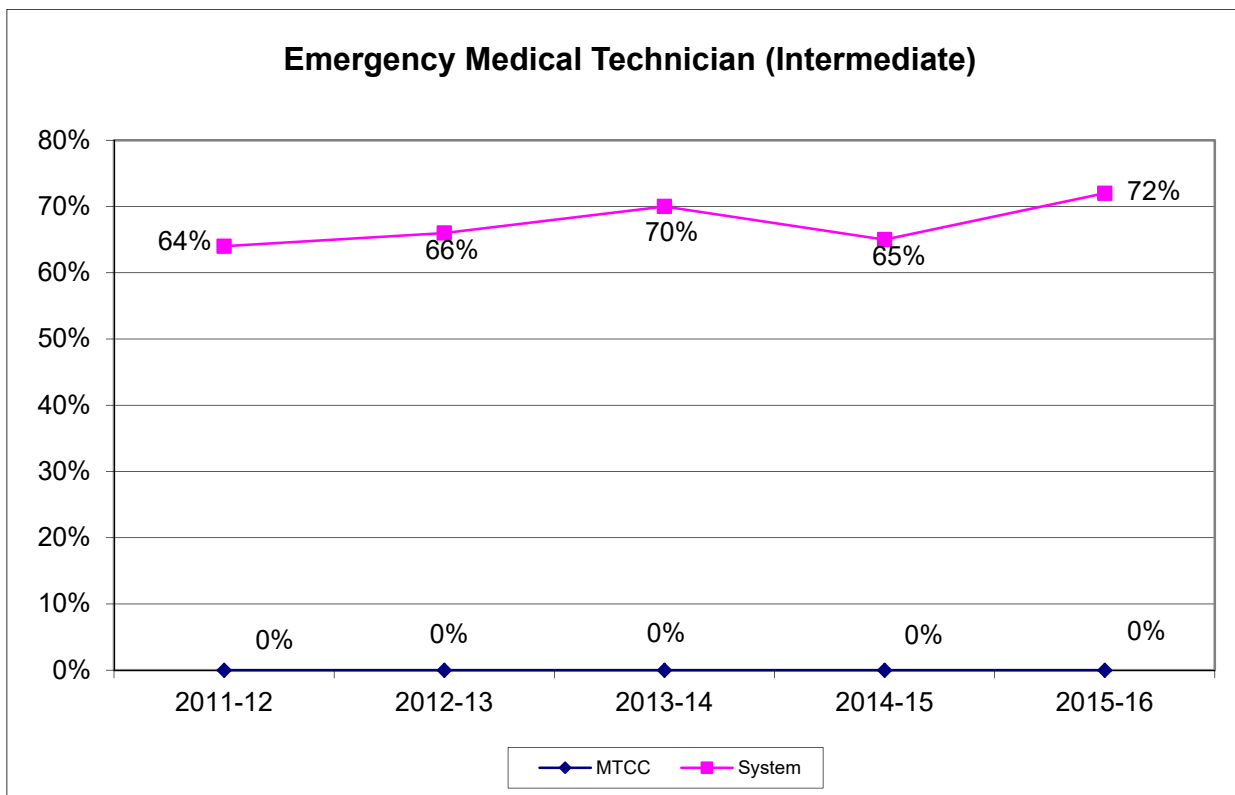
Source: Performance Measures for Student Success from NCCCS for each year



EMT - I										
PEER COLLEGES	2011-12		2012-13		2013-14		2014-15		2015-16	
	#	%	#	%	#	%	#	%	#	%
Bladen CC	13	69%	15	13%	12	67%	24	50%	15	53%
Brunswick CC	9	44%	11	55%	11	55%	11	45%	3	*
James Sprunt CC	4	*		*	3	*	3	*		*
Martin CC	12	67%	11	18%		*	11	18%	30	53%
Mayland CC	6	33%	1	*	1	*	4	*		*
McDowell CC				*		*		*		*
Montgomery CC				*		*		*		*
Roanoke Chowan CC	8	75%		*	3	*	9	56%		*
Sampson CC	2	*		*		*		*		*
Tri-County CC			12	50%	5	60%	6	50%	4	*
<i>System Total</i>	436	64%	329	66%	340	70%	296	65%	267	72%

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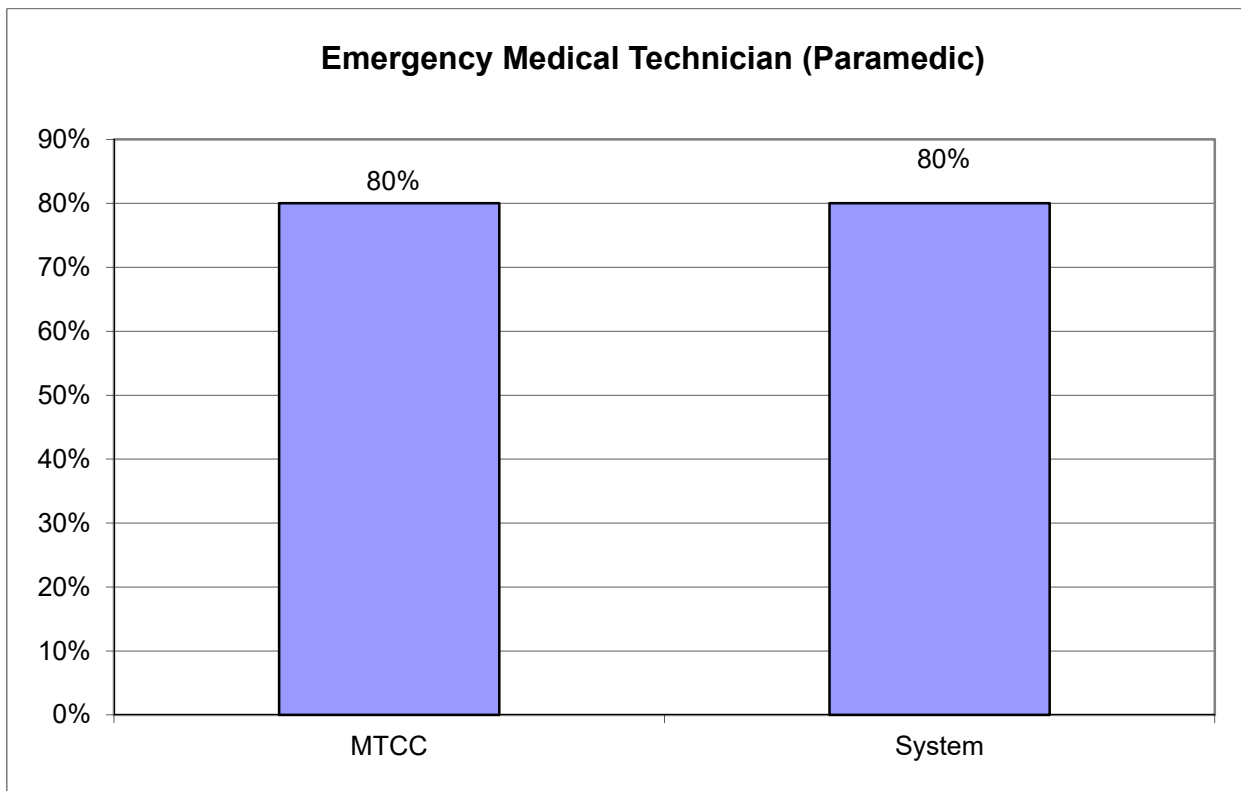
Source: Performance Measures for Student Success from NCCCS for each year



EMT - P										
PEER COLLEGES	2011-12		2012-13		2013-14		2014-15		2015-16	
	#	%	#	%	#	%	#	%	#	%
Bladen CC	3	*	13	85%	9	67%	28	79%	7	86%
Brunswick CC	6	100%	4	*		*	5	100%	3	*
James Sprunt CC	6	83%	4	*		*	5	80%		*
Martin CC			10	70%	2	*	2	*	1	*
Mayland CC		*		*		*		*		*
McDowell CC	9	78%	11	100%	5	60%	11	100%	5	80%
Montgomery CC				*		*		*		*
Roanoke Chowan CC			7	100%	11	73%	4	*	5	40%
Sampson CC	8	88%		*	9	89%	15	93%		*
Tri-County CC	2	*	7	100%	1	*	16	75%	2	*
<i>System Total</i>	<i>598</i>	<i>91%</i>	<i>625</i>	<i>94%</i>	<i>562</i>	<i>91%</i>	<i>680</i>	<i>89%</i>	<i>535</i>	<i>80%</i>

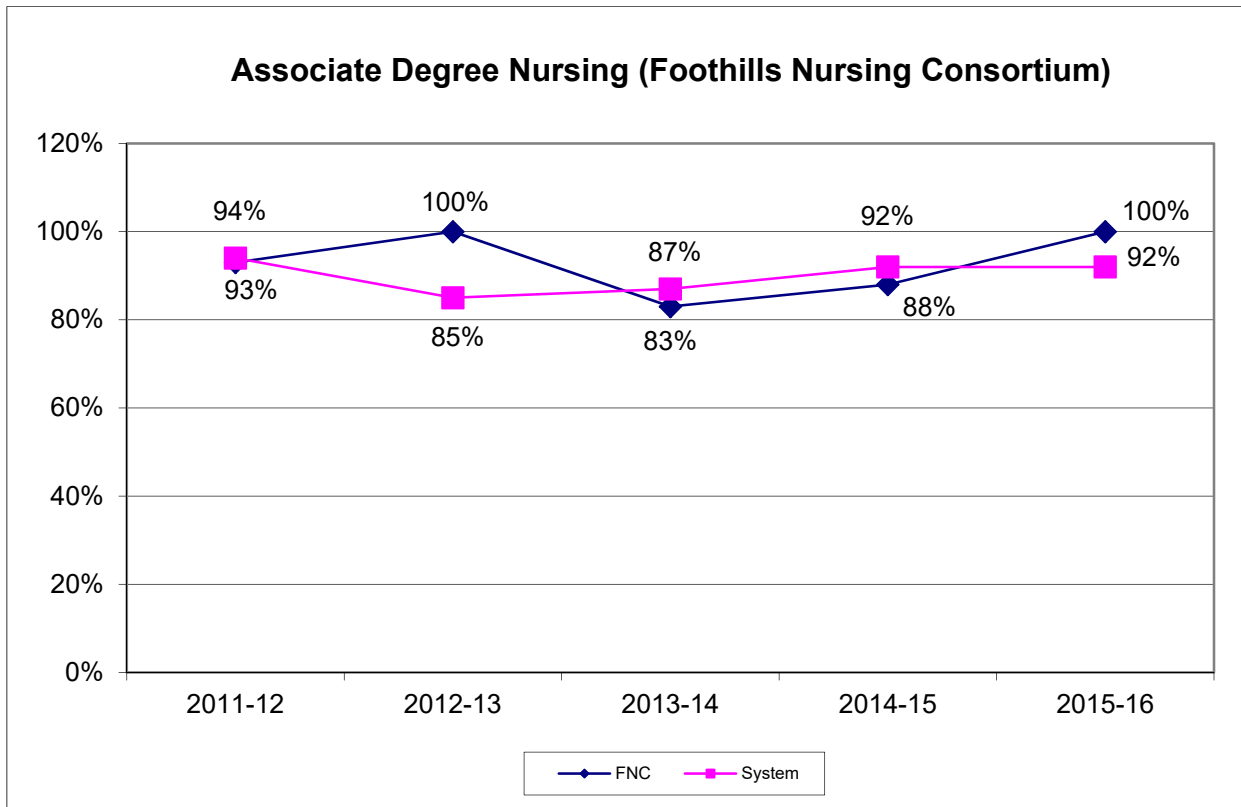
* = Number too small to report without violating student's privacy.

Source: Performance Measures for Student Success from NCCCS for each year



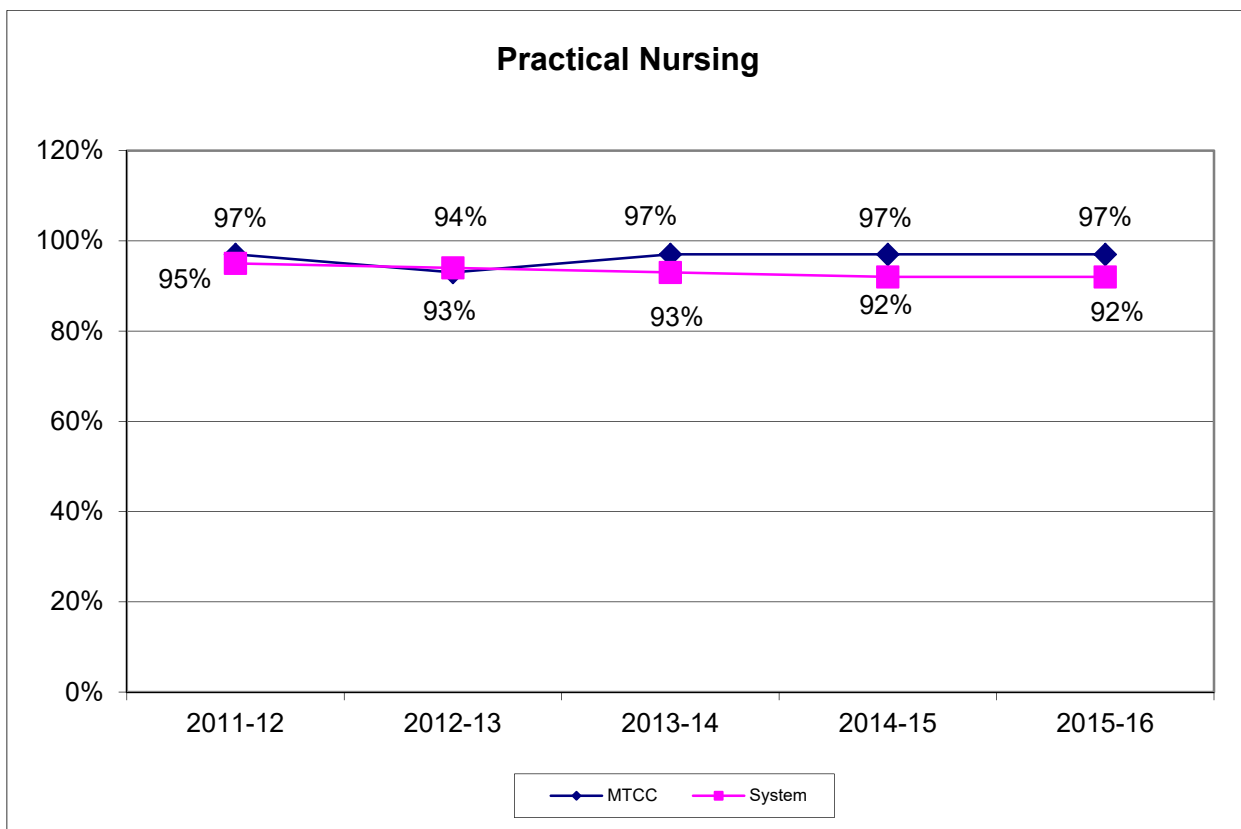
ADN (Foothills Nursing Consortium)										
Foothills Nursing Consortium MTCC Students	2011-12		2012-13		2013-14		2014-15		2015-16	
	#	%	#	%	#	%	#	%	#	%
		15	93%	16	100%	18	83%	16	88%	13
<i>System Total</i>	<i>2,001</i>	<i>94%</i>	<i>2,087</i>	<i>85%</i>	<i>2,126</i>	<i>87%</i>	<i>2,171</i>	<i>92%</i>	<i>2,093</i>	<i>92%</i>

Source: Performance Measures for Student Success from NCCCS for each year



Practical Nursing										
PEER COLLEGES	2011-12		2012-13		2013-14		2014-15		2015-16	
	#	%	#	%	#	%	#	%	#	%
Bladen CC	18	94%	23	96%	15	93%	19	79%	20	95%
Brunswick CC	20	100%	18	100%	20	100%	21	100%	15	100%
James Sprunt CC	12	100%	9	89%	9	100%	8	100%	12	100%
Martin CC								*		*
Mayland CC	15	100%	21	100%		*		*	1	*
McDowell CC	37	97%	29	93%	37	97%	30	97%	32	97%
Montgomery CC	34	94%	31	97%		*	35	80%	23	83%
Roanoke Chowan CC		*		*		*		*		*
Sampson CC	16	100%	22	100%	15	100%	15	100%	16	100%
Tri-County CC				*		*		*		*
<i>System Total</i>	<i>771</i>	<i>95%</i>	<i>840</i>	<i>94%</i>	<i>734</i>	<i>93%</i>	<i>730</i>	<i>92%</i>	<i>658</i>	<i>92%</i>

Source: Performance Measures for Student Success from NCCCS for each year

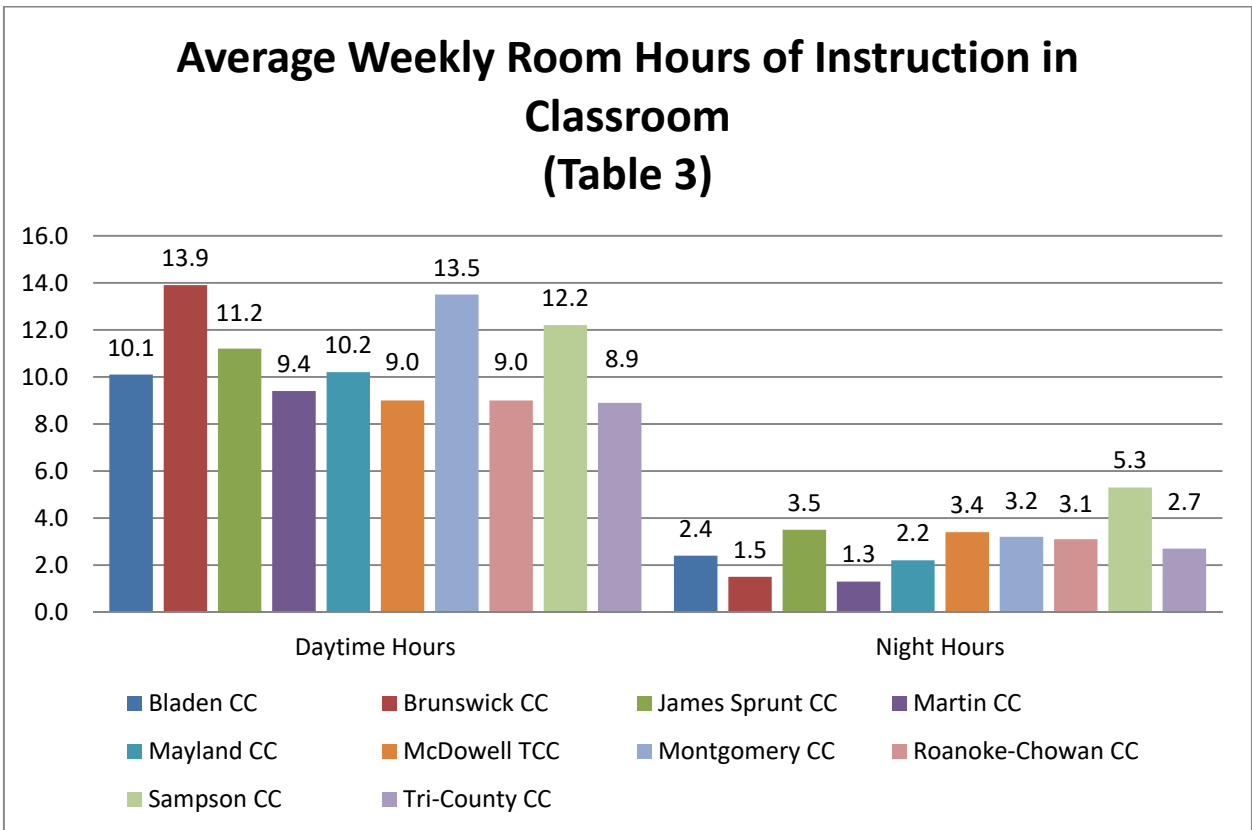


McDowell Technical Community College Facilities Information

Average Weekly Room Hours of Instruction in Classroom

PEER COLLEGES	Daytime Hours	Night Hours	2014	2013	2012	2011	2010
Bladen CC	10.1	2.4	12.5	18.0	18.3	18.5	19.2
Brunswick CC	13.9	1.5	15.4	18.9	17.9	20.3	15.9
James Sprunt CC	11.2	3.5	14.7	15.7	16.7	14.8	16.8
Martin CC	9.4	1.3	10.7	12.4	17.9	19.5	16.2
Mayland CC	10.2	2.2	12.4	12.5	15.2	15.4	16.1
McDowell TCC	9.0	3.4	12.4	15.4	15.1	13.1	8.8
Montgomery CC	13.5	3.2	16.7	17.5	18.6	18.7	17.9
Roanoke-Chowan CC	9.0	3.1	12.1	15.0	16.4	11.4	14.6
Sampson CC	12.2	5.3	17.5	17.7	19.1	17.8	18.2
Tri-County CC	8.9	2.7	11.6	14.0	11.3	12.5	12.6
<i>System Average</i>	<i>12.4</i>	<i>3.0</i>	<i>15.4</i>	<i>16.9</i>	<i>17.8</i>	<i>18.5</i>	<i>18.5</i>

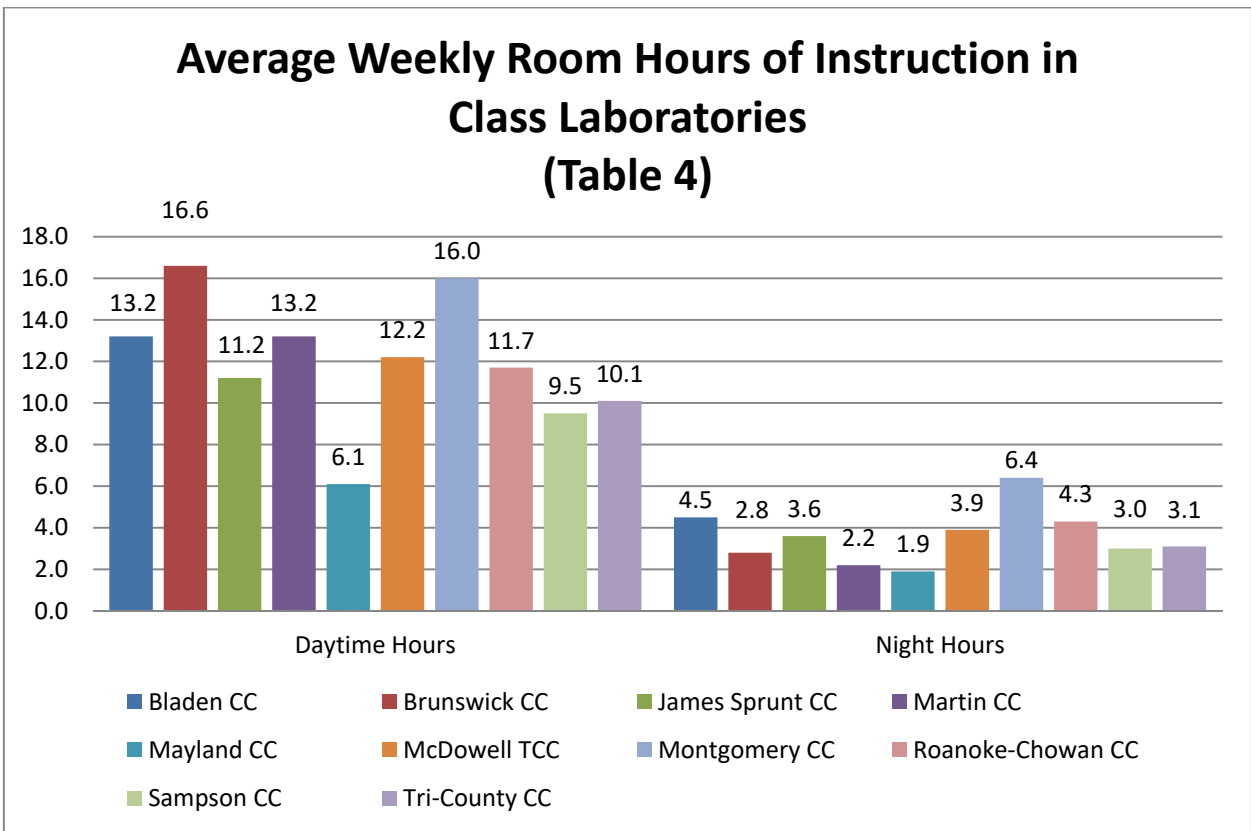
Source: Facilities Inventory and Utilization Study 2014, State of North Carolina, The University of North Carolina Commission on Higher Education Facilities, Chapel Hill, North Carolina



Average Weekly Room Hours of Instruction in Class Laboratories

PEER COLLEGES	Daytime Hours	Night Hours	2014	2013	2012	2011	2010
Bladen CC	13.2	4.5	17.7	15.9	19.2	12.4	20.2
Brunswick CC	16.6	2.8	19.4	18.3	18.9	15.8	17.7
James Sprunt CC	11.2	3.6	14.8	13.4	15.5	13.9	13.9
Martin CC	13.2	2.2	15.4	16.4	15.1	16.7	16.6
Mayland CC	6.1	1.9	8.0	10.7	12.7	10.2	12.9
McDowell TCC	12.2	3.9	16.1	21.4	22.3	20.4	23.8
Montgomery CC	16.0	6.4	22.4	22.7	20.8	19.9	19.6
Roanoke-Chowan CC	11.7	4.3	16.0	17.3	17.8	16.4	16.0
Sampson CC	9.5	3.0	12.5	12.6	13.3	10.4	14.4
Tri-County CC	10.1	3.1	13.2	15.4	16.0	16.3	18.5
<i>System Average</i>	<i>11.2</i>	<i>2.8</i>	<i>14.0</i>	<i>14.2</i>	<i>15.0</i>	<i>15.1</i>	<i>15.7</i>

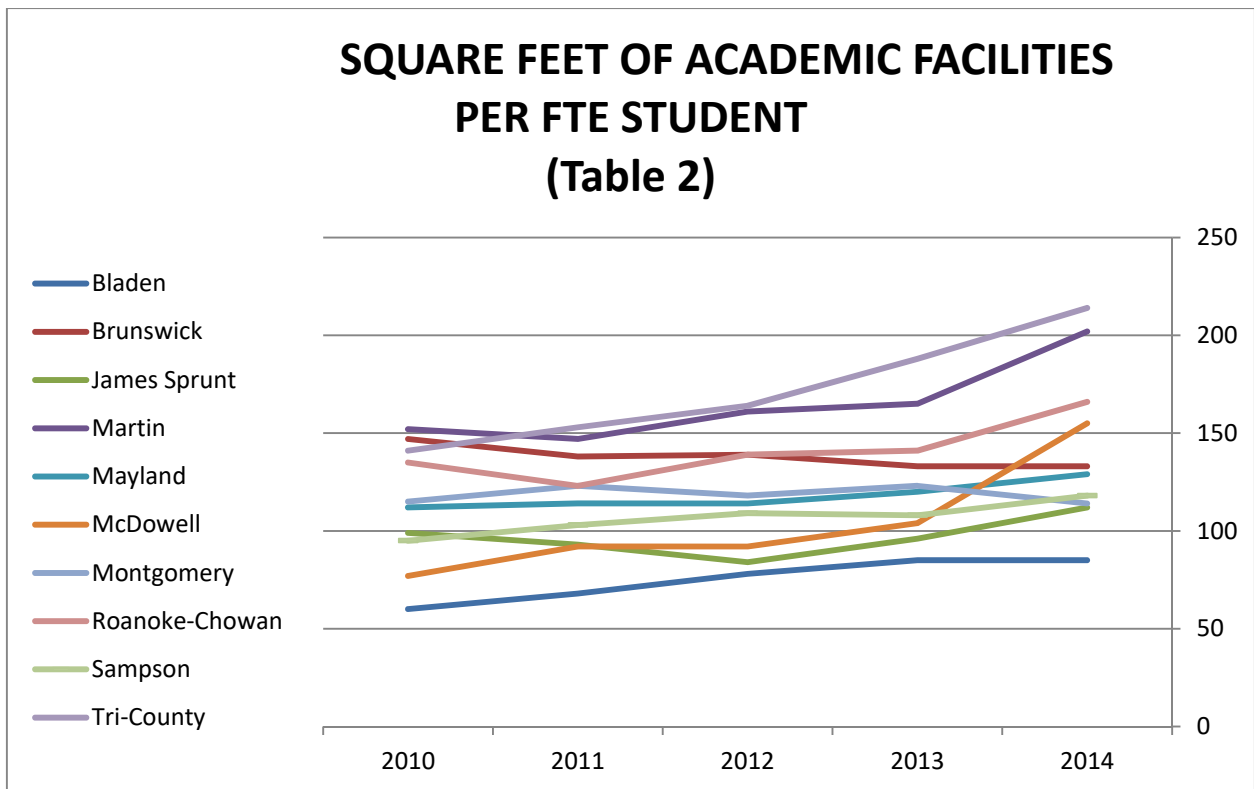
Source: Facilities Inventory and Utilization Study 2014, State of North Carolina, The University of North Carolina Commission on Higher Education Facilities, Chapel Hill, North Carolina



Square Feet of Academic Facilities Per FTE Student

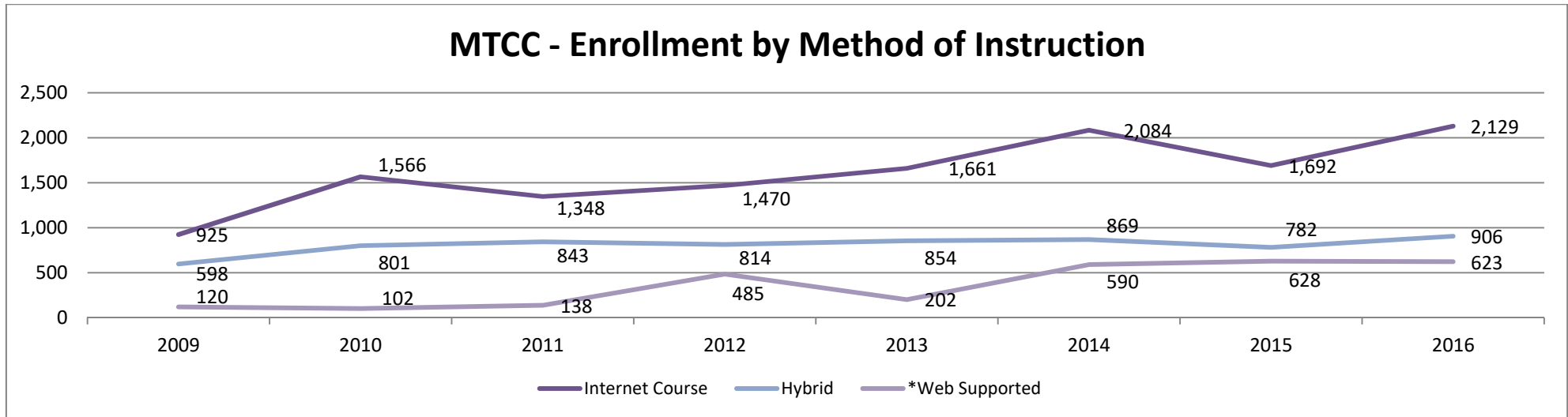
PEER COLLEGES	2014	2013	2012	2011	2010
Bladen CC	85	85	78	68	60
Brunswick CC	133	133	139	138	147
James Sprunt CC	112	96	84	93	99
Martin CC	202	165	161	147	152
Mayland CC	129	120	114	114	112
McDowell TCC	155	104	92	92	77
Montgomery CC	114	123	118	123	115
Roanoke-Chowan CC	166	141	139	123	135
Sampson CC	118	108	109	103	95
Tri-County CC	214	188	164	153	141
<i>System Average</i>	106	97	91	85	82

Source: Facilities Inventory and Utilization Study 2014, State of North Carolina,
 The University of North Carolina Commission on Higher Education Facilities,
 Chapel Hill, North Carolina

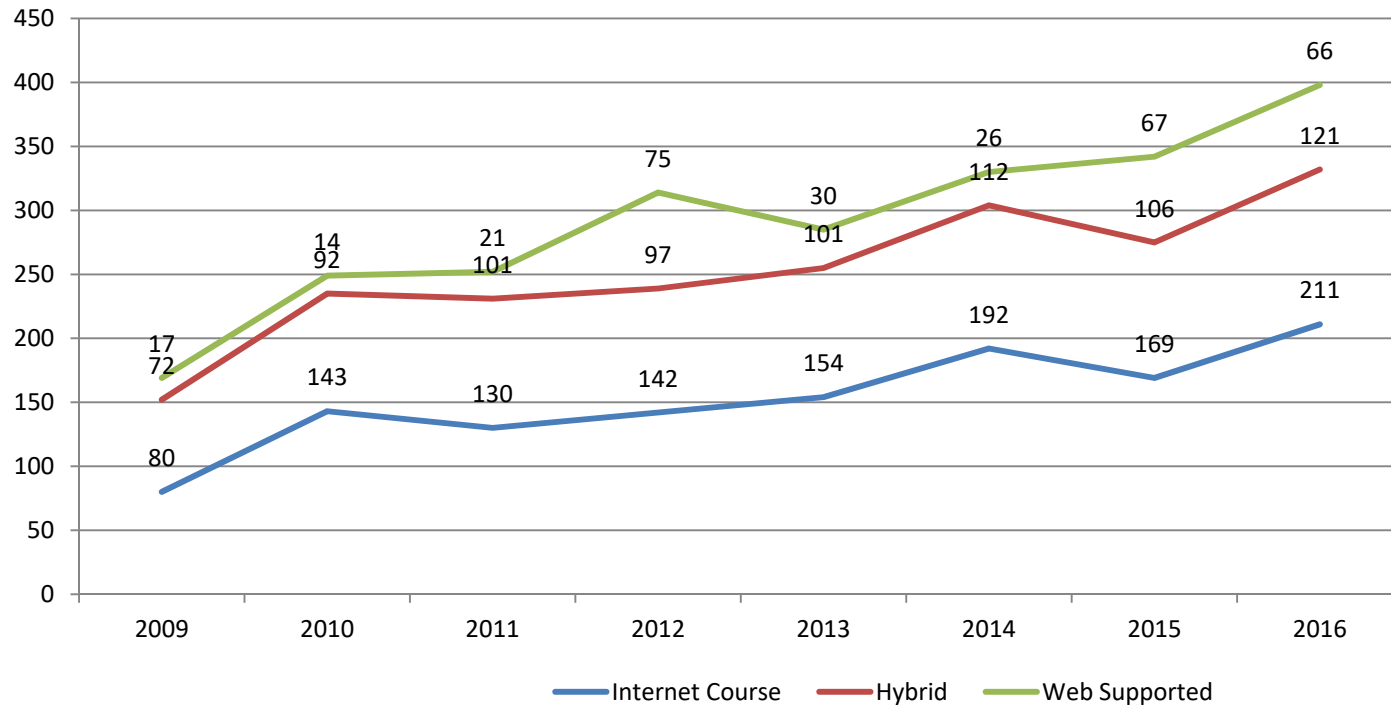


**North Carolina Community College System
 Duplicated Count of Students and FTE by Method of Instruction
 College Year 2015-2016 (Fall Spring, and Summer)
 CURFTEA100 last Refreshed on: 06/05/2017**

McDowell TCC Duplicated Count of Students and FTE by Method of Instruction	Internet Course		Telecourse		Two-Way Video		Hybrid		*Web Supported		Other Non Distance Learning (TR, CP, IS)		All Distance Learning Methods		Percentage of DL Method to All Methods (Traditional, CP, IS and Distance Learning)	
	# of Students	Total FTE	# of Students	Total FTE	# of Students	Total FTE	# of Students	Total FTE	# of Students	Total FTE	# of Students	Total FTE	# of Students	Total FTE		
2009	925	80	83		64	7	598	72	120	17	7,764	1,177	1,790	185	18.74%	13.59%
2010	1,566	143	31		63	6	801	92	102	14	9,008	1,372	2,563	258	22.15%	15.85%
2011	1,348	130	70		31	3	843	101	138	21	7,285	1,154	2,430	261	25.01%	18.44%
2012	1,470	142	23		8	1	814	97	485	75	5,337	880	2,800	318	34.41%	26.52%
2013	1,661	154			72	9	854	101	202	30	5,083	814	2,789	293	35.43%	26.48%
2014	2,084	192	24				869	112	590	26	4,511	744	3,567	332	44.16%	30.86%
2015	1,692	169			27	3	782	106	628	67	3,314	574	3,129	345	48.56%	37.50%
2016	2,129	211			19	2	906	121	623	66	3,111	581	3,677	399	54.17%	40.68%



MTCC- Total FTE



McDowell Technical Community College 2016 Graduate Survey

Survey Information
 Number of Graduates – 188
 Number of Survey's Returned – 181
 Response Rate – 97%

McDowell Technical Community College 2016 Graduate Survey

Name: 181 (100.0%)

Q2 What type of award will you receive?

Associate Degree 15 (83.5%) Certificate 28 (14.4%) Diploma 40 (22.1%)

Q3 What program were you enrolled in?

Accounting..... 3 (1.7%)	Advertising and Graphic Design..... 8 (3.3%)	Air Cond., Heating, & Refrig. Technology..... 1 (0.6%)	Associate Degree Nursing..... 13 (7.2%)
Automotive Systems Tech..... 3 (1.7%)	BLET..... 9 (5.0%)	Business Admin..... 3 (1.7%)	Carpentry..... 1 (0.6%)
College Transfer..... 7 (20.4%)	College Transfer Science..... 25 (13.8%)	Collision Repair & Refinishing Tech..... 1 (0.6%)	Computer Info. Tech..... 8 (3.3%)
Computer Integrated Mach..... 4 (2.2%)	Cosmetology..... 4 (2.2%)	Dialysis Tech..... 0 (0.0%)	Early Childhood..... 2 (1.1%)
Electrical Systems Tech..... 2 (1.1%)	Esthetics..... 5 (2.8%)	General Ed..... 1 (0.6%)	General Occupational Tech..... 0 (0.0%)
Health Info Tech..... 10 (5.5%)	Industrial Systems Tech..... 3 (1.7%)	Networking Tech..... 0 (0.0%)	Nursing Aide..... 0 (0.0%)
Office Administration..... 4 (2.2%)	Photographic Tech..... 0 (0.0%)	Practical Nursing..... 2 (17.7%)	School Age..... 0 (0.0%)
Surgical Tech..... 2 (1.1%)	Therapeutic and Diagnostic Serv..... 0 (0.0%)	Web Technologies..... 2 (1.1%)	Welding Technology..... 2 (1.1%)

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	108 (59.7%)	64 (35.4%)	5 (2.8%)	1 (0.6%)	2 (1.1%)
Demonstrate competence in reading.	104 (57.5%)	58 (32.0%)	15 (8.3%)	1 (0.6%)	2 (1.1%)
Perform effectively in your chosen occupation.	112 (61.9%)	56 (30.9%)	9 (5.0%)	0 (0.0%)	2 (1.1%)
Demonstrate positive interpersonal life skills	105 (58.0%)	63 (34.8%)	9 (5.0%)	1 (0.6%)	2 (1.1%)
Demonstrate quantitative competencies	103 (56.9%)	64 (35.4%)	11 (6.1%)	0 (0.0%)	2 (1.1%)
Demonstrate skills in using a personal computer	105 (58.0%)	57 (31.5%)	14 (7.7%)	1 (0.6%)	2 (1.1%)
Use information to analyze problems and make logical decisions.	109 (60.2%)	62 (34.3%)	7 (3.9%)	0 (0.0%)	2 (1.1%)

*****OVER*****

Q5 My goal(s) for attending MTCC were: (Mark all that apply)
 Earning an associate degree diploma, or certificate 161 (89.0%)
 Preparing for/getting a new job 63 (34.8%)
 Improving existing job skills 25 (13.8%)
 Transferring to a four-year college/university 52 (28.7%)
 Personal interest 30 (16.6%)
 Other 3 (1.7%)

Q6 I accomplished my goals? (mark one)
 Yes, completely skip to Q6 1 (0.6%)
 Yes, partially skip to Q8 24 (13.3%)
 No Go to Q7 1 (0.6%)

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 3 (1.7%)
 New employment 0 (0.0%)
 Financial hardship 2 (1.1%)
 Family circumstances 2 (1.1%)
 Childcare problems 0 (0.0%)
 Medical problems 0 (0.0%)
 Moved to a new area 1 (0.6%)
 Lack of interest in pursuing course of study 0 (0.0%)
 Dissatisfied with the services offered by the college 1 (0.6%)
 Dissatisfied with the quality of instruction at the college 0 (0.0%)
 Joined the military 0 (0.0%)
 Other 1 (0.6%)

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	106 (58.6%)	71 (39.2%)	1 (0.6%)	2 (1.1%)	0 (0.0%)
Quality of instruction in other courses	92 (50.8%)	78 (43.1%)	1 (0.6%)	2 (1.1%)	7 (3.9%)
Overall quality of the academic program	104 (57.5%)	73 (40.3%)	1 (0.6%)	2 (1.1%)	0 (0.0%)
Quality of Academic Advising	105 (58.0%)	62 (34.3%)	7 (3.9%)	4 (2.2%)	2 (1.1%)
Quality of the Library	83 (45.9%)	82 (45.3%)	2 (1.1%)	2 (1.1%)	11 (6.1%)
Quality of Registration	90 (49.7%)	87 (48.1%)	0 (0.0%)	2 (1.1%)	1 (0.6%)
Quality of Admissions	91 (50.3%)	83 (45.9%)	2 (1.1%)	2 (1.1%)	2 (1.1%)
Quality of Student Activities	83 (45.9%)	79 (43.6%)	8 (4.4%)	2 (1.1%)	8 (4.4%)
Quality of Campus Security	79 (43.6%)	78 (43.1%)	5 (2.8%)	2 (1.1%)	16 (8.8%)
Quality of Financial Aid services	76 (42.0%)	65 (35.9%)	5 (2.8%)	5 (2.8%)	14 (7.7%)
Overall quality of the college	100 (55.2%)	73 (40.3%)	4 (2.2%)	2 (1.1%)	1 (0.6%)

Q9 If you were to begin again, (i.e., if you had it to do over again) would you choose to attend MTCC?
 Yes 155 (85.6%)
 No 3 (1.7%)
 Not sure 22 (12.2%)

Q10 What is your current employment status?
 Employed, full-time 60 (33.1%)
 Employed, part-time 67 (37.0%)
 Unemployed, seeking employment 33 (18.2%)
 Unemployed, not seeking employment 19 (10.5%)

If you were employed, please respond to the following

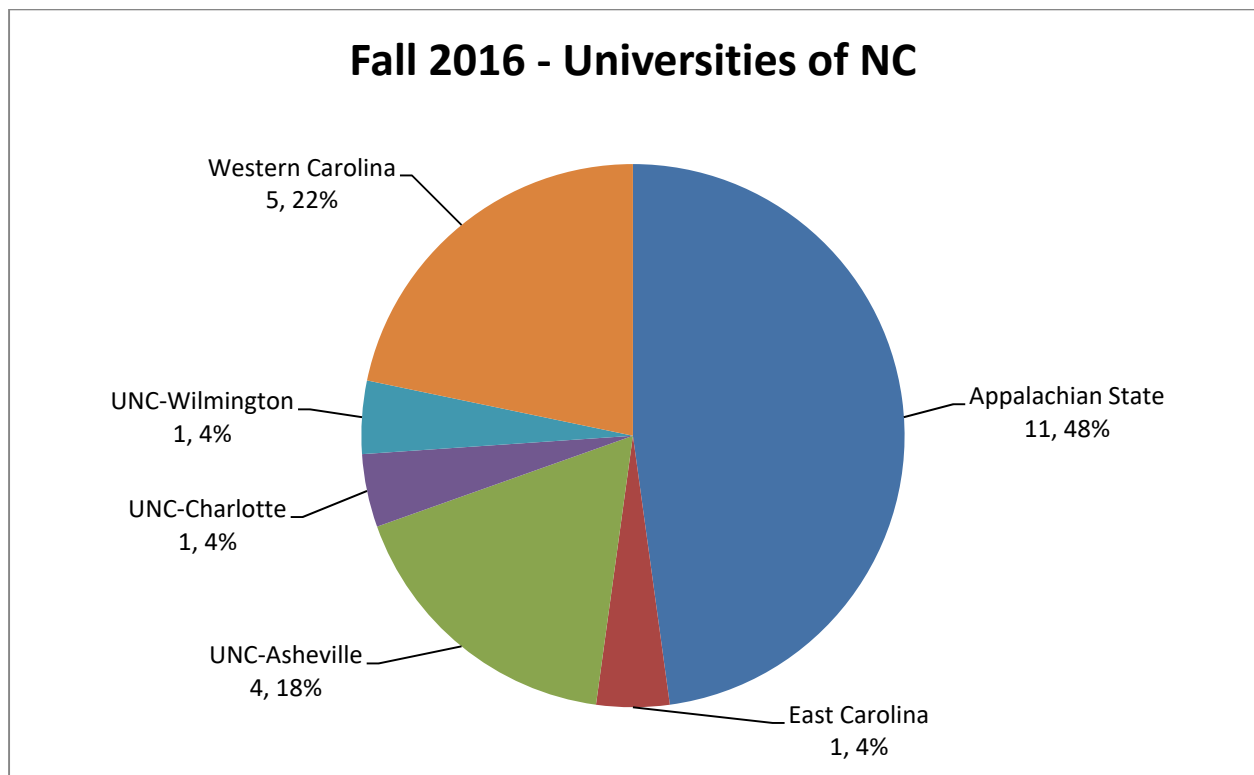
Q12 Company Name:
 125 (69.1%)

Q11 Present job title:
 123 (68.0%)

Q13 Address
 93 (51.4%)

McDowell Technical Community College Students Transferring to Senior Institutions

FALL 2016		
Universities of NC	# of Students	%
Appalachian State	11	48%
East Carolina	1	4%
UNC-Asheville	4	17%
UNC-Charlotte	1	4%
UNC-Wilmington	1	4%
Western Carolina	5	22%
TOTAL	23	
FALL 2016 Total = 23		



Source: <https://www.northcarolina.edu>. Interactive Dashboards, Transfer Students

Private College and University data no longer published by the General Administration of the University of North Carolina.

McDowell Technical Community College

Performance Measure – College Transfer Performance with a GPA of ≥ 2.25 after Two Semesters at a Senior Institution

Description: The percentage of students who exited NCCCS after having completed an Associate Degree and/or at least 30 cumulative hours of articulated transfer credits and subsequently transferred to a four-year college or university and earned a GPA of 2.25 or better after two consecutive semesters within the academic year at the institution.

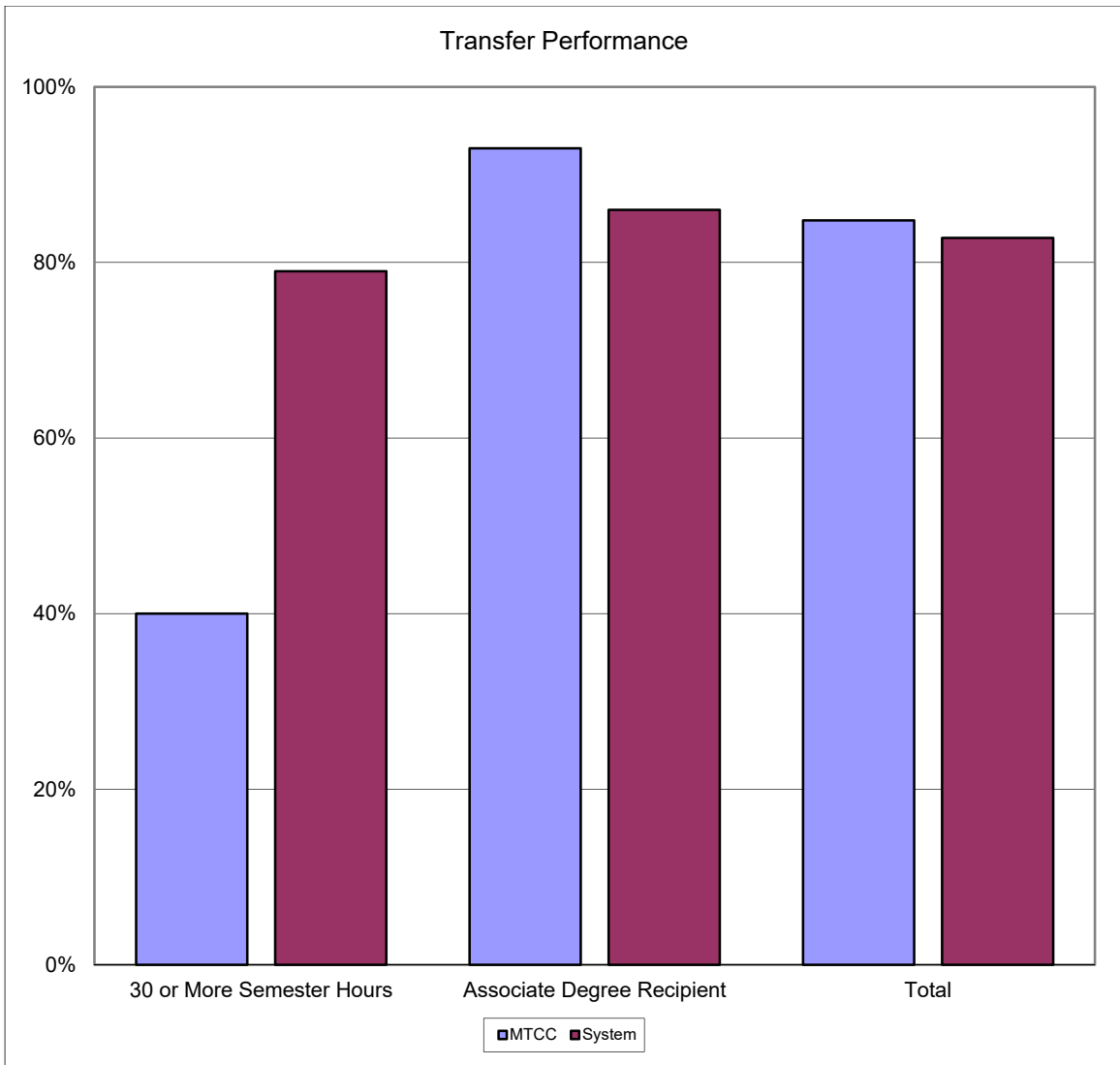
Data Source: Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file
National Student Clearinghouse
UNC-General Administration

*Participating NC independent colleges and universities (Success based on 2.25 GPA this year.)

2014-2015						
PEER COLLEGES	30 or More Semester Hours		Associate Degree Recipient		Total	
	Number	Percent ≥ 2.25	Number	Percent ≥ 2.25	Number	Percent ≥ 2.25
Bladen CC	21	62%	24	79%	45	71.1%
Brunswick CC	24	75%	91	87%	115	84.3%
James Sprunt CC	9	89%	46	74%	55	76.4%
Martin CC	11	82%	7	71%	18	77.8%
Mayland CC	20	85%	24	100%	11	93.2%
McDowell CC	5	40%	28	93%	33	84.8%
Montgomery CC	9	78%	9	89%	18	83.3%
Roanoke Chowan CC	12	75%	24	83%	36	80.6%
Sampson CC	27	85%	41	83%	68	83.8%
Tri-County CC	22	86%	29	90%	51	88.2%
System Total	4,842	79%	6,318	86%	11,160	82.8%

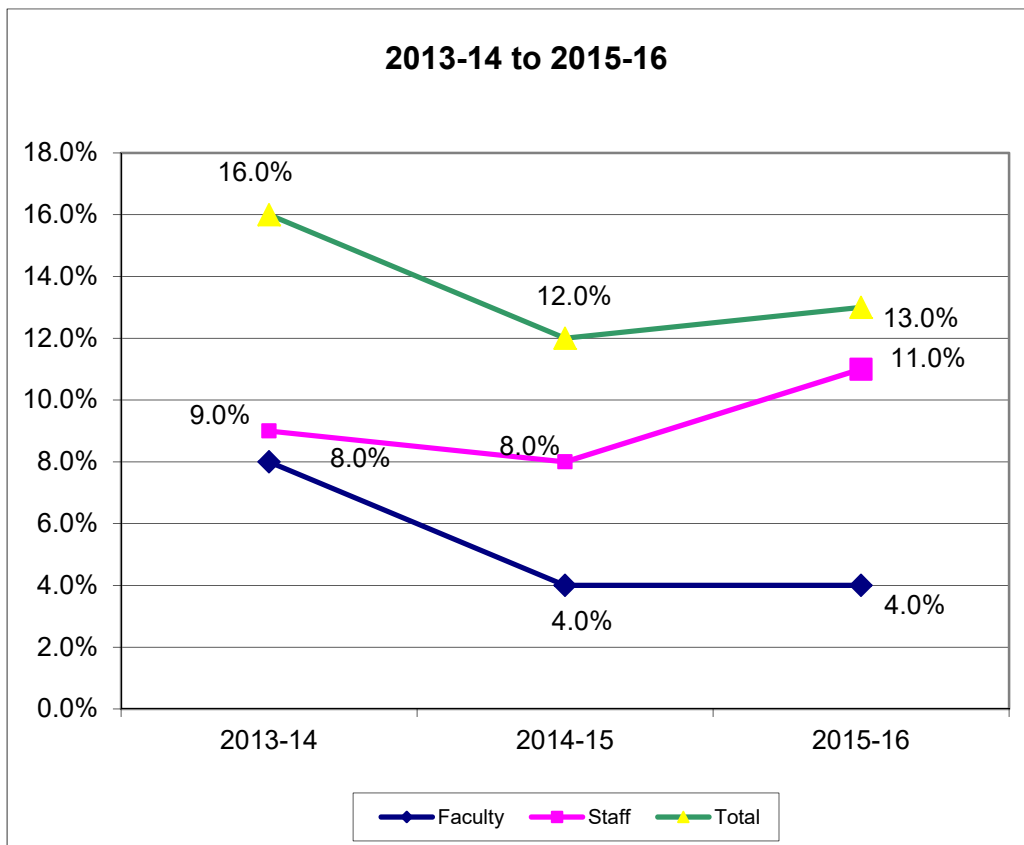
Performance Standard 7.

Source: Performance Measures for Student Success from NCCCS for each year.



McDowell Technical Community College Turnover Rates of Full-Time Faculty and Staff

	2013-14	2014-15	2015-16
Faculty Total	44	48	47
Staff Total	70	69	65
Total	114	117	112
Faculty In	2	3	2
Faculty Out	3	2	3
Faculty Turnover	4.0%	4.0%	4.0%
Staff In	2	3	2
Staff Out	5	6	3
Staff Turnover	6.0%	8.0%	11.0%
Total In	4	6	4
Total Out	8	8	6
Total Turnover	11.0%	12.0%	13.0%

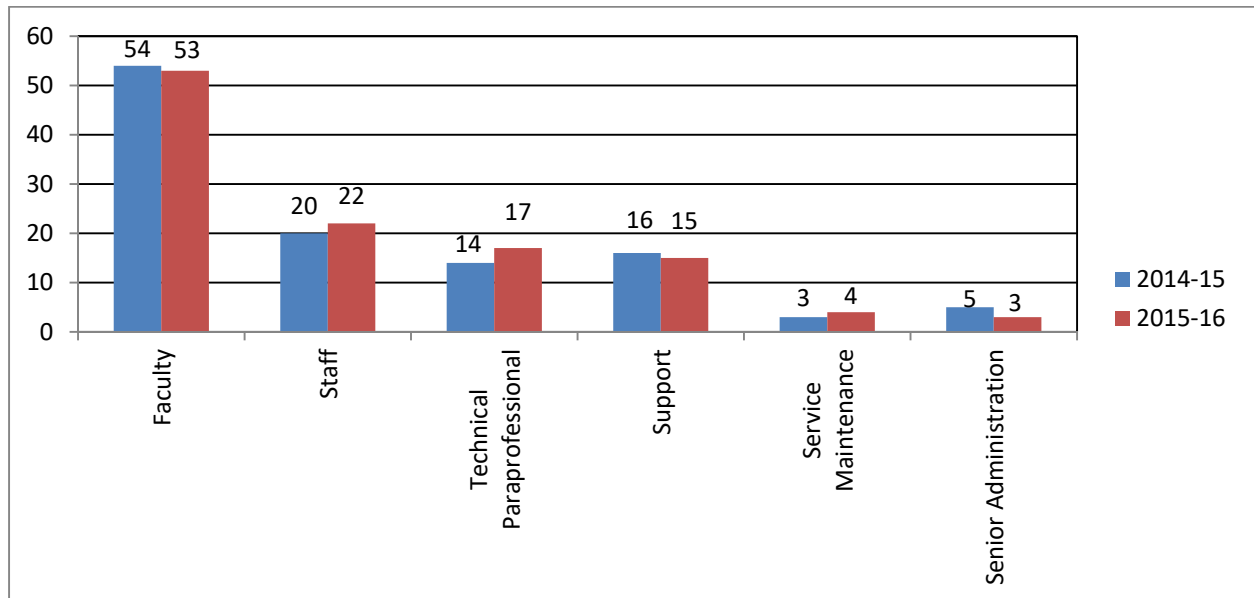


McDowell Technical Community College Full-Time Staff Employed by Area of Responsibility

MTCC Employed (Fiscal year 2014-2015) Full-Time Staff Only (9 months or more)	
Area	Number Employed
Senior Administration	5
Faculty	54
Staff	20
Support	16
Technical/Paraprofessional	14
Service/Maintenance	3
Total	112

MTCC Employed (Fiscal year 2015-2016) Full-Time Staff Only (9 months or more)	
Area	Number Employed
Senior Administration	3
Faculty	53
Staff	22
Support	15
Technical/Paraprofessional	17
Service/Maintenance	4
Total	114

McDowell Technical Community College Full-Time Staff Employed by Area of Responsibility



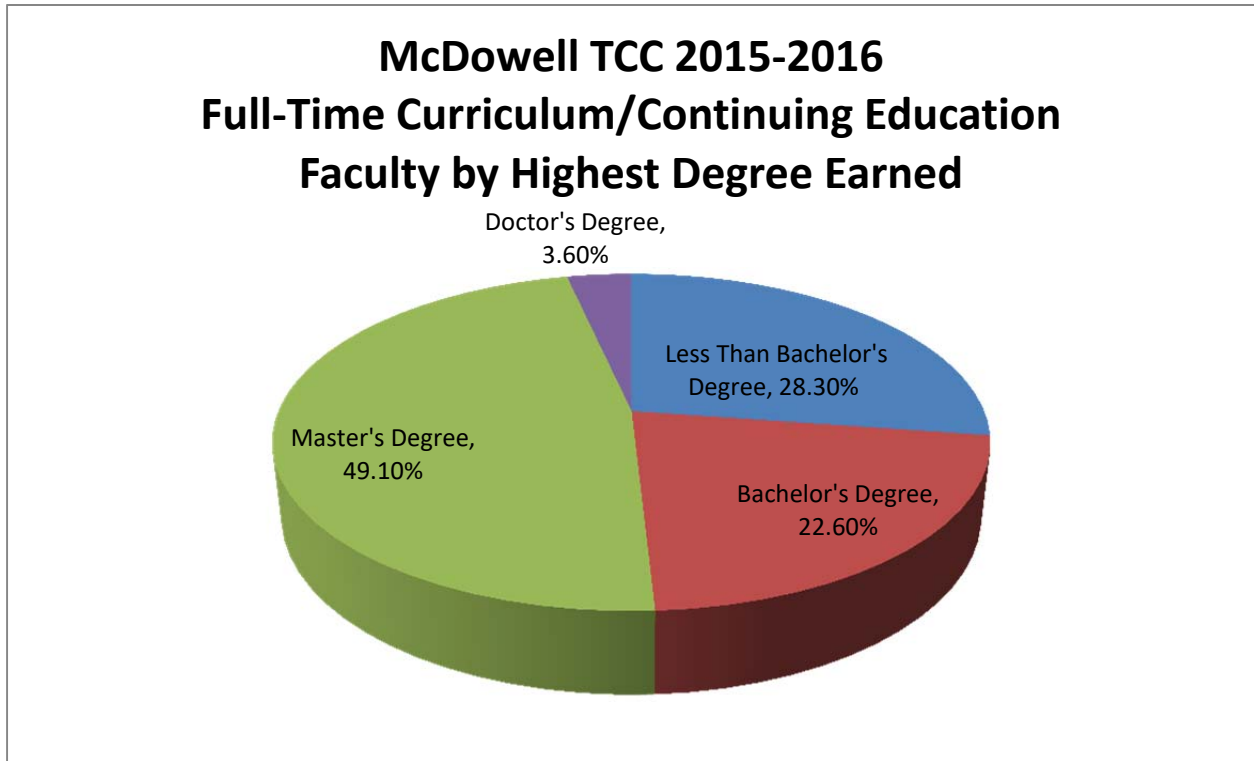
Source: NCCCS Data Warehouse (STAFFA76).

McDowell Technical Community College
Full-Time Curriculum/Continuing Education Faculty by Highest Degree Earned
Reporting Year: 2015-2016
STAFFA84 - Last Refreshed on: 2/16/2017

College	Less Than Bachelor's Degree		Bachelor's Degree		Master's Degree		Educ Specialist Degree		Doctor's Degree		Total
	#	%	#	%	#	%	#	%	#	%	
Alamance CC	25	21.6%	18	15.5%	66	56.9%			7	6.0%	116
Asheville-Buncombe TCC	29	16.2%	37	20.7%	102	57.0%			11	6.1%	179
Beaufort County CC	9	14.1%	5	7.8%	46	71.9%			4	6.3%	64
Bladen CC	8	16.7%	8	16.7%	30	62.5%			2	4.2%	48
Blue Ridge CC	20	26.3%	12	15.8%	40	52.6%			4	5.3%	76
Brunswick CC	11	23.4%	5	10.6%	23	48.9%			8	17.0%	47
Caldwell CC and TI	20	16.1%	15	12.1%	77	62.1%	4	3.2%	8	6.5%	124
Cape Fear CC	52	17.5%	44	14.8%	182	61.3%			19	6.4%	297
Carteret CC	10	17.2%	11	19.0%	33	56.9%			4	6.9%	58
Catawba Valley CC	23	16.5%	22	15.8%	86	61.9%	2	1.4%	6	4.3%	139
Central Carolina CC	46	28.6%	23	14.3%	79	49.1%			13	8.1%	161
Central Piedmont CC	40	10.0%	68	17.0%	237	59.1%			56	14.0%	401
Cleveland CC	16	20.0%	11	13.8%	46	57.5%	1	1.3%	6	7.5%	80
Coastal Carolina CC	22	15.9%	17	12.3%	80	58.0%			19	13.8%	138
College of the Albemarle	9	13.2%	6	8.8%	48	70.6%			5	7.4%	68
Craven CC	16	19.5%	15	18.3%	42	51.2%			9	11.0%	82
Davidson County CC	16	16.3%	21	21.4%	56	57.1%			5	5.1%	98
Durham TCC	13	9.2%	31	22.0%	78	55.3%			19	13.5%	141
Edgecombe CC	12	14.6%	17	20.7%	49	59.8%			4	4.9%	82
Fayetteville TCC	42	12.9%	56	17.2%	196	60.3%			31	9.5%	325
Forsyth TCC	27	10.7%	60	23.7%	133	52.6%	2	0.8%	31	12.3%	253
Gaston College	17	10.6%	17	10.6%	108	67.1%	5	3.1%	14	8.7%	161
Guilford TCC	46	14.8%	54	17.4%	174	56.1%	1	0.3%	35	11.3%	310
Halifax CC	14	24.6%	11	19.3%	29	50.9%			3	5.3%	57
Haywood CC	15	20.8%	7	9.7%	45	62.5%			5	6.9%	72
Isothermal CC	7	10.6%	9	13.6%	39	59.1%	4	6.1%	7	10.6%	66
James Sprunt CC	11	23.4%	9	19.1%	25	53.2%			2	4.3%	47
Johnston CC	25	19.1%	28	21.4%	68	51.9%			10	7.6%	131
Lenoir CC	30	26.1%	26	22.6%	52	45.2%			7	6.1%	115
Martin CC	10	38.5%	6	23.1%	8	30.8%			2	7.7%	26
Mayland CC	20	44.4%	9	20.0%	16	35.6%					45
McDowell TCC	15	28.3%	12	22.6%	26	49.1%			2	3.6%	55
Mitchell CC	6	7.1%	10	11.8%	63	74.1%			6	7.1%	85
Montgomery CC	8	23.5%	8	23.5%	18	52.9%					34
Nash CC	23	18.4%	33	26.4%	66	52.8%			3	2.4%	125
Pamlico CC	7	26.9%	10	38.5%	9	34.6%					26
Piedmont CC	25	32.5%	20	26.0%	28	36.4%			4	5.2%	77
Pitt CC	34	14.5%	46	19.7%	133	56.8%			21	9.0%	234
Randolph CC	24	27.6%	16	18.4%	43	49.4%			4	4.6%	87
Richmond CC	16	15.7%	18	17.6%	59	57.8%			9	8.8%	102
Roanoke Chowan CC	8	25.0%	3	9.4%	18	56.3%			3	9.4%	32
Robeson CC	15	18.3%	15	18.3%	49	59.8%			3	3.7%	82
Rockingham CC	11	17.2%	7	10.9%	43	67.2%			3	4.7%	64
Rowan-Cabarrus CC	27	16.2%	21	12.6%	108	64.7%			11	6.6%	167
Sampson CC	10	16.7%	13	21.7%	35	58.3%			2	3.3%	60

Sandhills CC	23	18.1%	29	22.8%	73	57.5%			2	1.6%	127
Southeastern CC	16	21.6%	17	23.0%	37	50.0%			4	5.4%	74
South Piedmont CC	17	19.5%	23	26.4%	42	48.3%			5	5.7%	87
Southwestern CC	15	17.9%	15	17.9%	47	56.0%			7	8.3%	84
Stanly CC	14	17.9%	15	19.2%	44	56.4%			5	6.4%	78
Surry CC	17	17.3%	19	19.4%	52	53.1%	2	2.0%	8	8.2%	98
Tri-County CC	9	23.7%	5	13.2%	24	63.2%					38
Vance-Granville CC	18	13.6%	22	16.7%	84	63.6%			8	6.1%	132
Wake TCC	59	9.9%	100	16.7%	363	60.7%	1	0.2%	75	12.5%	598
Wayne CC	14	10.4%	34	25.4%	82	61.2%			4	3.0%	134
Western Piedmont CC	3	4.2%	7	9.7%	55	76.4%	3	4.2%	4	5.6%	72
Wilkes CC	20	20.0%	24	24.0%	50	50.0%	1	1.0%	5	5.0%	100
Wilson CC	5	10.0%	10	20.0%	33	66.0%			2	4.0%	50
Totals:	1,120	16.2%	1,230	17.8%	3,977	57.6%	26	0.4%	554	8.0%	6,907

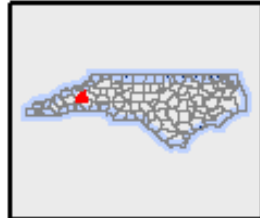
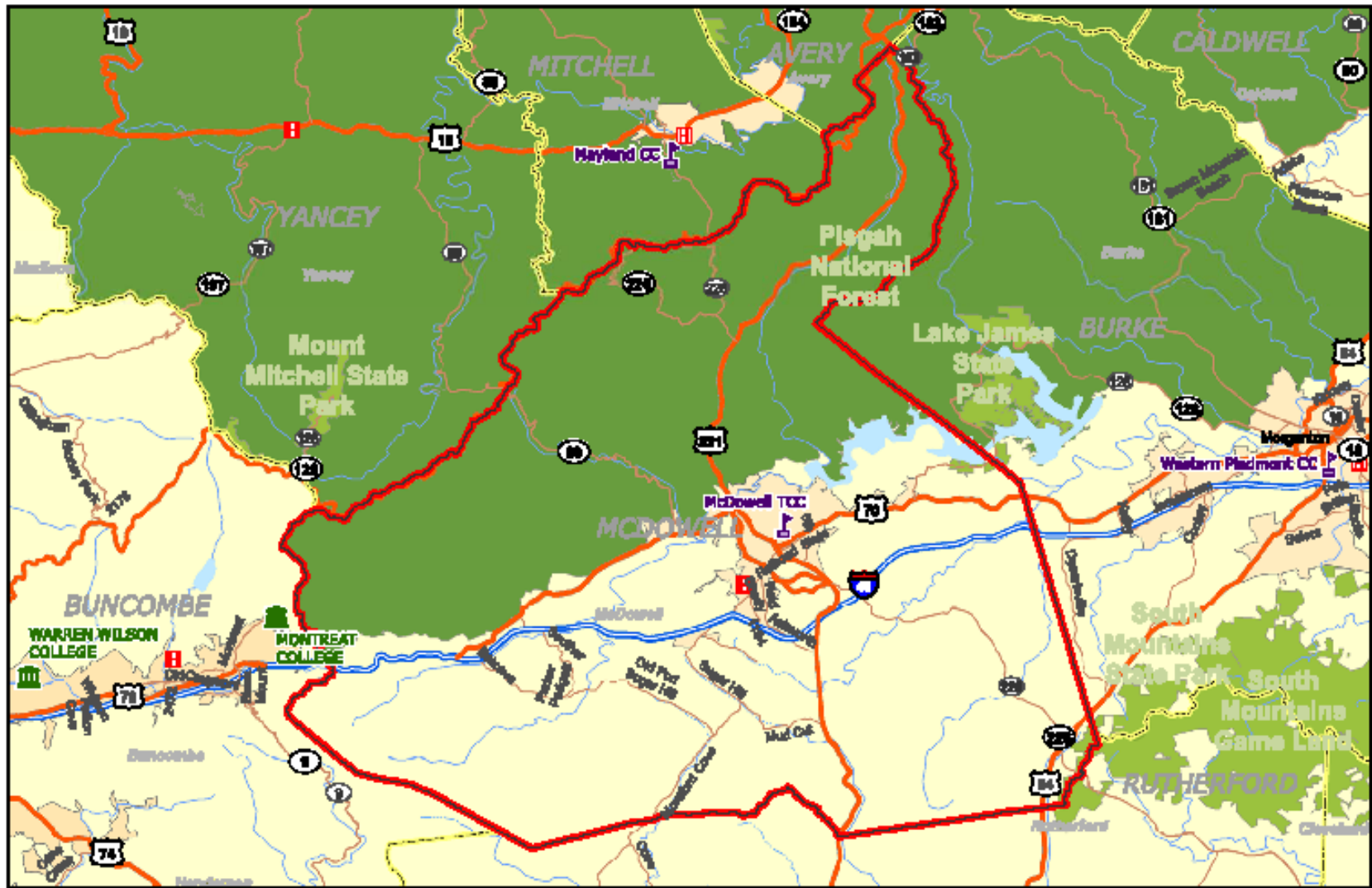
STAFFA84 Full-Time
Curriculum/Continuing
Education Faculty by
Highest Degree Earned



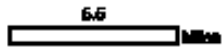
McDowell Technical Community College Ten Peer Colleges

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

McDowell County, North Carolina



- Legend**
- Airports by Employment:
 - >14
 - 3 - 14
 - <3 (Million)
 - Intestate
 - US Highway
 - Major Road
 - Pub/Pr Univ/Comm Col.
 - Railroad
 - Hospital
 - County Boundary



Prepared by North Carolina Department of Commerce, Labor & Economic Analysis Division, April 2018

McDowell County by the Numbers



People

The demographics of a community reveal a lot about its diversity and desirability. These numbers show who makes up our community.

Title	At Last Count
Population Density	102 persons per square mile
Geographic Mobility	8.4% of residents moved since the previous year
Median Age	41.6 years
Foreign-Born Population	3.9% of the total population
Total Households	17,323 households
Average Household Size	2.5 people per household
Population	44,961



Personal Economics

Title	At Last Count
Unemployment	3.9% unemployment
Educational Attainment	13.% of the County's adult population has a bachelor's degree or higher
Median Household Income	\$35,965
Population Below Poverty Level	20.2% of the population lives below the federal poverty threshold



Transportation

Title	At Last Count
Average Time of Commute	23.5 minutes

McDowell Technical Community College

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.

Full-Time Equivalent Curriculum Annual Budget (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.

GLOSSARY

Full-Time Equivalent Extension Annual Budget (FTE) – Is computed by dividing the total membership hours reported by 608. 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.

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.

GLOSSARY

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.

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.

GLOSSARY

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.

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.



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MTCC is an Affirmative Action/Equal Opportunity Employer

McDowell Technical Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas, and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of McDowell Technical Community College.