

MONTGOMERY COMMUNITY COLLEGE
INSTITUTIONAL FACT BOOK



2013

PREFACE

The purpose of the Montgomery Community College Institutional Fact Book is to provide information to support decision making and long-range planning. Having this information available in a readily accessible document as well as on the college web site helps facilitate the college planning process.

The Institutional Fact Book is compiled from data found in college records, North Carolina Community College System records and other outside sources. The displays of data are designed to make the information understandable and to provide comparisons where they are logical. It is not intended to be a book of statistics but a book of relative information concerning the college's students and programs. Every effort has been made to ensure that the information presented is factual. Sources have been provided to support the reliability of the information.

Readers should keep in mind the fluid nature of data, realizing that the Fact Book is a snapshot taken once annually. Any questions or suggestions concerning the content, purpose, or format of the Fact Book should be directed to Carol Holton, Coordinator of Institutional Effectiveness at 910-576-6222 ext. 510, holtonc@montgomery.edu.

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VISION

Montgomery Community College will be a place of discovery, critical thinking, and educational excellence; a centerpiece for life-long learning – for our students, faculty, staff, and community.

MISSION STATEMENT

Montgomery Community College will provide quality traditional and distance learning educational opportunities including basic skills, occupational, associate, and pre-baccalaureate programs; support economic development by offering workforce training and retraining; improve the quality of life for individuals and the community; and address changing local, state, national and global needs.

CORE VALUES

Excellence

We value . . .

- . . . Continuous growth and improvement in every aspect of campus life.
- . . . Securing and providing adequate resources so that improvements can be seen and measured.
- . . . Freedom to instruct students using various techniques and the development of methods that will help them achieve their maximum potential.
- . . . Personal and professional development of all staff and faculty.
- . . . Courage to provide leadership, to take risks, to welcome change, and to persevere.

Honesty & Integrity

We value . . .

- . . . Academic and personal honesty as essential elements in education.
- . . . Integrity which binds us to fairness, to truth, and to actions and philosophies that meet the highest ethical standards.
- . . . Intellectual honesty and academic freedom, and pledge to foster an environment of trust and responsibility in the learning community.

Learning

We value . . .

- . . . Learning as a lifetime reward.
- . . . Input from learners in the achievement of their goals.
- . . . Empowered learning in a high-tech/human-touch environment.

Commitment

We value . . .

- . . . Prompt, fair, friendly, courteous, and people-oriented service to our communities, to our stakeholders, and to each other.
- . . . A safe and nurturing educational environment.
- . . . Opportunities to help make our community, state, nation, and the world a better place in which to live and to work.

Respect

We value . . .

- . . . Diversity of life experiences and contributions of the students, staff, and faculty that assist with enrichment of the learning community.
- . . . The responsibility of treating people with dignity and respect whereby each team member operates unselfishly for the benefit of all stakeholders.

Communication

We value . . .

- . . . Open and honest dialogue, feedback, and active listening, flowing in all directions.
- . . . Teamwork, cooperation, collaboration, innovation, and creative problem solving.

COLLEGE GOALS

In accomplishing our mission, we commit our resources to serving our community in the successful achievement of its educational goals through the implementation of these strategic college goals:

- GOAL 1:** Develop and implement **instructional programs and services**, in traditional and distance learning formats, consistent with the assessed needs of the constituent groups in the College's service area and with state, regional and national standards.
- GOAL 2:** Provide **facilities, technologies**, and information services that enhance student learning.
- GOAL 3:** Support businesses, industries, and **community initiatives** through educational services that facilitate economic growth and workforce training.
- GOAL 4:** Create a culture for employing and retaining **quality faculty and staff** to support student success.
- GOAL 5:** Develop, and manage human, financial, and infrastructure resources essential to **fiscal stability** and meeting student and community needs.
- GOAL 6:** Consistent with accrediting standards and the College mission, engage in ongoing, systematic institutional planning and evidence-based assessment, resulting in continuous quality improvement and **institutional effectiveness**.

PROFILE

PRESIDENT

Mary P. Kirk, Ed.D.

BOARD OF TRUSTEES

Gelynda T. Capel, Chairman
 Earle A. Connelly, Vice-Chairman
 Claudia B. Bulthuis, Secretary
 Paula L. Covington
 Sharon M. Cupples
 Anna G. Hollers
 J. Ronald Kincaid
 Andrea P. Marshall
 Samuel C. Martin
 Dr. Johnny L. McKinnon, Jr.
 Ricardo Romero
 C. Lowell Russell
 Rose M. Reynosa, SGA President

LOCATION

Troy, Montgomery County, North Carolina

ACCREDITATION

Montgomery Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas, and certificates.

TYPE

Public co-educational community college

DEGREES OFFERED

Associate of Applied Science
 Associate in Arts, Associate in Science
 Associate in General Education
 Diplomas, Certificates

CALENDAR

Semester

ANNUAL ENROLLMENT

1,083 Curriculum students
 3,991 Non-curriculum students

FULL-TIME FACULTY

39 curriculum

FACULTY CREDENTIALS

Doctorates	0%
Masters	41%
Bachelors	36%
Associate/Others	23%

LIBRARY COLLECTION

23,000 books; 75 periodicals subscriptions

SEMESTER TUITION

In-state: \$71.50/credit hour Out-of-state: \$263.50

ANNUAL OPERATING BUDGET

State funds:	\$6,838,263
County funds:	\$769,434
Total:	\$7,607,697

HISTORY OF MONTGOMERY COMMUNITY COLLEGE

The State Board of Education issued a charter to Montgomery Technical Institute on September 7, 1967. As directed by law, eight members were appointed to the Board of Trustees. In November 1967, administrative and teaching personnel were employed. In June 1968, a building on Page Street was occupied as a temporary location of Montgomery Technical Institute. Extension classes were conducted in 1967-1968, Adult Basic Education and adult high school diploma programs began in October 1968, and full-time curriculum students were accepted in August 1968. The institution's first students were graduated in June 1969.

On June 3, 1971, the State Board of Education approved Montgomery Technical Institute as a charter technical institution, effective July 1971. In compliance with law, four additional trustees were appointed by the Governor on December 1, 1971. Responsibility for local control of the College was given to the Board of Trustees, including the President of the Student Government Association (an ex-officio member of the Board of Trustees).

In October 1975, citizens of Montgomery County passed a bond issue authorizing the construction of a new campus of 64,000 square feet on a 149 acre tract of land. The State Board of Education Department of Community Colleges accredited Montgomery Technical Institute on December 7, 1978, and on December 19, 1978, the Commission of Colleges of the Southern Association of Colleges and Schools affirmed its accreditation. The Commission reaffirmed the Institute's accreditation December 19, 1983.

Montgomery Technical Institute became Montgomery Technical College in 1983 in accordance with legislative and Board approval, and in September 1987, the Board of Trustees and Montgomery County Commissioners voted for the name to be officially changed to Montgomery Community College as authorized by the North Carolina General Assembly. In December 1993, and again in December 2004, the Commission on Colleges of the Southern Association of Colleges and Schools reaffirmed the College's accreditation to offer associate degrees, diplomas, and certificates.

In 1992, local citizens and North Carolina voters approved, through a bond referendum, \$2.6 million in matching funds to finance a Business, Industry, Technology Resource Center (BITRC) and the Montgomery County School Board voted in 1994 to transfer approximately four acres of land to the College to be used for the facility. The Center contains 44,800 square feet of space utilized for an electronic library, an interactive classroom to transmit and receive real-time voice, video, and data on the North Carolina Information Highway (NCIH), and classrooms/laboratories. The building serves as a facilitation site for employers to train all levels of staff.

In 2004, Building 500 on the MCC campus underwent a 3,000 square foot renovation which now houses the Criminal Justice Complex. The Complex has classrooms and a physical fitness center, as well as showers, which complement the College's Criminal Justice and Basic Law Enforcement Training programs.

In 2009, new construction of a building for the Forest Management Technology program added approximately 6,400 square feet to the campus. Classrooms and labs in Building 100 formerly used for the Forestry program were renovated to provide operatories and learning labs for the Dental Assisting program which was relocated to campus from a

rented facility in Biscoe. One forestry classroom was renovated to provide additional space for the practical nursing program as well as Continuing Education Nursing Assistant classes.

The MCC Child Development Center was closed in 2009 due to low enrollment. The former day care space was then renovated to provide a larger space for students and has been renamed the Outpost.

The MCC campus now includes facilities of approximately 134,400 square feet on 153 acres of land.

GENERAL INFORMATION

MCC is a public, state-supported community college serving Montgomery County, North Carolina.

MCC is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas, and certificates.

ADMISSIONS

The college maintains an “open door” admissions policy; however, some programs have specific entrance requirements.

FINANCIAL AID

MCC has an active financial aid program which assists students with a broad range of financial aid, including:

- Federal Grants
- Institutional Scholarships
- Veteran’s Benefits
- Federal Work-Study Program G
- Vocational Rehabilitation

EDUCATIONAL SUPPORT SERVICES

- Academic Advising
- ADA Accessibility Support
- Assessment Testing
- Virtual Bookstore
- Career Assessment
- Counseling
- Distance Learning Center / Center for Academic and Technology Support
- Learning Lab
- Library /Learning Resource Center
- Student Government Association (SGA)
- SGA Clubs and Organizations
- Tutoring

GENERAL EDUCATION

The Associate in General Education (AGE) curriculum is designed for individuals wishing to broaden their education, with emphasis on personal interest, growth and development. Course work includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers are provided. All courses in the program are college-level courses.

COLLEGE TRANSFER

The Associate in Arts and the Associate in Science degree is granted for planned programs of study consisting of a minimum of 64–65 semester hours of college transfer courses. Courses are approved for transfer through the Comprehensive Articulation Agreement.

TECHNICAL PROGRAMS

Technical curriculum programs are designed for employment or further education in various technical fields. They are composed of collegiate-level studies that provide theoretical knowledge as well as technical skills. Completion of a technical curriculum program may lead to a certificate, diploma, or an Associate in Applied Science (AAS) degree.

OCCUPATIONAL EDUCATION

MCC offers non-curriculum programs based on the employment needs and interests of the local community. Specialty training is available in areas such as fire services, corrections and allied health. Occupational education provides training to help students upgrade occupational skills, obtain or maintain certification, and develop new skills.

CAREER AND COLLEGE READINESS (*FORMERLY BASIC SKILLS*)

Career and College Readiness classes are offered for the adult who desires to complete a high school equivalency (GED diploma or high school diploma) or to review reading, math and English skills. Classes are offered both on and off campus. Instruction is individualized and students progress at their own pace. Several businesses and industries sponsor classes for employees.

COMMUNITY SERVICE PROGRAM

Self-enrichment programs provide non-credit courses to individuals for personal interest, development or occupational activities.

SMALL BUSINESS CENTER

The Small Business Center is a resource provided by the State of North Carolina and by the college to help small businesses succeed. The SBC provides free confidential business counseling services, free business seminars and workshops, and free access to vital resources and information. The SBC helps individuals collaborate with business and community leaders and local, state, and federal agencies

ABOUT THE NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM

A HISTORY OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

In the years following World War II, North Carolina began a rapid shift from an agricultural to an industrial economy. North Carolinians became aware that a different kind of education was needed in the state. People who did not desire a four-year baccalaureate education nevertheless had the need for more than a high school diploma.

In 1950, the State Superintendent of Public Instruction authorized a study of the need for a system of tax supported community colleges. The resulting report, by Dr. Allan S. Hurlburt, was published in 1952. It proposed a plan for development of state-supported community colleges. In 1957, the General Assembly adopted the first Community College Act and provided funding for community colleges.

The same (1957) General Assembly also provided funding to initiate a statewide system of industrial education centers. These centers were to train adults and selected high school students in skills needed by industry. By 1961, there were five public junior colleges emphasizing arts and sciences and seven industrial education centers focusing on technical and vocational education.

The need to coordinate these two post-high school education systems led Governor Terry Sanford to appoint the Governor's Commission on Education Beyond the High School (Irving Carlyle, chair). In 1962, this commission recommended that the two types of institutions be brought into one administrative organization under the State Board of Education and local boards of trustees. The resulting unified Community College System would provide comprehensive post-high school education.

In May 1963, the General Assembly, in line with the Carlyle Commission report, enacted G.S. 115A (later changed to 115D), which provided for the establishment of a Department of Community Colleges under the State Board of Education and for the administration of institutions in the Community College System. There were then 20 industrial education centers, six community colleges (three of which became four-year schools in 1963), and five extension units.

By 1966, there were 43 institutions with 28,250 full-time equivalent (FTE) enrollments. In 1969, there were 54 institutions with 59,329 FTE. The System had grown rapidly, exceeding ten percent annually nearly every year until the late 1970s. In 1974-75, growth reached the 33 percent mark. The System continues to grow in enrollments nearly every year, but by much more modest margins. The number of colleges has not increased since Brunswick Community College became the 58th in 1979.

The original legislation placed the Community College System under the purview of the State Board of Education and created a State Department of Community Colleges. In the early years of the System, the State Board of Education Chair was Dallas Herring; David Bruton succeeded him in 1977.

In 1979, the General Assembly changed the state control of the System. Provision was made for a separate State Board of Community Colleges. The Board was appointed and organized in 1980, and met several times with the State Board of Education. The new Board assumed full responsibility for the System on January 1, 1981. The Board's first chairperson was Duke Power company executive Carl Horn. He was succeeded in 1983

by John A. Forlines, president of the Bank of Granite and then William F. Simpson in 1989. In 1993, Lt. Governor Dennis A. Wicker was elected chair and served in this capacity until July of 1999. He was succeeded by retired community college president Dr. G. Herman Porter. In July 2001, Mr. James J. Woody was elected chair. The North Carolina Community College System has had seven presidents: I. E. Ready (1963–1970), Ben E. Fountain, Jr. (1971–1978), Larry J. Blake (1979–1982), Robert W. Scott (1983–1995), Lloyd V. Hackley (1995–1997); Martin Lancaster (1997–2008) and R. Scott Ralls (2008 – present). Charles R. Holloman served in an acting capacity from September 1978 to July 1979.

In 1988, the North Carolina Community College System celebrated its 25th anniversary with a highly successful series of events, including a spectacular concert at the Kennedy Center in Washington, DC, featuring Visiting Artists from the colleges. For the celebration of its 40th anniversary in 2003, the system, with the support of the North Carolina Community Colleges Foundation, created the W. Dallas Herring Leadership Development Institute.

In November of 1987, the State Board established the Commission on the Future of the North Carolina Community College System. The 23-member, blue ribbon panel of business, civic and education leaders was charged with establishing a system wide agenda for policy and action over the next 25 years. The resulting Commission on the Future report, released in 1989, outlined 33 recommendations for action and change. These recommendations for action and change have served as the foundation of the System planning process since 1989. The influence of the Commission on the Future report is evident in the System Strategic Plan goals and objectives.

From Manteo to Murphy, every North Carolinian today is within a 30-mile drive of high quality, locally focused education and training at our community colleges. Enrollment has skyrocketed from 28,000 in 1966 to 253,000 full-time equivalent students in 2011. High-quality, moderate-cost, higher education programs have made our 58 community colleges an attractive first step for those seeking post-high school degrees and credentials. One in eight North Carolina adults participates in our educational and training offerings.

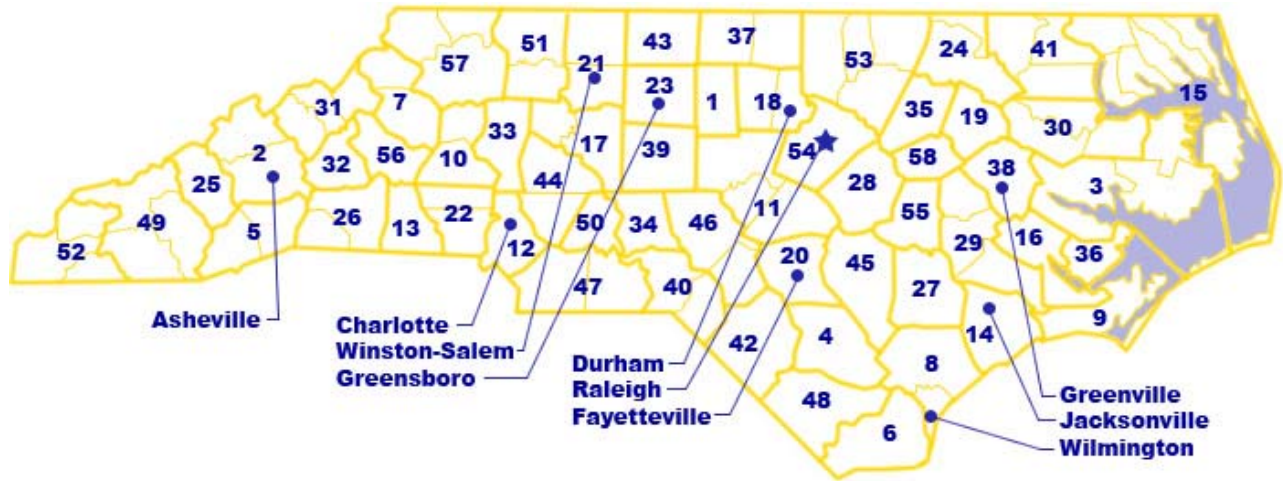
North Carolina Community College graduates drive the North Carolina economy. Since the late 1950s, more than 600,000 North Carolina workers at greater than 15,000 new and existing North Carolina businesses have received customized training in areas from aviation to life sciences to industrial systems, machining and welding.

Our community colleges are the number one source for North Carolina's health care, advanced manufacturing, biotech production and first-responder employees. For over four decades, our graduates have been vital to the success of companies in our state.

Community colleges have opened the doors of education, training, success and life-long learning to millions of North Carolinians. The tremendous benefit our community colleges have on our state is undisputed.

Source: A Matter of Facts: The North Carolina Community College System Fact Book 2008 and
NC Community Colleges 50 years History

THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM



North Carolina has 58 comprehensive community colleges. The system serves all 100 counties. Individual colleges have service areas that may include one or several counties. Students may, however, apply to institutions of their choice, regardless of their counties of residence.

Alamance CC

Post Office Box 8000
Graham, NC 27253-8000
(336) 578-2002Voice
(336) 578-1987Fax

**Asheville-Buncombe
Technical CC**

340 Victoria Road
Asheville, NC 28801
(828) 254-1921Voice
(828) 251-6355Fax

Beaufort County CC

Post Office Box 1069
Washington, NC 27889
(252) 946-6194Voice
(252) 946-0271Fax

Bladen CC

Post Office Box 266
Dublin, NC 28332
(910) 862-2164Voice
(910) 862-3484Fa

Blue Ridge CC

180 West Campus Drive
Flat Rock, NC 28731
(828) 694-1700Voice
(828) 692-2441Fax

Brunswick CC

Post Office Box 30
Supply, NC 28462
(910) 754-6900Voice
(910) 754-7805Fax

**Caldwell CC and
Technical Institute**

2855 Hickory Blvd
Hudson, NC 28638
(828) 726-2200Voice
(828) 726-2216Fax

Cape Fear CC

411 North Front Street
Wilmington, NC 28401
(910) 362-7000Voice
(910) 763-2279Fax

Carteret CC

3505 Arendell Street
Morehead City, NC
28557
(252) 222-6000Voice
(252) 222-6219Fax

Catawba Valley CC

2550 Highway 70 SE
Hickory, NC 28602
(828) 327-7000Voice
(828) 327-7276Fax

Central Carolina CC

1105 Kelly Drive
Sanford, NC 27330
(919) 775-5401Voice
(919) 775-1221Fax

Central Piedmont CC

P O Box 35009
Charlotte, NC 28235
(704) 330-2722Voice
(704) 330-5045Fax

Cleveland CC

137 South Post Road
Shelby, NC 28152-6296
(704) 669-6000Voice
(704) 669-4036Fax

Coastal Carolina CC

444 Western Boulevard
Jacksonville, NC 28546
(910) 455-1221Voice
(910) 455-7027Fax

College of The Albemarle

P O Box 2327
Elizabeth City, NC
27906-2327
(252) 335-0821Voice
(252) 335-2011Fax

Craven CC

800 Collette Ct.
New Bern, NC 28562
(252) 638-4131Voice
(252) 638-4232Fax

[Davidson County CC](#)

P O Box 1287
Lexington, NC 27293-1287
(336) 249-8186Voice
(336) 249-0088Fax

[Durham Technical CC](#)

1637 Lawson St.
Durham, NC 27703
(919) 536-7200Voice
(919) 536-7292Fax

[Edgecombe CC](#)

2009 W Wilson St
Tarboro, NC 27886
(252) 823-5166Voice
(252) 823-6817Fax

[Fayetteville Technical CC](#)

P O Box 35236
Fayetteville, NC 28303-0236
(910) 678-8400Voice
(910) 484-6600Fax

[Forsyth Technical CC](#)

2100 Silas Creek
Parkway
Winston-Salem, NC
27103-5197
(336) 723-0371Voice
(336) 761-2399Fax

[Gaston College](#)

201 Highway 321 South
Dallas, NC 28034-1499
(704) 922-6200Voice
(704) 922-6440Fax

[Guilford Technical CC](#)

P O Box 309
Jamestown, NC 27282
(336) 334-4822Voice
(336) 454-2510Fax

[Halifax CC](#)

P O Drawer 809
Weldon, NC 27890
(252) 536-2551Voice
(252) 536-4144Fax

[Haywood CC](#)

185 Freedlander Drive
Clyde, NC 28721
(828) 627-2821Voice
(828) 627-3606Fax

[Isothermal CC](#)

P O Box 804
Spindale, NC 28160
(828) 286-3636Voice
(828) 286-1120Fax

[James Sprunt CC](#)

P O Box 398
Kenansville, NC 28349-0398
(910) 296-2400Voice
(910) 296-1636Fax

[Johnston CC](#)

P O Box 2350
Smithfield, NC 27577
(919) 934-3051Voice
(919) 209-2142Fax

[Lenoir CC](#)

P O Box 188
Kinston, NC 28502-0188
(252) 527-6223Voice
(252) 527-1199Fax

[Martin CC](#)

1161 Kehukee Park Road
Williamston, NC 27892
(252) 792-1521Voice
(252) 792-4425Fax

[Mayland CC](#)

P O Box 547
Spruce Pine, NC 28777
(828) 765-7351Voice
(828) 765-0728Fax

[McDowell Technical CC](#)

54 College Drive
Marion, NC 28752
(828) 652-6021Voice
(828) 652-1014Fax

[Mitchell CC](#)

500 West Broad St
Statesville, NC 28677
(704) 878-3200Voice
(704) 878-0872Fax

[Montgomery CC](#)

1011 Page Street
Troy, NC 27371
(910) 576-6222Voice
(910) 576-2176Fax

[Nash CC](#)

P O Box 7488
Rocky Mount, NC 27804-0488
(252) 443-4011Voice
(252) 443-0828Fax

[Pamlico CC](#)

P O Box 185
Grantsboro, NC 28529
(252) 249-1851Voice
(252) 249-2377Fax

[Piedmont CC](#)

P O Box 1197
Roxboro, NC 27573
(336) 599-1181Voice
(336) 597-3817Fax

[Pitt CC](#)

P O Drawer 7007
Greenville, NC 27835-7007
(252) 321-4200Voice
(252) 321-4401Fax

[Randolph CC](#)

629 Industrial Park
Avenue
Asheboro, NC 27205-7333
(336) 633-0200Voice
(336) 629-4695Fax

[Richmond CC](#)

P O Box 1189
Hamlet, NC 28345
(910) 410-1700Voice
(910) 582-7028Fax

[Roanoke-Chowan CC](#)

109 Community College
Road
Ahoskie, NC 27910
(252) 862-1200Voice
(252) 862-1358Fax

[Robeson CC](#)

P O Box 1420
Lumberton, NC 28359
(910) 272-3700Voice
(910) 272-3546Fax

[Rockingham CC](#)

PO Box 38
Wentworth, NC 27375-0038
(336) 342-4261Voice
(336) 349-9986Fax

[Rowan-Cabarrus CC](#)

P O Box 1595
Salisbury, NC 28145-1595
(704) 637-0760Voice
(704) 637-3692Fax

Sampson CC

P O Box 318
Clinton, NC 28329
(910) 592-8081Voice
(910) 592-8048Fax

Sandhills CC

3395 Airport Road
Pinehurst, NC 28374
(910) 692-6185Voice
(910) 695-1823Fax
03-43-01Courier

South Piedmont CC

P O Box 126
Polkton, NC 28135
(704) 272-5300Voice
(704) 272-5350Fax

Southeastern CC

P O Box 151
Whiteville, NC 28472
(910) 642-7141Voice
(910) 642-5658Fax
04-22-24Courier

Southwestern CC

447 College Drive
Sylva, NC 28779
(828) 339-4000Voice
(828) 339-4613Fax

Stanly CC

141 College Drive
Albemarle, NC 28001
(704) 982-0121Voice
(704) 982-0819Fax

Surry CC

630 South Main Street
Dobson, NC 27017
(336) 386-8121Voice
(336) 386-8951Fax

Tri-County CC

21 Campus Circle
Murphy, NC 28906
(828) 837-6810Voice
(828) 837-3266Fax

Vance-Granville CC

P O Box 917
Henderson, NC 27536
(252) 492-2061Voice
(252) 430-0460Fax

Wake Technical CC

9101 Fayetteville Road
Raleigh, NC 27603
(919) 866-5000Voice
(919) 779-3360Fax

Wayne CC

Post Office Box 8002
Goldsboro, NC 27533-
8002
(919) 735-5151Voice
(919) 736-9425Fax

Western Piedmont CC

1001 Burkemont Avenue
Morganton, NC 28655
(828) 438-6000Voice
(828) 438-6015Fax

Wilkes CC

P O Box 120
Wilkesboro, NC 28697
(336) 838-6100Voice
(336) 838-6277Fax

Wilson CC

P O Box 4305
Wilson, NC 27893-0305
(252) 291-1195Voice
(252) 243-7148Fax

NCCCS

200 W Jones St
Raleigh, NC 27603-1379
(919) 807-7100, Voice
(919) 807-7164, Fax

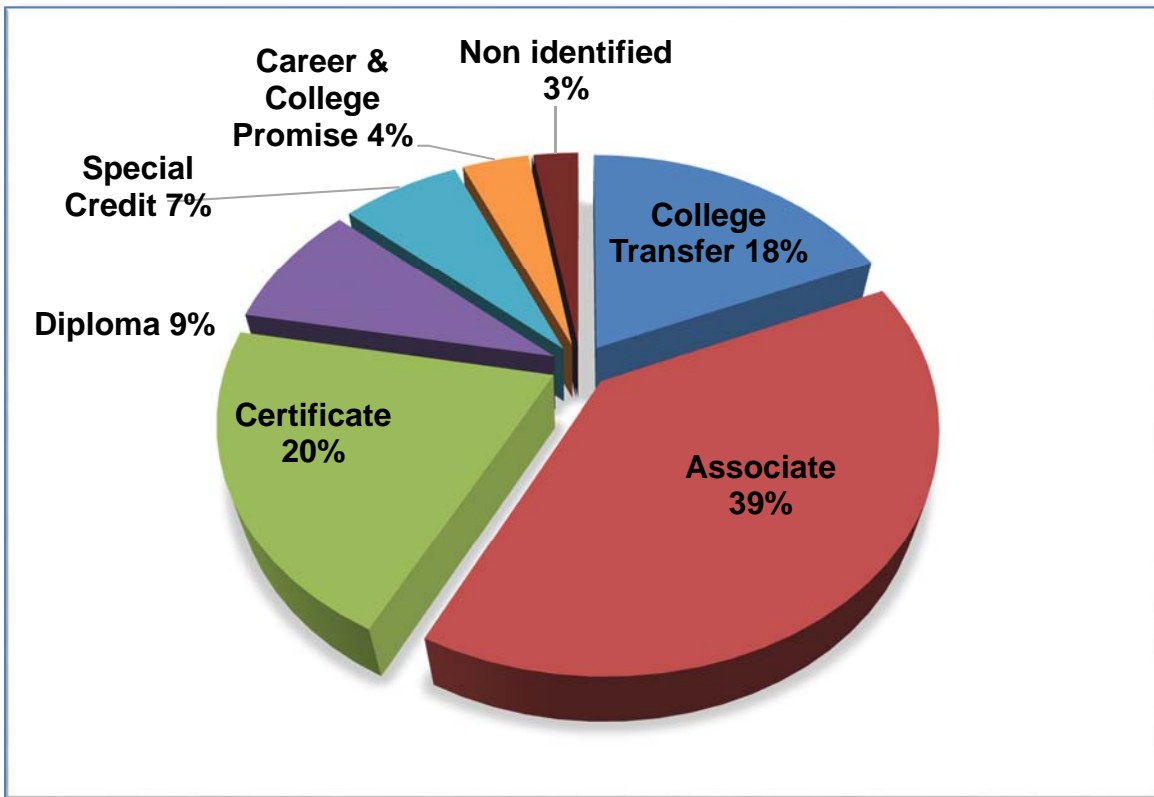
Source: NCCCS web site - www.nccommunitycolleges.edu/colleges_map.aspx

ABOUT OUR ENROLLMENT

HOW MONTGOMERY COMMUNITY COLLEGE RANKS AMONG THE 58 COMMUNITY COLLEGES

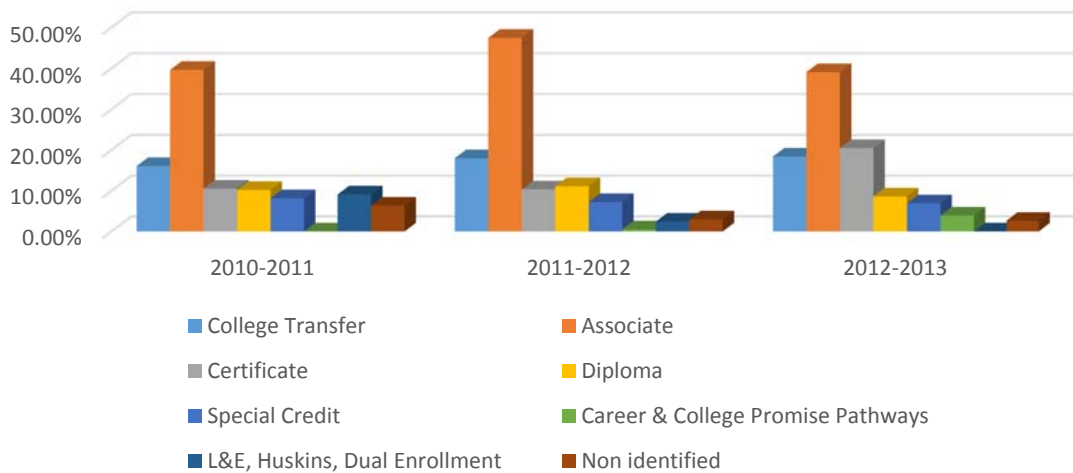
Curriculum Program Enrollment (Unduplicated Headcount)	56 th
Continuing Education Program Enrollment (Unduplicated Headcount)	53 rd
Total Enrollment (Unduplicated Headcount)	53 rd
Annual FTE	56 th

CURRICULUM ENROLLMENT BY DEGREE TYPE, 2012-2013

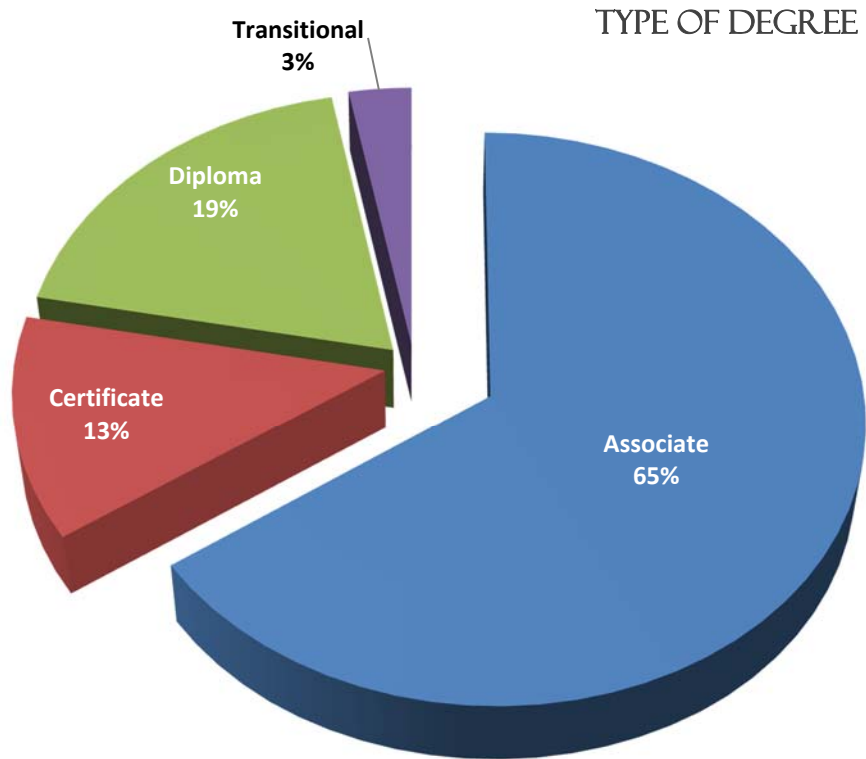
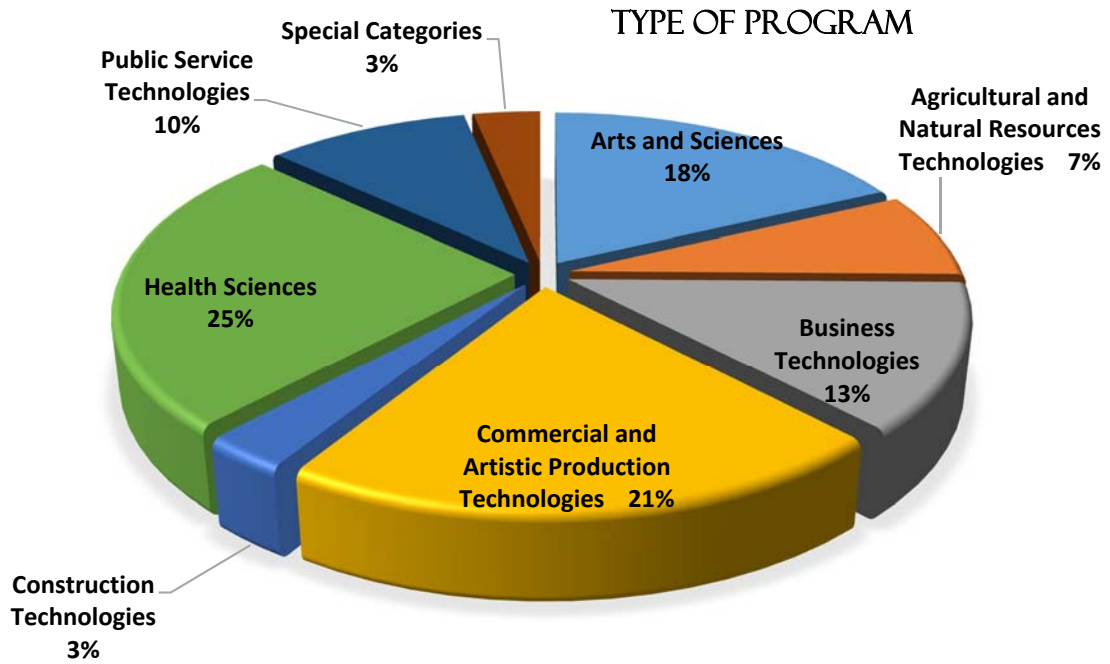


Source: Informer Report

CURRICULUM ENROLLMENT BY DEGREE TYPE, 2010-2013



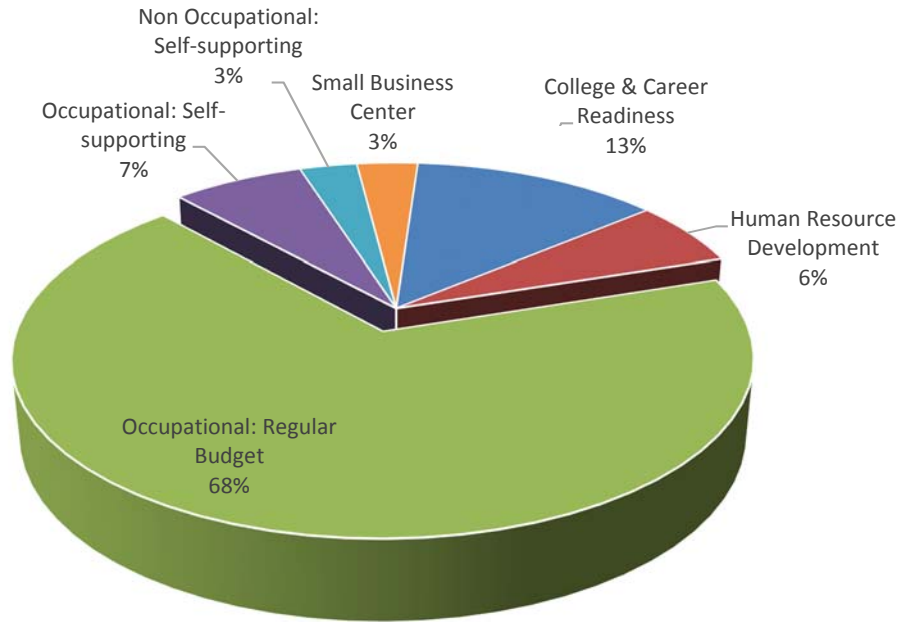
CURRICULUM ANNUAL FTE, 2012-2013



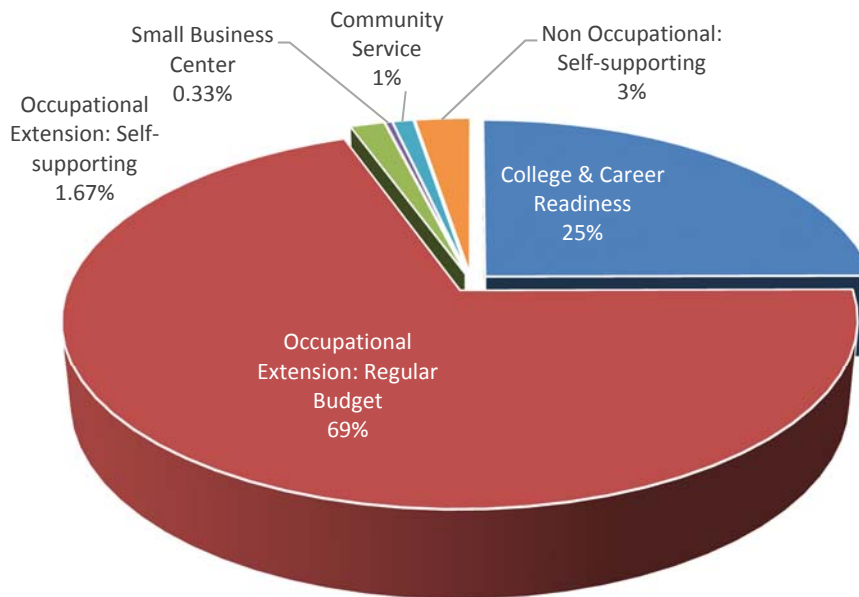
Source: Data Warehouse G

CONTINUING EDUCATION, 2012-2013

PROGRAM ENROLLMENT



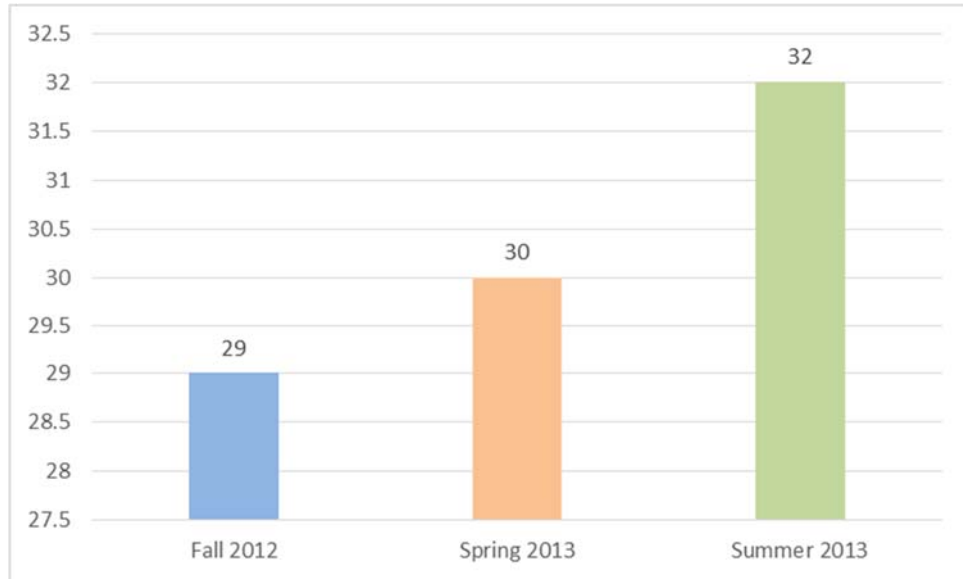
PROGRAM FTE



Source: Data Warehouse

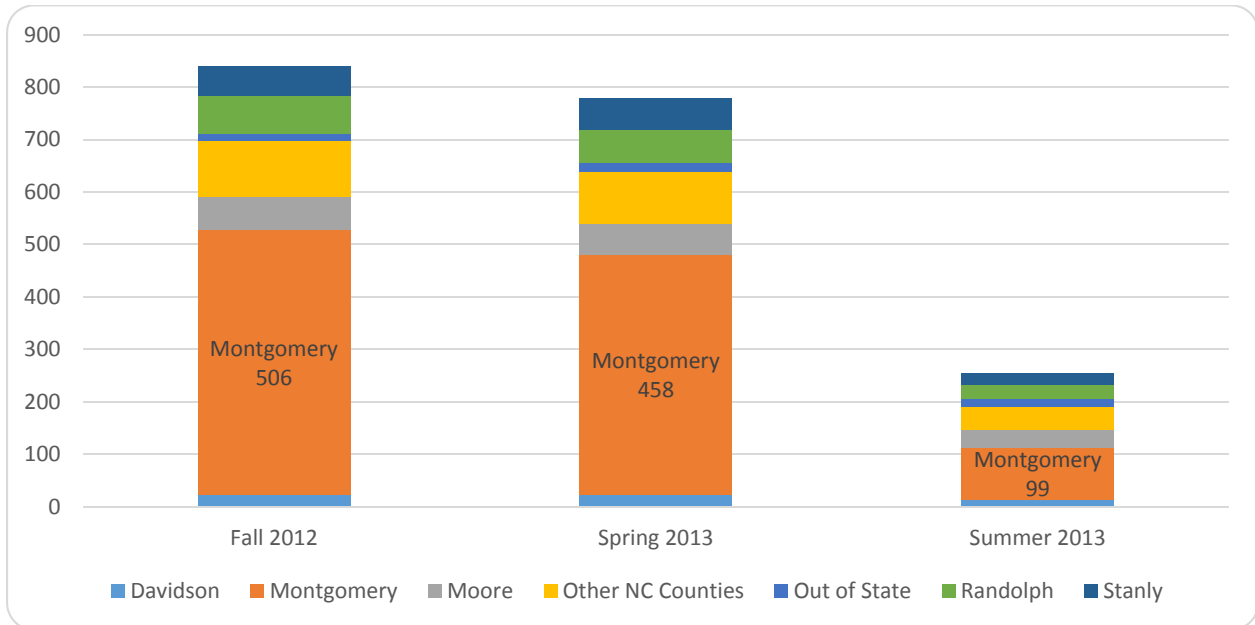
ABOUT OUR STUDENTS

AVERAGE AGE OF CURRICULUM STUDENTS



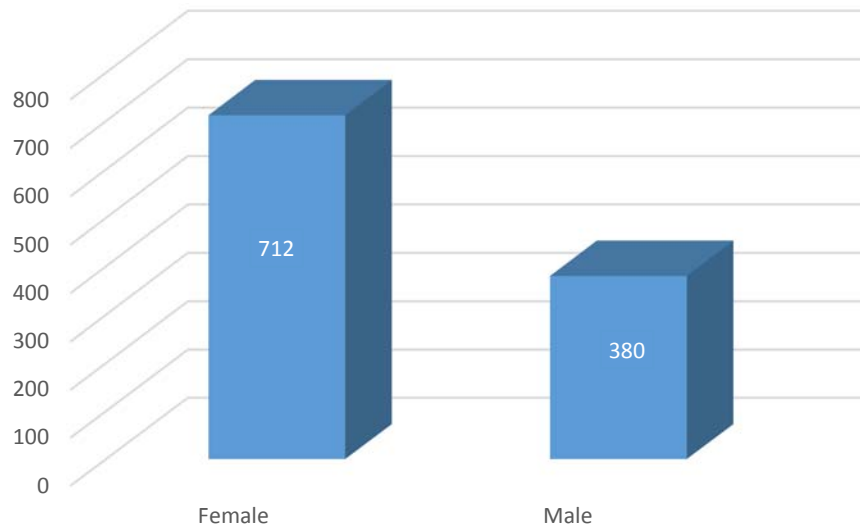
Source: Data Warehouse

RESIDENCE STATUS OF CURRICULUM STUDENTS



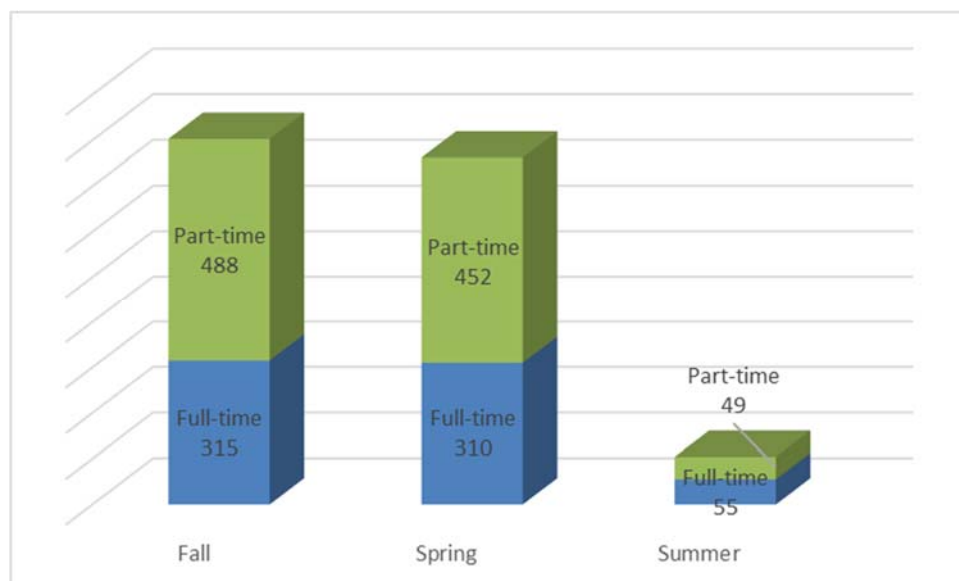
Source: Data Warehouse G

ENROLLMENT BY GENDER OF CURRICULUM STUDENTS



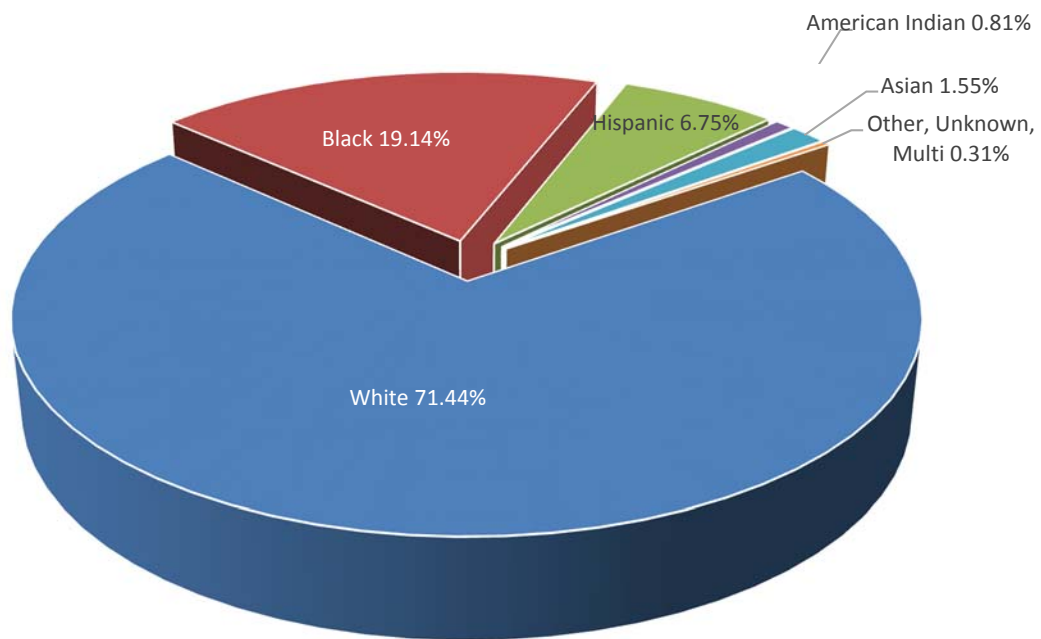
Source: Informer Report

CURRICULUM STUDENTS' ENROLLMENT TYPE: PART-TIME/FULL-TIME



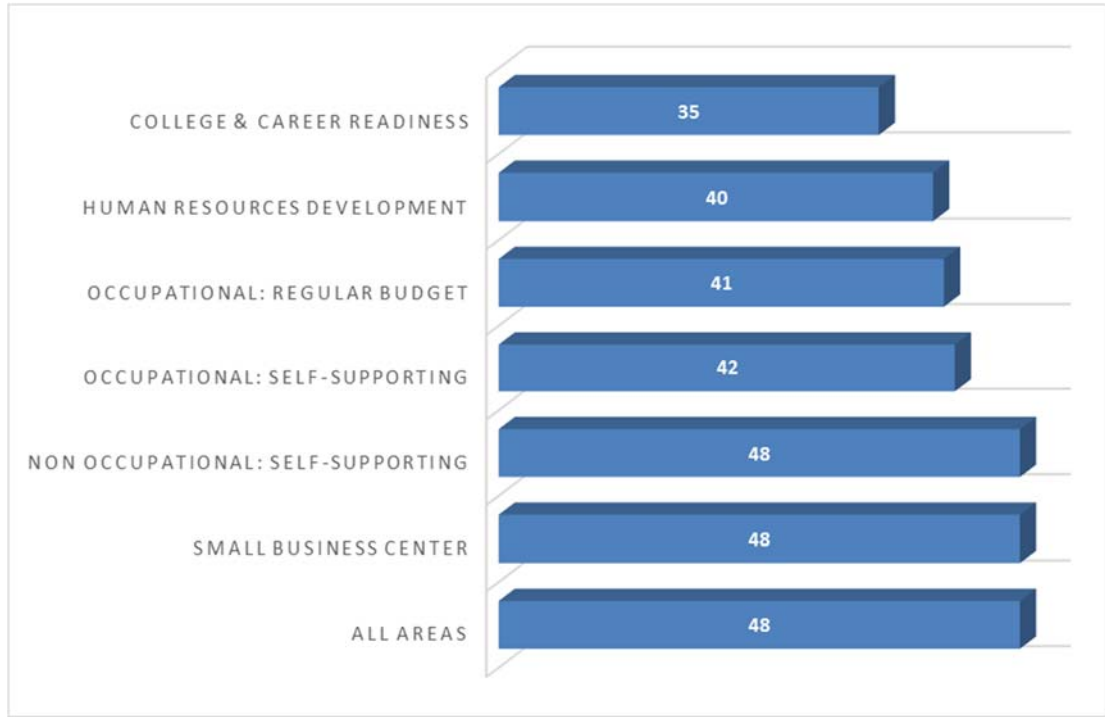
Source: Data Warehouse

CURRICULUM STUDENTS' ENROLLMENT BY RACE

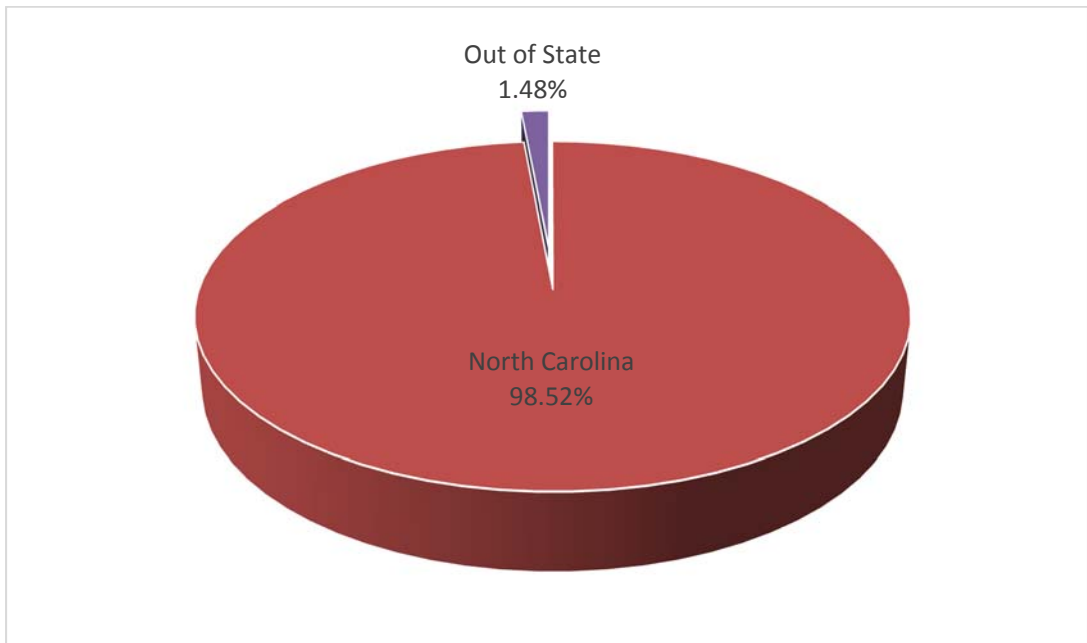


Source: Data Warehouse

AVERAGE AGE OF CONTINUING EDUCATION STUDENTS

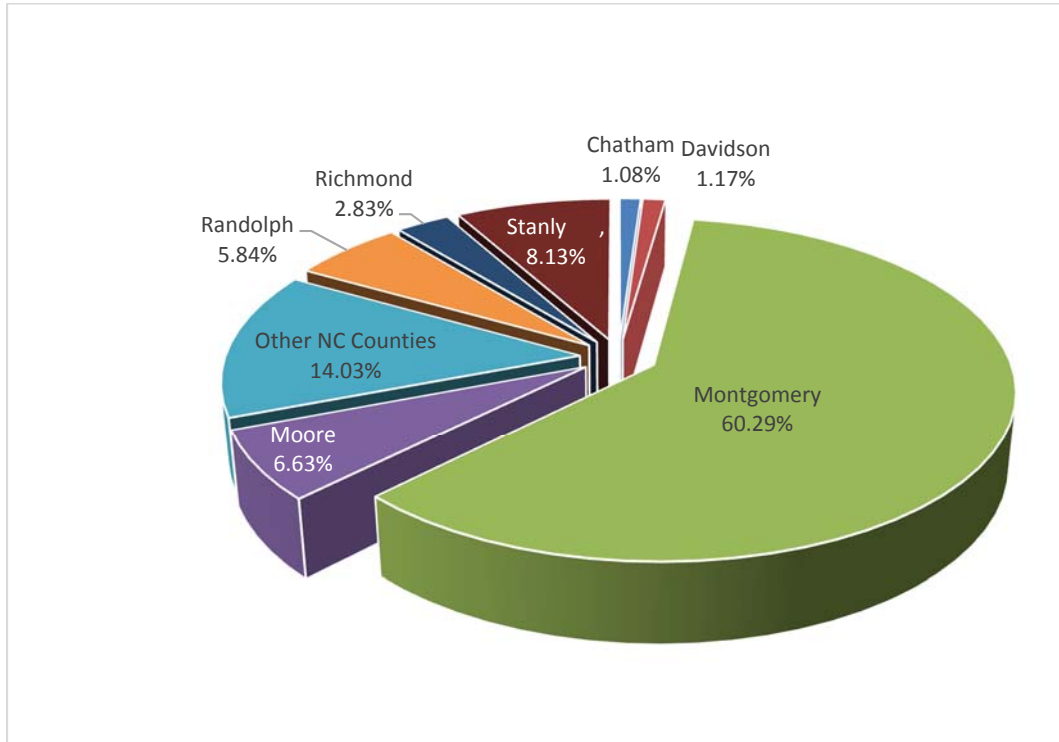


RESIDENCY OF CONTINUING EDUCATION STUDENTS

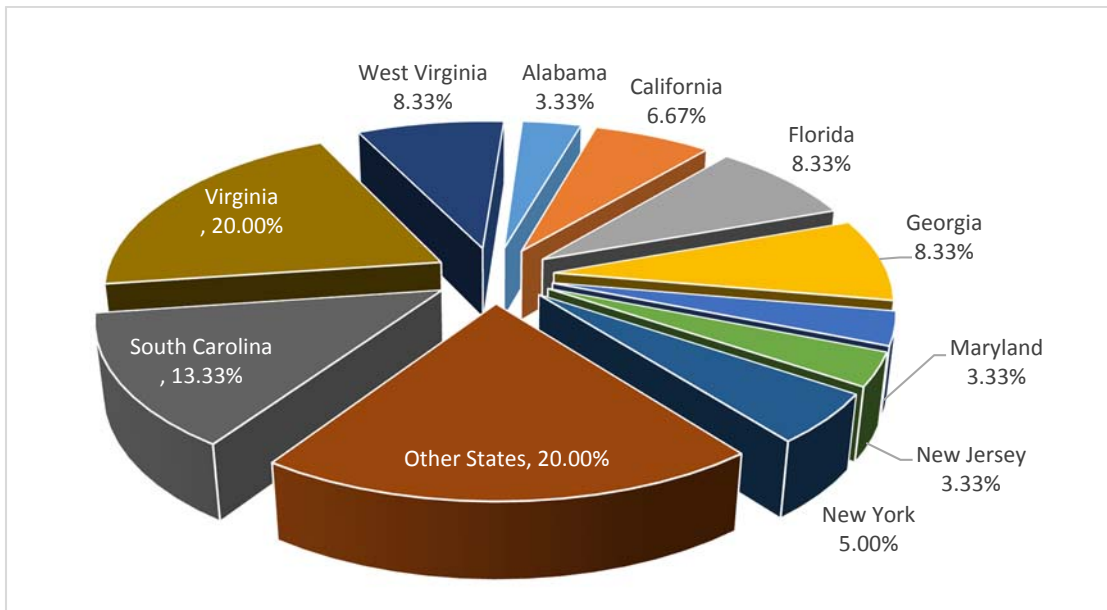


Source: Data Warehouse

Montgomery Community College Continuing Education students are residents G in 69 out of 100 counties in North Carolina,



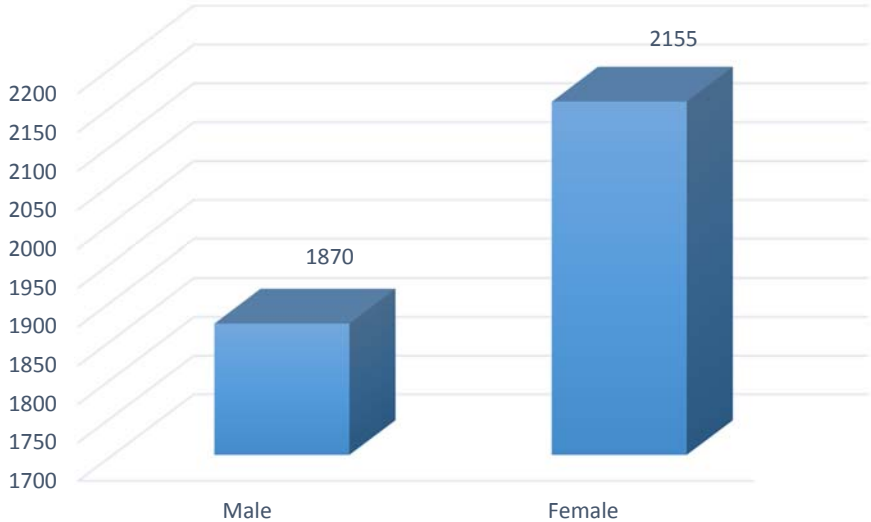
and 23 out of 50 states.



(Chart excludes NC)

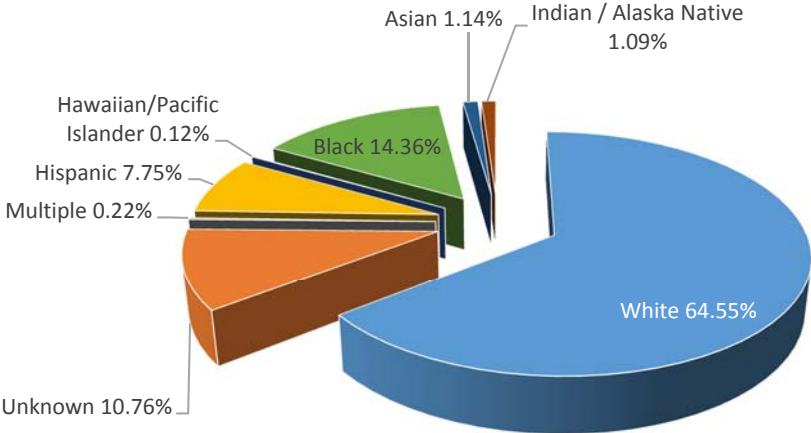
Source: Data Warehouse G

CONTINUING EDUCATION STUDENTS' ENROLLMENT BY GENDER



Source: Data Warehouse

CONTINUING EDUCATION STUDENTS' ENROLLMENT BY RACE



Source: Data Warehouse

ABOUT OUR PROGRAMS

CURRICULUM PROGRAMS OF STUDY

ARTS & SCIENCES

COLLEGE TRANSFER

MCC offers college transfer programs through the AA and AS degrees. The AA and the AS programs are part of the Comprehensive Articulation Agreement (CAA). The CAA addresses the transfer of students between institutions in the N. C. Community College System and the constituent institutions of the University of North Carolina. Many independent colleges and universities endorse the CAA.

GENERAL EDUCATION

The Associate in General Education (AGE) curriculum is designed for individuals wishing to broaden their education, with emphasis on personal interest, growth and development. Opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers are provided. All courses in the program are college-level courses. The program is not principally designed for college transfer.

Program	Associate Degree	Diploma	Certificate
Associate in Arts (college transfer)	day/evening		day/evening
Associate in Arts: Elementary Education Pre-Major (college transfer)	day/evening		
Associate in Science (college transfer)	day/evening		day/evening
Associate in General Education	day/evening		

TECHNICAL CURRICULA

BUSINESS TECHNOLOGIES

Business Technologies programs offer training in traditional business and support areas, and in business-related fields, including computer and related technology programs. All programs include appropriate technology components and other essential workplace skills, such as communication, critical thinking, problem solving, and team building.

Program	Associate Degree	Diploma	Certificate
Accounting			day
Business Administration	day/evening/online	day/evening/online	day/evening/online
Business Administration: Shooting & Hunting Sports Management	day/online		online
Computer Information Technology			day
Office Administration	day	day/evening	day/evening/online
Office Administration: Legal Concentration	evening		evening/online

COMMERCIAL TECHNOLOGIES

Commercial Technologies programs prepare individuals to work in occupations whose focus is on data analysis and application techniques in a variety of settings and provide opportunities for the specialized training of individuals with artistic and creative abilities.

Program	Associate Degree	Diploma	Certificate
Air Conditioning, Heating, & Refrigeration Technology	day	day	day
Electrical Systems Technology	day	day	day/evening
Forest Management Technology	day		day
Gunsmithing	day	day/evening	day/evening/weekend
Metal Engraving			weekend
Professional Crafts: Clay	day	day	day/evening
Taxidermy		day	day

HEALTH/PUBLIC SERVICES TECHNOLOGIES

Health Sciences programs prepare individuals to work closely with professionals in providing health care services. The programs are designed to provide a base in general education and specific training in a variety of health care settings. Public Service Technologies programs are designed to prepare people for employment in the public and private sector in service-related careers.

Program	Associate Degree	Diploma	Certificate
Basic Law Enforcement Training			evening
Criminal Justice Technology	day/online		day/online
Dental Assisting		day	
Early Childhood Education	day/weekend/online	day/evening/weekend/ online	day/evening/weekend /online
Foodservice Technology			day (Correctional only)
Human Services Technology	day	day	day
Human Services Technology: Developmental Disabilities Concentration	day	day	day
Infant/Toddler Care			day/online
Medical Assisting	day		day
Practical Nursing		day/evening/weekend	
School-Age Care			day/online

Source: MCC Website

STUDENT ENROLLMENT BY CURRICULUM 2008-2013

	2008-09	2009-2010	2010-11	2011-12	2012-13
Arts & Sciences					
Associate in Arts (college transfer)	110	114	119	111	112
Associate in Science (college transfer)	24	9	4	2	2
Associate in Elementary Education		8	10	7	5
Associate in General Education	89	111	106	106	108
Business Technologies					
Accounting	22	18	10	14	10
Business Administration	130	131	64	42	53
Business Administration: Shooting & Hunting Sports Management	5	10	11	15	20
Computer Information Technology	37	38	50	65	78
Networking Technology	0	2	3	1	1
Office Administration	117	106	77	36	51
Office Administration: Legal Concentration	12	10	13	10	9
Commercial Technologies					
Autobody Repair	7	12	13	1	
Electrical & Electronics Technology	34	38	27	25	26
Forest Management Technology	45	45	46	44	44
Gunsmithing	48	54	62	61	76
Metal Engraving	12	8	7	7	3
Professional Crafts: Clay	42	35	31	29	28
Taxidermy	25	38	35	32	18
Health/Public Service Technologies					
Basic Law Enforcement Training	19	20	10		8
Criminal Justice Technology	37	55	50	54	57
Dental Assisting	15	16	17	17	17
Early Childhood Education	72	74	74	74	48
Emergency Medical Science	1				
Foodservice Technology	29	17	30	30	15
Human Services Technology	33	43	48	74	115
Infant/Toddler Care	0		1	1	
Medical Assisting	34	34	36	46	80
Practical Nursing	45	50	53	56	50
Other Programs					
Huskins	84	37	10	42	0
Dual Enroll	24	12	6	2	0
Learn & Earn	142	197	150	1	0
Special Credit	132	169	119	93	93
Career & College Promise Pathways				10	56
<i>Students may be enrolled in multiple academic programs during a term or academic year.</i>					

Source: Data Warehouse Custom Report (Student Enrollment by Curriculum By Year)

CAREER & COLLEGE PROMISE

Enrollment by Program						
Career & College Promise Students						
Program Name	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013
Forest Management Certificate				6	3	3
Business Administration Certificate				2	10	
Computer Info Technology Certificate		28		37	31	
Professional Office Administration Certificate		7		4	4	
Electrical / Electronics Certificate		1		1		
Human Services Substance Abuse Certificate		21	4	51	50	
Medical Assisting Certificate	1	1	1	29	20	
Criminal Justice Certificate		8		12	7	
Early Childhood Education Certificate				1	2	
Pathways Humanities & Social Sciences		5		17	18	
Pathways Business & Economics		1		13	10	
Pathways Life & Health Sciences		3		7	8	
Pathways Engineering & Mathematics		1			1	

Note: CCP Students can be enrolled in more than one program per term.

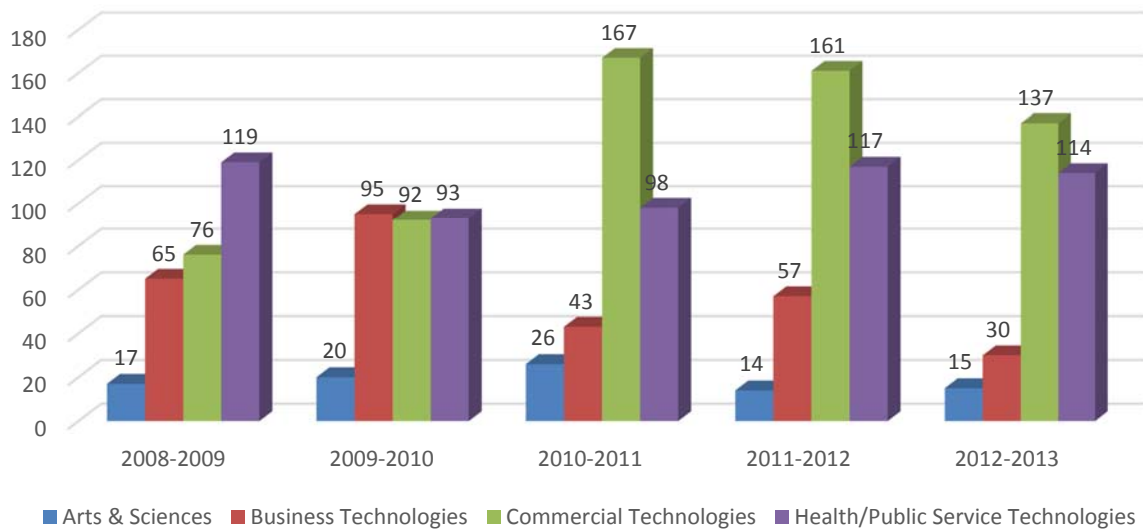
Source: Informer Report (CU Enrolled by Program) G

CCP Statistics			
	Spring 2012	Fall 2012	Spring 2013
Approximate Number of Students	67	155	147
Enrolled in X Classes	100	237	182
From East Montgomery HS	38	90	68
From West Montgomery HS	29	57	74
From North Moore HS			1
From Wescare Academy			3
From Home School			1
Approximate FTE generated	10	21	28

Source: VP of Student Services

CURRICULUM PROGRAM GRADUATES 2008-2013

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Dept.Total
Arts & Sciences	17	20	26	14	15	92
Business Technologies	65	95	43	57	30	290
Commercial Technologies	76	92	167	161	137	633
Health/Public Service Technologies	119	93	98	117	114	541
TOTAL	277	300	334	349	296	1,556



Source: Data Warehouse

NC LABOR MARKET PROJECTIONS AS RELATED TO PROGRAMS

	2010 Employment	2020 Employment Projections	Annualized Growth Rate
Programs / Occupations	NC	NC	NC
Arts & Sciences			
College Transfer Programs			
Business Technologies			
Accounting			
Accountants and Auditors	31,300	35,700	1.3
Bill and Account Collectors	11,330	12,410	0.9
Billing and Posting Clerks and Machine Operators	15,960	18,200	1.3
Bookkeeping, Accounting, and Auditing Clerks	50,940	56,470	1.0
Budget Analysts	980	1,150	1.6
Credit Authorizers, Checkers, and Clerks	880	900	0.2
Financial Analysts	6,780	8,450	2.2
Financial Examiners	970	1,290	2.9
Financial Specialists, All Other	7,740	8,550	1.0
New Accounts Clerks	2,570	2,970	1.5
Payroll and Timekeeping Clerks	5,550	6,150	1.0
Personal Financial Advisors	4,880	6,480	2.9
Statistical Assistants	300	320	0.7
Tax Preparers	2,330	2,500	0.7
Business Administration			
Administrative Services Managers	3,680	4,110	1.1
Business Operations Specialists, All Other	102,020	119,440	1.6
First-line Supervisors of Office and Administrative Support Workers	38,980	43,790	1.2
General and Operations Managers	52,170	52,940	0.2
Managers, All Others	20,420	22,100	0.8
Marketing Managers	4,990	5,600	1.2
Business Administration: Shooting & Hunting Sports			
Retail Salespersons	131,650	145,910	1.0
Sales and Related Workers, All Other	4,160	4,900	1.7
Sales Managers	7,870	8,350	0.6
Sales Representatives, Services, All Other	14,870	17,030	1.4
Wholesale and Retail Buyers, Except Farm Products	3,740	3,960	0.6

Computer Information Technology			
Computer Hardware Engineers	1,270	1,260	-0.1
Computer and Information Scientists, Research	250	270	0.8
Computer Programmers	8,680	9,130	0.5
Computer Software Developers Applications	15,120	18,280	1.9
Computer Software Developers, Systems Software	10,220	11,890	1.5
Computer Specialists	95,720	110,960	1.5
Computer Support Specialists	22,240	25,220	1.3
Computer Systems Analysts	14,240	16,360	1.4
Computer, Automated Teller & Office Mach. Repairer	5,840	6,020	0.3
Computer and Information Systems Managers	10,530	11,870	1.2
Networking Technology			
Database Administrators	2,920	3,670	2.3
Network and Computer Systems Administrators	7,620	9,450	2.2
Computer Systems Analysts	14,240	16,360	1.4
Office Administration			
Computer Operators	2,020	1,860	-0.8
Correspondence Clerks	110	90	-2.0
Data Entry Keyers	7,340	6,780	-0.8
Desktop Publishers	490	400	-2.0
Executive Secretaries & Administrative Assistants	35,140	38,760	1.0
File Clerks	2,610	2,530	-0.3
Information and Record Clerks, All Other	4,370	4,690	0.7
Office and Administrative Support Workers, All Other	5,310	6,120	1.4
Office Clerks, General	58,170	65,520	1.2
Receptionists & Information Clerks	30,770	37,130	1.9
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	67,800	70,110	0.3
Word Processors and Typists	990	910	-0.8
Office Administration: Legal			
Court, Municipal, and License Clerks	5,140	5,660	1.0
Legal Secretaries	2,000	2,220	1.1
Legal Support Workers, All Other	740	800	0.8

Commercial Technologies			
Air Conditioning, Heating & Refrigeration Technology			
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	11,480	13,910	1.9
Electrical Systems Technology			
Electrical & Electronic Engineering Technicians	3,250	3,430	0.5
Electrical and Electronics Drafters	560	620	1.0
Electrical and Electronics Repairers, Commercial	2,710	2,810	0.5
Electrical and Electronic Equipment Assemblers	5,280	5,410	0.2
Electro-Mechanical Technicians	120	140	1.6
Electrical and Electronic Equipment Mechanics, Installers and Repairers	20,640	23,220	1.2
Industrial Engineering Technicians	1,600	1,710	0.7
Industrial Machinery Mechanics	8,130	9,910	2.0
Forest Management Technology			
Environmental Engineering Technicians	990	1,120	1.2
Fallers	450	380	-1.7
First-line Super./Man. of Farming, Fishing, & Forestry Workers	1,150	1,060	-0.8
Forest and Conservation Technicians	1,600	1,710	0.7
Forest, Conservation and Logging Workers	2,740	2,380	-1.4
Fire Inspectors and Prevention Specialists	12,810	15,110	1.7
Foresters	390	400	0.3
Logging Equipment Operators	1,680	1,460	-1.4
Surveying and Mapping Technicians	2,360	2,820	1.8
Tree Trimmers and Pruners	2,730	3,580	2.8
Gunsmithing			
Etchers and Engravers	210	200	-0.5
Lathe and Turning Machine Tool Setters, Operators	1,130	1,070	-0.5
Machinists	11,440	13,350	1.6
Tool and Die Makers	1,490	1,570	0.5
Woodworkers, All Other	130	130	0.0
Metal Engraving			
Etchers and Engravers	210	200	-0.5
Professional Crafts: Clay			
Commercial and Industrial Designers	810	910	1.2
Craft Artists	360	390	0.8
Fine Artists, Including Painters, Sculptors	380	400	0.5

Taxidermy			
Commercial and Industrial Designers	810	910	1.2
Fine Artists, Including Painters, Sculptors	380	400	0.5
Set and Exhibit Designers	180	190	0.5
Health/Public Service Technologies			
Criminal Justice Technology / BLET			
Bailiffs	320	370	1.5
Correctional Officers and Jailers	19,140	20,380	0.6
Detectives and Criminal Investigators	3,720	4,180	1.2
First-line Super. /Man. Of Correctional Officers	1,720	1,900	1.0
First-line Super. /Man. Of Police & Detectives	4,380	4,850	1.0
Transportation and Security Screeners (Federal)	1,250	1,560	2.2
Police and Sheriff's Patrol Officers	19,410	22,510	1.5
Security Guards	28,060	32,380	1.4
Probation Officers & Correctional Treatment Spec.	2,870	3,340	1.5
Dental Assisting			
Dental Assistants	8,310	10,290	2.2
Early Childhood Associate / Infant Toddler Care / School-Age Care			
Child Care Workers	36,230	41,150	1.3
Preschool Teachers, Except Special Education	15,110	16,660	1.0
Foodservice Technology			
Combined Food Preparation and Serving Workers	114,040	132,650	1.5
Cooks, Fast Food	3,750	3,660	-0.2
Cooks, Institution and Cafeteria	8,030	8,980	1.1
Cooks, Restaurant	28,580	32,020	1.1
Cooks, Short Order	4,250	4,410	0.4
First-line Supervisors/Managers Of Food Preparation	31,430	34,450	0.9
Food Preparation & Serving Related Workers, Other	34,640	36,120	0.4
Food Preparation Workers	27,200	29,890	1.0
Food Service Managers	8,770	8,320	-0.5

Human Services Technology / HST: Developmental Disabilities			
Child, Family, and School Social Workers	9,810	11,340	1.5
Community & Social Service Specialists, All Other	2,470	2,890	1.6
Mental Health and Substance Abuse Social Workers	4,660	5,240	1.2
Mental Health Counselors	3,820	4,380	1.4
Rehabilitation Counselors	3,880	4,200	0.8
Social and Community Service Managers	2,910	3,240	1.1
Social and Human Service Assistants	8,730	9,870	1.2
Social Workers, All Other	1,560	1,680	0.7
Substance Abuse & Behavioral Disorder Counselors	1,470	1,610	0.9
Medical Assisting			
Health Technologists and Technicians, All Other	85,340	101,440	1.7
Medical Assistants	13,150	15,920	1.9
Medical Records and Health Information Technicians	5,490	6,230	1.3
Medical Secretaries	10,780	13,790	2.5
Practical Nursing			
Licensed Practical and Licensed Vocational Nurses	17,570	19,240	0.9
Continuing Education			
Probation Officers & Correctional Treatment Spec.	2,870	3,340	1.5
Security Guards	28,060	32,380	1.4
Correctional Officers and Jailers	19,140	20,380	0.6
Brick masons and Block masons	3,320	4,240	2.5
Helpers--Brick masons, Block masons, Stonemasons	1,900	2,630	3.3
Welders, Cutters, Solderers, and Brazers	6,970	7,850	1.2
Welding, Soldering, and Brazing Machine Setters	1,520	1,720	1.2
Structural Iron & Steel Workers	1,130	1,210	0.7
Structural Metal Fabricators and Fitters	2,130	2,530	1.7
Sheet Metal Workers	4,280	4,630	0.8
Appraisers and Assessors of Real Estate	1,720	1,970	1.4
Real Estate Brokers	10,680	11,840	1.0
Real Estate Sales Agents	8,990	10,230	1.3
Property, Real Estate & Community Assoc. Manager	4,910	5,180	0.5

Continuing Education			
Automotive Service Technicians and Mechanics	23,380	24,980	0.7
Bus & Truck Mechanics & Diesel Engine Specialists	6,570	6,940	0.6
Healthcare Support Workers, All Other	7,350	8,260	1.2
Home Health Aides	55,560	67,570	2.0
Nursing Aides, Orderlies, and Attendants	47,810	52,710	1.0
Health Technologists and Technicians, All Other	4,680	5,500	1.6
Personal Care and Service Workers, All Other	1,120	1,220	0.9
Emergency Medical Technicians and Paramedics	9,290	12,150	2.7
Police, Fire, & Ambulance Dispatchers	3,510	4,120	1.6
Computer-Controlled Machine Tool Operators	3,730	4,830	2.6

Source: NC Department of Commerce, Occupational Projections

ABOUT OUR EMPLOYEES

LONGEVITY OF MCC EMPLOYEES

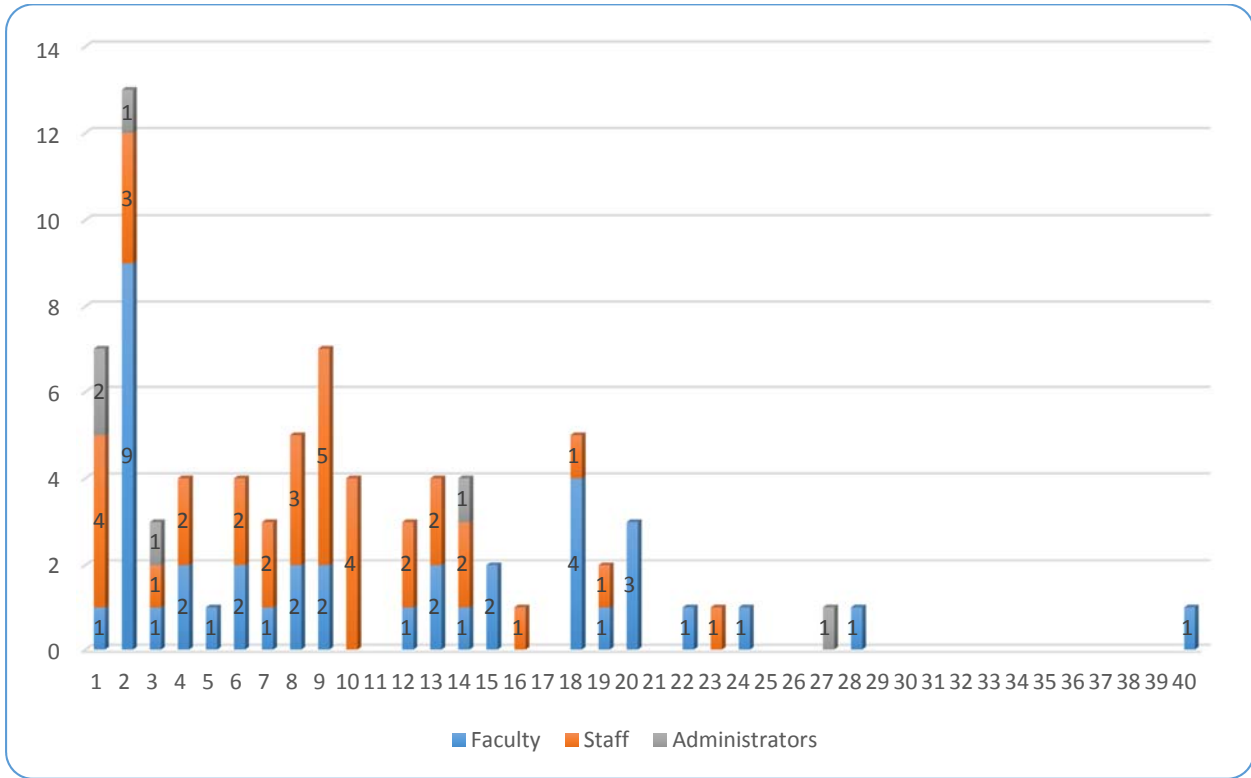
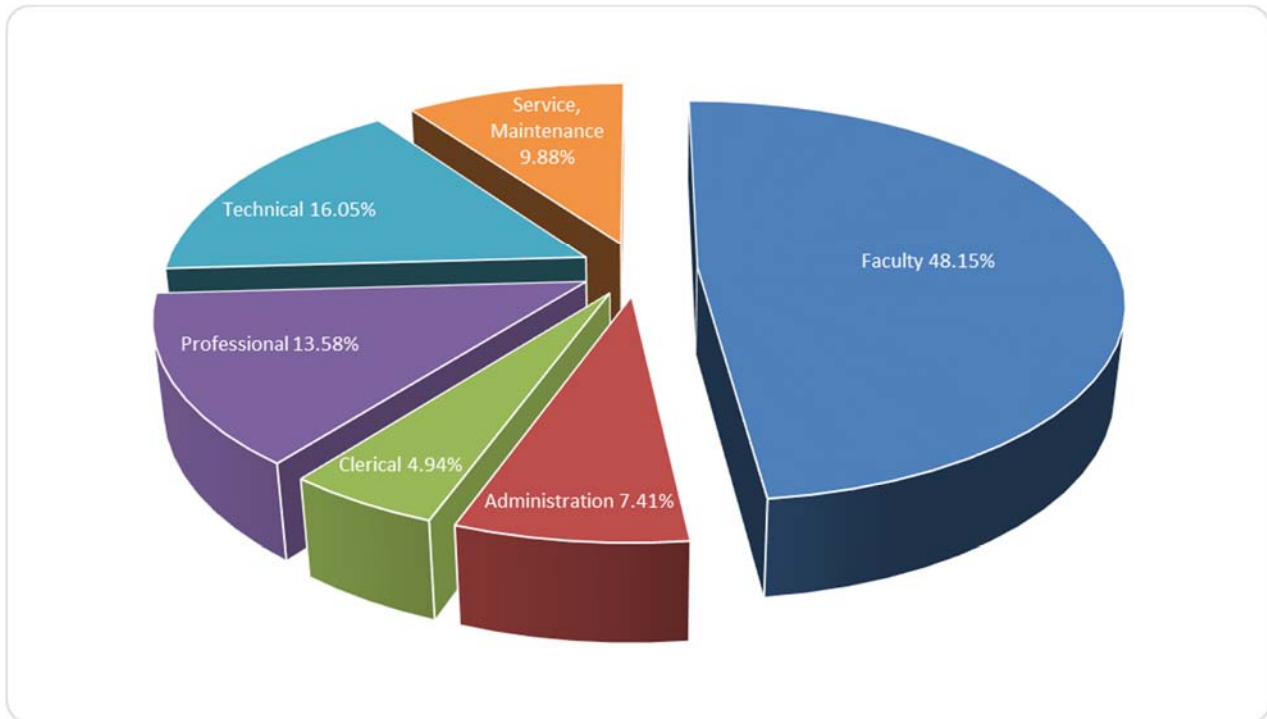


Chart represents employees' total years at MCC; some years are not consecutive

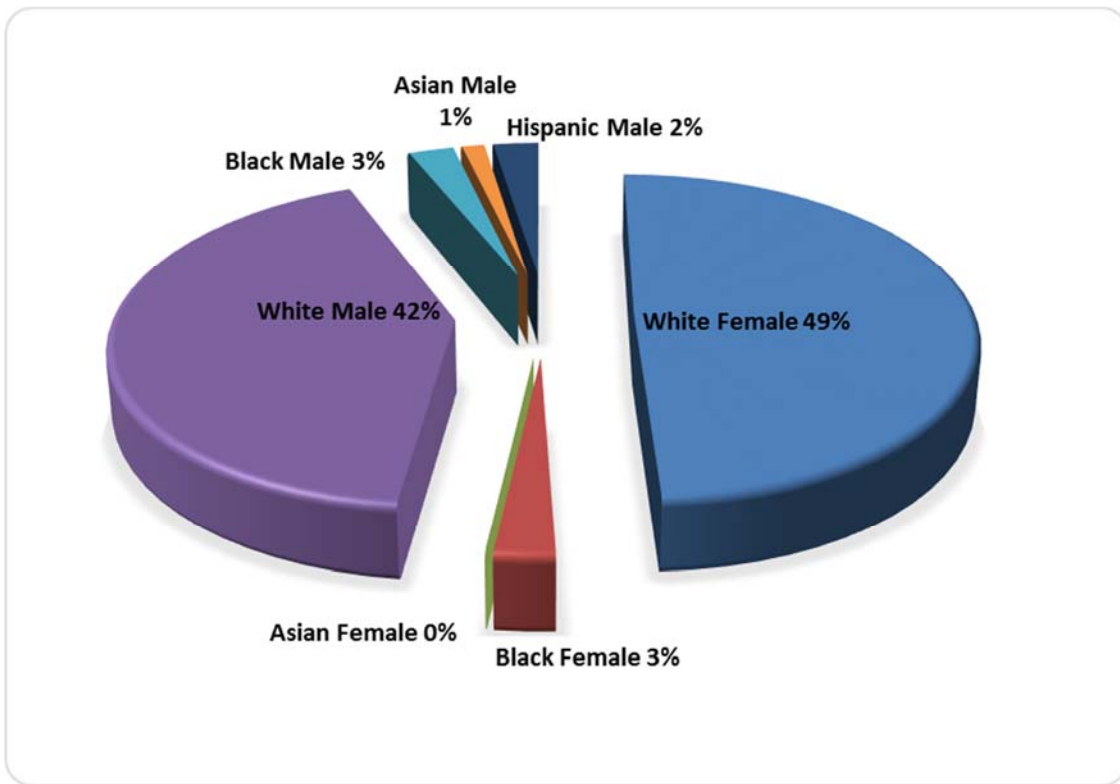
Source: Data Warehouse

FULL-TIME STAFF BY AREA OF RESPONSIBILITY

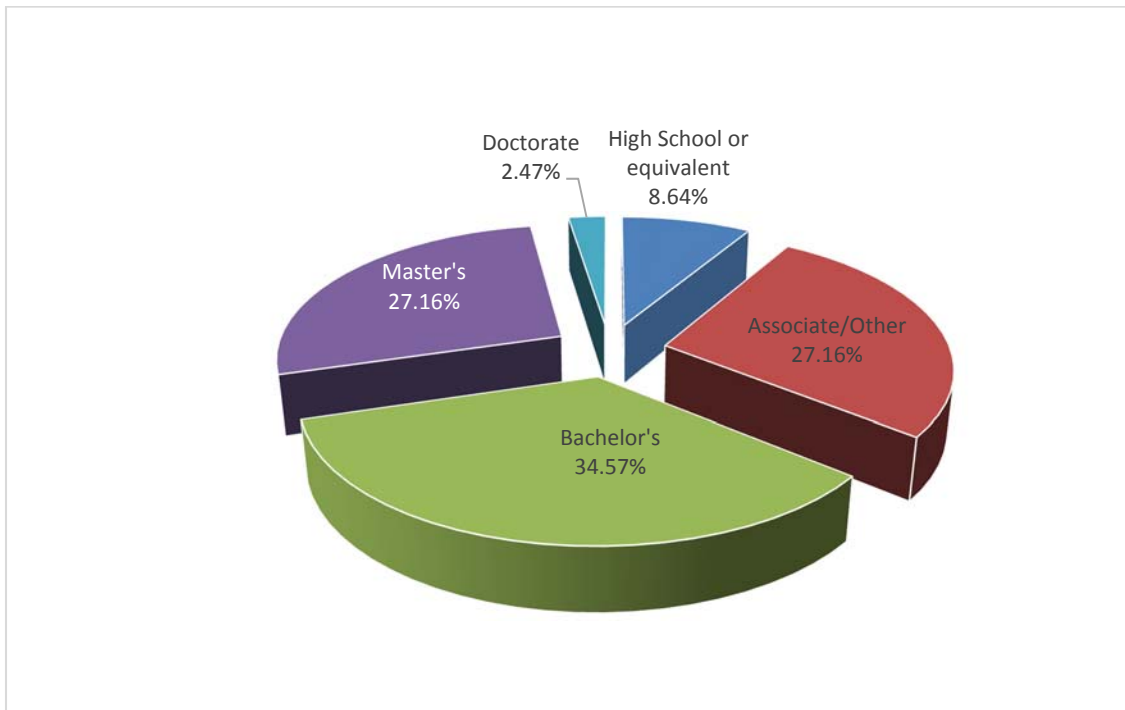


Source: Data Warehouse

FULL-TIME & PERMANENT PART-TIME EMPLOYEES BY RACE/GENDER



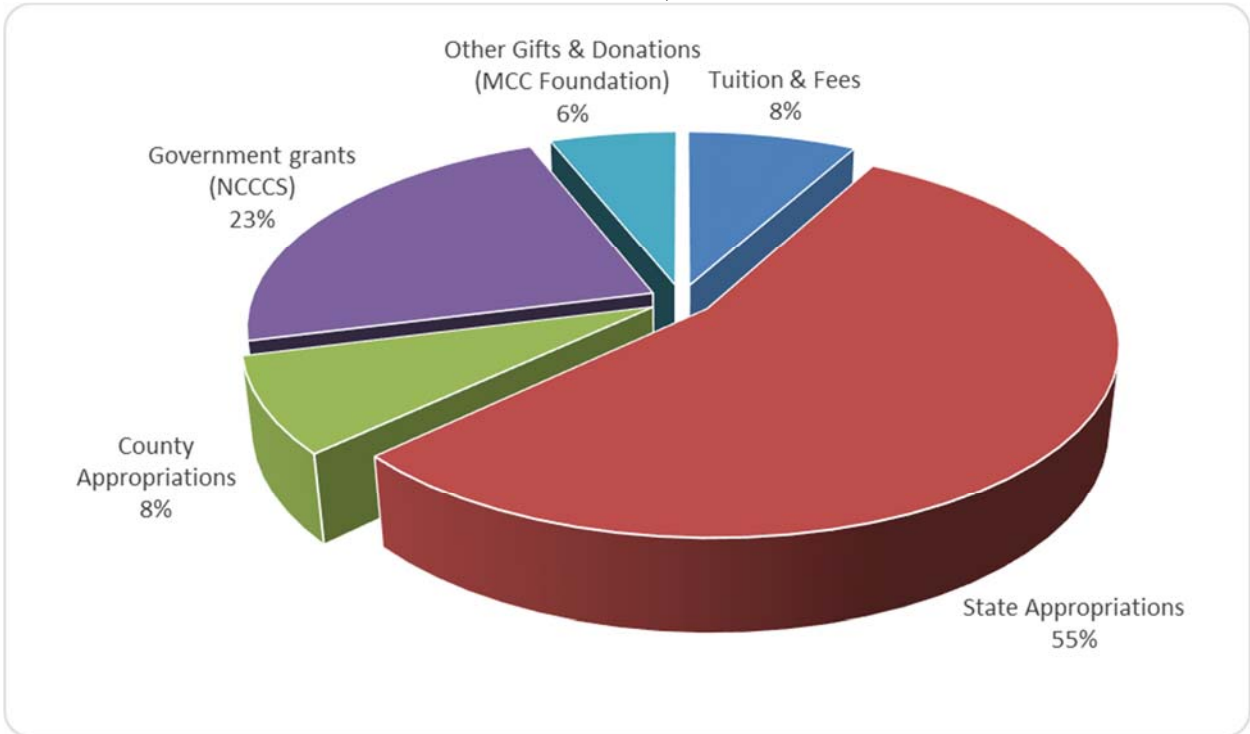
DISTRIBUTION OF DEGREES HELD BY FULL-TIME FACULTY & STAFF



Source: Data Warehouse

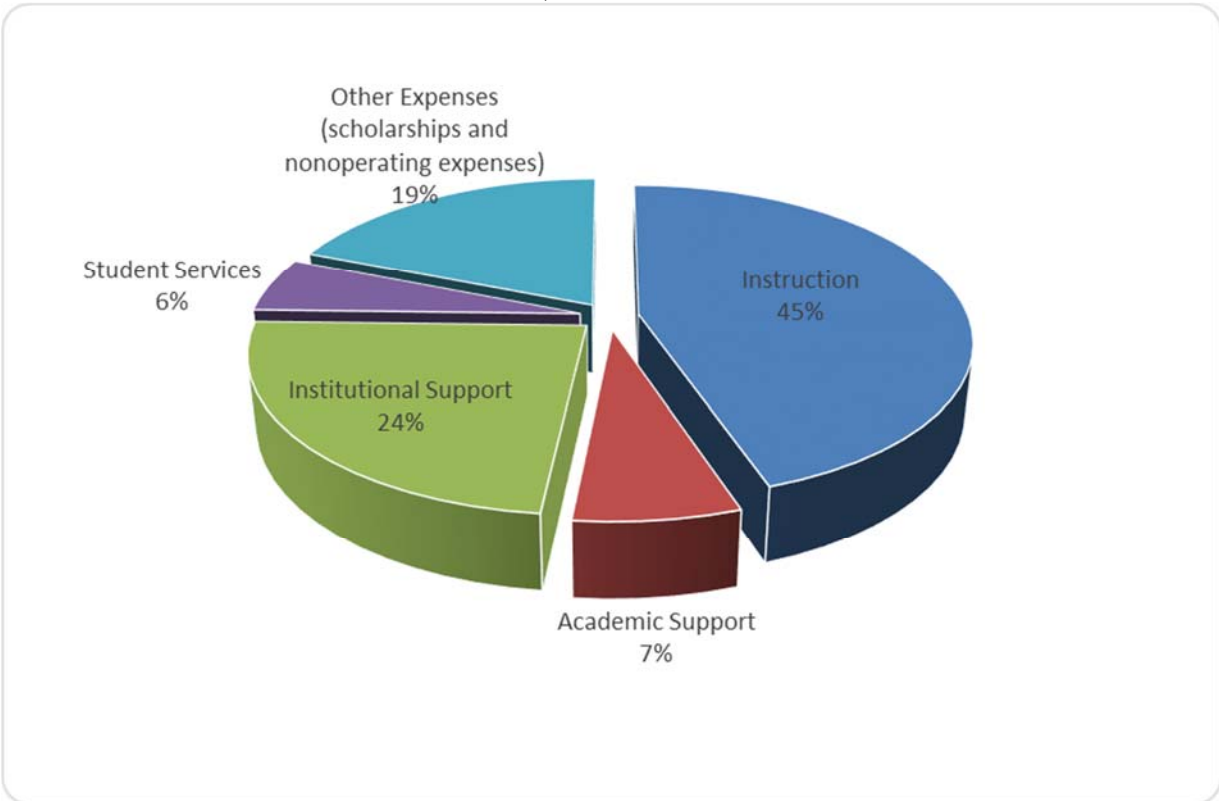
ABOUT OUR FINANCES

SOURCES OF REVENUE, FISCAL YEAR 2012



Source: Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report 2013 G

EXPENSES, FISCAL YEAR 2012



Source: Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report 2013 G

ABOUT MONTGOMERY COUNTY

LOCATION:

Geographic Region - Piedmont
Greensboro - 50 miles
Charlotte - 60 miles
Raleigh - 105 miles

Rural
Land Area (sq. mi.) - 491
Elevation - 664 ft.

Largest town and county seat - Troy
Regional Partnership Workforce Development Board
Montgomery County Economic Development Corporation

CLIMATE:

Annual average temperature - 58°F
Average annual high temperature - 65°F
Average annual low temperature - 40°F
Annual average rainfall - 51 inches
Annual average snowfall - 6 inches

TRANSPORTATION:

Highways G
Interstate 73/74
NC 24/27
NC 109
NC 134
NC 73

Air
Local Airport: Star
Commercial Airport: Piedmont Triad Airport, Greensboro (55 mi.) G

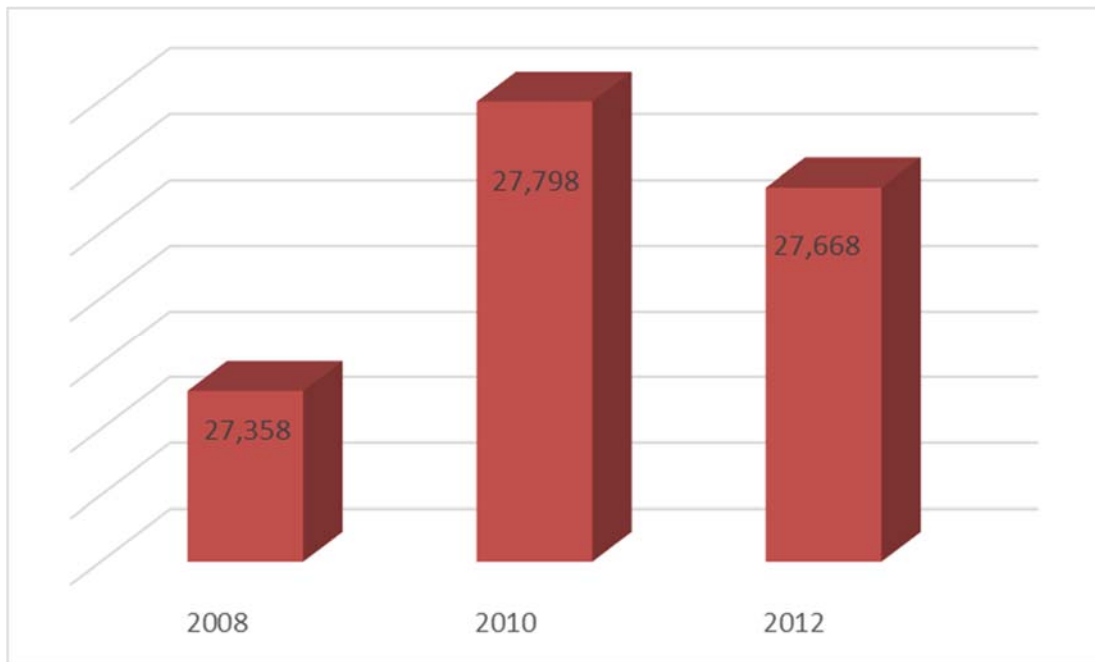
Railroads (freight)
Aberdeen Carolina & Western Railway

Source: Montgomery Economic Development Corporation

POPULATION:

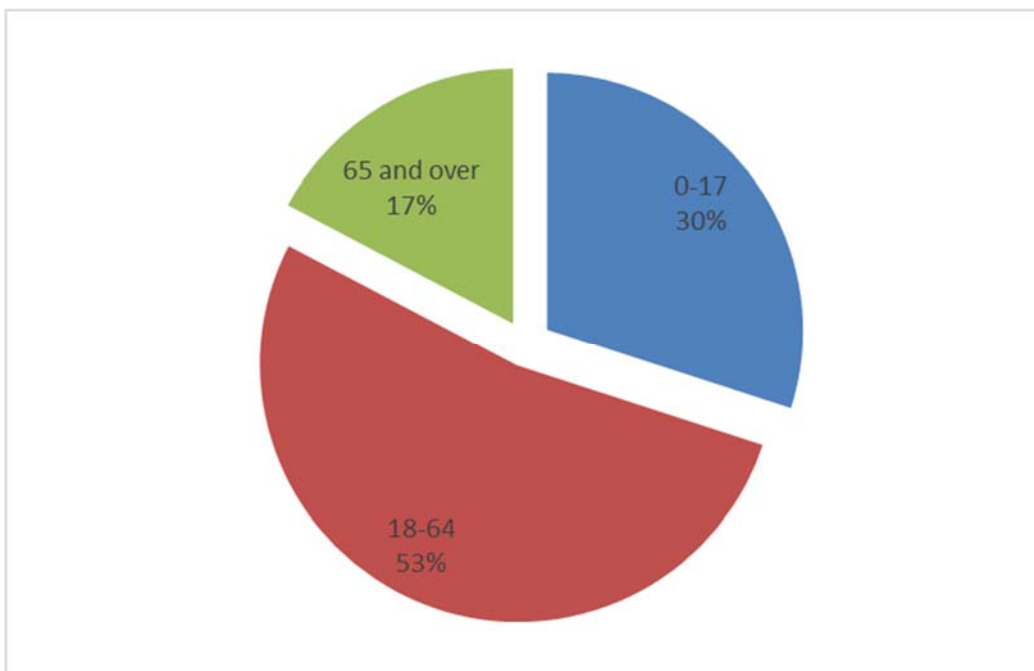
Population 2012	27,668
Population 2010	27,798
Population 2008	27,358
Population Density (per sq. mi.)	56.5

COUNTY POPULATION GROWTH



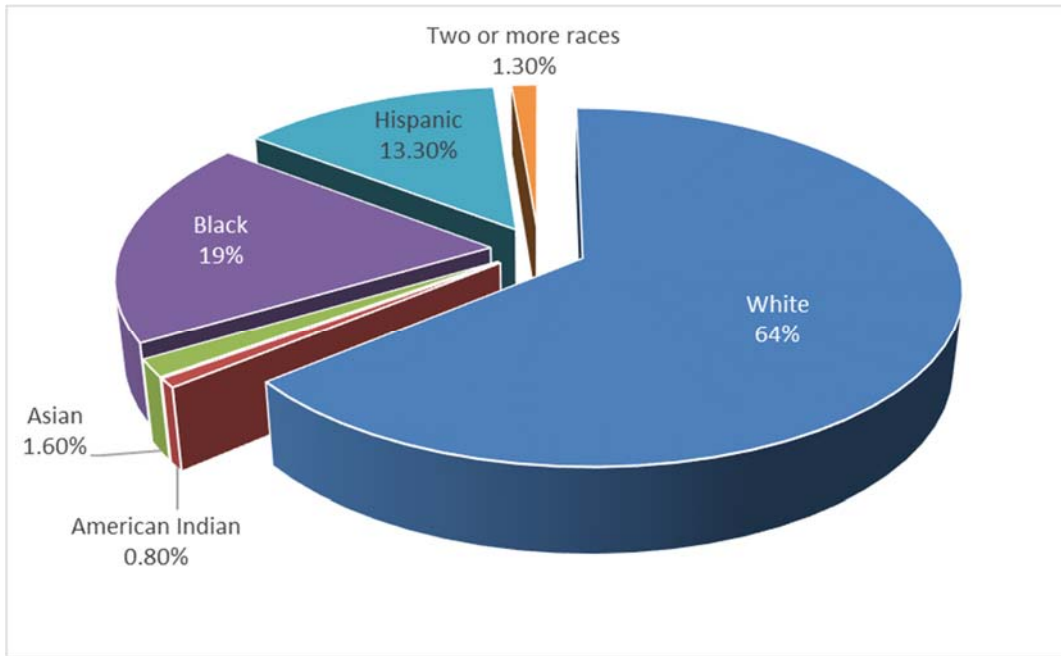
Source: US Census Bureau

AGE DISTRIBUTION OF POPULATION



Source: Quickfacts.census.gov

COUNTY POPULATION BY RACE



Source: Quickfacts.census.gov

Other Population Statistics (2008–2012 American Community Survey):

- Percent Born in NC – 75.6%
- Percent Born in another State – 15.1%
- Percent Born outside the U.S. – 8.6%
- Percent English Speakers – 84.5%
- Percent Spanish Speakers – 13.5%
- Median Age – 37.4

INCOME AND POVERTY:

Median Household Income 2008–2012	\$32,798
Per Capita Income 2008–2012	\$18,834
Population in Poverty 2008–2012	7,276
Poverty Rate 2008–2012	26.3%
Child Poverty Rate	38.1%
Elderly Poverty Rate	16.2%
Percent Receiving Food Stamps	20%

HOUSING (NC Rural Economic Development Center):

Home-ownership Rate (2010)	73%
Percent Unaffordable Housing (2006–2010)	30%
Percent Substandard Housing (2006–2010)	14%

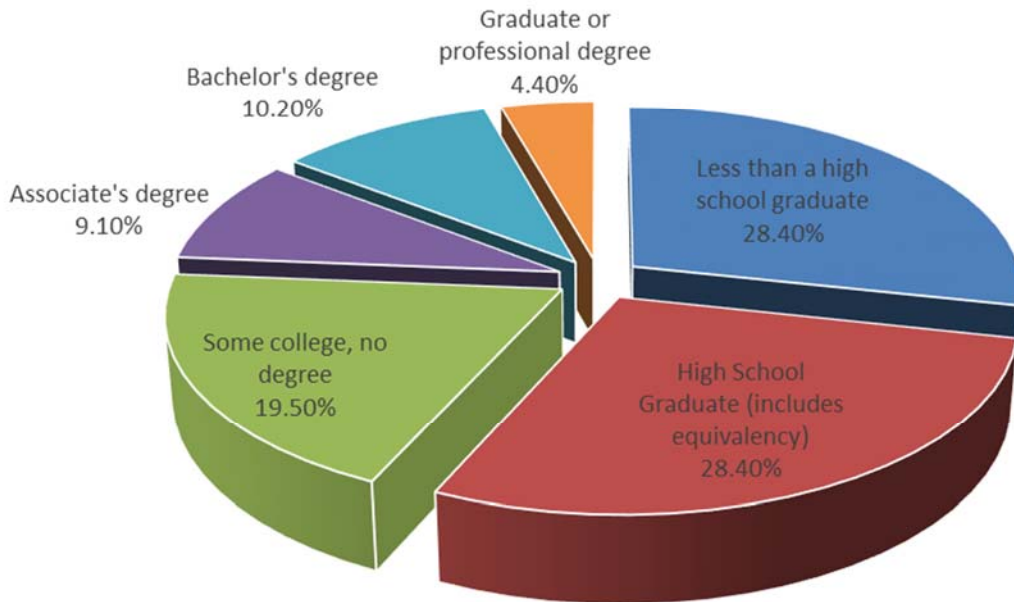
HEALTH:

Physicians Per Population (2010)	5
Percent Uninsured	15.1%
Infant Mortality Rate, per 1,000 live births (2010)	10.3%

EDUCATION:

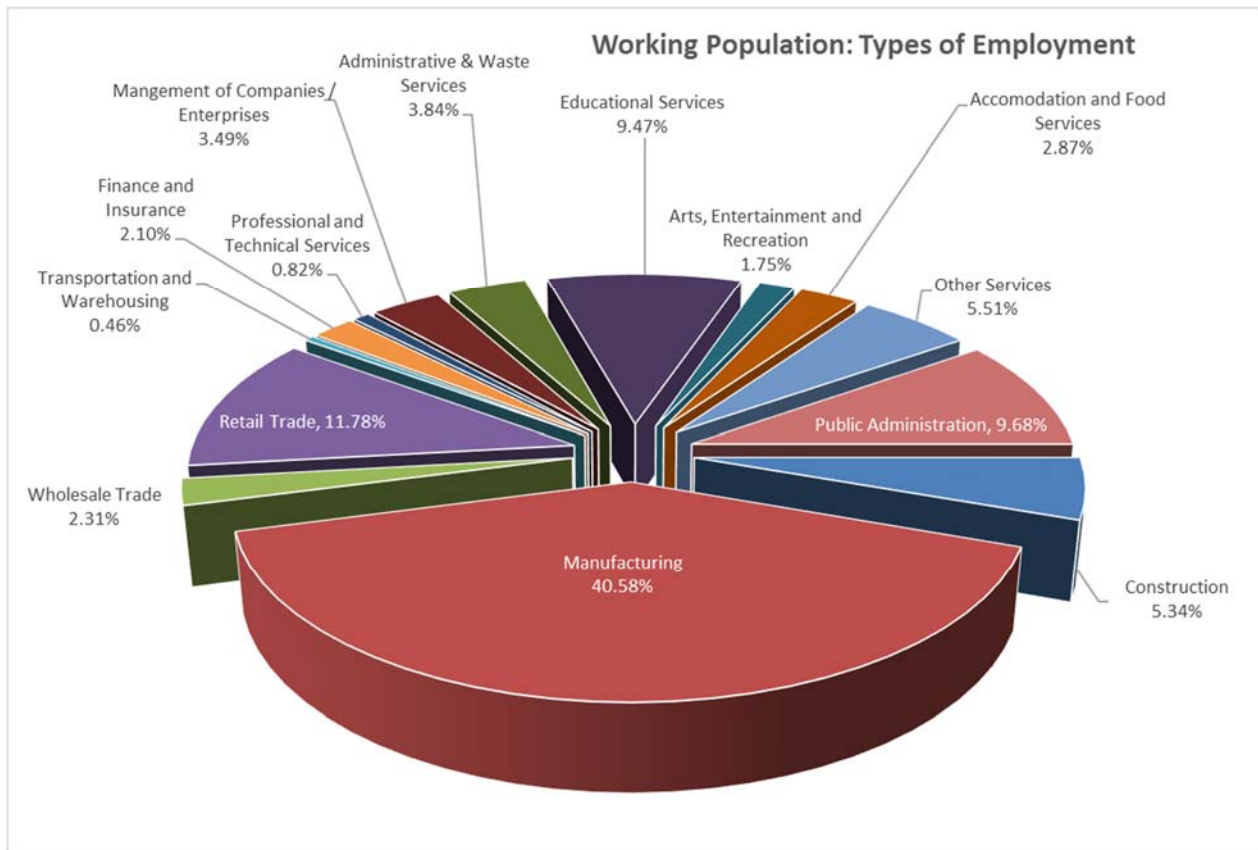
Graduation Rate	81%
Per Student Expenditures K-12	\$9,017
Average SAT Score	1277

Education Level of Montgomery County Population
(2012 American Community Survey)



LABOR FORCE AND EMPLOYMENT:

Unemployment Rate 2008-2012	8.3%
Percent Working Age Population	55.8%
Average Commute	24.7
Percent Commuting to Another County	32.7%



Source: AccessNC.commerce.state G

AGRICULTURE AND NATURAL RESOURCES

Total Farms 2007	289
Average Farm Size 2007	147
Total Agricultural Receipts (2012)	\$93,246,826
Percent Family Owned Farms	91.78%

BUSINESS PATTERNS (2011)

Micro-Establishments (0-4 Employees)	264
Very Small Establishments (5-9 Employees)	96
Small Establishments (10-19 Employees)	70
Medium Establishments (20-49 Employees)	41
Large Establishments (50-99 Employees)	14
Very Large Establishments (100 or More Employees)	12
All Businesses	497

ADDITIONAL COUNTY INFORMATION:

Crime Rates per 100,000 (2012)	3,431
Property Tax Rate	\$0.57

NATIONAL PROJECTIONS

Selected information from the Bureau of Labor Statistics:
[2012-22 EMPLOYMENT PROJECTIONS \(Dec. 2013\)](#)

Occupations and industries related to healthcare are projected to add the most new jobs between 2012 and 2022. Total employment is projected to increase 10.8 percent, or 15.6 million, during the decade.

In addition to projecting employment for each detailed occupation, BLS depicts the education, related work experience, and on-the-job training typically needed for occupations. Occupations that typically require postsecondary education for entry are expected, on average, to grow faster than occupations that require a high school diploma or less.

Labor Force and the Aggregate Economy

Projections of the labor force and the aggregate economy serve as the basis for employment projections. Slower projected growth in the civilian noninstitutional population and declining labor force participation rates limit growth in the labor force, which in turn limits economic growth.

- The labor force is projected to grow 0.5 percent per year from 2012 to 2022, compared with an annual growth rate of 0.7 percent during the 2002-12 decade. Due to the aging baby-boom generation, workers ages 55 and older are expected to make up over one-quarter of the labor force in 2022.
- Projected declines in the labor force participation rates for both men and women are expected to slow labor force growth. The overall labor force participation rate is projected to decline from 63.7 percent in 2012 to 61.6 percent in 2022, continuing the trend from the past decade.
- Slower labor force growth is expected to limit potential economic growth. Gross domestic product (GDP) is projected to increase by 2.6 percent annually from 2012 to 2022, slower than the 3 percent or higher rate often posted from the mid-1990s through mid-2000s.

Industry Employment

BLS analyzes future demand for different types of goods and services, and then projects the employment necessary to produce them. Most of the 10.8 percent employment growth is projected to be in service-providing industries.

- The health care and social assistance sector is projected to grow at an annual rate of 2.6 percent, adding 5.0 million jobs between 2012 and 2022. This accounts for nearly one-third of the total projected increase in jobs. The growth reflects, in part, the demand for healthcare workers to address the needs of an aging population.
- Employment in the construction sector is projected to grow 2.6 percent annually. This equates to 1.6 million new jobs over the 2012-22 decade, the most among goods-producing sectors and third most among all major industry sectors. Despite expected fast growth, construction sector employment in 2022 is projected to be below the peak level (7.7 million; 2006).

--Five industry sectors are projected to have decreases in employment: manufacturing (-549,500); federal government (-407,500); agriculture, forestry, fishing, and hunting (-223,500); information (-65,200); and utilities (-56,400).

Occupational Employment

Projected industry employment is distributed among occupations based on how industries are expected to use those occupations.

- Of the 30 occupations projected to have the largest percentage increase between 2012 and 2022, 14 are related to healthcare and 5 are related to construction.
- The 30 occupations with the largest projected increase in employment from 2012 to 2022 will account for 7.4 million new jobs, almost half of the total projected employment growth.
- Four major occupational groups are projected to grow more than 20 percent--nearly double the overall growth--from 2012 to 2022: health-care support occupations (28.1 percent), healthcare practitioners and technical occupations (21.5 percent), construction and extraction occupations (21.4 percent), and personal care and service occupations (20.9 percent).
- Every major occupational group except farming, fishing, and forestry occupations is projected to gain jobs between 2012 and 2022.

Education and Training Categories

In addition to projecting employment for each detailed occupation, BLS depicts the education, related work experience, and on-the-job training typically needed for occupations.

- Nineteen of the 30 occupations projected to grow fastest from 2012 to 2022 typically require some form of postsecondary education for entry.
- Two-thirds of the 30 occupations with the largest projected employment increase from 2012 to 2022 typically do not require postsecondary education for entry.
- Occupations typically requiring postsecondary education for entry generally had higher median wages (\$57,770) in 2012 and are projected to grow faster (14.0 percent) between 2012 and 2022 than occupations that typically require a high school diploma or less (\$27,670 and 9.1 percent).
- Occupations that do not typically require postsecondary education are projected to add 8.8 million jobs between 2012 and 2022, accounting for more than half of all new jobs. These occupations employed nearly two-thirds of workers in 2012.
- Occupations that typically require an apprenticeship are projected to grow 22.2 percent from 2012 to 2022, faster than any other on-the-job training assignment.

Replacement needs

Employment growth is not the only source of job openings. BLS also projects job openings resulting from the need to replace workers who retire or otherwise permanently leave an occupation. Job openings due to replacement needs are expected in every occupation, even in those projected to decline in employment.

--Over the 2012-22 decade, 50.6 million total job openings are expected. While growth will lead to many openings, more than two-thirds--67.2 percent--are projected to come from replacement needs.

--In more than 4 out of 5 occupations, openings from replacement needs are projected to exceed openings from growth.

--Nearly two-thirds of all job openings are expected to be in occupations that typically do not require postsecondary education for entry.

--Twenty-two of the 30 occupations with the largest number of projected job openings are classified as not typically requiring postsecondary education.

The Ten Industries with the Largest Wage and Salary Employment Growth, 2012–2022
(In thousands)

Industry Description	Employment		Change	Percent Change
	2012	2022	2012 - 2022	
Construction	5640.9	7263.0	1622.1	28.76%
Offices of health practitioners	3968.0	5193.8	1225.8	30.89%
Employment services	3147.9	3929.6	781.7	24.83%
Nursing and residential care facilities	3193.5	3954.2	760.7	23.82%
Home health care services	1198.6	1914.3	715.7	59.71%
Individual and family services	1311.4	2022.9	711.5	54.25%
Computer systems design and related services	1620.3	2229.0	608.7	37.57%
Outpatient, laboratory, and other ambulatory care services	1151.4	1673.7	522.3	45.36%
Management, scientific, and technical consulting services	1121.1	1577.1	456.0	40.67%
Junior colleges, colleges, universities, and professional schools	1763.2	2196.6	433.4	24.58%

Source: Employment Projections Program, U.S. Department of Labor, U.S. Bureau of Labor Statistics

The Thirty Occupations with the Largest Employment Growth, 2012–2022
(In thousands)

Occupation	Employment		Change	Most significant source of postsecondary education or training
	2012	2022	Percent	
Personal care aides	1,190.6	1,771.4	48.8	Short-term on-the job training
Home health aides	875.1	1,299.3	48.5	Short-term on-the job training
Medical secretaries	525.6	714.9	36.0	Moderate-term on-the-job training
Medical assistants	560.8	723.7	29.0	Moderate-term on-the-job training
Licensed practical and licensed vocational nurses	738.4	921.3	24.8	Associate's degree
Construction laborers	1,071.1	1,331.0	24.3	Short-term on-the job training
Carpenters	901.2	1,119.4	24.2	Long-term on-the-job
Software developers, applications	613.0	752.9	22.8	Bachelor's degree
Nursing assistants	1,479.8	1,792.0	21.1	Postsecondary non-degree award
Registered nurses	2,711.5	3,238.4	19.4	Associate's degree
Management analysts	718.7	852.5	18.6	Bachelor's or higher degree, plus work experience
Cooks, restaurant	1,024.1	1,174.2	14.7	Moderate-term on-the-job training
Combined food preparation and serving workers, including fast food	2,969.3	3,391.2	14.2	Short-term on-the job training
Childcare workers	1,312.7	1,496.8	14.0	Short-term on-the job training

Receptionists and information clerks	1,006.7	1,142.6	13.5	Short-term on-the job training
Secretaries and administrative assistants, except legal, medical, and executive	2,324.4	2,632.3	13.2	Short-term on-the job training
Accountants and auditors	1,275.4	1,442.2	13.1	Bachelor's degree
Maids and housekeeping cleaners	1,434.6	1,618.0	12.8	Short-term on-the job training
Customer service representatives	2,362.8	2,661.4	12.6	Moderate-term on-the-job training
General and operations managers	1,972.7	2,216.8	12.4	Bachelor's degree
Landscaping and groundskeeping workers	1,124.9	1,264.0	12.4	Short-term on-the job training
Elementary school teachers, except special education	1,361.2	1,529.1	12.3	Bachelor's degree
Janitors and cleaners, except maids and housekeeping cleaners	2,324.0	2,604.0	12.1	Short-term on-the job training
First-line supervisors of office and administrative support workers	1,418.1	1,589.6	12.1	Moderate-term on-the-job training
Bookkeeping, accounting, and auditing clerks	1,799.8	2,004.5	11.4	Moderate-term on-the-job training
Heavy and tractor-trailer truck drivers	1,701.5	1,894.1	11.3	Moderate-term on-the-job training
Laborers and freight, stock, and material movers, hand	2,197.3	2,439.2	11.0	Short-term on-the job training
Retail salespersons	4,447.0	4,881.7	9.8	Short-term on-the job training
Sales representatives, wholesale and manufacturing, except technical and scientific products	1,480.7	1,612.8	8.9	Moderate-term on-the-job training
Office clerks, general	2,983.5	3,167.6	6.2	Short-term on-the job training

Source: Employment Projections program, U.S. Department of Labor, U.S. Bureau of Labor Statistics

The Thirty Fastest-Growing Occupations, 2012-2022
(In thousands)

Occupation	Employment		Percent Change	Most significant source of postsecondary education or training
	2012	2022		
Industrial-organizational psychologists	1.6	2.5	53.4	Master's degree
Personal care aides	1,190.6	1,771.4	48.8	Short-term on-the-job training
Home health aides	875.1	1,299.3	48.5	Short-term on-the-job training
Insulation workers, mechanical	28.9	42.4	46.7	Apprenticeship
Interpreters and translators	63.6	92.9	46.1	Bachelor's degree
Diagnostic medical sonographers	58.8	85.9	46.0	Associate's degree
Helpers--brickmasons, blockmasons, stonemasons, and tile and marble setters	24.4	34.9	43.0	Short-term on-the-job training
Occupational therapy assistants	30.3	43.2	42.6	Associate's degree

Genetic counselors	2.1	3.0	41.2	Master's degree
Physical therapist assistants	71.4	100.7	41.0	Associate degree
Physical therapist aides	50.0	70.1	40.1	Short-term on-the-job training
Skincare specialists	44.4	62.0	39.8	Postsecondary vocational award
Physician assistants	86.7	120.0	38.4	Master's degree
Segmental pavers	1.8	2.4	38.1	Moderate-term on-the-job training
Helpers--electricians	60.8	83.3	36.9	Short-term on-the-job training
Information security analysts	75.1	102.5	36.5	Bachelor's degree
Occupational therapy aides	8.4	11.4	36.2	Short-term on-the-job training
Health specialties teachers, postsecondary	190.0	258.6	36.1	Doctoral or professional degree
Medical secretaries	525.6	714.9	36.0	Moderate-term on-the-job training
Physical therapists	204.2	277.7	36.0	Doctoral or professional degree
Orthotists and prosthetists	8.5	11.5	35.5	Master's degree
Brickmasons and blockmasons	71.0	96.2	35.5	Apprenticeship
Nursing instructors and teachers, postsecondary	67.8	91.8	35.4	Master's degree
Nurse practitioners	110.2	147.3	33.7	Master's degree
Audiologists	13.0	17.3	33.6	Doctoral or professional degree
Dental hygienists	192.8	256.9	33.3	Associate's degree
Meeting, convention, and event planners	94.2	125.4	33.2	Bachelor's degree
Therapists, all other	28.8	37.9	31.7	Bachelor's degree
Market research analysts and marketing specialists	415.7	547.2	31.6	Bachelor's degree
Substance abuse and behavioral disorder counselors	89.6	117.7	31.4	Bachelor's degree

Source: Employment Projections program, U.S. Department of Labor, U.S. Bureau of Labor Statistics

GLOSSARY

Academic Semester — A sixteen-week period during which credit classes are offered.

Academic Year — The academic year includes fall and spring semesters as well as an eleven-week summer term.

Accreditation — A formal means of recognizing an institution for maintaining standards that qualify the graduates for admission to higher institutions or for professional practice. Accrediting agencies are responsible for establishing the standards and evaluating the schools' compliance with them (e.g. Southern Association of Colleges and Schools, American Dental Association, Engineering).

Accountability — The acceptance of personal responsibility for the achievement of predetermined measurable objectives.

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

Adult Education — Programs that provide opportunities for adults and out-of-school youth to further their education.

Affirmative Action — The planned, aggressive, coherent, management program to provide for equal employment opportunity. It is a results-oriented program designed to achieve equal employment opportunity rather than simply a policy to assure nondiscrimination. As an ongoing management program, it requires periodic evaluation.

Appropriation — The act by which the legislature provides the state dollars for the operation of an institution. Funds are appropriated to the State Board of Community Colleges to be distributed to the institutions.

Associate in Applied Science Programs (AAS) — These programs range from 64 to 76 semester hour credits. A full-time student can typically complete one of these programs within two years. In addition to major course work, associate in applied science degree programs require a minimum of 15 semester hour credits of general education. General education requirements include course work in communications, humanities/fine arts, social/behavioral sciences and natural sciences/mathematics. Certain courses in associate degree programs may be accepted by a four-year college or university for transfer credit in an associated field.

Base Budget — Appropriations made by the Legislature to fund the current level of operation.

Capital Outlay — Capital outlay expenditures are those that result in the acquisition of fixed assets or additions to fixed assets (i.e. expenditures for land, buildings, or equipment).

Categorical Funds (restricted) — Funds from a federal, state, local, or private source that are restricted to expenditures in a particular category or program.

Certificate Programs — These programs range from 12 to 18 semester hour credits and can usually be completed within one semester by a full-time student. Associate degree level courses within a certificate program may also be applied toward a diploma or an associate in applied science degree.

Certification — A voluntary form of recognition for knowledge and skill in a particular profession.

Clock Hour — One hour of instruction given one student. Class periods from 50–60 minutes may be counted as one clock hour depending on the type of instruction delivered.

College Transfer Programs — These programs are offered through the Associate in Arts (AA), Associate in Fine Arts (AFA) and Associate in Science (AS) degrees. The Associate in Arts and the Associate in Science programs are part of the Comprehensive Articulation Agreement (CAA). This agreement addresses the transfer of students between institutions in the North Carolina Community College System and the constituent institutions of the University of North Carolina.

Compensatory Education — A special state-funded educational program for mentally retarded adults (over 17 years of age).

Competency-Based Instruction — Instruction based on measurable student performance outcomes consistent with the skills and knowledge needed by entry-level employees in a particular field.

Cooperative Skills Training — A training program specifically designed to provide customized training for existing industry. This training can be provided on campus or at the industrial site.

Credit Hour — An instructional unit used for recognition of the amount of credit a student earns for a given course. Example: Semester Credit Hour—A student who spends one classroom hour per week in a class for sixteen weeks earns one semester hour credit.

Current Expense — Funds used for the general operation of the institution to include salaries, benefits, and other instructional costs.

Curriculum Programs — A term used to describe a wide variety of planned educational programs which range in length from one semester to two years. These programs lead to certificates, diplomas or associate degrees, depending on the nature of the curriculum. Curriculum programs include certificate, diploma, Associate in Applied

Science, Associate in Arts, Associate in Fine Arts, Associate in Science and Associate in General Education programs.

Developmental Education — A program providing specialized credit courses for students who need to improve their basic skill in order to perform at the level required for admission to degree and diploma programs. Usually these courses are in reading, writing, and mathematics.

Diploma Programs — These 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 term. Associate degree level courses within a diploma program may also be applied toward an Associate in Applied Science degree.

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

Expansion Budget — Additional funds from the legislature to increase the quantity or quality of services rendered.

Fiscal Year — The twelve-month period upon which the institution's budget is based, July 1–June 30.

Full-Time Equivalent (FTE) — One full-time equivalent (FTE) student represents 16 student membership hours per week for 16 weeks or 256 student membership hours for each semester enrolled.

- **Annual Curriculum FTE** — The total of fall and spring FTE.
- **Annual Extension FTE** — The total of spring, summer and fall sequenced periods FTE.
- **Budget Full-Time Equivalent (B/FTE)** — Used to prepare the operating budget and to provide for an equitable distribution of the operating funds allocated by the State Board to the institutions.
- **Equipment Full-Time Equivalent (E/FTE)** — Used to prepare the equipment budget and to provide for an equitable distribution of the equipment funds allocated by the State Board to the institutions.
- **Library Full-Time Equivalent (L/FTE)** — Used to prepare the library budget to provide for an equitable distribution of library funds allocated for the purchase of library books and audiovisual materials.
- **Credit Hour Full-Time Equivalent (H/FTE)** — Used in furnishing data to the North Carolina Commission on Higher Education Facilities and the University of North Carolina.
- **Construction Full-Time Equivalent (C/FTE)** — Used to determine priorities and institutional eligibility for federal and state construction funds for the institutions.

Full-Time Students — A student is considered full time if he/she carries 12 or more semester credit hours of classes.

General Educational Development (GED) — A high school equivalency program enabling adults to take the General Education Development Tests to determine if they are at the 12th grade completion level of English, social studies, science, reading, and math. Individuals achieving the required scores on the GED are awarded the High School Equivalency Diploma. The program is open to individuals 18 years or older.

General Education Programs — These programs are designed for individuals wishing to broaden their education, with emphasis on personal interest, growth and development. The two-year General Education program provides students opportunities to study English, literature, fine arts, philosophy, social science, science and mathematics at the college level. All courses in the program are college-level courses. Many of the courses are equivalent to college transfer courses; however, the program is not principally designed for college transfer. Successful completion of 64–65 semester hour credits leads to an associate in general education degree (AGE).

Human Resource Development (HRD) — A program with prevocational training and counseling for chronically unemployed adults.

Non-Credit (Extension) Courses — Courses for professional training, upgrading or general interest.

Occupational Education — Any type of instruction or training (credit or non-credit) that prepares one to enter an occupation.

Other Costs — A term used to describe current instructional and operating instructional support costs excluding personnel and the associated fringe benefits. The term is used for supplies, travel, postage, etc.

Pell Grants — Needs-based federally funded grants.

Transitional — 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 — The total number of students (both full-time and part-time) enrolled in all courses during a year. Each student is counted only once during the year regardless of the number of classes he/she takes or the number of semesters for which he/she registers.

Source: A Matter of Facts, NC Community College Fact Book, 2008