

# MITCHELL

## Stats & Facts

May, 2006

Issue 3

### About This Newsletter: MCC Graduates Continue Their Education

Tracking student transfers is facilitated by a product called StudentTracker, a system that identifies students who transfer from one institution to another. StudentTracker, a service of the National Students Loan Clearinghouse (NSLC), is tailor-made for student tracking because at its core is a nationwide enrollment database. As of June 2005, there are over 2,800 participating institutions from across the country submitting enrollment information to the NSLC database. The database now contains more than 65 million students, reflecting approximately 91% of the nation's postsecondary enrollment. In January 2006 Mitchell subscribed to NSLC and transmitted a file of our graduates for matching against their enrollment information.

This third issue of "MITCHELL Stats & Facts", contains information about MCC graduates who continue their education - how many and where they transfer. This data is just one way the college measures the success of its students and progress toward the College's mission and goals.

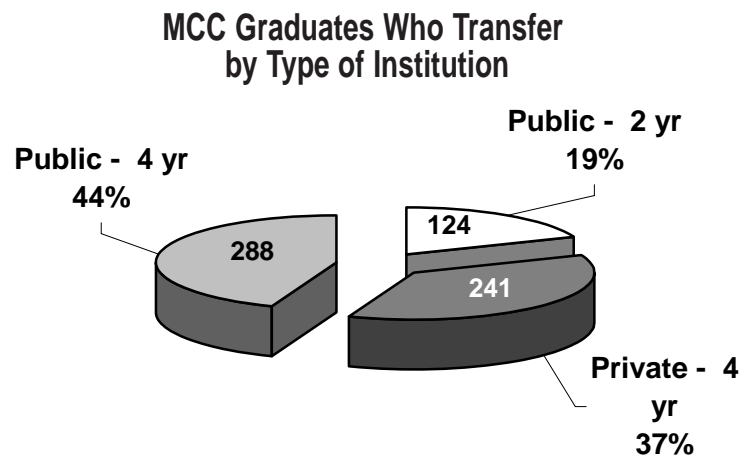
In keeping with another goal of these newsletters - informing the campus on activities related to our upcoming SACS reaffirmation process, the last page contains a QEP status update from the team coauthors, Dr. Sandra Kaiser and Linda Wiersch and a Compliance Certification update from technical specialist, Craig Achen.

#### MCC Graduates Tracked To Institutions

StudentTracker tracked MCC graduates from May 1999 through May 2005 and found a total of 653 graduates continuing their education.

The majority of students (529 or 81%) enrolled in a 4-year institution and 124 (19%) transferred to another 2-year college.

Four hundred and twelve graduates (63%) transferred to a public institution, while 241 (37%) transferred to a private institution.



## Graduates Who Transferred to 4 - Year Schools

Five hundred and twenty nine MCC graduates from May 1999 through May 2005 transferred to a 4 - year institution. Ninety percent transferred to in-state institutions, split

almost evenly between public (268) and private (206) institutions. Transfers were found in fifty-six institutions from 21 different states.

As expected, Gardner-Webb University (172) and University of North Carolina - Charlotte (121) were the largest 4-year transfer institutions.

### MCC Graduates

#### Transfers to 4 - Year Institutions

172 Gardner-Webb University	1 Franklin University
121 University Of North Carolina - Charlotte	1 Florida State University
37 Appalachian State University	1 Elon University
30 University Of North Carolina-Greensboro	1 East Tennessee State University
20 Winston Salem State University	1 University Of Tennessee
20 North Carolina State University	1 Devry University - Dupage
14 Western Carolina University	1 Walden University
14 Catawba College	1 Capella University
9 University Of North Carolina-Wilmington	1 Campbell University
9 University Of Phoenix -	1 Boise State University
7 Pfeiffer College-Traditional	1 Washington State University
6 East Carolina University	1 Drexel University - Health Sciences
5 Strayer University-Washington	1 Mount Olive College
5 University Of North Carolina-Chapel Hill	1 Savannah College Of Art & Design
4 Queens University Of Charlotte	1 Syracuse University
3 Grand Canyon University-Traditional	1 Rockford College
3 North Carolina A&T State University	1 University Of Cincinnati-
3 Salem College-Undergrads	1 Pratt Institute
2 University Of North Carolina Asheville	1 Grand Valley State University
2 Rhode Island College	1 Academy Of Art University
2 Florida Atlantic University	1 North Carolina Central University
2 University Of Houston	1 Limestone College
2 Devry University - Dupage	1 Kennesaw State University
2 University Of Maryland - University College	1 Kansas State University
2 Guilford College	1 Johnson & Wales University
2 University Of North Florida	1 Saybrook Graduate School
2 Liberty University	1 Greensboro College
1 University Of South Carolina	1 Nova Southeastern University

## Graduates Who Transferred to 2 - Year Schools

One hundred and twenty four MCC graduates from May 1999 through May 2005 transferred to one of 32 public 2 - year college located in California, Illinois, Iowa, Kentucky, Missouri, North Carolina, South Carolina and Virginia.

With 48 transfers (39%) Catawba Valley Community College enrolled the largest number of MCC graduates. Ninety percent of the transferred to in-state institutions.

*Note that Central Piedmont Community College, a significant 2-year feeder institution, is not a member and no transfers are reported.*

### **MCC Graduates**

#### **Transfers to 2 - Year Colleges**

<i>48 Catawba Valley Community College</i>	<i>1 Carteret Community College</i>
<i>27 Rowan-Cabarrus Community College</i>	<i>1 Cape Fear Community College</i>
<i>10 Forsyth Technical Community College</i>	<i>1 Craven Community College</i>
<i>5 Western Carolina University - Extension</i>	<i>1 Asheville Buncombe Tech CC</i>
<i>5 Wilkes Community College</i>	<i>1 Lake Michigan College</i>
<i>3 Haywood Community College</i>	<i>1 Nash Community College</i>
<i>2 Caldwell Community College &amp; TI</i>	<i>1 Pitt Community College</i>
<i>2 Virginia Western Community College</i>	<i>1 Prestonsburg Community College</i>
<i>2 Surry Community College</i>	<i>1 Sacramento City College-Los Rios</i>
<i>2 College Of Dupage</i>	<i>1 Scott Community College</i>
<i>2 Guilford Technical Community</i>	<i>1 Southwestern Michigan College</i>
<i>1 Gaston College</i>	<i>1 Spartanburg Technical College</i>
<i>1 Fayetteville Technical Community</i>	<i>1 Stanly Community College</i>
<i>1 Durham Technical Comm. College</i>	<i>1 West Valley College</i>
<i>1 Davidson County Community College</i>	<i>1 Western Piedmont Comm Coll</i>
<i>1 Cosumnes River College-Los Rios</i>	<i>1 Horry-Georgetown Technical College</i>

## Graduates Who Transfer: By Graduating Class and Curriculum Type

*StudentTracker* found transfer institutions for 40% of all associate degree graduates from May 1999 through May 2005. Examining transfers by graduating class, as defined by year of graduation, reveals that the longer the time period since graduation, the higher the percentage of transfers. This confirms the

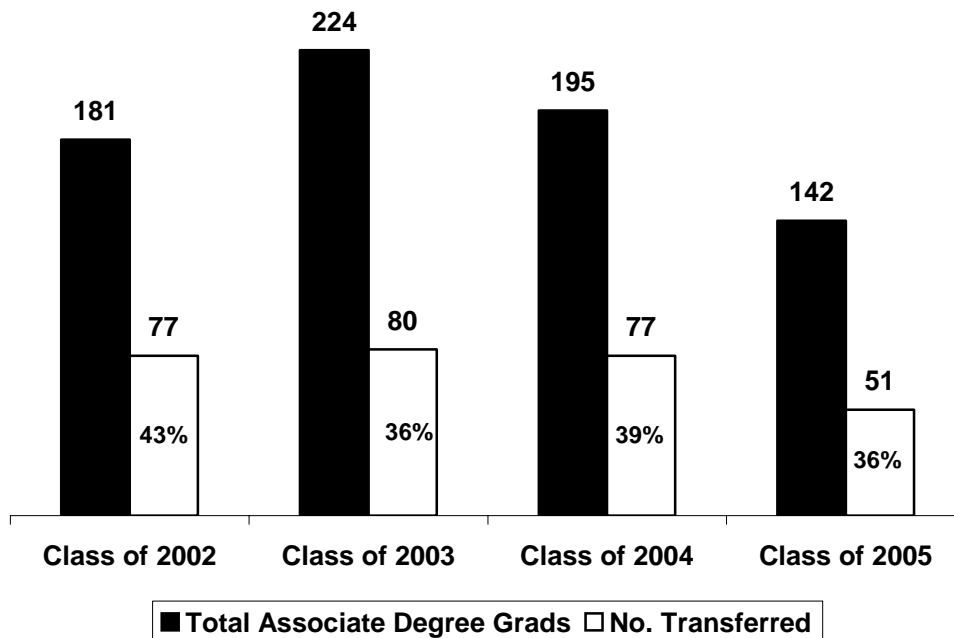
national trend that adults, especially those who attend a community college, combine higher education with work and personal goals.

As expected transfer rates vary based upon the type of degree earned. *StudentTracker* found transfer institutions for approximately 71% of

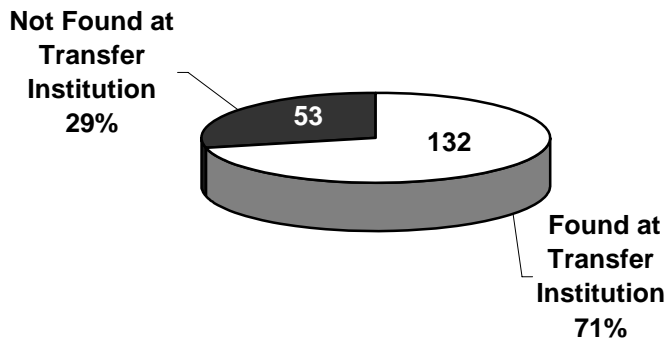
### MCC graduates who majored in a College Transfer program.

Although students who majored in a Vocational Technical program are more likely to enter the workforce, *StudentTracker* found approximately 25% of MCC's Vocational Technical graduates at transfer institutions.

**MCC Graduates Who Transfer by Graduating Class (Year)**



**Transfers by Type of Degree Earned: "College Transfer" Graduates Class of 2002 - Class of 2004**



## Southern Association of Colleges and Schools (SACS) NEWS: Compliance Certification Update

The Southern Association of Colleges and Schools compliance and reaccreditation process at Mitchell Community College has officially begun. The 74 total requirements have been divided and assigned to individuals or groups to write narratives and collect supporting documentation to demonstrate our compliance in all facets of college operation. A procedure is in place that allows each requirement to flow from the writers to a designated member of our formatting

team to the editor, and then to the review team. Rough drafts are progressively moving from step to step in the process as we prepare for the rough draft review by the SACS/COC staff on October 20, 2006.

A website specifically designed for SACS was developed to provide useful information during this process and represent the culmination of our efforts. The SACS website will be transferred to CD and presented in rough

draft form (and ultimately final form) to the SACS review team. The website undergoes continual updating and revising as rough drafts are completed and documents are finalized.

We would like to thank the members of the formatting team, Craig Achen, our Technical Specialist and our editor, Rex Klett, for their hard work and valuable time as they help move this process forward.

### Technical Specialist

Craig Achen

### Editor

Rex Klett

### Formatting Team

Ellen Bedore  
Denise Benfield  
Sandra Cox  
Gwen Danner  
Sarah Davis  
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Joan Jordan

Shirley Lambert  
Wilma Lambert  
Rebecca Manning  
Mary McClish  
Bonnie McCurry  
Janie Patterson  
Cheryl Sells  
Lee Jan Waddell

## Getting to the SACS Website

Existing supporting documents are available to you on the SACS website. You may download any

supporting document on the website to include with your narrative document. You may find supporting documents

in the Common Documents section or from other requirements currently on the website.

### Common Documents

- Go to: <http://www.mitchellcc.edu/sacs>
- Click on "Compliance Audit" at the top.
- Click on "Common Documents".

### Other Requirements

- Go to: <http://www.mitchellcc.edu/sacs>
- Click on "Compliance Audit" at the top.
- Click on "Compliance Audit Reports" on the left.
- Click on a requirement to view the supporting documentation table below the requirement narrative.
- Right click on a supporting document PDF, choose "Save Target As", and save the document to your computer.

## Southern Association of Colleges and Schools (SACS) NEWS: QEP Update

*After examining internal institutional research and external research related to those student learning-related concerns identified by faculty and staff, the QEP Leadership Team has identified Developmental Education as the broad focus for the quality enhancement plan.*

### **Student Survey**

A large number of students enrolled in Spring 2006 have been surveyed to provide information about the students' experiences and perspectives related to developmental education classes on campus. The survey contained over ninety questions asking students about the following:

- Experiences with Advising/Counseling
- Experiences with Scheduling
- Experiences in the Classroom
- Experiences in English Courses
- Experiences with Math Courses

The data from 570 students was obtained and the results concerning developmental English, mathematics, and reading have been analyzed.

### **The Focus Narrows**

Three sub-groups composed of members from the QEP faculty leadership team have worked to create and produce narrowed plans to be placed under consideration as the QEP. These three plans will be further examined, and the developmental faculty will be asked to be part of review and selection recommendation process. This next stage will also include identification of the core learning-related student outcomes that will act as drivers for the implementation and assessment of the final focused QEP. Once this phase is completed, the leadership team will begin to move to the development of the implementation and sustainability planning phases.

#### **QEP Leadership Team (Core Team)**

##### **Co-Chairs:**

**Dr. Sandra Kaiser and Linda Wiersch**

Judy Brewer	Dr. Roxanne Newton
Ron Davis	Dr. Camille Reese
Manuel Dudley	Libby Reeves
Gail Elmore	Dr. Gloria Rembert
Bill Jennings	Mike Tucker
Bruce Johnson	Yolanda Wilson
Vernon Lawter	