

# IPEDS 2020-21 Data Collection System

IPEDS HELP DESK (877) 225-2568 | [ipedshelp@rti.org](mailto:ipedshelp@rti.org)  
OMB NO. 1850-0582 v.27 : Approval Expires 8/31/2022  
User ID: P1989231

## Fall Enrollment 2020-21

Institution: McDowell Technical Community College (198923)

User ID: P1989231

### Overview

#### Fall Enrollment Overview

The Fall Enrollment component collects student enrollment counts by level of student, enrollment status, gender and race/ethnicity. In addition, first-time student retention rates and the student-to-faculty ratio are collected. Enrollment by age is required in odd-numbered years, and enrollment by residence of first-time undergraduates is required in even-numbered years.

Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report Fall enrollment as of the institution's official fall reporting date or October 15. Institutions operating on a calendar that differs by program or that enrolls students on a continuous basis (referred to as program reporters) report Fall enrollment as students enrolled any time during the period August 1 and October 31.

#### Data reporting reminders:

- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting. For example, if a summer term began later than usual due to Coronavirus Pandemic postponements, continue to report using the timeframes as defined in the IPEDS instructions. NCES expects that some data reported during the 2020-21 data collection year will vary from established prior trends due to the impacts of Coronavirus Pandemic. If an error edit is triggered even when submitting accurate data, please indicate in the corresponding context box or verbally to the Help Desk that the seemingly inconsistent data are accurate and reflect the effects of Coronavirus Pandemic.
- Part B, Enrollment of students by age, is **optional** this year.
- Part C, Residence of first-time degree/certificate-seeking undergraduates, is **required** this year.
- For reporting students studying in consortium agreements, please refer to the Resource page at <https://nces.ed.gov/ipeds/report-your-data/data-tip-sheet-reporting-data-consortium-institutions>.

#### Changes to reporting for 2020-21:

There are no changes to this survey component.

#### Resources:

- To download the survey materials for this component: [Survey Materials](#)
- To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

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### Part Selection

Completion of Part B (Enrollment of Students by Age) is optional this year.

**Do you wish to complete Part B this year?**

If you select 'Yes', you will be expected to complete the Part B screens.

If you select 'No', you will skip Part B.

- No, I will not complete Part B
- Yes, I will complete Part B

Institution: McDowell Technical Community College (198923)

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## Part A - Fall Enrollment for Full-Time Undergraduate Students

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2020**

Full-time Undergraduate Students

Reporting Reminders:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

## Men

Enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, <u>Full-time</u> <u>undergraduate</u> students
	<u>First-time</u>	<u>Transfer-in</u> (non-first-time entering)	<u>Continuing/ Returning</u>			
<u>Nonresident alien</u>	0	0	0	0	0	0
<u>Hispanic/Latino</u>	1	0	9	10	0	10
<u>American Indian or Alaska Native</u>	0	0	0	0	0	0
<u>Asian</u>	1	0	0	1	0	1
<u>Black or African American</u>	0	0	0	0	0	0
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0	0	0	0
<u>White</u>	16	2	78	96	2	98
Two or more races	0	0	1	1	0	1
<u>Race and ethnicity unknown</u>	0	0	0	0	0	0
<b>Total men</b>	<input checked="" type="checkbox"/> 18	2	88	108	2	110
Total men prior year	49	5	42	96	29	125

## Women

Enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, <u>Full-time</u> <u>undergraduate</u> students
	<u>First-time</u>	<u>Transfer-in</u> (non-first-time entering)	<u>Continuing/ Returning</u>			
<u>Nonresident alien</u>	1	0	0	1	0	1
<u>Hispanic/Latino</u>	3	0	20	23	0	23
<u>American Indian or Alaska Native</u>	0	0	2	2	0	2
<u>Asian</u>	1	0	1	2	0	2
<u>Black or African American</u>	2	0	4	6	0	6
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0	0	0	0
<u>White</u>	10	7	100	117	7	124
Two or more races	0	0	2	2	0	2
<u>Race and ethnicity unknown</u>	0	0	0	0	0	0
<b>Total women</b>	17	7	129	153	7	160
Total women prior year	31	9	78	118	53	171

<b>Grand total (men+women)</b>	35	9	217	261	9	270
Grand total (men+women) prior year	80	14	120	214	82	296

Institution: McDowell Technical Community College (198923)

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## Part A - Fall Enrollment for Part-time Undergraduate Students

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2020**Part-time Undergraduate Students

Reporting Reminders:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

**Men**

Enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, <u>part-time</u> <u>undergraduate</u> students
	<u>First-time</u>	<u>Transfer-in</u> (non-first-time entering)	<u>Continuing/ Returning</u>			
<u>Nonresident alien</u>	1	0	0	1	1	2
<u>Hispanic/Latino</u>	1	0	0	1	33	34
<u>American Indian or Alaska Native</u>	0	0	0	0	1	1
<u>Asian</u>	0	0	0	0	2	2
<u>Black or African American</u>	0	0	0	0	3	3
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0	0	0	0
<u>White</u>	9	7	30	46	196	242
Two or more races	0	0		0	3	3
<u>Race and ethnicity unknown</u>	0	0	1	1	4	5
<b>Total men</b>	<b>11</b>	<b>7</b>	<b>31</b>	<input checked="" type="checkbox"/> <b>49</b>	<b>243</b>	<b>292</b>
<b>Total men prior year</b>	<b>22</b>	<b>4</b>	<b>73</b>	<b>99</b>	<b>217</b>	<b>316</b>

**Women**

Enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, <u>part-time</u> <u>undergraduate</u> students
	<u>First-time</u>	<u>Transfer-in</u> (non-first-time entering)	<u>Continuing/ Returning</u>			
<u>Nonresident alien</u>	2	1	0	3	2	5
<u>Hispanic/Latino</u>	3	1	4	8	41	49
<u>American Indian or Alaska Native</u>	0	0	0	0	0	0
<u>Asian</u>	3	0	0	3	2	5
<u>Black or African American</u>	4	4	3	11	15	26
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	1	1	1	2
<u>White</u>	17	22	55	94	293	387
Two or more races	0	3	1	4	3	7
<u>Race and ethnicity unknown</u>	0	0	0	0	5	5
<b>Total women</b>	<b>29</b>	<b>31</b>	<b>64</b>	<input checked="" type="checkbox"/> <b>124</b>	<b>362</b>	<b>486</b>
<b>Total women prior year</b>	<b>41</b>	<b>28</b>	<b>166</b>	<b>235</b>	<b>289</b>	<b>524</b>

<b>Grand total (men+women)</b>	<b>40</b>	<b>38</b>	<b>95</b>	<b>173</b>	<b>605</b>	<b>778</b>
<b>Grand total (men+women) prior year</b>	<b>63</b>	<b>32</b>	<b>239</b>	<b>334</b>	<b>506</b>	<b>840</b>

Part A - Fall Enrollment by Distance Education Status

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2020**

	Undergraduate Students	
	Degree/certificate-seeking	Non-degree/non-certificate-seeking
<b>i</b> Enrolled <i>exclusively</i> in <u>distance education courses</u>	277	348
Enrolled in <i>at least one</i> but not all distance education courses	157	171
<i>Not enrolled</i> in any distance education courses	0	95
<b>Total (from prior part A screens)</b>	<b>434</b>	<b>614</b>

**i** You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Due to COVID-19 Pandemic more students enrolled exclusively in distance education courses.

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Part A - Fall Enrollment by Distance Education Status

Of those students *exclusively* enrolled in distance education courses, report the number that are:

		Undergraduate Students	
		Degree/certificate-seeking	Non-degree/non-certificate-seeking
Located in	NC	<input checked="" type="checkbox"/> <input type="text" value="277"/>	<input checked="" type="checkbox"/> <input type="text" value="348"/>
Located in the U.S. but not in	NC	<input type="text"/>	<input type="text"/>
Located in the U.S. but state/jurisdiction unknown		<input type="text"/>	<input type="text"/>
Located outside the U.S.		<input type="text"/>	<input type="text"/>
Location unknown/unreported		0	0
<b>Total students exclusively enrolled in distance education (from section above)</b>		<b>277</b>	<b>348</b>

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## Part A - Fall Enrollment Summary

## Fall Enrollment Summary

## Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	0	2	2
<u>Hispanic/Latino</u>	10	34	44
<u>American Indian or Alaska Native</u>	0	1	1
<u>Asian</u>	1	2	3
<u>Black or African American</u>	0	3	3
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	98	242	340
Two or more races	1	3	4
<u>Race and ethnicity unknown</u>	0	5	5
<b>Total men</b>	<b>110</b>	<b>292</b>	<b>402</b>

## Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	1	5	6
<u>Hispanic/Latino</u>	23	49	72
<u>American Indian or Alaska Native</u>	2	0	2
<u>Asian</u>	2	5	7
<u>Black or African American</u>	6	26	32
<u>Native Hawaiian or Other Pacific Islander</u>	0	2	2
<u>White</u>	124	387	511
Two or more races	2	7	9
<u>Race and ethnicity unknown</u>	0	5	5
<b>Total women</b>	<b>160</b>	<b>486</b>	<b>646</b>

<b>Grand Total (men+women)</b>	<b>270</b>	<b>778</b>	<b>1,048</b>
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## Part B - Fall Enrollment by Age and Gender for Full-time Undergraduate Students

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2020**NOTE: These data are **optional** this year.

Age	Full-time Undergraduate Students	
	Men	Women
Under 18	<input type="text" value="10"/>	<input type="text" value="34"/>
18-19	<input type="text" value="48"/>	<input type="text" value="49"/>
20-21	<input type="text" value="16"/>	<input type="text" value="14"/>
22-24	<input type="text" value="6"/>	<input type="text" value="16"/>
25-29	<input type="text" value="14"/>	<input type="text" value="17"/>
30-34	<input type="text" value="3"/>	<input type="text" value="12"/>
35-39	<input type="text" value="2"/>	<input type="text" value="7"/>
40-49	<input type="text" value="9"/>	<input type="text" value="9"/>
50-64	<input type="text" value="2"/>	<input type="text" value="2"/>
65 and over	<input type="text" value="0"/>	<input type="text" value="0"/>
Age unknown/unreported	0	0
<b>Total full-time undergraduate students (from part A)</b>	<b>110</b>	<b>160</b>

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## Part B - Fall Enrollment by Age and Gender for Part-time Undergraduate Students

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2020**NOTE: These data are **optional** this year.

Age	Part-time Undergraduate Students	
	Men	Women
Under 18	190	212
18-19	35	47
20-21	13	43
22-24	10	26
25-29	13	56
30-34	12	38
35-39	7	22
40-49	10	29
50-64	1	12
65 and over	1	1
Age unknown/unreported	0	0
<b>Total part-time undergraduate students (from part A)</b>	<b>292</b>	<b>486</b>


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**Part C - Screening Question**

**Did any of your first-time degree/certificate-seeking undergraduate students (reported in Part A) enroll within 12 months of graduating high school or receiving their GED?**

- No, we do not have any first-time students who enrolled within 12 months of their high school graduation.
- Yes, we have first-time students who enrolled within 12 months of their high school graduation.

 You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

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Part C - Residence of First-time Undergraduates

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2020**

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

State of <u>residence</u> when student was first admitted	FIPS Code	ⓘ Total <u>first-time</u> degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Alabama	01	<input type="text"/>	<input type="text"/>
Alaska	02	<input type="text"/>	<input type="text"/>
Arizona	04	<input type="text"/>	<input type="text"/>
Arkansas	05	<input type="text"/>	<input type="text"/>
California	06	<input type="text"/>	<input type="text"/>
Colorado	08	<input type="text"/>	<input type="text"/>
Connecticut	09	<input type="text"/>	<input type="text"/>
Delaware	10	<input type="text"/>	<input type="text"/>
District of Columbia	11	<input type="text"/>	<input type="text"/>
Florida	12	<input type="text"/>	<input type="text"/>
Georgia	13	<input type="text"/>	<input type="text"/>
Hawaii	15	<input type="text"/>	<input type="text"/>
Idaho	16	<input type="text"/>	<input type="text"/>
Illinois	17	<input type="text"/>	<input type="text"/>
Indiana	18	<input type="text"/>	<input type="text"/>
Iowa	19	<input type="text"/>	<input type="text"/>
Kansas	20	<input type="text"/>	<input type="text"/>
Kentucky	21	<input type="text"/>	<input type="text"/>
Louisiana	22	<input type="text"/>	<input type="text"/>
Maine	23	<input type="text"/>	<input type="text"/>

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Part C - Residence of First-time Undergraduates

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2020**

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.


State of <u>residence</u> when student was first admitted	FIPS Code	Total <u>first-time</u> degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Maryland	24	<input type="text"/>	<input type="text"/>
Massachusetts	25	<input type="text"/>	<input type="text"/>
Michigan	26	<input type="text"/>	<input type="text"/>
Minnesota	27	<input type="text"/>	<input type="text"/>
Mississippi	28	<input type="text"/>	<input type="text"/>
Missouri	29	<input type="text"/>	<input type="text"/>
Montana	30	<input type="text"/>	<input type="text"/>
Nebraska	31	<input type="text"/>	<input type="text"/>
Nevada	32	<input type="text"/>	<input type="text"/>
New Hampshire	33	<input type="text"/>	<input type="text"/>
New Jersey	34	<input type="text"/>	<input type="text"/>
New Mexico	35	<input type="text"/>	<input type="text"/>
New York	36	<input type="text"/>	<input type="text"/>
North Carolina	37	<input type="text" value="75"/>	<input type="text" value="25"/>
North Dakota	38	<input type="text"/>	<input type="text"/>
Ohio	39	<input type="text"/>	<input type="text"/>
Oklahoma	40	<input type="text"/>	<input type="text"/>
Oregon	41	<input type="text"/>	<input type="text"/>
Pennsylvania	42	<input type="text"/>	<input type="text"/>
Rhode Island	44	<input type="text"/>	<input type="text"/>

Part C - Residence of First-time Undergraduates

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2020**

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

State of <u>residence</u> when student was first admitted	FIPS Code	Total <u>first-time</u> degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
South Carolina	45	<input type="text"/>	<input type="text"/>
South Dakota	46	<input type="text"/>	<input type="text"/>
Tennessee	47	<input type="text"/>	<input type="text"/>
Texas	48	<input type="text"/>	<input type="text"/>
Utah	49	<input type="text"/>	<input type="text"/>
Vermont	50	<input type="text"/>	<input type="text"/>
Virginia	51	<input type="text"/>	<input type="text"/>
Washington	53	<input type="text"/>	<input type="text"/>
West Virginia	54	<input type="text"/>	<input type="text"/>
Wisconsin	55	<input type="text"/>	<input type="text"/>
Wyoming	56	<input type="text"/>	<input type="text"/>
<u>State Unknown</u>	57	<input type="text"/>	<input type="text"/>
American Samoa	60	<input type="text"/>	<input type="text"/>
Federated States of Micronesia	64	<input type="text"/>	<input type="text"/>
Guam	66	<input type="text"/>	<input type="text"/>
Marshall Islands	68	<input type="text"/>	<input type="text"/>
Northern Marianas	69	<input type="text" value="0"/>	<input type="text"/>
Palau	70	<input type="text"/>	<input type="text"/>
Puerto Rico	72	<input type="text"/>	<input type="text"/>
Virgin Islands	78	<input type="text"/>	<input type="text"/>
Foreign Countries	90	<input type="text"/>	<input type="text"/>
Residence unknown/unreported	98	0	
<b>Total first-time degree/certificate-seeking undergraduates (from Part A)</b>		<b>75</b>	<b>25</b>

 You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

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## Part D - Total Undergraduate Entering Class

## Total Undergraduate Entering Class, Fall 2020

D1	Total full-time, first-time degree/certificate-seeking <u>undergraduates</u> from Part A (GR <u>cohort</u> )	35
D2	Total <u>first-time</u> degree/certificate-seeking undergraduates (full-time + part-time) from Part A	75
D3	Total <u>transfer-in (non-first-time entering)</u> degree/certificate-seeking undergraduates (full-time + part-time) from Part A	47
D4	Total <u>non-degree/non-certificate-seeking</u> undergraduates (full-time + part-time) from Part A	614
D5	Of the total non-degree/non-certificate-seeking undergraduates displayed on line D4, <b>the number that are new to the institution in Fall 2020</b>	<input type="text" value="75"/>
D6	Total <u>entering students</u> at the undergraduate level <b>Note:</b> This is calculated as first-time students (line D2) + students transferring to the institution (line D3) + non-degree/non-certificate-seeking undergraduates entering in Fall 2020 (line D5).	197
D7	Percentage of undergraduate entering class represented by your GR <u>cohort</u> (line D1/line D6)	18

Part E - First-Time Student Cohort Retention Rates (Full-time)

**Retention Rates - Full-time, First-time Degree/Certificate-Seeking Cohort from Fall 2019**

The Fall 2019 cohort is preloaded based on data reported in the prior year Fall Enrollment survey component.

Academic reporters report retention data as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2019 and retention based on August 1, 2020.

The retention rate is calculated by the system after clicking "Save" on the screen. Exclusions are subtracted from the original cohort and the resulting adjusted cohort is used for calculating the retention rate.

Retention Data Reporting Reminders:

- Include only **full-time, first-time degree/certificate-seeking** students in this cohort.
- Determine full-time using Fall 2019 attendance status (e.g., if a student was full-time in Fall 2019, report them in the full-time cohort regardless of Fall 2020 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E2a) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g., Peace Corps); or to serve on official church missions.
- Report in the inclusion box (line E2b) first-time bachelor's-seeking study abroad students who were excluded from the first-time cohort (line E1) but who have re-enrolled at the institution their second year.

FULL-TIME, FIRST-TIME COHORT RETENTION:		Preloaded cohort		Prior year data (Fall 2018 cohort)
<b>E1</b>	Full-time, first-time Fall 2019 cohort	80	<input type="text" value="80"/> ⓘ	81
<b>E2a</b>	<u>Exclusions</u> from the Fall 2019 cohort		<input type="text"/>	0
<b>E2b</b>	Inclusions to the Fall 2019 cohort		<input type="text" value="0"/>	0
<b>E3</b>	<b>Adjusted</b> Fall 2019 cohort (line E1 - E2a + E2b)		<b>80</b>	81
<b>E4</b>	Students from Fall 2019 cohort who are <b>still enrolled +</b> students from Fall 2019 cohort who <b>completed their program</b> as of Fall 2020		<input type="text" value="38"/> ⓘ	47
<b>E5</b>	Full-time, first-time Fall 2019 cohort retention rate (line E4 / line E3)		<b>48</b> %	58 %

ⓘ The notes below provide context for the data you've reported above and **may** be posted on the College Navigator website.

Choose one option that best explains your data or choose "Non-applicable" if you do not wish to provide context notes. If none of the options provided explain your institution's data, then choose "Other" and write your own context notes. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Part E - First-Time Student Cohort Retention Rates (Part-time)

**Retention Rates - Part-time, First-time Degree/Certificate-Seeking Cohort from Fall 2019**

The Fall 2019 cohort is preloaded based on data reported in the prior year Fall Enrollment survey component.

Academic reporters report retention data as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2019 and retention based on August 1, 2020.

The retention rate is calculated by the system after clicking "Save" on the screen. Exclusions are subtracted from the original cohort and the resulting adjusted cohort is used for calculating the retention rate.

Retention Data Reporting Reminders:

- Include only **part-time, first-time degree/certificate-seeking** students in this cohort.
- Determine part-time using Fall 2019 attendance status (e.g., if a student was part-time in Fall 2019, report them in the part-time cohort regardless of their Fall 2020 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E7a) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g., Peace Corps); or to serve on official church missions.
- Report in the inclusion box (line E7b) first-time bachelor's-seeking study abroad students who were excluded from the first-time cohort (line E6) but who have re-enrolled at the institution their second year.

PART-TIME, FIRST-TIME COHORT RETENTION:		Preloaded cohort		Prior year data (Fall 2018 cohort)
<b>E6</b>	Part-time, first-time Fall 2019 cohort	63	<input type="text" value="63"/> ⓘ	61
<b>E7a</b>	<u>Exclusions</u> from the Fall 2019 cohort		<input type="text" value="0"/>	0
<b>E7b</b>	Inclusions to the Fall 2019 cohort		<input type="text" value="0"/>	0
<b>E8</b>	<b>Adjusted</b> Fall 2019 cohort (line E6 - E7a + E7b)		<b>63</b>	61
<b>E9</b>	Students from Fall 2019 cohort who are <b>still enrolled +</b> students from Fall 2019 cohort who <b>completed their program</b> as of Fall 2020		<input type="text" value="25"/> ⓘ	30
<b>E10</b>	Part-time, first-time Fall 2019 cohort retention rate (line E9 / line E8)		<b>40</b> %	49 %

ⓘ The notes below provide context for the data you've reported above and **may** be posted on the College Navigator website.

Choose one option that best explains your data or choose "Non-applicable" if you do not wish to provide context notes. If none of the options provided explain your institution's data, then choose "Other" and write your own context notes. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Institution: McDowell Technical Community College (198923)

User ID: P1989231

## Part F - Student-to-Faculty Ratio

### Student-to-Faculty Ratio

Please provide your institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs for Fall 2020. The student-to-faculty ratio and any accompanying context that is provided will be displayed on College Navigator.

Note: Logic in this item is similar to item I-2 from the Common Data Set data collection.


Click [here](#) to use a worksheet to help you determine the student-to-faculty ratio

Student-to-faculty ratio

to 1

Student-to-faculty ratio prior year

8 to 1

 You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Prepared by

Reporting Reminders:

- The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data.
- The Keyholder will be copied on all email correspondence to other preparers.
- The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS.
- Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.
- Thank you for your assistance.

This survey component was prepared by:

<input type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact	<input type="radio"/>	HR Contact
<input type="radio"/>	Finance Contact	<input type="radio"/>	Academic Library Contact	<input checked="" type="radio"/>	Other

Name:

Email:

How many staff from your institution only were involved in the data collection and reporting process of this survey component?

Number of Staff (including yourself)

How many hours did you and others from your institution only spend on each of the steps below when responding to this survey component?  
*Exclude the hours spent collecting data for state and other reporting purposes.*

Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data
Your office	<input type="text" value="12.00"/> hours	<input type="text" value="4.00"/> hours	<input type="text" value="1.00"/> hours	<input type="text"/> hours
Other offices	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours

## Summary

### Fall Enrollment Survey Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2020.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or [ipedshelp@rti.org](mailto:ipedshelp@rti.org).

## Less-Than-Four-Year Institutions

Undergraduate Student Enrollment	
Total enrollment	1,048
Transfer-in enrollment	47
Student-to-faculty ratio	8 to 1

Undergraduate Student Characteristics	
Percent of undergraduates who are female	62%
Percent of undergraduates who are full-time	26%
Percent of undergraduates by race/ethnicity:	
American Indian or Alaska Native	0%
Asian	1%
Black or African American	3%
Hispanic/Latino	11%
Native Hawaiian or Pacific Islander	0%
White	81%
Two or More Races	1%
Race and ethnicity unknown	1%
Nonresident alien	1%
Percent of first-time degree/certificate seeking students from in state	100%
Percent of first-time degree/certificate seeking students from out-of-state	0%
Percent of first-time degree/certificate seeking students from foreign countries	0%
Percent of first-time degree/certificate seeking students residency unknown	0%

Undergraduate Retention and Graduation Rate Cohort	
First-time, full-time student retention rate	48%
First-time, part-time retention rate	40%
Graduation rate cohort as percent of total entering students	18%

Edit Report

Fall Enrollment

Source	Description	Severity	Resolved	Options
<b>Screen: Part A - Fall Enrollment for Full-Time Undergraduate Students</b>				
Screen Entry	The number entered is outside the expected range when compared with the prior year value. Please correct your data or explain. (Error #6304)	Explanation	Yes	
Reason	New student Enrollment is lower due to COVID-19 pandemic.			
<b>Screen: Part A - Fall Enrollment for Part-time Undergraduate Students</b>				
Screen Entry	The number entered is outside the expected range when compared with the prior year value. Please correct your data or explain. (Error #6304)	Explanation	Yes	
Reason	Due to the COVID-19 Pandemic enrollment is lower than expected.			
Screen Entry	The number entered is outside the expected range when compared with the prior year value. Please correct your data or explain. (Error #6304)	Explanation	Yes	
Reason	Due to COVID-19 Pandemic enrollment is lower than expected.			
<b>Screen: Part A - Fall Enrollment by Distance Education Status</b>				
Screen Entry	All undergraduate degree/certificate-seeking students exclusively enrolled in distance education courses are not expected to be reported under the same location category. Please correct your data or explain. (Error #6169)	Explanation	Yes	
Reason	We did not have any students located outside of the U.S.			
Related Screens	Distance Education Status 1, Distance Education Status 2			
Screen Entry	All undergraduate non-degree/non-certificate-seeking students exclusively enrolled in distance education courses are not expected to be reported under the same location category. Please correct your data or explain. (Error #6171)	Explanation	Yes	
Reason	We did not have any students located outside of the U.S.			
Related Screens	Distance Education Status 1, Distance Education Status 2			