



**NORTH CAROLINA AGRICULTURAL
AND TECHNICAL STATE UNIVERSITY**



**SACSCOC
Fifth-Year Interim Report
March 15, 2016**



North Carolina A&T State University
 SACSCOC Fifth-Year Report
 March 15, 2016

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Part I: Signatures Attesting to Integrity

(Applicable to all institutions)

Directions: Please include Part I with Parts II, III, and V on the same electronic device or with the same print document. It should not be combined with Part IV.

By signing below, we attest that **North Carolina Agricultural and Technical State University** has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

Date of Submission: March 14, 2015

Accreditation Liaison

Name of Accreditation Liaison: Muktha B. Jost, Ph.D.

Signature

Muktha B. Jost

Chief Executive Officer

Name of Chief Executive Officer: Harold Martin, Sr., Ph.D.

Signature

Harold Martin

Mission

North Carolina Agricultural and Technical State University is an 1890 land-grant doctoral research university dedicated to learning, discovery, and community engagement. The University provides a wide range of educational opportunities from bachelor's to doctoral degrees in both traditional and online environments. With an emphasis on preeminence in STEM and a commitment to excellence in all its educational, research, and outreach programs, North Carolina A&T fosters a climate of economic competitiveness that prepares students for the global society.

Part II: The “Institutional Summary Form Prepared for Commission Reviews”

(Applicable to all institutions)

Directions: Please include Part II with Parts I, III, and V on the same electronic device or with the same print document. It should not be combined with Part IV.

GENERAL INFORMATION

Name of Institution: North Carolina Agricultural & Technical State University

Name, Title, Phone number, and email address of Accreditation Liaison

Muktha B. Jost, Ph.D.
 Vice Provost for Strategic Planning and Institutional Effectiveness (Interim) & Accreditation Liaison
 336.285.2496
 mjost@ncat.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification

Muktha B. Jost, Ph.D.
 Vice Provost for Strategic Planning and Institutional Effectiveness (Interim) & Accreditation Liaison
 336.285.2496
 mjost@ncat.edu

Accreditation Activity (check one):

	Submitted at the time of Reaffirmation Orientation
	Submitted with Compliance Certification for Reaffirmation
	Submitted with Materials for an On-Site Reaffirmation Review
<input checked="" type="checkbox"/>	Submitted with Compliance Certification for Fifth-Year Interim Report
	Submitted with Compliance Certification for Initial Candidacy / Accreditation Review
	Submitted with Merger / Consolidations / Acquisitions
	Submitted with Application for Level Change

Submission date of this completed document: March 14, 2016

EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

	Diploma or certificate program(s) requiring less than one year beyond Grade 12
	Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
	Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
	Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
<input checked="" type="checkbox"/>	Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
<input checked="" type="checkbox"/>	Professional degree program(s)
<input checked="" type="checkbox"/>	Master's degree program(s)
	Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
<input checked="" type="checkbox"/>	Doctoral degree program(s)
	Other (Specify)

2. Types of Undergraduate Programs (Check all that apply)

<input type="checkbox"/>	Occupational certificate or diploma program(s)
<input checked="" type="checkbox"/>	Occupational degree program(s)
<input type="checkbox"/>	Two-year programs designed for transfer to a baccalaureate institution
<input checked="" type="checkbox"/>	Liberal Arts and General
<input checked="" type="checkbox"/>	Teacher Preparatory
<input checked="" type="checkbox"/>	Professional
<input type="checkbox"/>	Other (Specify)

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

Private (check one)

- Independent, not-for-profit
- Name of corporation OR Name of religious affiliation and control:
- Independent, for-profit *
- If publicly traded, name of parent company:

Public state * (check one)

- Not part of a state system, institution has own independent board
- Part of a state system, system board serves as governing board
- Part of a state system, system board is super governing board, local governing board has delegated authority
- Part of a state system, institution has own independent board

* If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction."

System Administration

North Carolina A&T State University is a constituent institution of the 17-campus University of North Carolina system, and is under the authority of two governing boards: The Board of Governors of the University of North Carolina (the system) and the Board of Trustees of NCA&T (the institution). Both boards are active policy-making bodies.

N.C. General Statute 116-11(1) authorizes the Board of Governors (BOG) governance responsibilities over each constituent institution in the system and N.C. General Statute 116-11(13) allows the BOG to delegate its authority to the boards of trustees of UNC member institutions, or, through the president of the University of North Carolina, to each institution's Chancellor. Each of 17 institutions' Board of Trustees serves in an advisor role to the BOG and to the chancellor in the management and developing of the university.

There are two key documents that guide each of the two Boards. The Code of the Board of Governors of the University of North Carolina is the primary governing document of the UNC system and the cornerstone of the Policy Manual of the University of North Carolina. The NC State Board of Trustees Bylaws is the primary governing document for NCA&T's Board of Trustees.

II.1 History & Mission (History and Characteristics)

History, Mission, Unique features

1. History and Characteristics

History of the Institution

North Carolina Agricultural and Technical State University (NCA&T) is an 1890 land-grant doctoral research university dedicated to learning, discovery, and community engagement. In 1890, Congress enacted the Second Morrill Act that mandated 'a separate college for the colored race'. The Agricultural and Mechanical College for the Colored Race (now N.C. A&T) was established as that school in the state of North Carolina on March 9, 1891. In 1915, state legislators changed the name to the Agricultural and Technical College of North Carolina; and in 1967, they elevated it to university status. N.C. A&T became a constituent university of the University of North Carolina in 1972.

Vision

North Carolina A&T State University will be recognized as a preeminent land-grant university and the institution of choice for high-achieving students who are inspired by outstanding teaching and learning, civic engagement, transformative research, and creative scholarship to solve societal challenges.

Mission

North Carolina Agricultural and Technical State University is an 1890 land-grant doctoral research university dedicated to learning, discovery, and community engagement. The University provides a wide range of educational opportunities from bachelor's to doctoral degrees in both traditional and online environments. With an emphasis on preeminence in STEM and a commitment to excellence in all its educational, research, and outreach programs, North Carolina A&T fosters a climate of economic competitiveness that prepares students for the global society.



Core Values

Learning, Excellence, Integrity, Respect, Creativity, Engagement and Service

Geographic Scope, Student Composition, Peer Institutions

North Carolina Agricultural and Technical State University is located in Greensboro, North Carolina. Greensboro is North Carolina's third largest city and is centrally located in the Piedmont region. NCA&T is a selective university and draws a majority (78%) of its students from the state of North Carolina. In Fall 2015, the student body consisted of 10,852 students (86% undergraduate; 14% graduate students; 46% male; 54% female; 79.5% African American (U.S.); 13.7% non-African American (U.S.); 3.5% international; 3.3% unknown). The following institutions have been designated national and North Carolina peer institutions for NCA&T by the University of North Carolina System as of September 26, 2011:

EXTERNAL PEER INSTITUTIONS	INTERNAL PEER INSTITUTIONS
New Mexico State University - Main Campus	East Carolina University
University of Idaho	UNC Charlotte
University of Wyoming	UNC Greensboro
*University of Maine	
#University of New Hampshire - Main Campus	
*The University of Texas at El Paso	
University of Louisiana at Lafayette	
Indiana State University	
Louisiana Tech University	
*Jackson State University	
The University of Texas at Arlington	
*Cleveland State University	
*New Jersey Institute of Technology	
*Florida Agricultural and Mechanical University	
*South Dakota State University	
Old Dominion University	
#Clemson University	

*Peers in 2006 Board of Governors Peer Group
 #Aspirational Peer

**II .2 Degrees (List of Degrees)
Degrees, majors, concentrations, certificates, diplomas**

2. List of Degrees					
North Carolina A&T State University- Degrees Awarded AY 2014-15					
Level	DEGREE	MAJOR	Degrees Awarded 2014-15		
Bachelor	BA	English	10		
		English (African-American Lit)	2		
		English (Creative Writing)	2		
		English (Technical Writing)	2		
		History	7		
		Lib Studies (Cult Chnge Soc)	10		
		Lib Studies (Race Class Cult)	54		
		Liber Stud (Interdisciplinary)	11		
		Liberal Stud (Afro-Amer Stud)	10		
		Liberal Stud (Internt'l Study)	9		
		Liberal Studies (Dance)	2		
		Liberal Studies (Pre Law)	10		
		Liberal Studies (Wmns Studies)	3		
		Music (Performance)	4		
		Political Science	17		
		Psychology	98		
		Sociology	34		
		Speech	6		
		Speech (Speech Path/Audio)	16		
		Visual Arts Design(Media Dsgn)	6		
		Visual Arts, Design	8		
			BA Total	321	
			BFA	Professional Theatre	7
				BFA Total	7
			BS	Accounting	36
				Ag Sci Nat Res (Env Horticult)	3
				Agri Envir Sys (Sust Lnd Mgmt)	2
				Agri Envir Sys (Urb/Comm Hort)	2
				Agricultural Ed (AG Prof Serv)	16
				Agricultural Ed (Secondary Ed)	1
				Animal Science	11

2. List of Degrees			
North Carolina A&T State University- Degrees Awarded AY 2014-15			
Level	DEGREE	MAJOR	Degrees Awarded 2014-15
		Animal Science (Animal Indust)	7
		Applied Engineering Technology	14
		Applied Mathematics	3
		Architectural Engineering	24
		Atmospheric Sci & Meteorology	2
		Bioengineering	6
		Biological Engineering	9
		Biology	51
		Business Ed (Information Tech)	6
		Business Teacher Education	5
		Chemical Engineering	15
		Chemistry	4
		Child Dev&Fam Stu (B-K T Licn)	3
		Child Dev&Fam Stu (Family Rel)	19
		Civil Engineering	30
		Computer Engineering	12
		Computer Science	33
		Construction Management	14
		Criminal Justice	52
		Earth & Env Sci(Environm Sci)	1
		Economics (Business)	3
		Economics (General)	18
		Economics (Law)	3
		Electrical Engineering	24
		Electronics Technology	5
		Electronics Technology (Computational Technology)	1
		Electronics Technology (Information Technology)	34
		Elementary Education	15
		Environmental Health & Safety	11

2. List of Degrees					
North Carolina A&T State University- Degrees Awarded AY 2014-15					
Level	DEGREE	MAJOR	Degrees Awarded 2014-15		
		Fam & Cons Sci (Consumer Sci)	5		
		Fam & Cons Sci (Fash Mrch/Dsg)	8		
		Finance	12		
		Food & Nut Sci (Diet Pre-Med)	1		
		Food & Nutritional Sci (Diet)	6		
		Geomatics	1		
		Graphic Communication Systems	21		
		Graphic Comm Systems (Integrated Internet Tech.)	1		
		Industrial & Systems Engineer	33		
		JOMC (Broadcast Production)	21		
		JOMC (Electronic Media & Jour)	19		
		JOMC (Mass Media Production)	1		
		JOMC (Multimedia Journalism)	2		
		JOMC (Print Journalism)	4		
		JOMC (Public Relations)	25		
		Laboratory Animal Science	17		
		Landscape Architecture	3		
		Management	34		
		Management (Entrepreneurship)	11		
		Management (Internat Mgmt)	1		
		Management (Mgmt Info Systems)	6		
		Marketing	17		
		Marketing (Sales)	3		
		Mathematics	2		
		Mathematics (Applied Mathematics)	5		
		Mechanical Engineering	38		
		Motorsports Technology (Motorsports)	3		
		Occupational Safety & Health	6		

2. List of Degrees			
North Carolina A&T State University- Degrees Awarded AY 2014-15			
Level	DEGREE	MAJOR	Degrees Awarded 2014-15
		Physics	1
		Sec Ed (History Education)	1
		Sec Ed (Mathematics Education)	2
		Sec Ed (Music Education)	2
		Sec Ed (English Education)	2
		Sport Science & Fitness Mgmt	66
		Supply Chain Management	12
		Technology Education (Teaching)	1
		BS Total	888
	BSN	Nursing	13
		BSN Total	13
	BSW	Social Work	63
		BSW Total	63
		All Bachelor Total	1292
Master	MA	English & African American Lit	5
		MA Total	5
	MAED	Reading Education	1
		MAED Total	1
	MAT	Child Dev: Early Ed & Fam Stu	5
		Teaching (Biology Ed)	3
		Teaching (Business Ed)	10
		Teaching (Chem Ed)	1
		Teaching (Elem Education)	8
		Teaching (English Education)	1
		Teaching (Fam & Cons Sci Edu)	4
		Teaching (History Education)	1
		Teaching (Mathematics)	1
		Teaching (Physical Education)	13
		Teaching (Spec Education)	6
		MAT Total	53
	MBA	Management (Accounting)	1

2. List of Degrees					
North Carolina A&T State University- Degrees Awarded AY 2014-15					
Level	DEGREE	MAJOR	Degrees Awarded 2014-15		
		Management (Human Resource Management)	5		
		Management (Supply Chain Systems)	1		
		MBA Total	7		
	MS	Adult Education	26		
		Agri and Env't Systems (Agribusiness & Food Indus Mngt)	1		
		Agri and Env't Systems (Integrated Animal Hlth Systems)	1		
		Agricultural Ed (Prof Licens)	3		
		Agricultural Ed (Prof Service)	11		
		Applied Mathematics	9		
		Bioengineering	5		
		Biology	11		
		Chemical Engineering	5		
		Chemistry	7		
		Civil Engineering	4		
		Computational Sci & Engineer	3		
		Computer Science	25		
		Electrical Engineering	12		
		Food & Nutritional Sciences	11		
		Industrial & Systems Engineer	13		
		Information Technology	45		
		Instructional Technology	4		
		Mechanical Engineering	8		
		Mental Hlth Coun (Rehab Coun)	24		
		Mental Hlth Counseling (Clinical)	30		
		Nanoengineering	11		
		Physics	7		

2. List of Degrees				
North Carolina A&T State University- Degrees Awarded AY 2014-15				
Level	DEGREE	MAJOR	Degrees Awarded 2014-15	
		School Counseling	19	
		(Health and Physical Education) Sport Administration	7	
		Technology Management	15	
		MS Total		318
	MSA	School Administration	1	
		MSA Total		1
	MSW	Social Work	43	
		MSW Total		43
		Master Total		428
Doctorate	PHD	Civil Engineering	1	
		Computational Scien & Engineer	3	
		Electrical Engineering	4	
		Energy & Environmental Systems	11	
		Industrial & Systems Engineering	3	
		Leadership Studies	14	
		Mechanical Engineering	8	
		Nanoengineering	3	
		PHD Total		46
		Doctorate Total		46
Post Baccalaureate Certificate	CERT	Community College Teaching	1	
		CERT Total		1
Post Master Certificate	PMC	Marriage & Family Counseling	9	
		Rehab Counsel & Behavior Addic	21	
		Rehab Psych & Behav Addictions	2	
		School Administration	2	
		Vocational Evaluations (Work Adjustment)	4	
		PMC Total		38
		Certificates Total		38
		Grand Total		1805

Off-Campus instructional sites**3. Off-Campus Instructional Locations and Branch Campuses**

Currently, North Carolina Agricultural and Technical State University does not have any branch campuses.

Currently, North Carolina Agricultural and Technical State University offers three degree programs and one certificate program through traditional instruction in an off-campus instructional site. Two graduate programs are offered through the South Campus of Gateway University Research Park. Also, the Bachelor of Science in Nursing -- the RN to BSN option -- is offered at the local Cone Health facility.

The Joint School of Nanoscience and Nanoengineering (JSNN) is an academic collaboration between North Carolina Agricultural and State University and the University of North Carolina at Greensboro (UNCG). It is located on the South Campus of Gateway University Research Park and builds on the strengths of the universities to offer innovative, cross-disciplinary graduate programs in the emerging areas of nanoscience and nanoengineering. Two of four degree programs at the Joint School of Nanoscience and Nanoengineering are offered through North Carolina Agricultural and Technical State University. They are the M.S. in Nanoengineering and Ph.D. in Nanoengineering.

Table 1. Off-Campus Instructional Sites

Name of Site	Physical Address	Date approved by SACSCOC	Date implemented by the institution	Educational programs offered with 50% or more of credits offered at each site	Is the site currently active?
<u>Shortwood Teacher's College (active)</u>	Constant Spring, Kingston, Jamaica	9.4.2013		Advanced Certificate in Family and Consumer Sciences	Site has never enrolled students
Joint School of Nanoscience and Nanoengineering	South Campus, Gateway University Research Park, 2907 East Gate City Blvd., Greensboro, NC 27401	6.25.2010	Fall 2012	MS in Nanoengineering	Yes
Joint School of Nanoscience and Nanoengineering	South Campus, Gateway University Research Park, 2907 East Gate City Blvd., Greensboro, NC 27401	6.25.2010	Fall 2012	PHD in Nanoengineering	Yes

Table 2. Off-Campus Instructional Sites at Which Institution Offers 25-49% of Credit Hours for a Diploma, Certificate or Degree

Name of Site	Physical Address	Date Notified SACSCOC	Date Implemented by the Institution	Educational programs offered with 25-49% or more of credits offered at each site.	Is the site currently active?
<u>Cone Health</u>	200East Northwood St., Greensboro, NC 27401	12.10.2015	January 2016	RN-BSN completion option	Yes

II.4 Distance Education (Distance and Correspondence)**Distance education****4. Distance Education Programs (>50% of credit hours of a program)**

North Carolina Agricultural and Technical State University began offering distance education via a consortium agreement with Indiana State University in 2000 to offer a Ph.D. in Technology Management. Subsequent to that offering, NCA&T offered a Bachelor's degree in Environmental Health and Safety in 2001 and a Master's degree in Instructional Technology in 2001.

School/College	Program Name	Level	Year Initiated	Delivery	Synchronous Location
School of Agriculture and Environmental Sciences	AGRICULTURAL EDUCATION	Bachelor	2003	Asynchronous	
School of Agriculture and Environmental Sciences	AGRICULTURAL EDUCATION	Master		Asynchronous	
School of Agriculture and Environmental Sciences	FAMILY AND CONSUMER SCIENCE	Certificate	2013	Asynchronous	
School of Business and Economics	BUSINESS EDUCATION	Bachelor	2002	Asynchronous	
School of Education	INSTRUCTIONAL TECHNOLOGY	Master	2001	Asynchronous	
School of Education	LEADERSHIP STUDIES	Ph.D.	2015	Synchronous	Camp Lejeune Military Base, NC
School of Nursing	RN to BSN ENTRY OPTION	Bachelor	2015	Asynchronous	
School of Technology	ELECTRONICS TECHNOLOGY	Bachelor	2002	Asynchronous	
School of Technology	ENVIRONMENTAL HEALTH AND SAFETY	Bachelor	2001	Asynchronous	
School of Technology	INFORMATION TECHNOLOGY	Bachelor	2015	Asynchronous	

School/College	Program Name	Level	Year Initiated	Delivery	Synchronous Location
School of Technology	GEOMATICS	Bachelor	2006	Synchronous	
School of Technology	ENVIRONMENTAL HEALTH AND SAFETY	Certificate	2008	Asynchronous	
School of Technology	INFORMATION TECHNOLOGY	Master	2007	Asynchronous	
School of Technology	TECHNOLOGY MANAGEMENT	Master	2015	Asynchronous	
School of Technology (Consortium with Indiana State University)	TECHNOLOGY MANAGEMENT	Ph.D.	2000	Asynchronous	
School of Education	TEACHING	MAT*		Asynchronous	
College of Arts and Sciences	LIBERAL STUDIES	Bachelor	2016	Asynchronous	

*Business Education, Elementary Education, Family and Consumer Sciences Education, and Technology Education

1. List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

Program	Degree	Accrediting Agency	Date of Letter
AGRICULTURAL EDUCATION	MS	Council for Accreditation of Educator Preparation	11.10.2015
AGRICULTURAL EDUCATION	BS	Council for Accreditation of Educator Preparation	11.10.2015
FAMILY AND CONSUMER SCIENCE	BS	American Association of Family and Consumer Sciences	6.21.2005
FOOD AND NUTRITIONAL SCIENCES	MS	American Association of Family and Consumer Sciences	6.21.2005
FOOD AND NUTRITIONAL SCIENCES	BS	Accreditation Council for Nutrition and Diabetics	2011
(Dietetics Concentration)		Accreditation Council for Education in Nutrition and Dietetics	3.8.2012
CHILD DEVELOPMENT AND FAMILY STUDIES	BS	Council for Accreditation of Educator Preparation	11.10.2015
LANDSCAPE ARCHITECTURE	BS	American Society of Landscape Architects	3.14.2012
BIOLOGICAL ENGINEERING	BS	Accreditation Board for Engineering and Technology	8.13.2014
SEC ED	BS	Council for Accreditation of Educator Preparation	11.10.2015
JOURNALISM AND MASS COMMUNICATION	BS	Accrediting Council on Education in Journalism and Mass Communication	5.2.2011
SOCIAL WORK	BSW	Council on Social Work Education	6.13.2011
SOCIAL WORK (JOINT)	MSW	Council on Social Work Education	6.12.2012
MUSIC	BA	National Association of Schools of Music	7.8.2014
VISUAL ARTS, DESIGN	BA	National Association of Schools of Art and Design	6.18.2009
PROFESSIONAL THEATRE	BFA	National Association of Schools of Theatre	4.22.2015

ACCOUNTING	BS	Association to Advance Collegiate Schools of Business	1.12.2012
FINANCE	BS	Association to Advance Collegiate Schools of Business	1.12.2012
BUSINESS EDUCATION	BS	Association to Advance Collegiate Schools of Business; Council for Accreditation of Educator Preparation	1.12.2012; 11.10.2015
ECONOMICS	BS	Association to Advance Collegiate Schools of Business	1.12.2012
MANAGEMENT	BS	Association to Advance Collegiate Schools of Business	1.12.2012
MANAGEMENT	MBA	Association to Advance Collegiate Schools of Business	1.12.2012
SUPPLY CHAIN MANAGEMENT	BS	Association to Advance Collegiate Schools of Business	1.12.2012
MARKETING	BS	Association to Advance Collegiate Schools of Business	1.12.2012
ELEMENTARY EDUCATION	BS	Council for Accreditation of Educator Preparation	11.10.2015
INSTRUCTIONAL TECHNOLOGY	MS	Council for Accreditation of Educator Preparation	11.10.2015
READING EDUCATION	MAED	Council for Accreditation of Educator Preparation	11.10.2015
ELEMENTARY EDUCATION	MAED	Council for Accreditation of Educator Preparation	11.10.2015
TEACHING	MAT	Council for Accreditation of Educator Preparation	11.10.2015
SCHOOL COUNSELING	MS	Council for the Accreditation of Counseling and Related Educational Programs	7.22.2009
SCHOOL ADMINISTRATION	MSA	Council for Accreditation of Educator Preparation	11.10.2015
MENTAL HEALTH COUNSELING (CLINICAL & REHAB)	MS	Council for the Accreditation of Counseling and Related Educational Programs	7.27.2015

CHEMICAL ENGINEERING	BS	Accreditation Board for Engineering and Technology	8.12.2014
ARCHITECTURAL ENGINEERING	BS	Accreditation Board for Engineering and Technology	8.12.2014
CIVIL ENGINEERING	BS	Accreditation Board for Engineering and Technology	8.12.2014
COMPUTER SCIENCE	BS	Accreditation Board for Engineering and Technology	8.21.2012
ELECTRICAL ENGINEERING	BS	Accreditation Board for Engineering and Technology	8.12.2014
COMPUTER ENGINEERING	BS	Accreditation Board for Engineering and Technology	8.12.2014
INDUSTRIAL AND SYSTEMS ENGINEERING	BS	Accreditation Board for Engineering and Technology	8.12.2014
MECHANICAL ENGINEERING	BS	Accreditation Board for Engineering and Technology	8.12.2014
NURSING	BSN	Accreditation Commission for Education in Nursing	1.6.2015
MOTORSPORTS TECHNOLOGY	BS	Association of Technology Management and Applied Engineering	12.10.2010
APPLIED ENGINEERING TECHNOLOGY	BS	Association of Technology Management and Applied Engineering	12.10.2010
CONSTRUCTION MANAGEMENT	BS	American Council of Construction Education	3.2.2015
ENVIRONMENTAL HEALTH AND SAFETY	BS	Association of Technology Management and Applied Engineering	12.10.2010
ELECTRONICS TECHNOLOGY	BS	Association of Technology Management and Applied Engineering	12.10.2011
GRAPHIC COMMUNICATION SYSTEMS	BS	Association of Technology Management and Applied Engineering	12.10.2011

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

SACS Commission on Colleges is the primary accreditor of North Carolina Agricultural and Technical State University.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

No USDOE recognized agency has terminated accreditation with North Carolina Agricultural and Technical State University.

North Carolina Agricultural and Technical State University has decided to voluntarily withdraw from the Academy of Nutrition and Dietetics, Accreditation Council for Education in Nutrition and Dietetics. The accreditation of the didactic Dietetics concentration will end in 2017. NCA&T is no longer enrolling students in this program. The letter to the accrediting agency is attached.

(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

The Accreditation Council for Education in Nutrition and Dietetics ruled that NCA&T would be on probationary accreditation due to failure of students in the didactic Dietetics concentration to complete internships leading to passage of the board exam to become a Registered Dietician. NCA&T did submit a plan of action, which was accepted, but ultimately decided to discontinue the program. Accreditation will continue until 2017 and upper level students will complete the program. A copy of the letter is attached.

The National Association of Schools of Theatre has requested a progress report, deliverable by March 2016 regarding compliance with standards for physical facilities. Specifically, there is a need to install appropriate ventilation in the theater storage area. A copy of the letter is attached.

The Southern Association of Colleges and Schools Commission on Colleges required a monitoring report regarding the Substantive Change Policy of NCA&T. The NCA&T Substantive Change Policy was revised and submitted in April 2014. Subsequently, SACSCOC found that the policy was not sufficient and required a second monitoring report. A redrafted policy and procedure on Substantive Change was submitted in April 2015, and was approved by SACSCOC. A copy of the letter is attached.

II.6 Financial Aid (Relationship to the U.S. Department of Education)
Financial aid suspensions, terminations

6. Relationship to the U.S. Department of Education

North Carolina Agricultural and Technical State University is in compliance with Title IV federal financial aid programs and has been recertified to participate in Title IV. Copies of 2014 and 2015 "Fiscal Operations Report and Application to Participate" are attached. The most recent State Financial Statement Audit Report had no reportable findings for Financial Aid.

North Carolina A&T State University:

- Has not received any limitations, suspensions, or terminations from the U.S. Department of Education with regard to student financial aid or other financial aid programs;
- Has not been placed on reimbursements or exceptional statuses in regard to federal or state financial aid;
- Has not received any infractions of regulations jeopardizing the Title IV programs and funding;
- Has not received any adverse communication from the U.S. Department of Education;
- Has not received any complaints filed with the U.S. Department of Education;
- Has no impending litigation issues with respect to financial aid activities; and
- Does not have any unpaid funds due to the U.S. Department of Education.

Part III: The Fifth-Year Compliance Certification

Core Requirement 2.8 -- Number of Full-Time Faculty

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Compliant Non-Compliant

Narrative:

As demonstrated by the number and percentage of core faculty, faculty workload data, student-to-faculty ratios, and student satisfaction data provided below, North Carolina Agricultural and Technical State University has an adequate number of full-time faculty to ensure the integrity and quality of its teaching programs. NCA&T also has adequate and appropriate faculty resources to support the University's research and public service missions.

Developing the faculty is a priority for NCA&T, as indicated by the goals and strategies for institutional operations and processes expressed in *A&T Preeminence 2020*:

- 1.b. Enhance the quality of the faculty and staff through aggressive recruitment and continuing support of talented leaders in their disciplines.
- 2.b. Develop university-wide systems to encourage and promote nationally-recognized faculty achievements in teaching, research, and public service.
- 2.c. Provide greater support for faculty development opportunities to enhance innovative instructional methods, course design, and curricular development.
- 2.e. Enhance faculty use of systems to effectively monitor student progress and facilitate early interventions to improve academic excellence.
- 3.b. Expand the breadth of faculty and students involvement in funded research.
- 3.c. Enhance and leverage the active engagement of faculty technology transfer and translational research.
- 4.g. Encourage support and recognize the high-quality, interdisciplinary entrepreneurial endeavors of students, faculty, staff and administrators.
- 6.b. Enhance and expand the performance-based management

system for faculty staff, and student employees.

6.f. Enact processes to create an environment that is accessible and welcoming to students, staff, faculty, retirees, alumni and the greater community.

Through its strategic plan NCA&T recognizes the need for a highly qualified, diverse, and competent faculty to fulfill its mission and applies a comprehensive set of criteria to allocate faculty positions to academic departments. These criteria range from recruitment practices, student profile, class size, to faculty productivity, faculty workload, program evaluation, survey data from graduating senior surveys, teaching evaluations, etc.

NCA&T seeks to attract, select, develop, and retain the best qualified faculty at all ranks in each of its academic units. Faculty must be effective teachers, scholars, and researchers and exhibit disciplinary excellence. The academic credentials of anyone offering instruction must meet or exceed the minimum qualifications described in the SACSCOC guidelines.

NCA&T degree programs are regularly reviewed and evaluated. Degree programs are also reviewed by external reviewers who provide input regarding curricular offerings, facilities, and faculty workload. A significant number of degree programs at NCA&T are accredited through specialized accreditation bodies whose accrediting standards also address faculty sufficiency.

Definition and Number of Core Faculty

NCA&T faculty may be divided into two categories, core faculty and non-core faculty. *Core faculty* are full-time faculty, including tenured, tenure-track, and full-time non-tenure-track instructors. Core non-tenure track instructors are hired to fulfill teaching and service responsibilities, especially advising; this group includes 20 full-time employees in the Center for Academic Excellence who have both teaching and advising responsibilities and who provide oversight for undeclared students' success. *Non-core faculty* are part-time faculty, including adjunct faculty and part-time non-tenure-track faculty; they play a strictly instructional role and may not teach more than 12 hours per semester. When graduate students serve as teacher of record and demonstrate appropriate qualifications, they are also counted as part-time faculty.

In Fall 2014, NCA&T enrolled 9,203 undergraduate and 1,522 graduate students for a total student enrollment of 10,725. Concurrently, NCA&T employed 502 core faculty and 216 non-core faculty for whom teaching was the primary job responsibility. Of the 502 core faculty, 403 (56%) were tenured or on tenure track. In Fall 2013, NCA&T employed 526 core faculty and 203 non-core faculty. Of

the 526 core faculty, 430 (59%) were tenured or on tenure track (Tables 1 and 2).

Table 1: Core Faculty as a Percent of Total Faculty, 2013-2014 (or click here for table)

Core Faculty as a Percent of Total Faculty, 2013-14								
Department	TT	% of TT	NTT-FT	% of NTT-FT	NTT-PT	% of NTT-PT	Grand Total	% Core faculty
College of Arts and Sciences	141	47.0%	38	12.7%	121	40.3%	300	59.7%
Biology	15	62.5%	1	4.2%	8	33.3%	24	66.7%
Chemistry	12	57.1%	3	14.3%	6	28.6%	21	71.4%
Energy & Environmental Studies	2	100.0%		0.0%		0.0%	2	100.0%
English	16	25.8%	10	16.1%	36	58.1%	62	41.9%
History	13	61.9%	1	4.8%	7	33.3%	21	66.7%
Journalism and Mass Communications	8	50.0%	4	25.0%	4	25.0%	16	75.0%
Liberal Studies	6	33.3%	3	16.7%	9	50.0%	18	50.0%
Mathematics	24	63.2%	6	15.8%	8	21.1%	38	78.9%
Physics	10	83.3%	1	8.3%	1	8.3%	12	91.7%
Political Science and Criminal Justice	3	23.1%	1	7.7%	9	69.2%	13	30.8%
Psychology	7	50.0%	1	7.1%	6	42.9%	14	57.1%
Sociology and Social Work	14	51.9%	1	3.7%	12	44.4%	27	55.6%
Visual and Performing Arts	11	34.4%	6	18.8%	15	46.9%	32	53.1%
College of Engineering	83	74.1%	8	7.1%	21	18.8%	112	81.3%
Civil, Architectural, Agricultural and Environmental Engineering	11	61.1%		0.0%	7	38.9%	18	61.1%
Chemical, Biological and Bioengineering	12	100.0%		0.0%		0.0%	12	100.0%
Computational Sciences Engineering	4	100.0%		0.0%		0.0%	4	100.0%
Computer Science	10	71.4%	3	21.4%	1	7.1%	14	92.9%
Electrical and Computer Engineering	16	64.0%	2	8.0%	7	28.0%	25	72.0%
Industrial and Systems Engineering	14	77.8%	2	11.1%	2	11.1%	18	88.9%
Mechanical Engineering	16	76.2%	1	4.8%	4	19.0%	21	81.0%
JSNN	4	66.7%		0.0%	2	33.3%	6	66.7%
JSNN: Nanoengineering	4	66.7%		0.0%	2	33.3%	6	66.7%
School of Agriculture & Environmental Sciences	45	69.2%	5	7.7%	15	23.1%	65	76.9%
Agribusiness, Applied Economics and Agriscience Education	11	91.7%		0.0%	1	8.3%	12	91.7%
Animal Science	5	45.5%	3	27.3%	3	27.3%	11	72.7%
Department of Agricultural Research	2	33.3%		0.0%	4	66.7%	6	33.3%
Human Environ and Family Sciences	16	84.2%		0.0%	3	15.8%	19	84.2%
Natural Resources and Environmental Design	11	64.7%	2	11.8%	4	23.5%	17	76.5%
School of Business & Economics	67	87.0%	6	7.8%	4	5.2%	77	94.8%
Accounting	15	88.2%	2	11.8%		0.0%	17	100.0%
Business Education	5	62.5%	1	12.5%	2	25.0%	8	75.0%
Economics and Finance	14	100.0%		0.0%		0.0%	14	100.0%
Management	25	92.6%	2	7.4%		0.0%	27	100.0%
Marketing, Transportation, Supply Chain	8	72.7%	1	9.1%	2	18.2%	11	81.8%
School of Education	51	69.9%	1	1.4%	21	28.8%	73	71.2%
Curriculum and Instruction	17	70.8%	1	4.2%	6	25.0%	24	75.0%
Human Development and Services	16	64.0%		0.0%	9	36.0%	25	64.0%
Human Perform Leisure Studies	12	75.0%		0.0%	4	25.0%	16	75.0%
Leadership Studies	6	75.0%		0.0%	2	25.0%	8	75.0%
School of Nursing	7	30.4%	11	47.8%	5	21.7%	23	78.3%
Nursing	7	30.4%	11	47.8%	5	21.7%	23	78.3%
School of Technology	29	70.7%	3	7.3%	9	22.0%	41	78.0%
Department of Built Environment	9	81.8%	2	18.2%		0.0%	11	100.0%
Computer Systems Technology	9	75.0%		0.0%	3	25.0%	12	75.0%
Graphic Communication Systems Technological Studies	6	66.7%		0.0%	3	33.3%	9	66.7%
Applied Engineering Technology	5	55.6%	1	11.1%	3	33.3%	9	66.7%
Center for Academic Excellence			20	100.0%			20	100.0%
Grand Total	430	59.0%	96	13.2%	203	27.8%	729	72.2%

Source: NCA&T Office of Institutional Research

Faculty Oversight of Academic Programs

At NCA&T, faculty are budgeted and hired at the department level, not at the program level. Faculty data may be analyzed only at the department level. All faculty in a department are collectively responsible for all academic programs offered by that department, whether those programs are offered online, off site, or on campus. (See discussion of distance education faculty below.)

Table 2: Core Faculty as a Percent of Total Faculty, 2014-2015

Department	TT	% of TT	NTT-FT	% of NTT-FT	NTT-PT	% of NTT-PT	Grand Total	% Core faculty
College of Arts and Sciences	141	47.0%	38	12.7%	121	40.3%	300	59.7%
Biology	15	62.5%	1	4.2%	8	33.3%	24	66.7%
Chemistry	12	57.1%	3	14.3%	6	28.6%	21	71.4%
Energy & Environmental Studies	2	100.0%		0.0%		0.0%	2	100.0%
English	16	25.8%	10	16.1%	36	58.1%	62	41.9%
History	13	61.9%	1	4.8%	7	33.3%	21	66.7%
Journalism and Mass Communications	8	50.0%	4	25.0%	4	25.0%	16	75.0%
Liberal Studies	6	33.3%	3	16.7%	9	50.0%	18	50.0%
Mathematics	24	63.2%	6	15.8%	8	21.1%	38	78.9%
Physics	10	83.3%	1	8.3%	1	8.3%	12	91.7%
Political Science and Criminal Justice	3	23.1%	1	7.7%	9	69.2%	13	30.8%
Psychology	7	50.0%	1	7.1%	6	42.9%	14	57.1%
Sociology and Social Work	14	51.9%	1	3.7%	12	44.4%	27	55.6%
Visual and Performing Arts	11	34.4%	6	18.8%	15	46.9%	32	53.1%
College of Engineering	83	74.1%	8	7.1%	21	18.8%	112	81.3%
Civil, Architectural, Agricultural and Environmental Engineering	11	61.1%		0.0%	7	38.9%	18	61.1%
Chemical, Biological and Bioengineering	12	100.0%		0.0%		0.0%	12	100.0%
Computational Sciences Engineering	4	100.0%		0.0%		0.0%	4	100.0%
Computer Science	10	71.4%	3	21.4%	1	7.1%	14	92.9%
Electrical and Computer Engineering	16	64.0%	2	8.0%	7	28.0%	25	72.0%
Industrial and Systems Engineering	14	77.8%	2	11.1%	2	11.1%	18	88.9%
Mechanical Engineering	16	76.2%	1	4.8%	4	19.0%	21	81.0%
JSNN	4	66.7%		0.0%	2	33.3%	6	66.7%
JSNN: Nanoengineering	4	66.7%		0.0%	2	33.3%	6	66.7%
School of Agriculture & Environmental Sciences	45	69.2%	5	7.7%	15	23.1%	65	76.9%
Agribusiness, Applied Economics and Agriscience Education	11	91.7%		0.0%	1	8.3%	12	91.7%
Animal Science	5	45.5%	3	27.3%	3	27.3%	11	72.7%
Department of Agricultural Research	2	33.3%		0.0%	4	66.7%	6	33.3%
Human Environ and Family Sciences	16	84.2%		0.0%	3	15.8%	19	84.2%
Natural Resources and Environmental Design	11	64.7%	2	11.8%	4	23.5%	17	76.5%
School of Business & Economics	67	87.0%	6	7.8%	4	5.2%	77	94.8%
Accounting	15	88.2%	2	11.8%		0.0%	17	100.0%
Business Education	5	62.5%	1	12.5%	2	25.0%	8	75.0%
Economics and Finance	14	100.0%		0.0%		0.0%	14	100.0%
Management	25	92.6%	2	7.4%		0.0%	27	100.0%
Marketing, Transportation, Supply Chain	8	72.7%	1	9.1%	2	18.2%	11	81.8%
School of Education	51	69.9%	1	1.4%	21	28.8%	73	71.2%
Curriculum and Instruction	17	70.8%	1	4.2%	6	25.0%	24	75.0%
Human Development and Services	16	64.0%		0.0%	9	36.0%	25	64.0%
Human Perform Leisure Studies	12	75.0%		0.0%	4	25.0%	16	75.0%
Leadership Studies	6	75.0%		0.0%	2	25.0%	8	75.0%
School of Nursing	7	30.4%	11	47.8%	5	21.7%	23	78.3%
Nursing	7	30.4%	11	47.8%	5	21.7%	23	78.3%
School of Technology	29	70.7%	3	7.3%	9	22.0%	41	78.0%
Department of Built Environment	9	81.8%	2	18.2%		0.0%	11	100.0%
Computer Systems Technology	9	75.0%		0.0%	3	25.0%	12	75.0%
Graphic Communication Systems Technological Studies	6	66.7%		0.0%	3	33.3%	9	66.7%
Applied Engineering Technology	5	55.6%	1	11.1%	3	33.3%	9	66.7%
Center for Academic Excellence			20	100.0%			20	100.0%
Grand Total	430	59.0%	96	13.2%	203	27.8%	729	72.2%

Source: NCA&T Office of Institutional Research

Within a department, the core faculty are responsible for the design, revision, implementation, and evaluation of academic programs. They give shape to new degree programs, certificates, concentrations, minors and additions of distance education mode to existing programs. Once proposed programs are approved, a team of faculty including the program coordinator lead the implementation, assessment, and revision of programs.

The distribution of core and non-core faculty within each academic department is

presented in Table 1 (2013-14) and Table 2 (2014-15). In 2013-14, 72.3% of the 698 faculty assigned to academic departments or the Center for Academic Excellence were core faculty. In 2014-15, 71.9% of these faculty were core faculty. In each department the number and percentage represented by core faculty provide a sufficient critical mass for overseeing the development and evaluation of academic programs, especially considering the supplemental advising support provided by the Center for Academic Excellence.

Faculty Workload

The primary duties of faculty at NCA&T include teaching, research, administration, and public service or extension. These are the basic categories that provide a template for the evaluation of faculty performance. Faculty whose primary assignment is other than instruction or who receive part of their compensation from non-instructional sources may have different workload assignments. Ultimately, all assignments are made by the department chairperson and approved by the school and college deans.

Expected teaching loads for UNC system faculty are addressed in UNC Board of Governors Policy Manual, Section 400.3.4. The UNC system policy calls for different teaching loads depending on the classification of the institution as a research, doctoral, master's, or baccalaureate-level university. As a doctoral research university, NCA&T's standard teaching load is limited to five courses per academic year. This standard load is reaffirmed in NCA&T's Faculty Workload Policy (Section II.1.f). Both UNC system and NCA&T policies establish criteria for course reductions, including course/curriculum development, high advising loads, accreditation or program review, funded research or service, sabbatical, or administrative duties.

The UNC Board of Governors monitors teaching workloads using data from the National Study of Instructional Costs and Productivity, also known as the "Delaware Study." According to the most recent report presented to the UNC Board of Governors in December 2015, NCA&T faculty as a whole delivered an average of 3.9 course sections and generated 246 student credit hours per FTE faculty in Fall 2014, exceeding expected levels set by the UNC Board of Governors (Appendix B, page 10). In that semester, NCA&T's tenured and tenure-track faculty delivered 3.0 course sections and generated 187 credit hours per FTE faculty. Table 3 shows the percentage of student credit hours taught by core faculty in 2013 and 2014 at both undergraduate and graduate levels.

NCA&T also monitors class size as an indicator of faculty sufficiency to address the needs of all programs. At the undergraduate level, 95% of classes have fewer than 50 students (Fig. 1).

Table 3: Percentage of Student Credit Hours Taught by Core Faculty

% of Student Credit Hours Taught by Core Faculty					
College/ Sch Department		2013		2014	
		Undergrad	Graduate	Undergrad	Graduate
AS	Biology	54.6%	89.7%	69.6%	81.8%
	Chemistry	89.1%	100.0%	75.5%	100.0%
	English	37.4%	100.0%	30.2%	100.0%
	History	55.1%	100.0%	39.0%	100.0%
	Journalism and Mass Communications	88.2%	NA*	82.1%	NA
	Liberal Studies	44.1%	NA	48.4%	NA
	Mathematics	81.3%	100.0%	76.4%	100.0%
	Energy Environmental Studies	NA	100.0%	NA	100.0%
	Physics	83.5%	100.0%	63.2%	100.0%
	Political Science and Criminal Justice	37.2%	NA	38.3%	NA
	Psychology	59.8%	NA	58.8%	NA
	Sociology and Social Work	41.0%	45.7%	37.0%	55.9%
	Visual and Performing Arts	60.4%	100.0%	68.5%	40.0%
	EN	Chemical, Biological and Bioengineering	95.4%	84.8%	99.7%
Civil, Architectural, Ag. and Environmental En.		81.9%	100.0%	93.7%	87.3%
Computational Sciences Engineering		NA	100.0%	100.0%	100.0%
Computer Science		84.8%	100.0%	94.0%	100.0%
Electrical and Computer Engineering		72.5%	89.3%	80.9%	90.9%
Industrial and Systems Engineering		80.5%	100.0%	82.3%	94.4%
Mechanical and Chemical Engineering		87.3%	87.8%	89.8%	90.4%
JSNN	JSNN: Nanoengineering	NA	100.0%	NA	100.0%
AG	Agribusiness, Applied Economics and Ag. Ed.	100.0%	100.0%	89.0%	100.0%
	Animal Science	71.0%	100.0%	66.8%	59.5%
	Family and Consumer Sciences	75.4%	100.0%	72.6%	85.3%
	Natural Resources and Environmental Design	42.3%	86.3%	50.7%	84.4%
BS	Accounting	100.0%	100.0%	95.3%	100.0%
	Business Education	100.0%	100.0%	88.0%	88.9%
	Economics and Transportation Logistics	100.0%	100.0%	88.5%	100.0%
	Management	95.9%	100.0%	81.6%	100.0%
	Marketing, Transportation, Suply Chain	94.8%	100.0%	89.9%	100.0%
ED	Curriculum and Instruction	33.2%	90.8%	77.4%	75.9%
	Human Development and Services	NA	65.2%	NA	67.4%
	Human Perform Leisure Studies	56.5%	100.0%	52.1%	87.4%
	Leadership Studies	NA	61.7%	NA	76.9%
NR	Nursing	98.3%	NA	100.0%	NA
TN	Department of Built Environment	86.5%	100.0%	63.6%	64.3%
	Electronics, Computer and Information Tech.	44.3%	100.0%	37.4%	100.0%
	Graphic Communication Systems Tech. Studies	57.1%	100.0%	47.4%	100.0%
	Applied Engineering Technology	11.0%	100.0%	12.3%	100.0%

*NA means that the department does not offer a program or produce credit hours at that level.

Source: NCA&T Office of Institutional Research

Figure 1: Undergraduate Class Size



Student-to-Faculty Ratios

Another metric useful in measuring adequacy of faculty for current instructional activities is the ratio of students to faculty. This is most applicable in cases where the majority of students are full-time, and most faculty members are largely involved in instructional activities. Using this measure for Fall 2014, NCA&T had an overall 22-1 student-to-faculty headcount ratio based on a 10,725 student headcount and 482 headcount of full-time faculty members. Expressed as a ratio of FTE student-to-FTE faculty, the ratio was 19-1 in Fall 2014. The student-to-faculty ratio in each academic school/college and department based on enrolled majors in Fall 2014 is provided in Table 4.

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Table 4: Student-to-Faculty Ratio by Department

Student-to-Faculty Ratio by Department, 2014-15						
Department	Total Student Majors	Total Full-Time Faculty	Student Faculty Ratio (FT)	Student FTE	Faculty FTE	Student Faculty Ratio (FTE)
College of Arts and Sciences	3542	177	20	3438.75	198.31	17.34
Biology	482	19	25	469.25	19.64	23.89
Chemistry	88	13	7	82.25	14.08	5.84
Energy & Environmental Systems	50	2	25	37.25	2.00	18.63
English	198	25	8	190.5	32.17	5.92
History	119	12	10	117.75	13.44	8.76
Journalism and Mass Communications	494	11	45	487.25	11.54	42.22
Liberal Studies	157	10	16	148	11.41	12.97
Mathematics	102	29	4	99	31.08	3.19
Physics	54	10	5	50.75	10.75	4.72
Political Science and Criminal Justice	504	4	126	494.5	5.83	84.82
Psychology	493	8	62	479.5	8.49	56.48
Sociology and Social Work	547	14	39	534.25	16.49	32.40
Visual and Performing Arts	254	20	13	248.5	21.39	11.62
College of Engineering	1670	89	19	1550.5	91.69	16.91
Chemical, Biological and Bioengineering	191	12	16	175.5	11.20	15.67
Civil, Architectural, and Environmental Engineering	287	12	24	276	13.50	20.44
Computational Sciences Engineering	39	4	10	30.5	4.00	7.63
Computer Science	233	13	18	220.75	13.34	16.55
Electrical and Computer Engineering	379	19	20	348	18.63	18.68
Industrial and Systems Engineering	202	13	16	186.75	13.56	13.77
Mechanical Engineering	339	16	21	313	16.46	19.02
JSNN	44	4	11	38.5	4.00	9.63
JSNN: Nanoengineering	44	4	11	38.5	4.00	9.63
School of Agriculture & Environmental Sciences	1028	43	24	980.5	44.49	22.04
Agribusiness, Applied Economics and Agriscience Educa	174	9	19	156.75	9.00	17.42
Agriculture Extension		2	0		2.00	0.00
Agriculture Research		2	0		2.00	0.00
Animal Science	274	5	55	270	5.39	50.09
Family and Consumer Sciences	444	16	28	422	16.06	26.28
Natural Resources and Environmental Design	136	9	15	131.75	10.04	13.12
School of Business & Economics	1253	70	18	1204.25	70.76	17.02
Accounting and Finance	293	12	24	283	12.25	23.10
Business Education	113	6	19	102.75	6.17	16.65
Economics	104	17	6	96.75	16.75	5.78
Management	483	25	19	467	25.25	18.50
Marketing, Transportation, Supply Chain	260	10	26	254.75	10.34	24.64
School of Education	1241	52	24	1143	57.47	19.89
Curriculum and Instruction	176	18	10	161.75	18.64	8.68
Human Development and Services	323	16	20	278	18.38	15.13
Human Perform and Leisure Studies	649	12	54	638.75	14.27	44.76
Leadership Studies	93	6	16	64.5	6.18	10.44
School of Nursing	226	21	11	218.25	21.48	10.16
Nursing	226	21	11	218.25	21.47997	10.16
School of Technology	825	26	32	756.75	29.78	25.41
Applied Engineering Technology	179	3	60	171.25	3.90	43.91
Computer Systems Technology	311	9	35	284	9.69	29.31
Department of Built Environment	157	9	17	127	10.37	12.25
Graphic Design Technology	178	5	36	174.5	5.82	29.98
Undecided Undergraduate	841			687.25		
Undecided Graduate	55			34.5		
Grand Total	10725	482	22	10052.25	524.60	19.16

Source: NCA&T Office of Institutional Research

Distance Education

Online courses and programs are most often taught by full-time core faculty. Some departments teaching only a few online courses assign these courses to part-time faculty. Where fully online learning programs are offered, a clear majority of classes are taught by core faculty. Information on the characteristics of distance education courses and programs is provided in Table 5.

Table 5: Teaching in Online Course Sections

Teaching in Online Course Sections, Spring-Fall 2014 and Spring 2015							
Departments	# of Distance Course Sections	Core Faculty		Non-Core	% of all NCA&T Online Offerings	Average Class Size	Online Program
		Taught by Tenured, Tenure-Track Faculty	Taught by Full-Time Non-Tenure-Track Faculty	Taught by Part-Time Non-Tenure Track FacultyT			
College of Arts and Sciences							
Biology	3	0.0%	0.0%	100.0%	0.6%	7.1	
Chemistry	5	40.0%	60.0%	0.0%	1.0%	19.8	
English	20	10.0%	90.0%	0.0%	4.0%	21.0	
History	35	22.9%	34.3%	42.9%	7.0%	29.5	
Journalism and Mass Communications	4	100.0%	0.0%	0.0%	0.8%	14.9	
Liberal Studies	31	38.7%	61.3%	0.0%	6.2%	22.5	
Mathematics	5	0.0%	100.0%	0.0%	1.0%	34.9	
Political Science and Criminal Justice	7	0.0%	100.0%	0.0%	1.4%	24.9	
Psychology	18	100.0%	0.0%	0.0%	3.6%	25.0	
Visual and Performing Arts	1	0.0%	100.0%	0.0%	0.2%	50.0	
College of Engineering							
Computer Science	1	100.0%	0.0%	0.0%	0.2%	9.7	
Electrical and Computer Engineering	4	100.0%	0.0%	0.0%	0.8%	0.5	
School of Agriculture and Environmental Science							
Agribusiness, Applied Econ, and Agriscience Education	37	91.9%	8.1%	5.4%	7.4%	7.4	*
Family and Consumer Sciences	26	34.6%	42.3%	23.1%	5.2%	10.3	*
Natural Resources and Environmental Design	4	0.0%	100.0%	0.0%	0.8%	12.0	
School of Business and Economics							
Accounting and Finance	7	85.7%	14.3%	0.0%	1.4%	12.5	
Business Education	33	78.8%	0.0%	21.2%	6.6%	14.7	*
Economics	12	91.7%	8.3%	0.0%	2.4%	15.4	
Management	18	94.4%	5.6%	0.0%	3.6%	15.8	
Marketing, Transportation & Supply Chain	1	100.0%	0.0%	0.0%	0.2%	18.7	
School of Education							
Curriculum and Instruction	104	76.9%	16.3%	6.7%	20.8%	6.8	*
Human Development and Services	1	100.0%	0.0%	0.0%	0.2%	6.0	
Human Performance and Leisure Studies	4	100.0%	0.0%	0.0%	0.8%	7.3	
Leadership Studies	3	66.6%	33.3%	0.0%	0.6%	2.4	*
School of Technology							
Applied Engineering Technology	2	0.0%	0.0%	100.0%	0.4%	5.0	
Built Environment Department	66	21.2%	42.4%	36.4%	13.2%	7.1	*
Computer Systems Technology	36	100.0%	0.0%	0.0%	7.2%	12.7	*
Graphic Communication Systems Department	12	100.0%	0.0%	0.0%	2.4%	6.0	

* indicates a department with an online degree program.

Source: Office of Institutional Research

Because NCA&T's two active off-campus sites are very close to campus, the faculty who teach at those locations are the same faculty who teach on campus. The MS and PhD in Nanoengineering (Joint School of Nanoscience and Nanoengineering – JSNN) are taught *only* on the South Campus of Gateway University Research Park. There, 100% of the faculty are full-time core faculty who teach 100% of the credit hours (see Tables 1, 2, and 4). In the BSN program offered at Cone Health 92% of

the faculty who teach there are full-time core faculty.

As with traditional courses, anyone teaching distance education courses is credentialed through the university's standard credentialing process. In addition, faculty teaching online courses must go through training provided by the Center for Distance Learning.

Student Satisfaction with Instructors

The institution uses two additional resources to determine whether program needs are addressed adequately by faculty. One is student evaluations of faculty on a scale of 1 to 5, with one being "poor" and 5 being "outstanding", at the end of each semester (Table 6). Averages by faculty, department, and schools are reviewed by the Office of Strategic Planning and Institutional Effectiveness.

Table 6: Student Satisfaction with Instructors

Mean Course Evaluation Scores by Department						
College	Department	Fall 2013	Fall 2014	Spring 2014	Fall 2015	Spring 2015
Center for Academic Excellence	Center for Academic Excellence	4.19	4.34	4.30	4.32	4.38
College of Arts and Sciences	Department of Biology	4.11	4.30	4.26	4.33	4.38
	Department of Chemistry	3.78	3.70	3.67	3.77	3.79
	Department of Foreign Languages	4.01	3.80	4.02	3.85	3.99
	Department of Mathematics	4.05	4.06	4.17	3.97	4.15
	Department of Political Science	4.27	4.23	4.27	4.32	4.41
	Department of Psychology	4.29	4.24	4.22	4.19	4.18
	Department of Sociology and Social Work	4.06	4.30	4.34	4.29	4.29
	Department of Energy & Environmental Systems	4.23	4.46	4.49	4.48	4.52
	Department of English	4.39	4.34	4.41	4.33	4.40
	Department of History	4.26	4.26	4.36	4.18	4.24
	Liberal Studies	4.22	4.28	4.32	4.21	4.42
	Department of Journalism and Mass Communication	4.13	4.37	4.28	4.07	4.31
	Department of Physics	3.99	4.00	3.96	3.90	3.90
	Department of Visual and Performing Arts	4.29	4.38	4.45	4.37	4.44
	College of Engineering	Computational Science and Engineering	4.67	4.83	4.48	4.66
Department of Chemical and Bioengineering		4.06	4.10	4.11	4.13	4.05
Department of Civil, Architectural and Environmental Engineering		4.26	4.35	4.46	4.41	4.35
Department of Computer Science		4.25	4.19	4.34	4.33	4.36
Department of Electrical and Computer Engineering		4.09	4.09	4.04	4.02	4.09
Department of Industrial and Systems Engineering		4.36	4.17	4.23	4.28	4.41
Department of Mechanical Engineering		4.17	4.01	4.07	4.08	4.14
Joint School of Nanoscience and Nanoengineering	Joint School of Nanoscience and Nanoengineering	4.27	4.22	4.25	4.37	4.21
School of Agriculture and Environmental Sciences	Department of Agribusiness, Applied Econ & Agri Sci	4.12	4.14	4.38	3.84	4.62
	Department of Animal Sciences	4.32	4.26	4.28	4.18	4.15
	Department of Family and Consumer Sciences	4.10	4.17	4.31	4.25	4.29
	Department of Natural Resources and Environmental Sciences	4.19	3.99	4.62	4.19	4.16
School of Business and Economics	Department of Accounting	4.17	4.08	4.19	3.90	4.14
	Department of Business Education	4.36	4.36	4.50	4.42	4.55
	Department of Economics and Finance	4.13	4.10	3.98	4.30	4.27
	Department of Management	4.22	4.27	4.32	4.30	4.34
	Department of Marketing, Transportation and Supply Management	4.30	4.24	4.49	4.41	4.44
	Department of Curriculum and Instruction	4.26	4.27	4.37	4.49	4.46
School of Education	Department of Human Development and Services	4.34	4.35	4.40	4.41	4.55
	Department of Human Performance and Leisure Studies	4.34	4.37	4.29	4.33	4.36
	Department of Leadership Studies	4.61	4.39	4.39	4.33	4.38
	School of Nursing	4.31	4.35	4.17	4.32	4.20
School of Technology	Department of Applied Engineering Technology	4.16	4.15	4.02	4.34	4.18
	Department of Construction Management/Safety and Health	4.27	4.14	4.40	4.14	4.46
	Department of Electronics, Computer, and Information Systems	4.18	4.27	4.21	4.45	4.45
	Department of Graphic Communication Systems	4.17	4.20	4.16	4.01	4.12

Source: Office of Strategic Planning and Institutional Effectiveness

The second resource is select data from surveys of graduating seniors. The following two graphs from NCA&T's 2014-15 Graduating Senior Survey indicate that

students are "satisfied" or "very satisfied" with their instructors and rate them as "good" or "excellent."

Figure 2: Graduating Senior Survey, Spring 2015

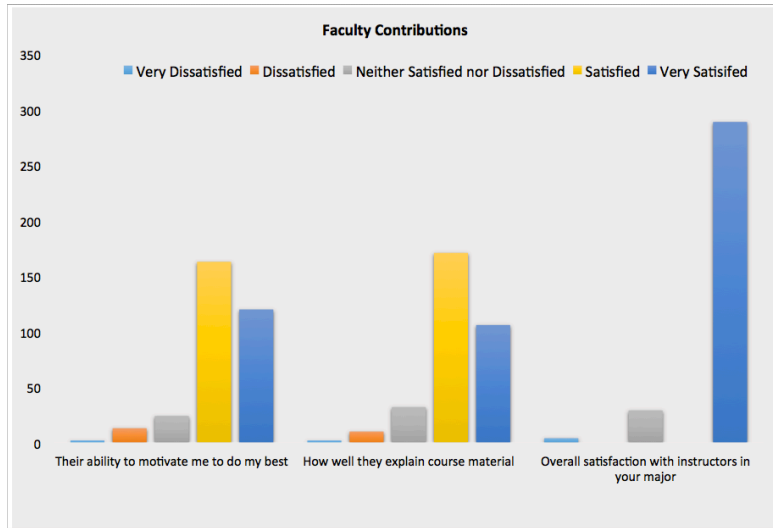
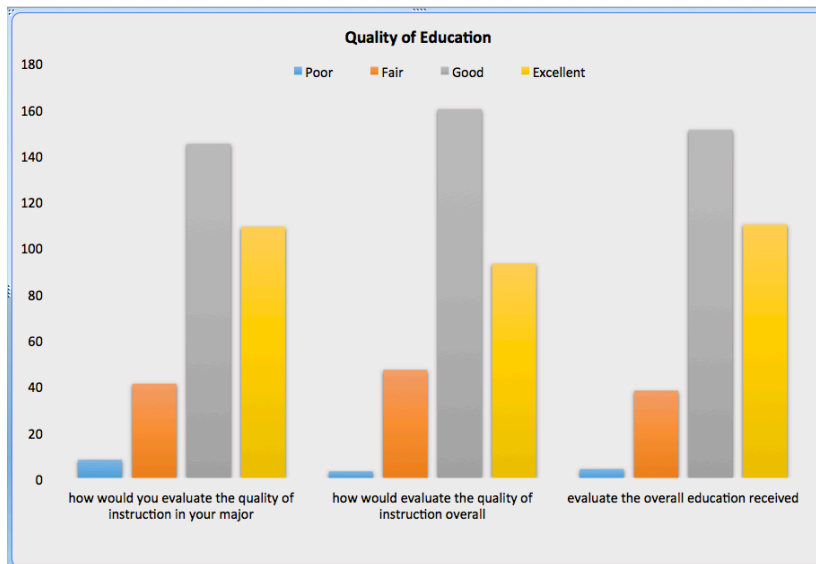


Figure 3: Graduating Senior Survey, Spring 2015



Research and Service Activities

As part of their normal responsibilities in this doctoral research university, NCA&T's roughly 400 tenured and tenure-track faculty are active researchers and contribute to public service. An additional 57 post-doctoral fellows, doctoral research associates, and research faculty and professionals contribute to the university's research capabilities. The university expends \$50-60 million in sponsored programs each year. NCA&T faculty also contribute their expertise to the North Carolina Cooperative Extension Service.

Table 7 provides information on the number of intellectual contributions and service contributions per tenured or tenure-track faculty and by full time faculty for each department in 2014-15. "Intellectual Contributions" include publications, conference presentations, patents and other intellectual property, and research grants. "Service Activities" include professional consultations, non-scholarly publications, and service to professional organizations, community, and university governance.

Table 7 (or click here for table)

Research and Service Activity by Department Faculty, 2014-15														
Departments	Research Contributions						Institutional Service				Intellectual Contributions per Faculty		Service Activities per Faculty	
	Intellectual Contributions	Creative work	Copyright	Patent	Presentations	Contracts & Grants	Committees	Other Service	# of TTFaculty	# of FT Faculty	IC/TTFac	IC/FT Fac	Serv/TTFAc	Serv/FT Fac
Biology	12				17	8	25	3	15	16	2.5	2.3	1.9	1.8
Chemistry	11	1		1	36	7	56	9	12	15	4.7	3.7	5.4	4.3
Energy and Environmental Systems	21				7	6	3		2	2	17.0	17.0	1.5	1.5
English	28	5			11		25	9	16	26	2.8	1.7	2.1	1.3
History	17				18		77	4	13	14	2.7	2.5	6.2	5.8
Journalism and Mass Communications	2	2			2	1	13		8	12	0.9	0.6	1.6	1.1
Liberal Studies	9	1			6		9	1	6	9	2.7	1.8	1.7	1.1
Mathematics	24				12	4	50	17	24	30	1.7	1.3	2.8	2.2
Physics	23				6	13	11	1	10	11	4.2	3.8	1.2	1.1
Political Science and Criminal Justice	1				2		11	2	3	4	1.0	0.8	4.3	3.3
Psychology	3				1	1	8		7	8	0.7	0.6	1.1	1.0
Sociology and Social Work	13				8	1	29	1	14	15	1.6	1.5	2.1	2.0
Visual and Performing Arts	1	23			2		11	19	11	17	2.4	1.5	2.7	1.8
Chemical, Biological and Bio Engineering	41			1	25	11	4		12	11	6.5	7.1	0.3	0.4
Civil, Architectural, Agricultural and Environmental Engineering	15			3	7	12	8	10	11	12	3.4	3.1	1.6	1.5
Computational Science and Engineering	5				4	6			4	4	3.8	3.8	0.0	0.0
Computer Science	45				27	11	24	4	10	13	8.3	6.4	2.8	2.2
Electrical and Computer Engineering	64			2	11	21	9	6	16	18	6.1	5.4	0.9	0.8
Industrial and Systems Engineering	35			3	20	17	14	2	14	16	5.4	4.7	1.1	1.0
Mechanical Engineering	38				11	10	4		16	17	3.7	3.5	0.3	0.2
Nanoengineering	39		4		24	16	16		4	4	20.8	20.8	4.0	4.0
Agribusiness, Applied Econ, and Agriscience Education	5				10	6	11	5	11	11	1.9	1.9	1.5	1.5
Animal Science	12				6	2	18	2	5	8	4.0	2.5	4.0	2.5
Family and Consumer Sciences	6				24	3	11		16	16	2.1	2.1	0.7	0.7
Natural Resources and Environmental Design	25				19	15	43	5	11	13	5.4	4.5	4.4	3.7
Accounting and Finance	7				12		5		15	17	0.5	0.5	0.3	0.3
Business Education	5				12	2	16		5	6	3.8	3.2	3.2	2.7
Economics	15				10	4	14		14	14	2.1	2.1	1.0	1.0
Management	36				9	1	23	2	25	27	1.8	1.7	1.0	0.9
Marketing, Transportation & Supply Chain	14				7	2	21	2	8	9	2.9	2.6	2.9	2.6
Curriculum and Instruction	12		1		17	4	37	11	17	18	2.0	1.9	2.8	2.7
Human Development and Services	14				9	6	20		16	16	1.8	1.8	1.3	1.3
Human Performance and Leisure Studies	8				4	3	8		12	12	1.3	1.3	0.7	0.7
Leadership Studies	4				6		10		6	6	1.7	1.7	1.7	1.7
Nursing	5					2	28	1	7	18	1.0	0.4	4.1	1.6
Applied Engineering Technology	7			1	2	5	7		5	6	3.0	2.5	1.4	1.2
Built Environment Department	10				3		17	10	9	11	1.4	1.2	3.0	2.5
Computer Systems Technology	27	1			4	10	23	2	9	9	4.7	4.7	2.8	2.8
Graphic Communication Systems Department	1						8		6	6	0.2	0.2	1.3	1.3

Source: Office of Strategic Planning and Institutional Effectiveness (Digital Measures)

Core Requirement 2.10 -- Student Support Services

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

Compliant Non-Compliant

Narrative:

North Carolina Agricultural and Technical State University is in compliance with the requirements of Core Requirement 2.10 as a result of its unified approach to student growth and development both inside and outside the classroom. Since its inception in 1890, the university has consistently expected integrity and excellence from all students, resulting in accomplished and committed alumni. This expectation springs from our mission, which, in turn, is fleshed out through the six goals of A&T Preeminence 2020: Embracing Our Past, Creating Our Future. Through these goals, the learner-centered community at NCA&T strives to realize its vision to be recognized as a preeminent land-grant university and the institution of choice for high-achieving students inspired by outstanding teaching and learning, civic engagement, transformative research, and creative scholarship to solve societal challenges.

Preeminence 2020 sets the long-term strategic course for the university. Key strategies focused specifically on student learning and development are listed below.

Goal 1. Create an intellectual climate that encourages the creative exchange of ideas and increases the quality of the professional environment.

- Instill a passion for academic excellence and lifelong learning by creating a learning-centered environment with dynamic intellectual exchange.
- Enhance the student experience through faculty-student interaction, distinctive co-curricular activities, engaging undergraduates in research activities, and expanding high quality living-learning communities through the use of effective instructional technologies.
- Create a stimulating, discovery-driven academic environment that provides financial support to attract graduate students who are competitive at leading research institutions.
- Maintain an environment that upholds ethical values, honor, respect and integrity.
- Recruit and retain gifted students by providing an academically challenging environment.

- Enhance intellectual environment through creative use of physical and virtual space.

Goal 2. Commit to excellence in teaching, research, public service and engagement.

- Enhance faculty use of systems to effectively monitor student progress and facilitate early interventions to improve academic excellence.
- Strengthen the educational impact of international opportunities and experiences for university students, faculty and staff.

Goal 3. Position the university to be a national, premier research-intensive, doctoral, science and technology-focused learning institution.

- Expand the breadth of faculty and student involvement in funded research.
- Promote a vigorous STEM-oriented academic environment and increase the number of students entering STEM careers.
- Strengthen the capacity and quality of STEM-oriented graduate/professional degree programs and the number of overall graduate student enrollment.

Goal 4. Embrace an entrepreneurial spirit that intentionally engages university and community partners to expand economic development and civic engagement.

- Encourage support and recognize the high-quality, interdisciplinary entrepreneurial endeavors of students, faculty, staff and administrators.

Goal 5. Foster a more diverse and inclusive campus community by promoting cultural awareness, collegiality, and by cultivating respect for diverse people and cultures.

- Graduate our students with global credentials through experiences abroad, international studies, and domestic and international internships.

Goal 6. Achieve excellence in academic and operational effectiveness and efficiency.

- Develop and implement transparent and consistent policies to enhance the recruitment, retention, and graduation of students.
- Enact processes to create an environment that is accessible and welcoming to students, staff, faculty, retirees, alumni and the greater community.

Within the framework of Preeminence 2020, the University released a new positioning statement "AGGIES DO!" as a call to action in 2012. This statement shapes the student experience:

We are proud. Our history is rich with achievement and tradition. Our university is a place where the dynamic and visionary challenge the status quo. We share a vision of preeminence; using our minds, our research and our passion, we engage

the community and create positive, lasting global change. We are better than yesterday, but never as good as tomorrow. Because our excellence has no boundaries—and because that’s what AGGIES DO!

NCA&T Learner-Centered Community

NCA&T serves more than 9,000 undergraduate and 1,500 graduate students, of which one third live on campus. About three quarters are African-American, and a similar amount are residents of North Carolina. The most popular majors are Sport Management, Psychology, Criminal Justice, and Biology.

Given NCA&T's mission, aspirations, and the character of our student body, the University seeks to provide student services that help address the needs of traditional undergraduates and adult graduate students who are looking for career- and leadership-oriented programming as well as opportunities for such areas as civic engagement, research, interaction with nontraditional students, STEM preparation, global experiences, entrepreneurship, plus all the typical things a largely undergraduate university needs to provide: residence halls, advising, arts, athletics, and so on.

Organization of Student Services

A comprehensive, connected, and well-planned set of student support services that address student learning and development are delivered through units managed primarily under two vice chancellors: Vice Chancellor for Student Affairs, and Provost and Vice Chancellor for Academic Affairs. Additional student support services are delivered through the Vice Chancellor for Business and Finance (Campus Enterprises and University Police); Vice Chancellor for Research and Economic Development (Undergraduate Research Programs); Associate Vice Provost for Enrollment Management (Transfer Articulation and Financial Aid); Director of Athletics (Athletics); and Vice Chancellor for Information Technology (Information Technology Services and Distance Education). The annual Strategic Priorities of the university and Preeminence 2020 are the basis for the mission, strategic plan, operational objectives, measurable outcomes, and performance indicators of each unit that addresses student learning and development.

Table 1. Organization of Student Services

Student Affairs	Academic Affairs
A&T Blue and Gold Marching Band	Center for Academic Excellence
Administration	Honors Program
Campus Recreation	International Affairs
Career Services	New Student Programs
Clubs and Organizations	Distance Education
Counseling Center	General Education
Graduate Student Council	Graduate School
Greek Life/Pan-Hellenic Council	
Housing and Residence Life	
Intramural Sports	
Judicial Affairs	
Memorial Student Union	

Multicultural Affairs	
Student Activities	
Student Government Association	
Student Health Center	
Student Support Services	
Student Union Activities Board	
Technology	
TRiO Programs	
University Events Center	
Upward Bound Program	
Veterans Affairs / Disability Services	

Assessment of Student Services

NCA&T relies in part on student surveys to monitor the adequacy of its student support services in general. National surveys, including the Cooperative Institutional Research Program (CIRP) and National Survey of Student Engagement (NSSE), provide institutional as well as benchmark data. The Office of Institutional Research surveys sophomores every 2 years and graduating seniors every semester. In addition, all student services units listed in Table 1 above participate in an annual, systematic, outcomes-based self-assessment in the institutional assessment platform (Taskstream). Through this process, unit outcomes are mapped to Preeminence 2020 goals as well as the institution's Strategic Priorities. Results of assessment are used to ensure that the university is providing appropriate and effective student services.

Working together, the units listed in Table 1 address themes and needs that emerged from Preeminence 2020 such as the following.

Student Success and Achievement

NCA&T works to ensure student success while students are on campus and after they leave for their professional careers. TRIO Student Support Services aids student success helping eligible students perform at their highest level; increasing retention and graduation rates for first-generation, low income and disabled students; and improving financial and economic literacy for students pursuing graduate or professional programs.

Counseling Services (accredited by the International Association of Counseling Services) offers aids to help NCA&T students address challenges and difficulties that they may encounter. Those include individual and group counseling, outreach and consultation, training and supervision, teaching, psychological testing, and research. The mission of the Office of Career Services (OCS) is to provide centralized, comprehensive and progressive interdisciplinary programs, services and resources to prepare students to develop personally and professionally to meet the needs of a global society. Upward Bound promotes college enrollment among students from low-income families and first generation college backgrounds.

Civic Engagement

NCA&T seeks to provide opportunities for civic engagement for its students. As part of the

Office of Student Development, Civic and Service Education (CASE) works to foster a just and humane society via community service and engagement. The objective of CASE is to introduce an infrastructure for campus-based community service through service-learning programs and involvement in the local community. Fraternities and sororities offer another way to avenue of service by giving students the occasion to volunteer for actives both on campus and in the larger Piedmont Triad community.

The University also encourages participation in multiple levels of government through student-led government and by enabling involvement in political activities such as elections. Student publications spread awareness of these activities and provide opportunities for students to engage with current issues.

NCA&T connects with student segments that go beyond the traditional, undergraduate, on-site audience. Distance education offers classes and resources online to students unable to come to campus. Services include online admissions, advising, billing, financial aid, bookstore access, and graduation applications. Many graduate programs are available online. (Distance Ed Student Support Services doc) The Multicultural Student Center supports individual expression of all multicultural groups while promoting collective experiences within the A&T community.

The Office of Veteran and Disability Support Services offers support to two important groups on campus. The office certifies eligible veterans and defendants for education benefits and serves as the liaison between the Department of Veterans Affairs and the student. The office also identifies and arranges academic accommodations (and other programs, services and activities) for students with documented disabilities.

STEM Preparation and Capacity

As a university with "technology" in its name, NCA&T places a strong emphasis on science, technology, engineering and math. The STEM Living Learning Community is composed of undergraduates enrolled in STEM majors. Its goals are to help students achieve academic and personal success while fostering university and STEM retention and to support the expansion of the nation's STEM workforce by equipping graduates to assume positions in industry, the academy and beyond. An NCA&T professor of mechanical engineering was chosen to attend a STEM Gender Summit 7 in Berlin, Germany.

NCA&T also received funding from the National Nuclear Security Administration in 2012 to help build a STEM pipeline between the Department of Energy and NCA&T. In 2013, NCA&T hosted the fifth annual Urban Education Institute, with the theme of "Addressing the 21st Century Imperative: Improving STEM Success in Communities of Color." NCA&T's STEM Early College, with 150 students in grades 9-11, was named a STEM School of Distinction in 2015, one of only 13 schools in the nation to receive that honor.

Health and Wellness

NCA&T considers health and wellness is crucial to student success. As part of this focus, the University opened a new \$10-million Student Health Center in 2015. The center is committed to providing the highest quality primary health care, and psychiatric, health

education, pharmacy, counseling, and health and wellness education through trust-based, caring, accessible, and affordable services. All activities and programs assure a non-judgmental environment with sensitivity to all individuals including those with disabilities and those representing diverse cultural, racial and religious groups.

The mission of Campus Recreation is to provide a broad and diversified program of sports and activities that meet the needs and interests of the entire campus community. In addition, Intramural Sports is a very popular program on campus, which provides an environment for students to stay active and healthy while meeting new people in a fun and refreshing atmosphere.

Counseling Services, part of the Division of Student Affairs, offers a variety of services to help students address challenges and difficulties they may face during their college years. Services are designed to help students understand themselves better, create and maintain healthy relationships, improve academic performance, and make satisfying career and life choices.

Co-curricular Activities

The Office of Student Development provides and partners with the University and neighboring community to create co-curricular learning opportunities that enhance undergraduate and graduate degree programs. Those programs are enhanced by activities that extend beyond the classroom in areas such as workshops, cultural events, professional development, travel, leadership development, community engagement and service learning.

The Student Union Activities Board is the organization at the center of NCA&T's social activities, and is designed to enhance the social, moral, cultural, intellectual and political life of each student. The University Event Center is another centralized operation that acts as a clearinghouse for all campus events and activities to be scheduled, planned, coordinated and executed. The unit manages institutional resources to support campus events and aid the quality of program to foster student learning and development.

The Office of New Student Programs ensures that students are quickly immersed into the intellectual and social culture of the institution through orientation and Welcome Week activities. All new undergraduate students participate in 'Welcome Week' activities that provide opportunities for students to meet a variety of Aggie members as well as to understand the academic experience. The office also provides opportunities for families and parents to engage with the institution through programs such as Parent Orientation and 'Aggie Family Weekend.'

Global Experiences

NCA&T strives to meet—and help students meet—the challenges of an ever-changing global society. International experiences for students contribute to this effort. As part of the University's Globalization Initiative, the Office of International Affairs offers study abroad and exchange programs; on-campus workshops, lectures and cultural events; participates in the Global Studies Certificate Program; and hosts international visitors.

One example of a student's international experience is a 10-day trip to Japan as part of the Scripps Howard Foundation's national reporting competition in 2015. The NCA&T student was one of nine winners chosen to tour Osaka, Kyoto, Kobe and Tokyo.

The Multicultural Student Center supports individual expression of all multicultural groups on campus while promoting collective experiences within the A&T community. It supports the University mission to protect, educate and inform the community that North Carolina A&T State University does not discriminate based on—ethnicity, race, country of origin, sexual orientation, gender, physical ability or religion.

Entrepreneurship

Entrepreneurs are the engines of the new economy, and NCA&T gives those self-starters a place to flourish. The Center for Entrepreneurship and Innovation (CEI) supports academic (degrees, minors, certificates, scholarships) and experiential programs (GFS Business Idea Competition, Food Entrepreneurship Challenge and the Entrepreneurship Club). The CEI also supports the Entrepreneurial Internship Program (symposiums, competitions, lectures) and the Aggie Startup Lab (a shared facility). Aggie Entrepreneurs are even starting businesses while they're in college, and the Entrepreneurship Counseling Clinic provides advice and counseling to current and aspiring Aggie Entrepreneurs.

Diversity of Thought and Experience

NCA&T strives to provide an all-inclusive and welcoming culture that values diversity and fosters tolerance and mutual respect among members of the campus community. The University values safety, diversity, education, and equity. There shall be no unlawful discrimination at North Carolina A&T State University against any person on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, genetic information, or veteran status.

The Multicultural Student Center supports individual expression of all multicultural groups on campus while promoting collective experiences within the A&T community. It supports the University mission to protect, educate and inform the community that North Carolina A&T State University does not discriminate based on—ethnicity, race, country of origin, sexual orientation, gender, physical ability or religion.

The focus on diversity is also apparent academically. The percentage of undergraduate female engineering students at NCA&T is almost twice that of the average percentage of undergraduate female engineering students in colleges and universities throughout the nation. The campus chapter of the Society of Women Engineers has grown exponentially in the past few years and this strong chapter is involved in a wide variety of exciting and challenging activities.

Transfer Student Services

NCA&T welcomes students who have begun their college careers at another institution. The Office of Transfer Articulation (part of the Office of Enrollment Management) provides online resources for both undergraduates and graduates seeking to transfer to NCA&T. Transfer credits are accepted from regionally accredited colleges and universities.

The University of North Carolina System and the North Carolina Community College System have designed the North Carolina Comprehensive Articulation Agreement (CAA). The CAA is a statewide agreement governing the transfer of credits between NC community colleges and NC public universities to facilitate the transfer of courses to most four-year colleges and universities in North Carolina.

Advising

Academic Advising at NCA&T fosters and encourages intellectual and personal development, academic success, and lifelong learning. It builds relationships that help students plan their educational careers and get the most from their education. Through this collaborative educational process, students and advisors partner in planning academic, personal, and career goals.

Advisors help students by discussing fields of study, answering questions about major requirements, reviewing coursework for possible majors, discussing academic progress, sharing academic opportunities and suggesting academic enrichment options.

Residence Life

Housing and Residence Life (HRL) challenges residents to fulfill their educational goals and ambitions through quality education, social, and cultural programs that promote community within residence halls. HRL provides student employment and living-learning opportunities that allow them to build professional skills, embrace diversity, and develop lifelong relationships.

A staff team manages each residence hall: a hall director, a graduate hall director (for graduate students), and resident assistants (for undergraduates). Each floor of a residence hall has at least one RA who lives on a floor with students and is available to assist with emergencies. Residence hall staff and students host special recreational, social, safety, cultural, and educational programs. These positive programs enhance the quality of on-campus living and group interaction experiences.

Leadership Development and Self-Governance

Learning to both lead and follow are critical life skills in becoming an effective member of society. The Student Government Association (SGA) provides opportunities for students to develop leadership skills and to serve the broader University community. Through the structures provided by the university and subject to policies established by the responsible boards and officials of the university, students assist the faculty and administrative officers in the development of programs and policies in matters affecting academic question, student discipline (through the Student Conduct Council and the Student Supreme Court) and the general welfare of the A&T Community. Students also serve on many standing committees including, New Student Orientation, Food Service, Bookstore Advisory, Commencement, and Homecoming.

The annual GALA awards, sponsored by the Office of Student Activities, provide a unified campus recognition of individuals and groups for demonstrating excellence in leadership, scholarship, and service. Students also serve as staff in each residence hall, as graduate

hall directors (for graduate students) and resident assistants (for undergraduates). Each floor of a residence hall has at least one RA who lives on a floor with students and is available to assist with emergencies. Residence hall staff and students host special recreational, social, safety, cultural, and educational programs. These positive programs enhance the quality of on-campus living and group interaction experiences.

Termed the 'Big Six' the top six leadership groups on campus are Student Government Association (SGA), Graduate Student Advisory Council (GSAC), Panhellenic Council, Residence Hall Association (RHA), Student Union Activities Board (SUAB), and Council of Presidents (COP).

Career Development

The Office of Career Services (OCS) provides an array of inter-disciplinary programs, services and resources to prepare A&T students for the achievement of successful career, personal, and professional development. Services are available to students enrolled in full-time programs leading towards a degree and graduates of the institution. OCS partners with employers, the community, alumni, students, and the schools/colleges to assist with the delivery of services supported by technology and the most current industry information.

Services at OCS are tailored to reach diverse groups of learners and services are provided throughout campus, in classrooms, residence halls, online, weekends, evenings, and distance methods (phone, email, webinars, and Skype sessions). This makes access convenient for non-traditional learners as well.

Arts

NCA&T has a rich and varied heritage in the arts. With a Top five national rank in Broadway Black, the North Carolina A&T Theatre Arts program organizes Theatre Arts Performance events throughout the year at the Paul Robeson Theatre. The Blue and Gold Marching Machine (BGMM) is the official marching band of the institution with a long history of recognition and success at regional, state and national levels. The BGMM has played in the 'Honda Battle of the Bands' for three consecutive years since 2013 and in the Macy's Thanksgiving Parade. The Fellowship Gospel Choir offers extracurricular opportunities for students, and the University Choir includes academic credit. The E.Gwynn Dancers of NCA&T perform a variety of dance styles including jazz, modern, tap, ballet, Haitian and African. The Lyceum Series brings world-class programs that offer a rich world view of arts and humanities to students.

Ethics, Responsibility, and Integrity

Following standards of behavior is an essential component of a college education. NCA&T seeks to impart this understanding through a variety of means. The Office of the Dean of Students seeks to promote ethical conduct and responsible student behavior by educating the student on expected standards of behavior. Its goals include educating students about standards of behavior (e.g. through the Student Handbook), helping students accept responsibility for their behavior, and providing training about conduct regulations, and conflict management.

The Student Activities and Campus Involvement Office serves as a catalyst to engage and involve students by

- providing advising, training and mentoring to student leaders and advisors
- inspiring students to become active members of the campus and community;
- creating programs that foster interactions among the members of the University community; and
- engaging student leaders to discover new knowledge that will enable them to critically evaluate evidence, make informed judgments, balance multiple perspectives and act with integrity.

DISTANCE LEARNERS AND STUDENT SERVICES

The institution makes a concerted effort to offer a range of services to distance students including access to library services, laboratories and facilities, advising and academic support services. Information related to services and programs is posted online and updated frequently. A complete list of student support services offered exclusively to students taking ONLY distance courses is attached here. The application of the policy is evident in the thorough list of customized student services for distance students.

3.2.8 Qualified administrative and academic officers

The institution has qualified administrative and academic officers with the experience and competence to lead the institution. **(Comprehensive Standard 3.2.8)**

Compliant Non-Compliant

Narrative:

North Carolina A&T State University is in compliance with this standard as demonstrated by the preparation and experience of its leadership; all have terminal degrees in their disciplines and significant prior experience that has prepared them for the work of leading the institution. Compliance with this standard is maintained through rigorous hiring practices and regular evaluation practices.

Dr. Harold Lee Martin Sr. was elected the 12th chancellor of North Carolina Agricultural and Technical State University and assumed his position on June 8, 2009. Before becoming chancellor at NCA&T, Dr. Martin served as the senior vice president for academic affairs for the UNC system, assuming the post in July of 2006. In this role, he led the development and implementation of the system's academic mission, including teaching, research, international programs and student affairs. Prior to joining UNC General Administration, Dr. Martin was the 11th chief administrator and the seventh chancellor of Winston-Salem State University from January 2000 to July 2006.

Under Dr. Martin's leadership, three interrelated teams administer programs and services offered by NCA&T: Chancellor's Cabinet, Provost's Leadership Team, and Deans' Council. University policy on administrative organization provides additional information about their responsibilities. The organizational charts for the Chancellor's Cabinet and for Academic Affairs show the reporting structure for the university's senior administrative and academic officers.

Below, Tables 1-3 list current members of these three teams and summarizes their responsibilities and qualifications. CVs for the administrative leaders listed can be viewed by clicking on the name of the individual.

Table 1: Chancellor's Cabinet				
Name	Title	Responsibilities	Educational Qualifications	Professional Experience
Harold L. Martin	Chancellor	Responsible for leadership of the academic institution and oversight of all academic and administrative divisions.	Ph.D., Electrical Engineering, Virginia Polytechnic Institute and State University	Senior Vice President for Academic Affairs, University of North Carolina System, Chancellor, Winston Salem State University; Vice Chancellor Academic Affairs, NCA&T
Joseph B. Whitehead	Provost and Vice Chancellor for Academic Affairs	Chief academic officer of the institution. Responsible for academic programs, faculty, and enrollment management at undergraduate and graduate levels.	Ph.D. Physics, Kent State University	Dean, College of Science and Technology, University of Southern Mississippi; Associate Dean, College of Science and Technology, Southern Mississippi University
Melody C. Pierce	Vice Chancellor for Student Affairs	Responsibilities include the planning and implementation, leadership, coordination and budgetary supervision for twenty eight units within the Division of Student Affairs:	Ph.D., College and University Administration, Michigan State University, May 1985	Vice Chancellor for Student Affairs & Enrollment Services, Winston Salem State University; Vice Chancellor for Student Affairs, Southern University at New Orleans; Vice President for Student Affairs, Albany State University;
Barry L. Burks	Vice Chancellor for Research and Economic Development	Responsible for leading the administration of sponsored research projects.	PhD Experimental Nuclear Physics, University of North Carolina at Chapel Hill	Associate Director, Charlotte Research Institute, UNC Charlotte; President and CEO, TPG Applied Technology; Group Leader and Program Manager, Oak Ridge National Laboratory

Table 1: Chancellor's Cabinet				
Name	Title	Responsibilities	Educational Qualifications	Professional Experience
Ericka M Smith	Interim Vice Chancellor for Human Resources	Responsible for all aspects of human resources administration and daily operations.	PhD, Conflict Analysis and Resolution, Nova Southeastern University	Assistant Vice Chancellor for Human Resources, North Carolina A&T State University; UHR Director, Academic Division, The George Washington University;
Kenneth E. Sigmon, Jr.	Vice Chancellor for University Advancement	Providing leadership to the university's advancement program, alumni relations programming, fundraising initiatives, and constituent relations and stewardship of resources. Serves as the Executive Director of the North Carolina A&T University Foundation.	Masters, Business Administration, The Citadel	Vice President of Development, The Oklahoma State University Foundation; Associate Vice Chancellor for University Development, North Carolina State University; Executive Director, The North Carolina Textile Foundation; Deputy Executive Director & Chief Operating Officer, The Citadel Foundation; Director, Alumni Annual Fund & Donor Relations, The Citadel Development Foundation
Darryl D. McGraw	Vice Chancellor for Information Technology Services/CIO	Responsible for providing overall leadership, vision, strategic management, and accountability for university-wide information technology services (instructional, research, student life, and administrative computing).	Ed.D. Adult and Community College Education, North Carolina State University	Vice President for Information Technology, Wake Technical Community College, Dean, Wake Technical Community College RTP Campus, Vice President for Instructional Development and Technology, North Carolina Community College System.

Table 1: Chancellor's Cabinet

Name	Title	Responsibilities	Educational Qualifications	Professional Experience
Charles Waldrup	General Counsel	Responsible for providing timely and accurate legal advice and information to the university's Board of Trustees, administrators, faculty, and staff. The general counsel advises on a wide range of topics, and advises substantially in areas of law related to personnel, student affairs, and public records, and works with administrators in policy development.	J.D., Ph.D., History, University of North Carolina - Chapel Hill	Associate Vice President for Legal Affairs, University of North Carolina (UNC) System General Administration, Senior AG Attorney, North Carolina Attorney General's Office
Earl M. Hilton III	Director of Intercollegiate Athletics	Responsible for administration of NCAA Division I intercollegiate athletics program which sponsors 16 varsity sports for more than 300 student-athletes.	JD, Texas Tech University	Assistant Vice Chancellor Student Affairs - North Carolina A&T State University; Associate Director of Athletics - North Carolina A&T State University; Assistant Director of Athletics - Buffalo State College.
Robert Pompey, Jr.	Vice Chancellor for Business and Finance	Chief financial officer of the institution.	M.B.A., Wake Forest University C.P.A., State of North Carolina	Associate Controller-Reynolda Campus, Senior Audit Manager
Nicole Pride	Chief of Staff	Principal liaison and adviser to the Chancellor; provide strategic and operational support for internal and external constituencies.	M.A. Seton Hall University	Associate Vice-Chancellor for University Relations, Interim Vice Chancellor, University Advancement

Table 2. Provost's Leadership Team

Name	Title	Responsibilities	Educational Qualifications	Professional Experience
Sanjiv Sarin	Dean, Graduate School and Vice Provost for Research, Graduate Programs and Extended Learning	Monitor and improve the quality and productivity of graduate programs, coordinate development of new graduate programs.	Ph.D., Industrial Engineering, State University of New York	Associate Dean, College of Engineering; Interim Director, Computational Science and Engineering; Interim Chair, Department of Bioengineering; Professor, Industrial and Systems Engineering
Gregory S. Jenkins	Vice Provost for Academic Affairs and Undergraduate Programs	Provide leadership and direct oversight to the Center for Academic Excellence, the Aggie Impact Scholars Summer Bridge Program and Academy for Teaching and Learning.	Ph.D., Cancer Biology, Wake Forest University	Assistant Vice Chancellor for Institutional Research, NC A&T, Associate Academic Officer, UNC School of the Arts, Interim Chief Academic Officer, UNC School of the Arts, Associate Vice President for Institutional Research and Analysis, UNCGA

Table 2. Provost's Leadership Team

Name	Title	Responsibilities	Educational Qualifications	Professional Experience
Erin Hill Hart	Associate Vice-Provost for Enrollment Management	Responsible for developing an comprehensive enrollment management plan that fosters an integrative recruitment and admission effort	M.S. in Higher Education Administration, Appalachian State University	Assistant Vice President for Enrollment Management at Delaware State University, Special Assistant to the President for Administrative Affairs, Executive Director of Admissions
Kim T. Chavis	Director, Title III	Responsible for planning, implementing and directing the Title III Historically Black Colleges and Universities (HBCU), Historically Black Graduate Institutions (HBGI) and Student Aid and Fiscal Responsibility Act (SAFRA)	Ph.D. English, Louisiana State University	Title III Program Director, Director, the Academy of Assessment Learning and Outcomes, Southern University & A&M College, Baton Rouge, LA

Table 2. Provost's Leadership Team				
Name	Title	Responsibilities	Educational Qualifications	Professional Experience
Bill Zhang	Assistant Vice Chancellor of Institutional Research	Responsible for reporting official data /information concerning students, faculty, staff, physical and fiscal affairs.	Ph.D. Higher Education Administration, University of Texas at Austin	Director of Institutional Research, Director of Institutional Research & Assessment, Director of Institutional Research and Planning, University of South Dakota
Muktha B. Jost	Vice Provost for Strategic Planning and Institutional Effectiveness and SACSCOC Liaison (Interim)	Responsible for strategic planning and strategic priorities reporting; institutional assessment of all degree programs; accreditation and program review	Ph.D. Instructional Technology, Iowa State University	Director of Institutional Assessment; Interim Director of Planning, Assessment, and Digital Learning; Professor, Instructional Technology
Sharon Neal	Director, EPA Salary and Budget Administration	Serve as the principal manager, advisor, and resource person for the Offices of the Provost and Vice Provost for Academic Affairs and the Division of Academic Affairs on budget matters relating to employees who are exempt from the state personnel act (EPA).	Ph.D. Leadership Studies, North Carolina A&T State University	EPA Salary Administrator, Administrative Support Personnel/Processing Assistant, North Carolina A&T State University

Table 3. Deans' Council				
Name	Title	Responsibilities	Educational Qualifications	Professional Experience
Goldie Byrd	Dean, College of Arts and Sciences	Responsible for the Academic, Research and Extension budgets, oversee academic programing, faculty development and faculty promotion and tenure, represent the School to external and internal clients, advocate for the school, participate in development activities.	Ph.D. Microbial Genetics, Meharry Medical College	Chair, Department of Biology, NCA&T, North Carolina Board of Science and Technology, Peace College Board of Trustees.
Robin N. Coger	Dean, College of Engineering	Responsible for the Academic, Research and Extension budgets, oversee academic programing, faculty development and faculty promotion and tenure, represent the School to external and internal clients, advocate for the school, participate in development activities.	Ph.D. Mechanical Engineering, University of California, Berkeley	Director of the Center for Biomedical Engineering Systems, Professor, Department of Mechanical Engineering, UNC-Charlotte. Chair, Department of Mechanical Engineering, UNC-Charlotte

Table 3. Deans' Council				
Name	Title	Responsibilities	Educational Qualifications	Professional Experience
Shirley Hymon-Parker	Dean of the School of Agriculture and Environmental Sciences (Interim)	Responsible for the Academic, Research and Extension budgets, oversee academic programing, faculty development and faculty promotion and tenure, represent the School to external and internal clients, advocate for the school, participate in development activities.	Ph.D. Education Policy, Planning, and Administration, University of Maryland	Associate Dean for Research- School of Agriculture & Environmental Sciences, North Carolina A&T State University; Associate Research Director - 1890 Programs & Professor & Chair Department of Human Ecology, University of Maryland Eastern Shore, Princess Anne, MD.
Beryl C. McEwen	Dean, School of Business and Economics	Manage all the academic and administrative activities of the School, including preparation for accreditation, curricula and programs, and staffing.	PhD in Business Education, Southern Illinois University, Carbondale, IL	Vice Provost for Strategic Planning and Institutional Effectiveness and SACSCOC Liaison; Associate Dean, School of Business and Economics; Chair, Department of Business Education, North Carolina A&T SU.

Table 3. Deans' Council				
Name	Title	Responsibilities	Educational Qualifications	Professional Experience
Anthony Graham	Dean, School of Education (Interim)	Responsible for the Academic, Research and Extension budgets, oversee academic programing, faculty development and faculty promotion and tenure, represent the School to external and internal clients, advocate for the school, participate in development activities.	Ph.D., Curriculum and Teaching, University of North Carolina at Greensboro	Chairperson, Department of Curriculum and Instruction, January 2011 to December 2014; Interim Chairperson, Department of Curriculum and Instruction, July 2010 to December 2010, North Carolina A&T State University
James G. Ryan	Founding Dean, Joint School of Nanoscience and Nanoengineering	Responsibilities include academic and administrative leadership of JSNN as well as the development of strategic partnerships with industry and government organizations.	Ph.D. Chemistry, Rensselaer Polytechnic Institute	Associate VP Technology and Professor College of Nanoscale Science and Engineering of The University at Albany - SUNY 2005 - 2008, Managerial and Technical R & D positions at IBM 1979 - 2005 R&D Technical and Management positions

Table 3. Deans' Council				
Name	Title	Responsibilities	Educational Qualifications	Professional Experience
Vicki Coleman	Dean, Library Services	Responsible for the academic and administrative leadership of F.D. Bluford Library.	MILS, Master of Information of Library and Studies, University of Michigan	Associate University Librarian/Associate Dean Arizona State University, Hayden Library, Tempe, AZ; Director, Clemons Library University of Virginia, Clemons Library, Charlottesville, VA; Head, Spahr Engineering Library University of Kansas, Spahr Library, Lawrence, KS;
Terry Ward	Dean, School of Nursing (Interim)	Responsible for the Academic, Research and Extension budgets, oversee academic programing, faculty development and faculty promotion and tenure, represent the School to external and internal clients, advocate for the school, participate in development activities.	Ph.D. Nursing, University of North Carolina - Greensboro	Associate Dean of Academic Affairs, Assistant Professor, Curriculum Coordinator - Watts School of Nursing

Table 3. Deans' Council				
Name	Title	Responsibilities	Educational Qualifications	Professional Experience
Benjamin O. Uwakweh	Dean, School of Technology	Responsible for the Academic, Research and Extension budgets, oversee academic programing, faculty development and faculty promotion and tenure, represent the School to external and internal clients, advocate for the school, participate in development activities.	Ph.D. Civil Engineering, University of Michigan	Professor and Dean, School of Technology, Associate Professor and Head , Department of Construction Science, University of Cincinnati, Ohio
Sanjiv Sarin	Dean, Graduate School and Vice Provost for Research, Graduate Programs and Extended Learning	Monitor and improve the quality and productivity of graduate programs, coordinate development of new graduate programs.	Ph.D., Industrial Engineering, State University of New York	Associate Dean, College of Engineering; Interim Director, Computational Science and Engineering; Interim Chair, Department of Bioengineering; Professor, Industrial and Systems Engineering; North Carolina A&T SU.

Distance education falls under the direction of the Provost and Vice Chancellor of Academic Affairs. Distance education is housed in the Instructional Technology Services and Distance Education unit which is managed by two divisions: Academic Affairs and Information Technology Services.

Online degree programs are housed in six schools and colleges that are headed by an academic dean who reports directly to the Provost and Vice Chancellor of Academic Affairs. Deans of the schools, colleges and library services are responsible for general oversight of online programs, and the department chairs are responsible for the oversight of online programs and their annual assessment.

Below is a list of senior administrators and academic officers responsible for programs and services offered through distance education. All of these individuals are listed in Table 1, 2, or 3 above.

Senior Administrators:

Joe Whitehead (Ph.D. in Physics)
Provost and Vice Chancellor for Academic Affairs

Sanjiv Sarin (Ph.D. in Industrial Engineering)
Vice Provost for Research, Graduate Programs, and Extended Learning
Dean, Graduate School

Darryl McGraw (Ed.D. in Education)
Vice Chancellor of Information Technology Services and CIO

Academic Officers:

Goldie S. Byrd (Ph.D. in Microbial Genetics)
Dean, College of Arts and Sciences

Shirley Hyman-Parker (Ph.D. in Education Policy Planning and Administration)
Interim Dean, School of Agriculture and Environmental Sciences

Beryl McEwen (Ph.D. in Business Education)
Dean, School of Business and Economics

Benjamin Uwakweh (Ph.D. in Civil Engineering)
Dean, School of Technology

Terry Ward (Ph.D. in Nursing)
Interim Dean, School of Nursing

Anthony Graham (Ph.D. in Curriculum and Instruction)
Interim Dean, School of Education

Comprehensive Standard 3.3.1 – Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area:

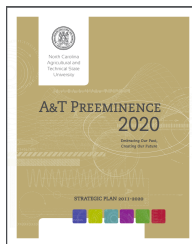
3.3.1.1 educational programs, to include student learning outcomes

Compliant Non-Compliant

Narrative:

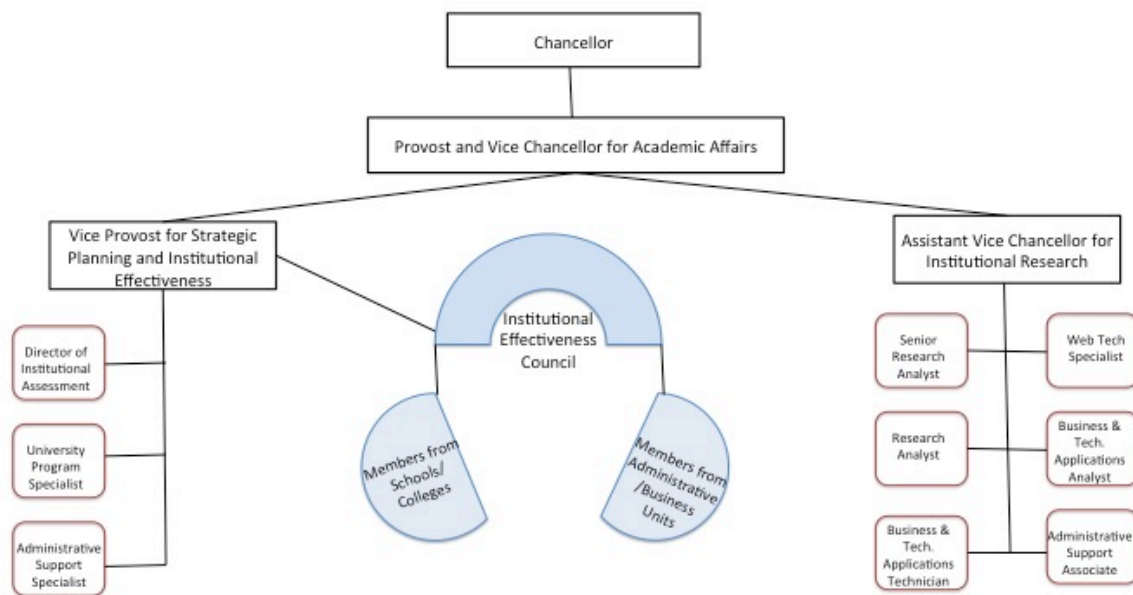
North Carolina Agricultural and Technical State University is in compliance with this standard as a result of continuous assessment and improvement of ALL its degree programs and free-standing certificates based on institutional goals for programs and student learning. All programs and certificates fall under the Institutional Effectiveness umbrella and are guided by three complementary resources that anchor practice: 1) NCA&T's mission, core values, and vision as embedded in *A&T Preeminence 2020: Embracing our Past, Creating Our Future*; 2) Institutional Effectiveness Principles as embedded in *The Hand of Assessment*; and 3) Institutional Assessment methods as explained in *The Institutional Effectiveness Handbook* (Institutional Assessment Section). These three resources provide guidance at all the levels of institutional effectiveness including philosophical, methodological, and procedural levels, and are applied to all nonacademic as well as academic units.

PREMINENCE 2020 - The Ideals



Preeminence 2020 provides the ideals and the "why" of Institutional Effectiveness efforts. Movement towards mission is guided by systematic strategic planning, shared understanding, and continuous self-assessment followed by improvement. *Preeminence 2020* was introduced in 2011 and the *Hand of Assessment* as well as the *Institutional Effectiveness Handbook* were introduced in 2015 as a framework that evolved out of a three-year phase of planning and implementation of a culture of assessment.

Figure 1: Institution Wide Engagement in Institutional Effectiveness



Institutional Effectiveness is one of six key goals in the University's strategic plan for 2011-2020, and is the responsibility of the Office of Strategic Planning and Institutional Effectiveness (OSPIE), Office of Institutional Research, and the Institutional Effectiveness Council (IEC) (Figure 1). *A&T Preeminence 2020: Embracing Our Past, Creating Our Future* sets the long-term strategic course for the institution and reflects the bold vision of NCA&T's board of trustees, administration, faculty, staff, students, alumni and valued community partners. The strategic plan establishes the structure to convert our aspirations into realities through the following six goals:

1. Create an intellectual climate that encourages the creative exchange of ideas and increases the quality of the professional environment.
2. Commit to excellence in teaching, research, public service and engagement.
3. Position the university to be a national, premier research-intensive, doctoral, science and technology-focused learning institution.
4. Embrace an entrepreneurial spirit that intentionally engages university and community partners to expand economic development and civic engagement.
5. Foster a more diverse and inclusive campus community by promoting cultural awareness and collegiality, and by cultivating respect for diverse people and cultures.
6. Achieve excellence in academic and operational effectiveness and efficiency.

NCA&T's 10-year plan addresses institutional effectiveness and efficiency through Goal Six (above) and its strategies, which address current institutional needs for data influenced decision making, human performance through performance-based management system, effectiveness and efficiency through use of best practices and technological enhancements, transparent and consistent policies for institutional functions, and process planning to create a welcoming and quality environment for all University stakeholders. Institutional assessment is an integral and fundamental part of achieving Goal Six.

NCA&T follows the definition offered by SACSCOC of Institutional Effectiveness, which is "the systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution." The Provost appoints members from each school/college and a cross-section of non-academic units to the Institutional Effectiveness Council, and appoints the vice provost for Strategic Planning and Institutional Effectiveness as the chair of IEC.

Annual Degree Program Self-Study

Based on the institutional mission (Fig. 2), NCA&T expects each of its 93 (55 undergraduate; 29 graduate; and 9 doctoral) degree programs and 3 free-standing certificate programs to follow an annual recursive process of assessment based on five components of Standing Requirements. Mission statement, program goals and outcomes, student learning goals and outcomes, curriculum map, and document repositories are the components of the Standing Requirements. Each degree program formulates its own, specific program and student learning outcomes based on three (institutional) program goals and four (institutional) student learning goals. Degree programs are responsible for defining what students should know and be able to do in the program, and the curricular pathway to those student learning outcomes. Assessment methods and metrics vary across programs, and programs implement their own assessments.

At a minimum, degree programs are required to formulate their own, specific student learning outcomes for four broad student learning institutional goals, which are: 1) Communication Skills; 2) Critical Thinking Skills; 3) Disciplinary Expertise; and 4) Research/Creative Engagement.

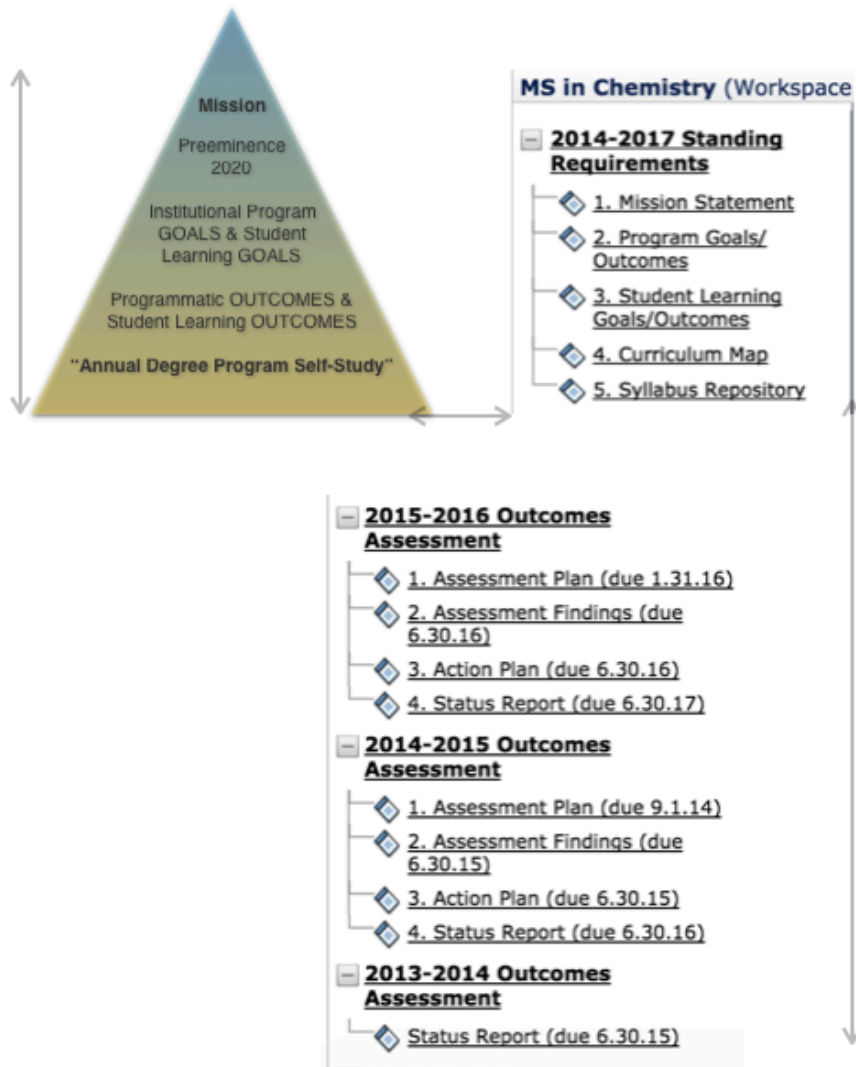
Figure 2 demonstrates the "path" from mission to documentation of accomplishment of student learning outcomes in the "Annual Degree Program Self-Study."

Also, programs are expected to self-assess on three institutional program goals: 1) program quality; 2) program productivity; and 3) program contributions to research and creative engagement. The Office of Institutional Research provides key data and analysis to programs for findings related to some of the program goals. For example, program quality (Goal #1) includes successful external accreditation or program review for all programs. All programs report on their status related to accreditation and program review. Program productivity (Goal #2) is tied to enrollment, retention, graduation, and placement of students. Program

contributions to research/creative engagement (Goal #3) is connected to faculty productivity.

Termed the "Annual Degree Program Self-Study," each program's outcomes assessment process is captured in the outcomes based assessment tool: Taskstream. Degree programs are also guided by their own mission statement or that of their department/school/college and strategic plan.

Figure 2: From Mission to Annual Degree Program Self-Study



"Hand of Institutional Assessment" – The Model

Figure 3: How to Get a Grip on Assessment



Office of Institutional Assessment

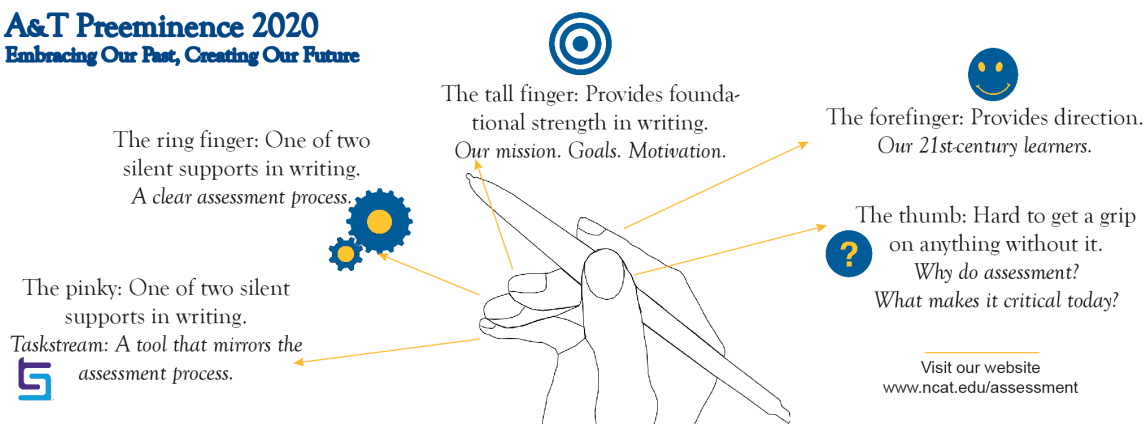
How to Get a Grip on Assessment

1. Grab assessment by the hand between what you know of the context and your learners.
2. Let it rest on the mission and goals of the institution.
3. Get it moving by riding on a well-defined process that is embedded in an appropriate tool.

Visit our website
www.ncat.edu/assessment

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A&T Preeminence 2020 Embracing Our Past, Creating Our Future



The Hand of Assessment (Fig. 3) provides a concrete model for a shared understanding of how the big ideas translate to action in the workplace and in the classroom. It illustrates how *Preeminence 2020* ties to the actual practice of institutional assessment. The "Hand of Institutional Assessment" is the institutional model that integrates principles of institutional effectiveness and guides the implementation of an institution wide assessment effort based on collaboration and training. This model was designed after two years of analysis of institutional effectiveness reporting of academic programs in the institution. One of the key findings of the analysis was the lack of a shared understanding of institutional assessment and the assessment process. The "Hand of Institutional Assessment" was designed and tested in Summer 2015 through assessment workshops offered to department chairs and program coordinators, and promoted to all campus faculty by the Provost on the first day of school in Fall 2015.

The model and accompanying visual were included in a banner/scroll pen and distributed widely on campus. A companion web resource was also designed and released to the campus community as part of the Office of Strategic Planning and Institutional Effectiveness website.

The model integrates five key parts of Institutional Assessment in a "Hand" visual that include:

1. The Context (Thumb)
2. The Learner (Index Finger)
3. The Mission (Tall Finger)
4. The Process (Ring Finger)
5. The Tool (Pinky)

Just as all five fingers are part of a good grip on the pen, the message was that all five parts of institutional assessment were required for the institution to be run properly with the goal of institutional effectiveness. Deans, department chairs, program coordinators and select faculty have been trained on using the model to use the five key parts to assess their units, transfer their assessment process to the University's assessment tool, Taskstream, compute the findings annually, track progress on goals, create plans for continuous improvement, and connect assessment findings of the unit to the larger goal of institutional effectiveness.

The following is an explanation of how the model provides meaning to institutional assessment.

Like the strength of the thumb, understanding the context of assessment is the key to engaging it as a tool to improve instruction and programs, increase funding opportunities for the institution, and accomplish the mission of the university. The index finger is the most sensitive of the five fingers, and we use it to assess the temperature of things. If we want to know how we are doing with our mission, we assess our students, and how effective we are in addressing their needs.

The mission of NCA&T stands above all else, much like how the tall finger rises above the others on the hand. Preeminence 2020 also stands above all else to accomplish mission.

Like the vein from the ring finger that was once believed to go directly to the heart, the process of assessment is the heart of the matter. The process of assessment followed by 93 degree programs and three certificate programs yields thousands of threads of information and data, and technology's ability to save data for quick retrieval and future use, to analyze and synthesize data points to present findings that are useful in decision making is the final part of the "hand" of institutional assessment. In February 2015, NCA&T adopted the leading assessment platform Taskstream and has been using it for the following: Strategic planning, academic and nonacademic assessment, accreditation preparation, etc.

The Handbook of Institutional Effectiveness – The Method

The Institutional Effectiveness Handbook (Institutional Assessment Section) provides the details of the action or the "how-to" of institutional effectiveness and assessment. This institutional resource explains the how-to of institutional assessment based on the above model as well as heuristics to guide the self-study process:

1. Formulate measurable program outcomes and student learning outcomes based on institutional program goals and student learning goals.
2. Identify appropriate course or program measures to address student learning outcomes at the tail end of the program, and ONLY those measures where ALL students participate.
3. Set reasonable targets for student accomplishment on the "edge" of current success in order to improve programs consistently and continuously.
4. Use direct measures to assess student learning outcomes, and indirect measures as secondary.
5. Make claims only if they can be substantiated.
6. Formulate action plans that directly address learning outcomes
7. Use the self-study process to gauge the "health" of the program.
8. Each assessment cycle is recursive as well as iterative (repeated application).

A Map to the Institution's Demonstration of Compliance

The key documents from the institution's IE process that are submitted for review include:

1. IE Rubric for Academic Programs Self-Study (maintained by OSPIE with the advice of the IEC and applied to all programs)
2. IE Handbook - Institutional Assessment of Academic Programs Section (prepared and maintained by OSPIE)
3. Continuous Improvement Matrix with links to "Annual Degree Program Self-Study" (prepared by degree programs, managed in Taskstream)
 - a. Assessment Plan
 - b. Assessment Findings; Action Plan
 - c. Status Report

The rubric is a key document in the process and articulates the institution's expectations to programs on the requirements of the "Annual Degree Program Self-Study." The rubric was designed by OSPIE and IEC in Spring 2015 to address the deficiencies in the 2013-2014 reports, and to promote consistent application of expectations. Explanation of the rubric along with Taskstream training was provided to Chairs and Program Coordinators in Summer of 2015, before Plans for Self-Study were due in early Fall 2015. The rubric is used by programs to plan and submit the self-study, by OSPIE for training of Institutional Effectiveness Council (IEC) members and department Chairs, and by IEC and OSPIE to review and evaluate the Annual Degree Program Self-Study.

The analytic rubric has two sets of a total of nine criteria with descriptions of three levels of performance for each: Unsatisfactory, Satisfactory, and Exemplary. Degree programs were assessed and reassessed on the first set of criteria (Standing

Requirements) in Fall 2015, and were required to revise their self-studies until assessed as Satisfactory. These requirements set the foundation for each annual cycle (Fig. 2), and will be revised next in 2018 (refer Fig. 2). These include:

- a. Mission statement
- b. Program goals and outcomes
- c. Student learning goals and outcomes
- d. Curriculum map
- e. Syllabus repository

The second set of criteria is assessed in EACH annual cycle, and includes the following (Fig. 2):

- 1. Assessment Plan (evaluated at the beginning of each academic year in September-October by OSPIE and IEC)
- 2. Assessment Findings (evaluated at the end of each academic year in July by OSPIE, and in Fall by IEC)
- 3. Action Plan (evaluated at the end of each academic year in July by OSPIE, and in Fall by IEC)
- 4. Status Report (evaluated at the end of each academic year in July by OSPIE, and in Fall by IEC)

Figure 4: Assessment Plan

* Evidence/Measure Title:	<input type="text"/>
Evidence/Measure Type/Method:	- Select -
Evidence/Measure Level:	- Select -
Details/Description:	<div style="border: 1px solid #ccc; height: 40px;"></div>
Target:	<div style="border: 1px solid #ccc; height: 40px;"></div>
Implementation Plan (timeline):	<div style="border: 1px solid #ccc; height: 40px;"></div>
Key/Responsible Personnel:	<div style="border: 1px solid #ccc; height: 40px;"></div>

The Assessment Plan follows a singular process (Fig.4). At the beginning of the academic year in August, programs submit detailed plans for self-assessment of program and student learning outcomes that include appropriate measures, targets, responsible faculty, supporting documents like rubrics, and course and semester (if course embedded) or date (if program measure).

Figure 5: Findings

* Summary of Findings:	<div style="border: 1px solid #ccc; height: 100px;"></div>
Recommendations :	<div style="border: 1px solid #ccc; height: 60px;"></div>
Reflections/Notes :	<div style="border: 1px solid #ccc; height: 60px;"></div>
Target Achievement:	<p>I) 80% of students in the Chemistry graduate program will demonstrate research proficiency as marked by a thesis or project defense. ii) 30% of the thesis work would lead to peer reviewed publication</p> <p> <input type="radio"/> Not Met <input type="radio"/> Met <input type="radio"/> Exceeded </p>
<input type="button" value="Cancel"/> <input type="button" value="Check Spelling"/> <input type="button" value="Submit"/>	

Figure 6: Action Plan

<input type="button" value="Cancel"/>	<input type="button" value="Check Spelling"/>	<input type="button" value="Import Action"/>	<input type="button" value="Apply Changes"/>
Linked to Findings:	Supporting Findings have not been linked to this Action.		
* Action Item Title:	<div style="border: 1px solid #ccc; height: 20px;"></div>		
Action details:	<div style="border: 1px solid #ccc; height: 60px;"></div>		
Implementation Plan (timeline):	<div style="border: 1px solid #ccc; height: 60px;"></div>		
Key/Responsible Personnel:	<div style="border: 1px solid #ccc; height: 60px;"></div>		
Evidences:	<div style="border: 1px solid #ccc; height: 60px;"></div>		
Budget approval required? (describe):	<div style="border: 1px solid #ccc; height: 60px;"></div>		
Budget request amount:	\$ <input type="text"/>		
Priority level:	- Select - ▾		
<input type="button" value="Cancel"/>	<input type="button" value="Check Spelling"/>	<input type="button" value="Import Action"/>	<input type="button" value="Apply Changes"/>

At the end of academic year in June, all programs submit Assessment Findings (Fig.5), Action Plans (Fig.6) for unmet targets, and a Status Report (Fig.7) on actions proposed at the end of the previous academic year. Findings and action plans involve reporting on the selected measures for each outcome, analysis of meeting targets, and action plans to better achieve outcomes if necessary. This process is tied to the assessment plan submitted nine months back at the beginning of the academic year. The Status Report involves reporting on action plans that were submitted in the previous cycle, about 12 months back. In essence the action plans translate to select outcomes for the following cycle.

For instance, a program that submitted an Assessment Plan in August 2013 will report on Assessment Findings and Action Plans for that academic year in June 2014. In August 2014, the program outlines a plan for the following year and also implements the Action Plans that it proposed in June 2014. Therefore, in June 2015, the program is expected to report on the status of the June 2014 Action Plans as well as the Assessment Plan submitted in August 2014.

[Click here for visual](#)
[Click here for calendar](#)

Figure 7: Status Report

* Current Status:	- Select -
Budget Status:	- Select -
Additional information:	<div style="border: 1px solid #ccc; height: 40px;"></div>
Next Steps:	<div style="border: 1px solid #ccc; height: 40px;"></div>

Cancel
Check Spelling
Submit

Implementation

The Office of Strategic Planning and Institutional Effectiveness (OSPIE) and the Institutional Effectiveness Council provide the framework and training for institutional assessment and oversight of the process as well as implementation in schools and colleges. The IEC is comprised of members from both academic and nonacademic areas, and is charged with the following:

- Provide oversight to address all SACS standards, Preeminence 2020 goals, and annual Strategic Priorities at the institutional level;

- Develop an audit process for the University to monitor effectiveness of degree programs and administrative units and make recommendations for continuous improvement;
- Propose clear and cohesive action items to address gaps in compliance with SACS standards and Preeminence 2020 goals at institutional and school/college/administrative unit level;
- Provide oversight to address relevant SACS standards, Preeminence 2020 goals, and annual Strategic Priorities in the Council member's school/college/administrative unit;
- Provide oversight for the design of assessment plans in the institution's assessment software (Taskstream) in the Council member's school/college/administrative unit;
- Review mission statements, strategic plans, assessment findings, action plans, and status reports for the Council member's school/college/administrative unit, and make recommendations for continuous improvement; and
- Make recommendations to the Provost, based on the analysis of assessment data to inform academic and administrative policymaking, practices, and budget decisions.

The Vice Provost for OSPIE is chair of IEC and plans biweekly meetings of the group. The entire assessment process is managed in Taskstream, and reports are assessed each year by two reviewers: OSPIE and IEC members from the respective school/college. The Annual Degree Program Self-Study's Assessment Plans for programs from each school/college are reviewed and summarized by the respective academic members of IEC in Fall of each year, using the description of criteria #6 (Assessment Plan) of the rubric. Summaries include strengths and weaknesses of the plans and are shared with the Provost, who then communicates the summary in a formal letter to Deans of respective schools/colleges.

Since the IEC is not in session in Summer, OSPIE provides feedback to programs by August 1st on Assessment Findings, Action Plans for unmet targets, and Status Report submitted on June 30. IEC members serve as second reviewers for the same items in Fall of each academic year. Reviews are available immediately in Taskstream to Department Chairs, Deans, and other personnel assigned by the Dean to provide oversight to the program assessment process. At the College/School level, Deans and department Chairs are responsible for timely submission of the Self-Study based on the institutional goals and requirements.

Continuous Improvement since Reaffirmation (2010)

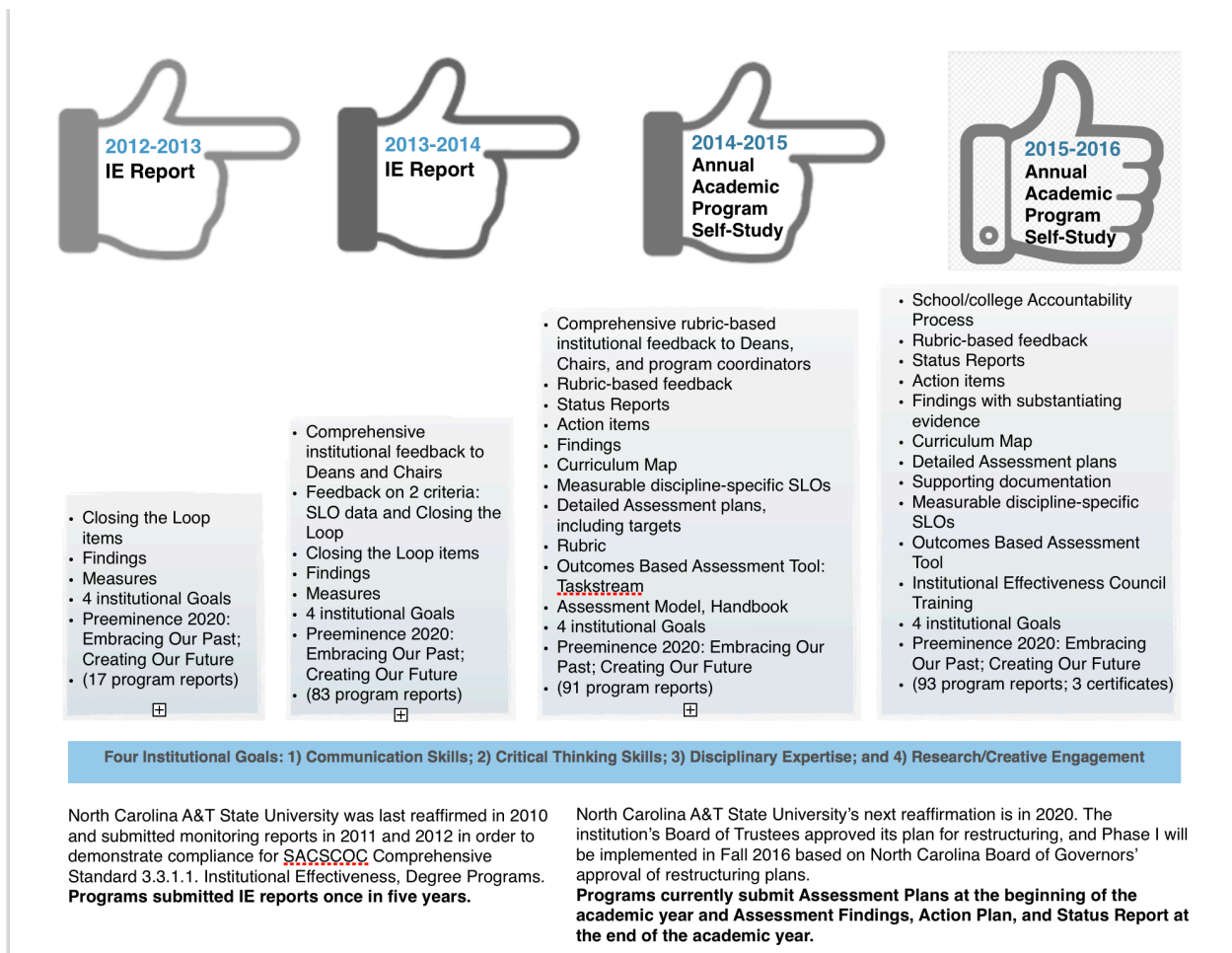
The institution was reaffirmed in 2010 and submitted two monitoring reports for institutional effectiveness: Educational Programs (3.3.1.1.). On January 15, 2013, SACSCOC accepted the second monitoring report and no additional report was requested. The evidence for this narrative starts with 2013-2014 documentation up to the assessment plans submitted in Fall 2015 for the 2015-2016 cycle.

As demonstrated through the timeline (Fig.8), NCA&Ts progress toward preeminent institutional effectiveness has been transparent and steady. When the institution moved from a five-year cycle to annual IE reports in 2012, an institutional template

yielded 17 program reports. Now, 100% program participation in the 2015-2016 plan through a cloud-based outcomes assessment tool (Taskstream) is proof of the institution's commitment to Institutional Effectiveness and accomplishment in mission.

National recognition of North Carolina A&T's assessment efforts was a shot-in-the-arm when the National Institute for Learning Outcomes Assessment (NILOA) cited the institutional model as a "noteworthy example" that "has developed a culture of inquiry related to student learning outcomes assessment" in the Foreword of its 2015 report "Focused on What Matters: Assessment of Student Learning Outcomes at Minority-Serving Institutions" (p.3). The report praised the institution for participation in the Southern Association of Colleges and Schools Degree Qualification Profile (DQP) Project. Collaboration on campus assessment activities with an impact on program improvements and decision-making, faculty engagement through professional development activities and course improvement efforts, and student engagement in application of institutional goals were some of the key features cited in the report.

Figure 8: Continuous Improvement Timeline



The Office of Strategic Planning and Institutional Effectiveness and Institutional Effectiveness Council are both involved in the evaluation of the "annual degree program self-study". Reports from the 2013-2014 cycle were in Word format and were assigned to IEC members for review in Fall 2014. In early Spring 2015, Deans and Chairs from each school/college met with the Vice-Provost for OSPIE and the Director of Institutional Assessment to discuss the results from the 2013-2014 reports. Reports from the 2014-2015 cycle were compiled in Taskstream, and IEC members were trained on the rubric and added to Taskstream as reviewers. In Spring 2016, Deans and Chairs were provided with a detailed summary of reports as well as individual items for improvement for each program in the respective school/college.

One of the major assessment shifts was from the once-in-five-year report writing model that followed an annual report format to a rigorous annual self-assessment cycle with three deliverables at two benchmarks on the timeline. Another shift was from broad program reporting on institutional goals to focused iterative assessment self-study based on planning and led by a rubric; discipline-specific and measurable learning outcomes based on institutional goals; targets for student success; measures; accountability measures; findings with supporting documents and evidences; action plans especially for unmet targets; recommendations; reflections; and status reports on the previous cycle's action plans. The third was restructuring of the Institutional Effectiveness Council to include academic members who were trained in the assessment model, process, and tool and entrusted with the task of assessing program reports from their schools and colleges. A fourth major shift was to address weak links in the institutional assessment cycle through increasing accountability and better definition of roles and engagement by college/school leadership. The last major shift was transforming from a list of text-based requirements to a metaphor-based training in multiple formats to multiple groups; web-based training modules; and the appointment of a "specialist" to provide "just-in-time" support and training.

All the above improvements addressed challenges and problems encountered in the analysis of annual institutional findings and ongoing assessment of process and results. For instance, an analysis of the 2012-2013 cycle indicated that participation was sparse following communication gaps. The analysis of 2013-2014 IE reports indicated the following: need for discipline-specific and measurable SLOs; targets; accountability assignments; action items based on findings; action items related to the SLOs and program efficiency; and a rigorous rubric to evaluate reports. The analysis of 2014-2015 "annual degree program self-study" reports indicated the need for alignment between measures and SLOs; supporting documents and substantiating evidences; hands-on training on rubric application; role assignment to college/school leadership; training on selection of targets for student learning; and professional development for Deans and Chairs using non-assessment language, and real-world metaphors.

A comparison of reports from the 2012-2013 cycle and 2014-2015 cycle demonstrates institutional commitment to this process of accomplishing mission-related goals, documenting results, and making improvements consistently between

and throughout the assessment cycles. NCA&T demonstrates commitment through the following evidences:

1. Regular presentations and updates to the University's Board of Trustees by Vice Provost for Office of Strategic Planning and Institutional Effectiveness
2. Regular and frequent engagement by the Chancellor through presentations and updates to the Chancellor's Cabinet by Vice Provost for Office of Strategic Planning and Institutional Effectiveness
3. Regular engagement of the Provost Leadership Team in strategic planning and implementation of the assessment plan
4. Participation by the Chancellor and Provost in problem-solving and addressing gaps in the process
5. Engagement of the Institutional Effectiveness Council in planning, professional development, evaluation of reports, and problem solving
6. Regular presentations to Deans' Council and Administrative Council members
7. Regular presentations by the Vice Provost for Office of Strategic Planning and Institutional Effectiveness at Chancellor's Forum to University administrators, staff and faculty

The Continuous Improvement Matrix (Table 1) is concrete evidence of the progression and accomplishments of NCA&T and its institutional assessment process leading to substantial institutional effectiveness that addresses current critical issues in higher education. The "IE Rubric for Academic Programs Self-Study" was introduced in Summer 2015 and has been used to evaluate all reports in 2014-2015 and 2015-2016. The items in each cell are linked to documents and reports.

Distance Programs

NCA&T recently expanded its distance education portfolio to enhance enrollment populations such as non-traditional students, veterans, active duty military, and part-way home students. The "A&T Online" portal was launched in Fall 2015 to effectively market existing fully online programs.

Distance programs are assessed using the process discussed above, and as part of the assessment of the overall program assessment. Many of NCA&T's online programs have been added recently and have not had students for a full assessment cycle. Many others are programs where ALL students are enrolled in online courses and will earn the degree as an online student. These programs are indicated in a lighter shade of green on the *Continuous Improvement Matrix* (Table 1). Since NCA&T's online programming will expand in the next few years and enroll both campus and online students, the institution recently moved to the adoption of separate major codes for distance students and campus students. Additionally, instructors must be first approved to teach online after undergoing training. Furthermore, every distance course is developed in consultation with qualified instructional designers and is approved by the Distance Education team before it is offered.

INSTITUTIONAL REFLECTION

The “Continuous Improvement Matrix” captures the institution’s efforts in the institutional assessment of all degree programs and certificates since reaffirmation. It was a challenge to move from a five-year cycle to full annual participation, but the submissions for both 2014-2015 (column T and X) and 2015-2016 (assessment plan) demonstrate a successful transition. All but one of the 93 degree programs and one of three certificate programs submitted an assessment plan in Fall 2015.

The next goal that was accomplished was to improve each program’s ability to write measurable student learning outcomes that are discipline-specific. Before the 2014-2015 cycle, programs discussed meeting institutional student learning goals (critical thinking for instance) through measures in the program without being anchored by a specific measurable student learning outcome (Compare columns “E” and “U” for significant improvement).

The third intended institutional outcome was to have programs plan for improvement using an institutional rubric and self-assess at the end of the academic year based on the measures and targets selected at the beginning of the academic year. In additions, programs were expected to formulate action items for unmet targets and report back on their status in a year.

These expectations were codified into the “Institutional Effectiveness Rubric for Academic Programs’ Self-Study” and 71 of 93 (76%) of degree programs met the 2.5 rubric requirement in 2014-2015 (Column W). One of three certificate programs also met the rubric requirement.

Direct involvement of IEC members from colleges and schools in the evaluation of their “Academic Degree Program Self-Study” has been very effective in training a broad campus group to provide oversight to the plan, data selection, data collection, and analysis features of the self-assessment reports.

IE Rubric for Academic Programs' Self-Study

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IE Mission statement and strategic plan (IEA1)

	UNSATISFACTORY value: 1.00	SATISFACTORY value: 2.50	EXEMPLARY value: 4.00	Score/Level
MISSION STATEMENT	Missing or insufficient in more than three items	Missing or insufficient in three items	REQUIREMENTS: Mission statement 1) is brief (can be printed on a business card); 2) is memorable; 3) is unique to the program or department; 4) clearly states the current function of the program or department (it's not a vision statement); 5) is current but adaptable; and 6) resonates with the mission of NCA&T and the publics that it serves.	
STRATEGIC PLAN	Missing or insufficient in more than three items	Missing or insufficient in three items	REQUIREMENTS: 1) The strategic plan is written for an appropriate time frame; 2) incorporates external factors that impact teaching and learning; 3) commits to targets; 4) describes a tangible path to goals and targets including accreditation plans; 5) describes how progress will be measured, and 6) identifies who is accountable.	

created with  taskstream

Program Goals and Outcomes (IEA2)

	UNSATISFACTORY value: 1.00	SATISFACTORY value: 2.50	EXEMPLARY value: 4.00	Score/Level
PROGRAM GOALS AND OUTCOMES	One program goal meets the requirements	Two program goals meet the requirements	REQUIREMENTS: 1) EACH of the three common program goals is reformulated as a measurable program outcome in specific language with accurate verbs. 2) National accreditation is articulated specifically as a PROGRAM QUALITY Outcome. 3) Enrollment, retention, graduation, and placement goals and growth rates are articulated separately as individual outcomes for PROGRAM PRODUCTIVITY. 4) Outcomes related to RESEARCH AND COMMUNITY ENGAGEMENT are articulated at the department level.	

created with  taskstream

IE Student Learning Goals and Outcomes (IEA3)

	UNSATISFACTORY value: 1.00	SATISFACTORY value: 2.00	EXEMPLARY value: 4.00	Score/Level
STUDENT LEARNING GOALS AND OUTCOMES	Missing or insufficient in two items	Missing or insufficient in one item	REQUIREMENTS: ALL student learning outcomes 1) are reformulated as a measurable student learning outcome with accurate verbs; 2) identify the domain of learning (content/skill/disposition); and 3) include details on who will be assessed (Seniors in clinical practice in teacher education program).	

IE Curriculum Map (IEA4)


created with 

	UNSATISFACTORY value: 1.00	SATISFACTORY value: 2.50	EXEMPLARY value: 4.00	Score/Level
CURRICULUM MAP	Fewer than three student learning outcomes are mapped appropriately and meet the requirements.	Most student learning outcomes are mapped appropriately and meet the requirements.	REQUIREMENTS: Student learning outcomes are 1) paired appropriately with courses, activities, or other curricular engagement experiences; and 2) curriculum map represents visually the progression of outcomes from place of introduction to demonstration (where is outcome introduced, practiced, reinforced, demonstrated?)	

created with 

IE Syllabus Repository (IEA5)

	UNSATISFACTORY value: 1.00	SATISFACTORY value: 3.00	EXEMPLARY value: 4.00	Score/Level
SYLLABUS REPOSITORY	Fewer than three learning outcomes meet the requirements	Most learning outcomes meet the requirements	REQUIREMENTS: Includes 1) complete syllabi for all courses on the curriculum map; 2) description of activities for other curricular engagement experiences such as projects, internships, etc.; and 3) assessment instruments such as rubrics, checklists, and performance evaluations	

created with 

IE Assessment Plan 14-15 (IEB1)


	UNSATISFACTORY value: 1.00	SATISFACTORY value: 3.00	EXEMPLARY value: 4.00	Score/Level
ASSESSMENT PLAN	Missing or insufficient in more than three items	Missing or insufficient in one to three items	REQUIREMENTS: Includes 1) accurately matched measures for each program outcome and student learning outcome; 2) at least one direct measure for each student learning outcome; 3) appropriate targets for each program outcome and student learning outcome; 4) implementation plans for all outcomes and measures; 5) responsible personnel for implementation plans; 6) supporting documents related to outcomes assessment and targets (rubrics, activity grades, etc.); 7) sample student work; and 8) national program accreditation as a target for program outcome #1, program quality.	

created with 

IE Assessment Findings 14-15 (IEB2)

	UNSATISFACTORY value: 1.00	SATISFACTORY value: 3.00	EXEMPLARY value: 4.00	Score/Level
IE ASSESSMENT FINDINGS	Missing or insufficient in more than three items	Missing or insufficient in one to three items	REQUIREMENTS: Includes 1) clear and appropriate summary of findings/results for each evidence; 2) statistical analyses, where necessary; 3) clear interpretation of results; 4) specific recommendations; 5) reflections; 6) substantiating evidence; 7) evidence of faculty engagement in the outcomes assessment process; 8) evidence of sharing overall summary of findings (and	

	UNSATISFACTORY value: 1.00	SATISFACTORY value: 3.00	EXEMPLARY value: 4.00	Score/Level
			recommendations) of the outcomes assessment with faculty and other groups such as assessment committees, accreditation committees, advisory committees, and other stakeholders; and 9) accreditation status*. *Accreditation status (if Target is MET) -- include accreditation decision by accrediting body with official proof; name and URL of accrediting body; standards for accreditation; date of next accreditation visit; recommendations and areas for improvement, if relevant; and other relevant documentation	

created with  taskstream

IE Action Plan 14-15 (IEB3)

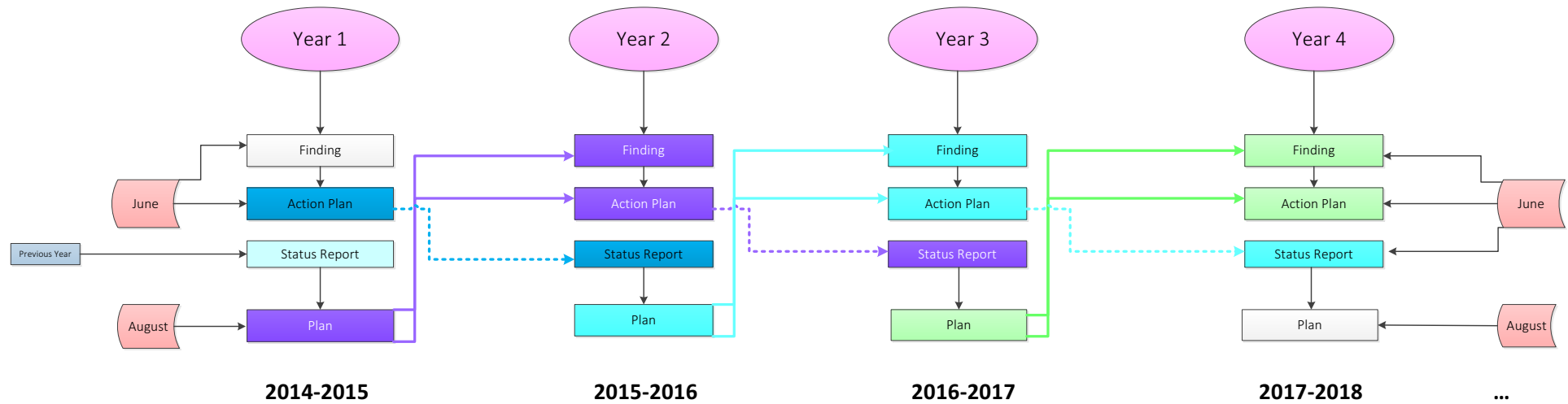
	UNSATISFACTORY value: 1.50	SATISFACTORY value: 3.00	EXEMPLARY value: 4.00	Score/Level
ACTION PLAN	Missing or insufficient in more than three items	Missing or insufficient in one to three items	REQUIREMENTS: Plans for improvement 1) are aligned directly with the findings for each evidence and outcome; 2) are detailed and specific, 3) include a timeline; 4) include responsible personnel for implementation and monitoring of plans; 5) include specific budget requirements tied to action plans; 6) include supporting evidences and documentation; and 7) plans for accreditation (if target is NOT MET)*. provide detailed action plan for accreditation, including name and address of accrediting body; intended timeline for accreditation; responsible personnel for implementation; and requests for support in accreditation process, etc.	

created with  taskstream

IE Status Report for 13-14

	UNSATISFACTORY value: 1.00	SATISFACTORY value: 2.50	EXEMPLARY value: 4.00	Score/Level
STATUS REPORT	The status report is not evaluative in nature	The status report does not address all the action plans from the previous year	REQUIREMENTS: The status report includes a critical evaluation of the previous year's assessment, including status on ALL action plans for improvement.	

Figure 1: Timeline for "Annual Degree Program Self-Study" (Revised Model)



Notes to Reviewers – How to Access “Annual Degree Program Self-Study” and reports from other years.

1. Access Table 1: Continuous Improvement Matrix
2. Access points to reports are the check marks (✓) in column cells. The columns are marked with arrows on top.
3. Check marks ✓ in column **D** cells: 2012-2013
 Check marks ✓ in column **F** cells: 2013-2014
 Check marks ✓ in column **T** cells: 2014-2015
 Check marks ✓ in column **X** cells: 2015-2016
4. Hover your cursor over the check mark until you see a pointer. Click on the check mark to access the report, which opens in a new window. For 14-15 and 15-16, you can click on the attachments in the reports to access rubrics and other substantiating evidence.
5. Close the reports to return to the “Continuous Improvement matrix.”

What do the other check marks on the “Continuous Improvement Matrix” mean?

- 2012-2013 cycle:** Institutional response to two criteria –
 Column D: Program submitted an IE report. (Yes=✓)
 Column E: Outcomes are measurable. (Yes=✓)
- 2013-2014 cycle:**
 Column F: Program submitted an IE report. (Yes=✓)
 Column G: SLO data provided. (Yes=✓)
For each of the four institutional goals:
 Columns H,K, N & Q: Action items included (Yes=✓)
 Columns I, L, O & R: Action item associated with student learning outcome (Yes=✓)
 Columns J, M, P, & S: For each SLO a) Narrative of data included to support the SLO (Yes=✓)
- 2014-2015 cycle:**
 Column T: Submitted Assessment Plan (Yes=✓)
 Column U: Outcomes are measurable (Yes=✓)
 Column W: Met rubric score requirement of 2.5 (Yes=✓)
- 2015-2016 Cycle:**
 Column X: Submitted Assessment Plan (Yes=✓)

TABLE 1: CONTINUOUS IMPROVEMENT MATRIX

A	B		C		2012-2013		2013-2014												2014-2015			2015-2016	
College/ School	Program	Degree	Submitted Report (2012-2013)	Measurable Outcome (2012-2013)	Submitted report (2013-2014)	SLO data?	Communication			Critical Thinking			Disciplinary Expertise			Research			All SLOs				
							Action item? Action item linked to SLO	Narrative of data		Action item? Action item linked to SLO2	Narrative of data2		Action item? Action item linked to SLO3	Narrative of data3		Action item? Action item linked to SLO4	Narrative of data4		Rubric	Submitted Plan	Measurable outcome	Rubric Score	(2015-2016) Submitted plan
SAES	AGRICULTURAL EDUCATION	MS	✓		✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SAES	AGRICULTURAL EDUCATION	BS	✓		✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SAES	AGRICULTURAL AND ENVIRONMENTAL SYSTEMS	BS			✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SAES	LABORATORY ANIMAL SCIENCE	BS	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SAES	ANIMAL SCIENCE	BS	✓		✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SAES	FAMILY AND CONSUMER SCIENCE	BS	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SAES	FOOD AND NUTRITIONAL SCIENCES	MS	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SAES	FOOD AND NUTRITIONAL SCIENCES	BS	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SAES	CHILD DEVELOPMENT AND FAMILY STUDIES	BS	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SAES	ADVANCED CERTIFICATE IN FAMILY & CONSUMER SCIENCES	CERT																					✓
SAES	LANDSCAPE ARCHITECTURE	BS	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SAES	BIOLOGICAL ENGINEERING	BS	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SAES	AGRICULTURAL AND ENVIRONMENTAL SYSTEMS	MS			✓																		✓
CAS	BIOLOGY	BS			✓	✓		✓						✓									✓
CAS	BIOLOGY	MS			✓			✓	✓	✓	✓	✓											✓
CAS	SEC ED (Biology, chemistry, english, history, math, physics, music, art)	BS																					✓
CAS	CHEMISTRY	BS			✓	Y		✓		✓	✓	✓				✓							✓
CAS	CHEMISTRY	MS						✓		✓	✓	✓		✓		✓							✓
CAS	ENERGY & ENVIRONMENTAL SCIENCES	PHD			✓	✓		✓	✓	✓	✓	✓		✓		✓							✓
CAS	ENGLISH AND AFRICAN AMERICAN LITERATURE	MA			✓																		✓
CAS	SPEECH	BA																					✓
CAS	ENGLISH	BA			✓																		✓
CAS	HISTORY	BA			✓			✓	✓	✓	✓	✓		✓		✓							✓
CAS	JOURNALISM AND MASS COMMUNICATION	BS			✓																		✓
CAS	LIBERAL STUDIES	BA			✓																		✓
CAS	MATHEMATICS	BS			✓	✓		✓	✓	✓	✓	✓		✓		✓							✓
CAS	APPLIED MATHEMATICS	MS			✓	✓		✓	✓	✓	✓	✓		✓		✓							✓
CAS	PHYSICS	BS			✓	✓		✓	✓	✓	✓	✓		✓		✓							✓
CAS	PHYSICS	MS			✓	✓		✓	✓	✓	✓	✓		✓		✓							✓
CAS	ATMOSPHERIC SCIENCES AND METEOROLOGY	BS			✓	✓		✓	✓	✓	✓	✓		✓		✓							✓
CAS	POLITICAL SCIENCE	BA			✓							✓								✓			✓
CAS	CRIMINAL JUSTICE	BS			✓																		✓
CAS	PSYCHOLOGY	BA			✓																		✓
CAS	SOCIAL WORK	BSW			✓				✓			✓		✓		✓							✓
CAS	SOCIOLOGY	BA																					✓
CAS	SOCIAL WORK (JOINT)	MSW			✓	✓									✓								✓
CAS	MUSIC	BA			✓																		✓
CAS	VISUAL ARTS, DESIGN	BA			✓																		✓

			↓	↓														↓	↓		
CAS	PROFESSIONAL THEATRE	BFA																✓		✓	
SOBE	ACCOUNTING	BS			✓	✓			✓	✓		✓	✓					✓	✓	✓	✓
SOBE	FINANCE	BS			✓	✓			✓	✓		✓	✓					✓	✓	✓	✓
SOBE	BUSINESS EDUCATION	BS	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SOBE	ECONOMICS	BS	✓		✓	✓	✓	✓			✓							✓	✓	✓	✓
SOBE	MANAGEMENT	BS			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SOBE	MANAGEMENT	MBA			✓				✓	✓								✓	✓	✓	✓
SOBE	SUPPLY CHAIN MANAGEMENT	BS			✓	✓			✓	✓	✓							✓	✓	✓	✓
SOBE	MARKETING	BS	✓		✓	✓			✓	✓								✓	✓	✓	✓
SOE	ELEMENTARY EDUCATION	BS			✓	✓			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SOE	INSTRUCTIONAL TECHNOLOGY	MS			✓	✓			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SOE	READING EDUCATION	MAED			✓	✓			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SOE	ELEMENTARY EDUCATION	MAED			✓	✓			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SOE	TEACHING	MAT																✓	✓	✓	✓
SOE	ADULT EDUCATION	MS			✓	✓			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SOE	SCHOOL COUNSELING	MS			✓	✓	✓											✓	✓	✓	✓
SOE	SCHOOL ADMINISTRATION	MSA			✓	✓			✓			✓						✓	✓	✓	✓
SOE	MENTAL HEALTH COUNSELING (CLINICAL AND REHAB)	MS			✓	✓	✓											✓	✓	✓	✓
SOE	REHAB COUNSELING	PHD			✓													✓	✓	✓	✓
SOE	SCHOOL ADMINISTRATION CERTIFICATION	CERT																			✓
SOE	SPORT SCIENCE AND FITNESS MANAGEMENT	BS			✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SOE	LEADERSHIP STUDIES	PHD			✓	✓	✓				✓							✓	✓	✓	✓
COE	CHEMICAL ENGINEERING	BS			✓	✓	✓	✓	✓	✓		✓	✓					✓	✓	✓	✓
COE	CHEMICAL ENGINEERING	MS			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COE	BIOENGINEERING	BS																✓	✓		✓
COE	BIOENGINEERING	MS			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
COE	ARCHITECTURAL ENGINEERING	BS			✓	✓	✓	✓	✓			✓						✓	✓	✓	✓
COE	CIVIL ENGINEERING	BS			✓	✓	✓	✓	✓			✓						✓	✓	✓	✓
COE	CIVIL ENGINEERING	MS			✓													✓	✓	✓	✓
COE	COMPUTATIONAL SCIENCE AND ENGINEERING	MS			✓													✓	✓	✓	✓
COE	COMPUTATIONAL SCIENCE AND ENGINEERING	PHD			✓													✓	✓	✓	✓
COE	COMPUTER SCIENCE	BS			✓													✓	✓	✓	✓
COE	COMPUTER SCIENCE	MS			✓													✓	✓		✓
COE	COMPUTER SCIENCE	PHD																✓	✓		✓
COE	ELECTRICAL ENGINEERING	BS			✓	✓			✓	✓	✓							✓	✓		✓
COE	ELECTRICAL ENGINEERING	MS			✓													✓	✓		✓
COE	COMPUTER ENGINEERING	BS			✓	✓			✓									✓	✓		✓

			↓	↓														↓	↓	
COE	ELECTRICAL ENGINEERING	PHD			✓													✓	✓	✓
COE	INDUSTRIAL AND SYSTEMS ENGINEERING	BS			✓	✓	✓		✓	✓				✓	✓	✓		✓	✓	✓
COE	INDUSTRIAL AND SYSTEMS ENGINEERING	MS			✓		✓											✓	✓	✓
COE	INDUSTRIAL AND SYSTEMS ENGINEERING	PHD			✓													✓	✓	✓
COE	MECHANICAL ENGINEERING	BS			✓	✓	✓	✓	✓	✓			✓	✓	✓			✓	✓	✓
COE	MECHANICAL ENGINEERING	MS			✓	✓	✓		✓				✓					✓	✓	✓
COE	MECHANICAL ENGINEERING	PHD			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
JSNN	NANOENGINEERING	MS			✓			✓					✓					✓	✓	✓
JSNN	NANOENGINEERING	PHD			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
SON	NURSING	BSN			✓													✓	✓	✓
SOT	MOTORSPORTS TECHNOLOGY	BS	✓		✓	✓												✓	✓	✓
SOT	APPLIED ENGINEERING TECHNOLOGY	BS	✓		✓	✓							✓	✓				✓	✓	✓
SOT	TECHNOLOGY MANAGEMENT	MS	✓		✓													✓	✓	✓
SOT	OCCUPATIONAL SAFETY AND HEALTH	CERT																		✓
SOT	CONSTRUCTION MANAGEMENT	BS			✓	✓												✓	✓	✓
SOT	GEOMATICS	BS			✓	✓			✓	✓	✓	✓	✓	✓				✓	✓	✓
SOT	ENVIRONMENTAL HEALTH AND SAFETY	BS			✓	✓	✓	✓	✓				✓	✓	✓			✓		✓
SOT	ELECTRONICS TECHNOLOGY	BS			✓	✓		✓	✓				✓					✓	✓	✓
SOT	INFORMATION TECHNOLOGY	BS																		✓
SOT	INFORMATION TECHNOLOGY	MS																✓	✓	✓
SOT	GRAPHIC COMMUNICATION SYSTEMS	BS	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓				✓	✓	✓

Mission related program SAES-School of Agriculture and Environmental Sciences
Online program CAS-College of Arts and Science
 SOBE-School of Business and Economics
 SOE-School of Education
 COE-College of Engineering
 JSNN-Joint School of Nanoscience and Nanotechnology
 SON-School of Nursing
 SOT-School of Technology

Comprehensive Standard 3.4.3 – Admissions Policies

The institution publishes admissions policies that are consistent with its mission.

Compliant Non-Compliant

Narrative:

North Carolina Agricultural and Technical State University is in compliance with this standard, because its admission policies resonate well with the mission of the institution, are disseminated in multiple ways to prospective students, and implemented using a planned and systematic process.

The following goals of A&T Preeminence 2020: Embracing Our Past, Creating Our Future guide NCA&T's admissions efforts:

- 1.f. Recruit and retain gifted students by providing an academically challenging environment.
- 3.d. Promote a vigorous STEM-oriented academic environment and increase the number of students entering STEM careers.
- 3.e. Strengthen the capacity and quality of STEM-oriented graduate/professional degree programs and the number of overall graduate students enrollment.
- 6.d. Develop and implement transparent and consistent policies to enhance the recruitment, retention, and graduation of students.
- 6.f. Enact processes to create an environment that is accessible and welcoming to students, staff, faculty, retirees, alumni and the greater community.

In addition, NCA&T's admissions practices are based on its obligations as an equal opportunity institution committed to the quality of educational opportunity. When making admissions decisions, the university does not discriminate against applicants based on race, color, national origin, religion, gender, age, or disability.

Undergraduate Admission Policies

The Office of Undergraduate Admissions (organizational chart) upholds the University's high standard to recruit, admit, and enroll domestic and international first-time college bound freshmen and transfer students who have an outstanding array of academic credentials and extracurricular endeavors; very diverse socioeconomic, geographic, athletic, religious, cultural, racial, ethnic, and international backgrounds; and wide-ranging interests, achievements, experiences, talents, and beliefs. It is the university's experience and judgment that a rich mix of students will foster a vibrant educational atmosphere that provides the best educational experience for all students. Diversity reflects NCA&T's "unique legacy"

and contributes to the "broad range of experiences that foster transformation and leadership," as called for by our mission and goals.

The Undergraduate Admissions Policy outlines four criteria for the admission of new freshmen: evidence of academic achievement and promise with proficiency in English language and fundamental mathematics; a diploma from an accredited secondary or prep school based on defined minimum course requirements; satisfactory score on the SAT or ACT and satisfactory high school class rank or GPA. Minimum course requirements for admission include: English (4 units), science (3 units), social science (2 units), foreign language (2 units), mathematics (4 units). Specific courses are listed in the admissions policy. NCA&T follows the UNC system policies for admission.

For new transfer students, the admissions policy outlines the following criteria: good social and academic standing at the most recent school of attendance, and a cumulative GPA in college of 2.0 from the transferring institution. The Comprehensive Articulation Agreement between the University of North Carolina system and the NC Community College system facilitates the evaluation of transcripts and placement of transfers who have earned an Associate of Arts or Associate of Science degree. Transfer credits are accepted from a variety of regional accrediting agencies. Like Undergraduate Admissions, the Office of Transfer Articulation is part of the Office of Enrollment Management.

NC A&T sets higher standards for some of its programs that are articulated through the institutional website. The institution's STEM focus provides a rationale for higher admission standards to STEM programs such as engineering and nursing. Further, as mandated by the University of North Carolina system policy, prospective out-of-state freshmen must present higher test scores than those from North Carolina.

Exceptions to the admissions policy are made with a well-articulated rationale and consideration to the needs of schools, colleges and disciplines. Exceptions are restricted to the Chancellor's judgment guided by the University of North Carolina General Administration (UNCGA) policy and a standard business practice, which is now being codified as an NCA&T policy -- Admission Decision Appeals (Chancellor Exceptions). UNC Policy allows for a 1% exception that may be granted to students who do not meet the minimum grade point average or standardized test score requirement. The 1% calculation is based on the total number of admitted freshmen for the awarding term, regardless of their choice to attend the institution.

Admissions decisions are the responsibility of a select group of offices and committees. The Military Success Committee is charged with developing procedures compliant with UNCGA policy. The Transfer Student Success Committee is charged

with developing practices compliant with UNCGA policy. The Campus Safety and Security Committee evaluates students' criminal history to address flags raised on any of the six items outlined by UNCGA. The Campus Safety and Security Coordinator receives the system alerts and documents the follow up action, and appropriate charges are uploaded to the National Student Clearinghouse, and the Suspension and Expulsion database exclusive to North Carolina.

Graduate Admission Policies

Admission to graduate programs is the responsibility of the Dean of the Graduate School with the advice and assistance of the Graduate Council and graduate faculty members of departments, programs, and graduate curricula. Students are admitted in one of three categories. Unconditional admission may be granted to applicants with a bachelor's degree from an accredited institution or from selected international institutions; a satisfactory GPA in previous college or graduate work; satisfactory test scores, recommendations, essay, and other factors specified by the program faculty; and English language proficiency. Conditional admission may be granted when these standards are not fully met, and candidates are subject to additional admission considerations such as additional coursework or examinations. Finally, admission as a non-degree seeking student is available for those who want to take courses outside of a degree program.

The admission process is designed to collect credentials that will help determine which applicants have the academic preparation, intellectual ability, experience, and motivation to undertake a rigorous program of study. Applications for admission must be accompanied by two official transcripts from all colleges or universities previously attended (including NCA&T), letters of recommendation from three people who know the applicant's academic record and potential for graduate study; a letter of intent and statement of purpose, a non-refundable application fee. In many cases, an official Graduate Record Examination (GRE) may also be required. The application materials for each prospective student receive individual attention and thorough review by the intended program committee.

Admission of Special and Visiting Students

Special students are those who are not candidates for a degree at the present time. This category includes visiting students and persons who have not enrolled for one academic year and are ineligible for admission as a transfer student. Applicants must submit an application form for admissions with the fee and provide supporting documentation as appropriate. Transcripts from all colleges and universities attended are required if the applicant plan to enter degree-seeking status at a later date.

The university welcomes into the special student category people who are pursuing degrees elsewhere, who possess a baccalaureate degree, or who desire to earn prerequisites for graduate work. Such students may register upon the presentation of a signed statement from the appropriate official of his/her institution, or certifying agency, specifically approving the course to be taken. Such enrollment does not constitute regular admission to the university.

Visiting students who are not working toward a degree or certification at NCA&T, may apply for summer admission by completing an application and Visiting Student Form (only if they require approval from their home institution), along with an application fee. Students who have earned a bachelor's degree or graduate degree should contact the Graduate School for more information. Visiting students may enroll during the Summer Term without being formally admitted to the University. The Home for the Summer program waives the application fee for students who return home for the summer and register for summer classes at NCA&T.

Admission of International Students

International students are admitted according to normal undergraduate or graduate procedures described above. The Office of International Affairs works with international students from admission throughout their educational experience at NCA&T. To be accepted at NCA&T international students must meet all criteria for unconditional acceptance into a degree program of study and provide documented proof of ability to meet the financial responsibility associated with enrollment and living expenses. International students may be eligible to work on or off campus depending on their visa type. The visa type will determine certain eligibility requirements and restrictions.

To help new international students acclimate to NCA&T, the University offers a mandatory orientation session designed to provide an overview of immigration, academic, health, safety, and other matters international students may encounter in their new surroundings. As part of the orientation and welcome reception they have an opportunity to meet other new and continuing students.

Distance Education Students

NCA&T's employs the same policies and procedures to admit students to distance education programs as to on-campus programs.

Notice of Admission and Confirmation

The University practices 'rolling admission,' and once the applicant's admissions file is complete admittance decisions are made quickly with a timely notification to all applicants. Candidates should expect an admissions decision to be made within four

to six weeks from the time NCA&T receives the application and supporting credentials. NCA&T encourages applicants to apply well before the application deadline to ensure that there is still space available.

Candidates who are offered admission must notify the University by completing and submitting their intent to enroll via the online admissions portal. Persons who are not approved for admission to the university are promptly notified in writing.

Prior to registration for each semester, all new freshmen must submit a final official high school transcript that indicates date of graduation, and all transfer students must submit a final official college transcript to the Office of Undergraduate Admissions. North Carolina law requires all new freshmen and transfer students to have their physician complete the Medical Health Form and return it along with a copy of his or her Immunization Record, to the Director of Health Services.

Publication and Dissemination of Admission Policies

The primary means for publishing and disseminating admissions policies and information is by posting information on the university's website. "Admissions" is a main button on the institution's homepage, from which prospective students may link to 1) Undergraduate; 2) Graduate; 3) International Students; and 4) Continuing Education. In keeping with its mission to provide a 'wide range of educational opportunities from bachelors to doctoral degrees in traditional and online environments' the admissions portal provides links to a comprehensive set of searchable options for students that include the range of programs including majors and minors in the different schools and colleges.

Instructions on how to apply, freshman admission criteria, and related information are provided online and updated on an as-needed basis. For transfer students, the [Aggie Admissions Portal](#) has been created to help undergraduates with their transfer concerns, while graduate students may consult the [Graduate School Transfer Student](#) page for information about campus events, tours, and an up-to-date status on the student's application submission.

In addition, a series of "Aggie Nite" programs are conducted by institutional teams (including academic, financial aid, student support, athletics representatives) in North Carolina and surrounding states to provide better engagement opportunities to parents and students. The on-campus Fall and Spring Open Houses also attract a substantial number of prospective students. Admissions information is disseminated at this time.

Admissions processes and policies for distance education ensure that there are no boundaries between the physical and virtual campus -- each is an extension of the

other with shared experiences. A&T Online provides universally accessible connection to admissions processes that address the special needs of distance students such as remote admission, registration, credit transfers, etc. A&T Online provides well-organized details through a comprehensive listing of program and course offerings, tuition and fees, registration and withdrawal processes, procedures for military student deployment, student insurance plan, textbooks, student support services, grades and transcript requests, and policies related to distance education.

Additional information about dissemination of admissions-related materials is provided in the report prepared for Federal Requirement 4.6.

Comprehensive Standard 3.4.11 – Program Coordinators

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Compliant Non-Compliant

Narrative:

North Carolina Agricultural and Technical State University assigns competent individuals who are qualified in the field to oversee each of its academic degree programs. Each academic program coordinator has earned an academic credential appropriate to the field and/or is qualified by appropriate alternative credentials. Academic program coordination at North Carolina A&T State University resides with the department chairs and program coordinators.

NCA&T offers 55 baccalaureate, 29 master's, and 9 Ph.D. programs. Generally, each academic program represents a unique combination of school, department, 6-digit Classification of Instructional Program (CIP) code for the major, and degree. The list of degree programs and major coordinators/directors is updated annually by the Office of Institutional Research, in consultation with the departments and Colleges/Schools. Though existing under a particular CIP code and degree, departments with highly specialized programs or with multiple majors appoint coordinators and directors to maintain the academic integrity of each major areas.

According to the North Carolina Agricultural and Technical State University Faculty Handbook, oversight for the curriculum rests with the academic deans of each School/College and with department chairpersons. "Academic deans provide curricular supervision and coordination," while department chairpersons oversee "accreditation and curricular and program development" (Faculty Handbook, Chapter III, p. 5). To fulfill their responsibilities for their academic programs, department chairpersons appoint either program coordinators or program directors to review and facilitate the updating of the major curriculum; assure quality and compliance with accrediting bodies; and liaise between the major and its faculty, students, alumni and other stakeholders. Program coordinators and directors are also responsible for assessment of student learning outcomes and provide department chairs with assessment data for the Annual Degree Program Self-Study. In almost all cases, this person is a program coordinator. However, the

Department of Visual and Performing Arts appoints program directors to oversee its four majors (dance, music, theatre arts, and visual arts) and to assume additional administrative functions such as course scheduling.

Program coordinators are service positions. They are appointed by the chairperson of the department, based on the academic qualifications of the assigned faculty (normally a terminal degree in the disciplinary area), knowledge of the degree curriculum, experience, willingness and ability to work with faculty and students, and, in most cases, tenure status. Program directors are administrative positions, and, like chairpersons, they are appointed to tenure track positions by the Provost following a national search. Program director positions are posted on the University and state human resources' websites and advertised with professional organizations and publications such as *The Chronicle of Higher Education*. All coordinators and directors have been credentialed in their disciplinary area upon appointment to the faculty. The qualifications of faculty selected to teach at NC A&T are determined, and the resulting faculty appointments are made, in conformity with the criteria stipulated in the faculty credentials guidelines of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). To assure stability and continuity, coordinators and directors are generally not changed until there is a need to do so.

Program coordinators and directors for majors and degree programs are shown in Table 1 (below) by school/college. Program coordinators for online programs are identified below. By clicking on the coordinator or director's name, the C.V. can be viewed. Note that a master's degree is considered the terminal degree in several programs (for example, Visual Arts, Theatre, and Music).

Distance Education Program Coordinators:

Each online program is managed by a program coordinator who is responsible for program development, recruitment and retention initiatives, and faculty and student support.

Vincent Childress (Ph.D. in Technology Education)

Chairperson for Graphic Communications and Technology Services Department and Online Program Coordinator for M.A. in Teaching-Technology Education

Chastity English (Ph.D. in Career and Technical Education, Agricultural Education)

Online Degree Program Coordinator for B.S. in Agricultural Education, M.S. in Agricultural Education

Kimberly Erwin (Ph.D. in Elementary Education)

Online Program Coordinator for M.A. in Teaching-Elementary Education

Jane Walker (Ph.D. in Textiles Products Marketing)
Interim Chairperson for Family and Consumer Sciences Department and Online
Program Coordinator for M.A. in Teaching-Family and Consumer Sciences,
Advanced Certificate in Family and Consumer Sciences

Howard Hardiman (M.S. in Electrical and Computer Engineering)
Online Program Coordinator for B.S. in Electronics Technology

John Humphrey (Ph.D. in Philosophy)
Interim Chairperson Liberal Studies Department and Online Program Coordinator
for B.A. in Liberal Studies

Tiffany Morris (B.S. in Nursing)
Online Program Entry Option Coordinator for B.S. in Nursing (RN Completion
Option)

Comfort Okpala (Ph.D. in Educational Leadership with a Minor in Business)
Chairperson for Leadership Studies Department and Online Program Coordinator for
Ph.D. in Leadership Studies

Robert Pyle (Ph.D. in Technology Education/Industrial Arts)
Chairperson for Built Environment Department and Online Program Coordinator for
B.S. in Environmental Health and Safety, B.S. in Geomatics, Certificate in
Environmental Health and Safety

Ji Shen (Ph.D. in Mechanical Engineering and Mechanics)
Chairperson for AES Department and Online Program Coordinator for M.S. in
Technology Management

Musibau Shofoluwe (Doctor of Industrial Technology)
Online Program Coordinator for Ph.D. in Technology Management

Lisa Snyder (Ph.D. in Higher Education Administration)
Chairperson for Business Education Department and Online Degree Program
Coordinator for B.S. in Business Education-Business Teacher Education, B.S. in
Business Education-Information Technology, M.A. in Teaching-Business Education

Ereka Williams (Ph.D. in Curriculum and Instruction)
Interim Chairperson for Curriculum and Instruction Department and Online Program
Coordinator for M.S. in Instructional Technology

Qingan Zeng (Ph.D. in Electrical Engineering)
Online Program Coordinator for M.S. in Information Technology

Program Coordinators by School/College

School of Engineering						
CIP Code	Program	Major/Concentration	Degree Coordinator	Terminal Degree/Field	Year Awarded	Awarding Institution
14.0501	BIOENGINEERING	Bioengineering - B.S.	Dr. Stephen B. Knisley	Ph.D. Biomedical Engineering	1988	University of North Carolina - Chapel Hill
14.0501	BIOENGINEERING	Bioengineering - M.S.	Dr. Yeoheung Yun	Ph.D. - Mechanical Engineering	2006	University of Cincinnati
14.0701	CHEMICAL ENGINEERING	Chemical Engineering - B.S.	Dr. Gary Tatterson	Ph.D. - Chemical Engineering	1977	Ohio State University
14.0701	CHEMICAL ENGINEERING	Chemical Engineering - M.S.	Dr. Yusuf Adewuyi	Ph.D. - Chemical and Biological Engineering	1985	University of Iowa
14.0801	CIVIL ENGINEERING	Civil Engineering - B.S.	Dr. Taher Abu-Lebdeh	Ph.D. - Civil Engineering/Structural Mechanics	1992	Louisiana State University
14.0801	CIVIL ENGINEERING	Civil Engineering - Building Energy - M.S.	Dr. Shoo-Yuh Chang	Ph.D. - Environmental Health Engineering	1981	University of Illinois at Champagne-Urbana
14.0401	ARCHITECTURAL ENGINEERING	Architectural Engineering - B.S.	Dr. Taher Abu-Lebdeh	Ph.D. - Civil Engineering/Structural Mechanics	1992	Louisiana State University
14.9999	COMPUTATIONAL SCIENCE AND ENGINEERING	Computational Science and Engineering - M.S.	Dr. Marwan U. Biddash	Ph.D. - Electrical and Electronics Engineering	1993	Virginia Polytechnic University
14.9999	COMPUTATIONAL SCIENCE AND ENGINEERING	Computational Science and Engineering - Ph.D.	Dr. Marwan U. Biddash	Ph.D. - Electrical and Electronics Engineering	1993	Virginia Polytechnic University
11.0701	COMPUTER SCIENCE	Computer Science - B.S.	Shearon Brown	M.S - Computer Science	1984	University of Illinois at Urbana-Champaign
11.0701	COMPUTER SCIENCE	Computer Science - M.S.	Dr. Anna Yu	Ph.D. - Computer Science	1992	Stevens Institute of Technology
11.0701	COMPUTER SCIENCE	Computer Science - Ph.D.	Dr. Anna Yu	Ph.D. - Computer Science	1992	Stevens Institute of Technology
14.1001	ELECTRICAL ENGINEERING	Electrical Engineering - B.S.	Dr. John C. Kelly	Ph.D. - Electrical Engineering	1988	University of Delaware
14.1001	ELECTRICAL ENGINEERING	Electrical Engineering - M.S.	Dr. John C. Kelly	Ph.D. - Electrical Engineering	1988	University of Delaware
14.1001	ELECTRICAL ENGINEERING	Electrical Engineering - Ph.D.	Dr. John C. Kelly	Ph.D. - Electrical Engineering	1988	University of Delaware
14.0901	COMPUTER ENGINEERING	Electrical Engineering - Computer Engineering - B.S.	Dr. John C. Kelly	Ph.D. - Electrical Engineering	1988	University of Delaware
14.3501	INDUSTRIAL AND SYSTEMS ENGINEERING	Industrial and Systems Engineering -B.S.	Dr. Daniel Mountjoy	Ph.D. - Industrial Engineering	2001	NC State University
14.3501	INDUSTRIAL AND SYSTEMS ENGINEERING	Industrial and Systems Engineering - M.S.	Dr. Eui Park	Ph.D. - Industrial Engineering	1983	Mississippi State University
14.3501	INDUSTRIAL AND SYSTEMS ENGINEERING	Industrial and Systems Engineering - Ph.D.	Dr. Eui Park	Ph.D. - Industrial Engineering	1983	Mississippi State University
14.1901	MECHANICAL ENGINEERING	Mechanical Engineering - B.S.	Dr. Shih-Liang Wang	PhD-Mechanical Engineering	1986	The Ohio State University
14.1901	MECHANICAL ENGINEERING	Mechanical Engineering - M.S.	Dr. Frederick Ferguson	PhD-Aerospace Engineering	1993	University of Maryland
14.1901	MECHANICAL ENGINEERING	Mechanical Engineering - Ph.D.	Dr. Frederick Ferguson	PhD-Aerospace Engineering	1993	University of Maryland
School of Technology						
CIP Code	Program	Major/Concentration	Degree Coordinator	Terminal Degree/Field	Year Awarded	Awarding Institution
15.0612	MOTORSPORTS TECHNOLOGY	Motorsports Technology - B.S.	Dr. Ji Yao Shen	Ph.D. - Mechanical Engineering and Mechanics	1991	Old Dominion University
15.0612	TECHNOLOGY MANAGEMENT	Technology Management - B.S.	Dr. Ji Yao Shen	Ph.D. - Mechanical Engineering and Mechanics	1991	Old Dominion University
15.0613	APPLIED ENGINEERING TECHNOLOGY	Applied Engineering Technology - B.S.	Dr. Ji Yao Shen	Ph.D. - Mechanical Engineering and Mechanics	1991	Old Dominion University
14.3801	GEOMATICS	Geomatics - B.S.	Ms. Peggy Fersner	M.S. - Civil Engineering Licensed as a Professional Engineer in the State of South Carolina	1982 ,1985-	Clemson University
15.9999	CONSTRUCTION MANAGEMENT	Construction Management - B.S.	Dr. Lewis Waller	Ed. D. - Teaching and Learning M.S Technology Education	2008, 1996	Capella University , University of North Carolina at Greensboro
51.2206	ENVIRONMENTAL HEALTH AND SAFETY	Environmental Health and Safety - B.S.	Ms. Iman Moore	E.D.. - Education , M.S.- Industrial Technology Occupation Safety and Health	2015, 2003	Nova Southeastern University, North Carolina A&T State University
11.1001	INFORMATION TECHNOLOGY	Electronics Technology - M.S.	Dr. Clay Gloster	Ph.D. - Computer Engineering	1993	North Carolina State University

	INFORMATION TECHNOLOGY	Information Technology - M.S.	Dr. Quing-An Zeng	Ph.D. Electrical Engineering	1997	Shizuoka University, Japan
15.0399	ELECTRONICS TECHNOLOGY	Electronics Technology - B.S.	Dr. Clay Gloster	Ph.D. - Computer Engineering	1993	North Carolina State University
	ELECTRONICS TECHNOLOGY	Information Technology - B.S.	Dr. Clay Gloster	Ph.D. - Computer Engineering	1993	North Carolina State University
	ELECTRONICS TECHNOLOGY	Electronics Technology - B.S.	Dr. Clay Gloster	Ph.D. - Computer Engineering	1993	North Carolina State University
	ELECTRONICS TECHNOLOGY	Electronics Technology - B.S.	Dr. Clay Gloster	Ph.D. - Computer Engineering	1993	North Carolina State University
13.1299	TEACHING	Technology Education - Teaching - M.A.T.	Dr. Vincent Childress	Ph.D.- Vocational - Technical Education NCDPI Licensure	1994 ,2011-	Virginia Polytechnic University
50.0409	GRAPHIC COMMUNICATION SYSTEMS	Graphics Communications Systems - Graphic Design Track - B.S.	Dr. Brenda Faison	Ph. D. - Art Education Computer Graphics and Design	1995	Ohio State University
College of Arts and Sciences						
CIP Code	Program	Major/Concentration	Degree Coordinator	Terminal Degree/Field	Year Awarded	Awarding Institution
26.0101	BIOLOGY	Biology - BS	Dr. Mary A. Smith	Ph.D. - Plant Physiology	1984	Cornell University
26.0101	BIOLOGY	Biology - M.S.	Dr. Patrick Martin	Ph.D. - Cell Biology	2003	University of Virginia
13.1205	SECONDARY EDUCATION	Biology - BS Secondary Education	Cailisha Petty	Ph.D. Educational Studies; M.S. - Biology Secondary Education NCDPI Standard I Professional Educators License Secondary Education (Grades 9-12)	2015	University of North Carolina at Greensboro; North Carolina A&T State University
13.1299	TEACHING	Biology - M.A.T.	Cailisha Petty	Ph.D. - Educational Studies	2015	University of North Carolina -Greensboro
40.0501	CHEMISTRY	Chemistry - B.S.	Dr. Claude Lamb	Ph. D. - Inorganic Chemistry	1980	Howard University
40.0501	CHEMISTRY	Chemistry - M.S.	Dr. Zerihun Assefa	Ph.D. - Physical Inorganic Chemistry	1992	University of Maine
13.1205	SECONDARY EDUCATION	Chemistry - B.S. Secondary Education	Dr. Etta Gravely	Ed. D. - Curriculum and Instruction NCDPI License		University of North Carolina at Greensboro
13.1299	TEACHING	Chemistry - M.A.T.	Dr. Etta Gravely	Ed. D. - Curriculum and Instruction	1982	University of North Carolina at Greensboro
	ENERGY AND ENVIRONMENTAL SCIENCES	Energy and Environmental Systems Ph.D.	Dr. Yuh-Lang Lin	Ph.D. - Meteorology and Geophysical Fluid Dynamics	1984	Yale University
	ENERGY AND ENVIRONMENTAL SYSTEMS- SUSTAINABLE BIOPRODUCTS	Energy and Environmental Systems - Sustainable BioProducts- Ph.D.	Dr. Keith Schimmel	Ph.D. - Chemical Engineering	1990	Northwestern University
	ENERGY AND ENVIRONMENTAL SCIENCES AND ECONOMICS	Energy and Environmental Sciences and Economics- Ph.D.	Dr. Lyubov Kurkalova	Ph.D. - Econometrics, Production Economics, Labor Economics	1999	Iowa State University
23.0101	ENGLISH	English - Technical Writing - B.A.	Dr. Veloisa Marsh	M.A. - English Professional (Technical) Writing	1995	University of Memphis
	ENGLISH	English - African-American Literature - B.A.	Dr. Elon Kulii	Ph. D - Folklore/African American Folklore NCDPI Standard II Professional Educator's License English (Grades 9-12)	1982 ,Valid	University of Illinois-Champaign Urbana
	ENGLISH	English - Creative Writing - B.A.	Dr. Anjail Ahmad	Ph.D. - Creative Writing	2003	University of Missouri
23.9999	ENGLISH AND AFRICAN AMERICAN LITERATURE	English - African American Literature -M.A.	Dr. Pauline Uwakweh	Ph.D. - Literature	1995	Temple University
9.0101	SPEECH	Speech - Speech Communication - B.A.	Dr. Regina Williams Davis	Ed. D.- Leadership Studies and Cultural Foundations	2004	University of North Carolina at Greensboro
	SPEECH	Speech - Pathology/Audiology - BA	Dr. Deana McQuitty	Ph.D. - Speech-Language Pathology, MS - Communication Disorders	PhD 2008, MS: 1999	PhD: Nova Southeastern University, MS: Southern Connecticut State U.
13.1205	SECONDARY EDUCATION	English - Secondary Education - B.S.	Marlene Hendricks	M.A. - English and African American Literature North Carolina "A" Professional Teaching License: Middle Grades and Secondary English/Language Arts	2005, 2011-	North Carolina A&T State University
13.1299	TEACHING	English - M.A.T.	Dr. Elon Kulii	Ph.D. - Folklore ,NCDPI Licensure	1982, 2011-	Indiana University
54.0101	HISTORY	History - B.A.	Dr. Fuabeh Funge	Ph.D. - African History	1990	Howard University
13.1205	SECONDARY EDUCATION	History - Secondary Education B.S.	Dr. Dwana Waugh	Ph.D. - American History, NC Professional Educators License - Social Studies 2014-2017	2012, 2014-2017	UNC Chapel Hill

13.1299	TEACHING	History – M.A.T.	Dr. Dwana Waugh	Ph.D. – American History ,NC Professional Educators License - Social Studies 2014-2017	2012 ,2014-2017	UNC Chapel Hill
9.0102	JOURNALISM AND MASS COMMUNICATION	Journalism and Mass Communication – Multimedia – B.S.	Dr. Kimberly Smith	Ph.D. - Communications	2008	University of South Carolina
	JOURNALISM AND MASS COMMUNICATION	Journalism and Mass Communication – Broadcast Production – B.S.	Dr. Sheila Whitley	Ph.D. - Curriculum and Instruction - Higher Education Administration , (17.5 years as a professional prior to accepting teaching position). 1984 MA in Educational Media.	1999	University of North Carolina at Greensboro
	JOURNALISM AND MASS COMMUNICATION	Journalism and Mass Communication – Mass Media – B.S.	Dr. Sheila Whitley	Ph.D. - Curriculum and Instruction - Higher Education Administration , (17.5 years as a professional prior to accepting teaching position). 1984 MA in Educational Media.	2000	University of North Carolina at Greensboro
	JOURNALISM AND MASS COMMUNICATION	Journalism and Mass Communication – Public Relations – B.S.	Dr. Linda Callahan	Ph.D. - Communication	1987	Ohio State University
	JOURNALISM AND MASS COMMUNICATION	Journalism and Mass Communication – Print Journalism – B.S.	Y. Kamalipour	Ph.D. Communication/MA: Mass Media	1986	University of Missouri - Columbia
	JOURNALISM AND MASS COMMUNICATION	Journalism and Mass Communication – Media Management – B.S.	Y. Kamalipour	Ph.D. Communication/MA: Mass Media	1986	University of Missouri - Columbia
	JOURNALISM AND MASS COMMUNICATION	Journalism and Mass Communication – Electronic Media and Journalism – B.S.	Y. Kamalipour	Ph.D. Communication/MA: Mass Media	1986	University of Missouri - Columbia
24.0101	LIBERAL STUDIES	Liberal Studies – African-American Studies B.A.	Mr. Aaron West	M.A. – English	2004	North Carolina A&T State University
	LIBERAL STUDIES	Liberal Studies – International Studies – B.A.	Dr. Jose Bravo	Ph.D. – Spanish Language and Literature	1996	University of Maryland - College Park
	LIBERAL STUDIES	Liberal Studies – Cultural Change and Social Development (Cultural Studies) – B.A.	Dr. Regina Williams Davis	Ed. D. – Leadership Studies and Cultural Foundations	2004	University of North Carolina at Greensboro
	LIBERAL STUDIES	Liberal Studies – Dance – B.A.	Dr. Eleanor Gwynn	Ph.D. - Dance /Performance	1979	University of Wisconsin at Madison
	LIBERAL STUDIES	Liberal Studies – Individualized Studies – B.A.	Dr. Regina Williams Davis	Ed. D. – Leadership Studies and Cultural Foundations	2004	University of North Carolina at Greensboro
	LIBERAL STUDIES	Liberal Studies – Race, Class and Culture (Cultural Studies) – B.A.	Dr. Regina Williams Davis	Ed. D. – Leadership Studies and Cultural Foundations	2004	University of North Carolina at Greensboro
	LIBERAL STUDIES	Liberal Studies – History - Pre-Law – B.S.	Dr. Karen Hornsby	Ph.D. - Philosophy - Applied Philosophy	2003	Bowling Green State University
	LIBERAL STUDIES	Liberal Studies – Women’s Studies – B.A.	Dr. Temeka Carter	Ph.D. – English (Composition and Rhetoric)	2009	University of North Carolina at Greensboro
27.0101	MATHEMATICS	Mathematics – B.S.	Dr. Janis Oldham	Ph.D. – Mathematics	1990	University of California - Berkley
	APPLIED MATHEMATICS	Mathematics – Applied Mathematics – B.S.	Dr. Anthony Giles Warrack	Ph.D. – Statistics	1982	University of Iowa
27.0301	APPLIED MATHEMATICS	Mathematics – Applied Mathematics -M.S.	Dr. Alexandra Kurepa	Ph. D. – Mathematics	1987	University of North Texas
13.1205	SECONDARY EDUCATION	Mathematics – Secondary Education – B.S.	Dr. Kathy Cousins Cooper	Ed. D. – Mathematics Education NC Licensure	1995,2011-2016	University of South Florida
13.1299	TEACHING	Mathematics – M.A.T.	Dr. Bampia Bangura	Ed. D. – Mathematics Education	1978	Louisiana State University
40.0801	PHYSICS	Physics – B.S.	Dr. Abdellah Ahmidouch	Ph.D. - Physics	1994	University of Geneva, Switzerland
	PHYSICS	Physics – Engineering – B.S.	Dr. Abdellah Ahmidouch	Ph.D. - Physics	1994	University of Geneva, Switzerland
	PHYSICS	Physics - Interdisciplinary - B.S.	Dr. Abdellah Ahmidouch	Ph.D. - Physics	1995	University of Geneva, Switzerland
40.0801	PHYSICS	Physics – M.S.	Dr. Ashot Gasparian	Ph.D. - Physics	1987	Yerevan Physics Institute, Yerevan, Rep. of Armenia
40.0401	ATMOSPHERIC SCIENCES AND METEOROLOGY	Physics – Atmospheric and Meteorology – B.S.	Dr. Yuh-Lang Lin	Ph.D. - Meteorology and Geophysical Fluid Dynamics	1984	Yale University
13.1205	SECONDARY EDUCATION	Physics – Secondary Education – B.S.	Brian Schuft	M.S. - Physics	2001	University of North Carolina at Chapel Hill
43.0104	CRIMINAL JUSTICE	Political Science and Criminal Justice – Criminal Justice – B.S.	Dr. James Mayes	J.D. - Law	1991	University of Baltimore
45.1001	POLITICAL SCIENCE	Political Science and Criminal Justice – Political Science – B.A.	Dr. James Mayes	J.D. – Law	1991	University of Baltimore

42.0101	PSYCHOLOGY	Psychology – B.A.	Dr. George Robinson	Ph.D. - Biological Psychology (Behavioral Neuroscience)	1985	University of North Carolina at Chapel Hill
45.1101	SOCIOLOGY	Sociology and Social Work – Sociology – B.A.	Dr. Phillip Carey	Ph.D.- Sociology (Social Psychology)	1975	Oklahoma State University
44.0701	SOCIAL WORK	Sociology and Social Work – Social Work – B.S.W.	Dr. Maura Nsonwu	Ph.D. - Educational Leadership and Cultural Foundations M.S.W	2009, 1990	University of North Carolina at Greensboro
44.0701	SOCIAL WORK	Sociology and Social Work – Social Work – M.S.W. (Jt. With UNC-G)	Dr. Jeffrey Shears	Ph.D. – Social Work	2001	University of Denver
50.0701	VISUAL ARTS, DESIGN	Visual and Performing Arts – Visual Media Design – B.A.	Roymieco Carter	M.F.A. - Graphic Design	2000	Pennsylvania State University
	VISUAL ARTS, DESIGN	Visual and Performing Arts – Visual Media Design - Visual Arts Design – B.A.	Roymieco Carter	M.F.A. - Graphic Design	2000	Pennsylvania State University
50.0901	MUSIC	Visual and Performing Arts – Music – General – B.A.	Dr. John Henry	D. of Musical Arts - Music Education	2009	University of Houston
	MUSIC	Visual and Performing Arts – Music – Performance – B.A.	Dr. John Henry	D. of Musical Arts - Music Education	2009	University of Houston
50.0501	PROFESSIONAL THEATRE	Visual and Performing Arts –Theatre – Professional Theatre -Acting Concentration- B.F.A.	Mr. Gregory Horton	M.F.A. - Design	1990	Michigan State University
	PROFESSIONAL THEATRE	Visual and Performing Arts -Theatre Professional Theatre Concentration Technology- B.F.A	Mr. Gregory Horton	M.F.A- Design	1990	Michigan State University
13.1205	SECONDARY EDUCATION	Visual and Performing Arts – Music – Secondary Education – B.S.	Dr. John Henry	D. of Musical Arts - Music Education	2009	University of Houston
13.1205	SECONDARY EDUCATION	Visual and Performing Arts – Art Education – B.S.	Dr. Willie Hooker	E.D.. - Art Teaching Education	1977	Illinois State University

School of Agriculture and Environmental Sciences

CIP Code	Program	Major/Concentration	Degree Coordinator	Terminal Degree/Field	Year Awarded	Awarding Institution
1	AGRICULTURAL AND ENVIRONMENTAL SYSTEMS	Agribusiness, Applied Economics and Agriscience Education - Agribusiness and Food Industry Management -B.S.	Dr. Kenrett Jefferson-Moore	Ph.D. – Applied Economics	2004	Auburn University
1	AGRICULTURAL AND ENVIRONMENTAL SYSTEMS	Agribusiness and Food Industry Management – M.S.	Dr. Osei Yeboah	Ph.D. - Agricultural Economics - Trade and Environmental Economics	1998	University of Nebraska
13.1301	AGRICULTURAL EDUCATION	Agribusiness, Applied Economics and Agriscience Education –Agricultural Education – Secondary Education – B.S.	Dr. Chastity English	Ph.D. - Career and Technical Education M.S. - Agricultural Education NCDPI Teaching License (6-12) Agricultural Education	2010, 2002 ,2010-2015	Virginia Polytechnic and State University, North Carolina A&T State University
13.1301	AGRICULTURAL EDUCATION	Agricultural Education – Agricultural Professional Licensure – B.A.	Dr. Chastity English	Ph.D. - Career and Technical Education M.S. - Agricultural Education NCDPI Teaching License (6-12) Agricultural Education	2010, 2002, 2010-2015	Virginia Polytechnic and State University ,North Carolina A&T State University
13.1301	AGRICULTURAL EDUCATION	Agricultural Education – Professional Licensure – M.S.	Dr. Chastity English	Ph.D. - Career and Technical Education M.S. - Agricultural Education NCDPI Teaching License (6-12) Agricultural Education	2010 , 2002 ,2010-2015	Virginia Polytechnic and State University, North Carolina A&T State University
	AGRICULTURAL EDUCATION	Agricultural Education – Professional Service – M.S.	Dr. Chastity English	Ph.D. - Career and Technical Education M.S. - Agricultural Education NCDPI Teaching License (6-12) Agricultural Education	2010,2002 ,	Virginia Polytechnic and State University ,North Carolina A&T State University
1	AGRICULTURAL AND ENVIRONMENTAL SYSTEMS	Agricultural and Environmental Sciences – Integrated Animal Health - M.S.	Dr. Mulumbet Worku	Ph.D. - Animal Science	1993	University of Maryland
1.0901	ANIMAL SCIENCE	Animal Science – Animal Science and Animal Industry – B.S.	Dr. Ralph Noble	Ph.D. - Animal Science	1982	University of Illinois-Champaign Urbana
1.0999	LABORATORY ANIMAL SCIENCE	Animal Science – Laboratory Animal Science – B.S.	Dr. Tracey Hanner	D.M.Veterinary	1986	North Carolina State University
19.0101	FAMILY AND CONSUMER SCIENCE	Family and Consumer Sciences – B.S.	Dr. Jane Walker	Ph.D. - Textile Products Marketing	2001	University of North Carolina at Greensboro

19.0706	CHILD DEVELOPMENT AND FAMILY STUDIES	Child Development and Family Studies - B.S.	Dr. Valerie McMillan	Ph.D. - Elementary Education and Teaching	1993	Iowa State University
19.0501	FOOD AND NUTRITIONAL SCIENCES	Food and Nutrition Sciences – B.S.	Dr. Patricia Lynch	Ph.D. - Nutrition	2008	University of Nebraska
	FOOD AND NUTRITIONAL SCIENCES	Food and Nutrition Sciences – B.S.	Dr. Lynda Brown	Ph.D. – Nutrition	2003	University of Maryland
	FAMILY AND CONSUMER SCIENCE	Family and Consumer Sciences – B.S.	Dr. Jane Walker	Ph.D. - Textile Products Marketing	2001	University of North Carolina at Greensboro
19.0501	FOOD AND NUTRITIONAL SCIENCES	Food and Nutritional Sciences – M.S.	Dr. Lynda Brown	Ph.D. – Nutrition	2003	University of Maryland
13.1299	TEACHING	Family and Consumer Education – Teaching – M.A.T.	Dr. Valerie McMillan	Ph.D. - Elementary Education and Teaching	1993	Iowa State University
	TEACHING	Child Development and Early Education and Family Studies – M.A.T.	Dr. Valerie McMillan	Ph.D. - Elementary Education and Teaching	1994	Iowa State University
1	AGRICULTURAL AND ENVIRONMENTAL SYSTEMS	Agricultural and Environment Systems – Sustainable Land Management – B.S.	Dr. Charles Raczkowski	Ph.D. - Soil Science and Agronomy	1988	North Carolina State University
	AGRICULTURAL AND ENVIRONMENTAL SYSTEMS	Agricultural and Environmental Systems – Urban and Community Horticulture – B.S.	Dr. Guochen Yang	Ph.D. -Horticulture and Forestry	1993	University of Nebraska - Lincoln
	AGRICULTURAL AND ENVIRONMENTAL SYSTEMS	Agricultural and Environmental Systems – Environmental Studies – B.S.	Dr. Godfrey Uzochukwu	Ph.D. - Soil, Earth and Environmental Sciences	1983	University of Nebraska-Lincoln
1	AGRICULTURAL AND ENVIRONMENTAL SYSTEMS	Agricultural and Environmental Systems – Natural Resources and Environmental Systems M.S.	Dr. Charles Raczkowski	Ph.D. - Soil Science and Agronomy	1988	North Carolina State University
14.0301	BIOLOGICAL ENGINEERING	Natural Resources and Environmental Design – Biological Engineering – B.S.	Dr. Abloghassem Shahbazi	Ph.D. - Agricultural Engineering	1982	Pennsylvania State University
4.0601	LANDSCAPE ARCHITECTURE	Natural Resources and Environmental Design – Landscape Architecture – B.S.	Anna Reeves (Ms.)	M.S. - Landscape Architecture	2004	Cornell University

School of Business and Economics

CIP Code	Program	Major/Concentration	Degree Coordinator	Terminal Degree/Field	Year Awarded	Awarding Institution
52.0301	ACCOUNTING	Accounting - B.S.	Dr. Kevin James	Ph.D. – Accounting	2000	University of Tennessee at Knoxville
52.0801	FINANCE	Finance - B.S.	Dr. Charles Cole	Ph.D. – Finance	1979	University of Arkansas
52.0201	MANAGEMENT	MBA-Accounting	Dr. Kevin James	Ph.D. – Accounting	2000	University of Tennessee at Knoxville
13.1303	BUSINESS EDUCATION	Business -Teacher Education - Information Technology	Dr. Jorge Gaytan	Ph.D. - Educational Leadership and Administration	2000	University of Texas at El Paso
	BUSINESS EDUCATION	Business - Teacher Education	Dr. Sherrie Drye Cannoy	Ph.D. - Management Information Systems - NCDPI Licensure	2008 ,2008-2013	University of North Carolina at Greensboro
13.1299	TEACHING	Business Education - Teaching - M.A.T.	Dr. Lisa Snyder	Ph.D. - Higher Education Administration-Educational Technology	2000	Bowling Green State University
45.0601	ECONOMICS	Economics - General - B.S.	Dr. David Chen	Ph. D. Agricultural Economics	1971	University of Wisconsin
	ECONOMICS	Economics - Business - B.S.	Dr. David Chen	Ph. D. Agricultural Economics	1971	University of Wisconsin
	ECONOMICS	Economics - International - B.S.	Dr. Ryochi Sakano	Ph.D. Economics (International Economics)	1991	University of Alabama
	ECONOMICS	Economics - Law - B.S.	Dr. Mark Burkey	Ph.D. - Economics - Micro Theory, IO, Public Economics	1998	Duke University
52.0201	MANAGEMENT	Management - Business Administration - B.S.	Dr. Silvanus Udoka	Ph. D.– Business – Organization Theory and Policy	1984	University of North Texas (Formerly North Texas State University), Denton, TX
	MANAGEMENT	Management - Management - B.S.	Dr. Isaiah Ugboro	Ph. D.– Business – Organization Theory and Policy	1984	University of North Texas (Formerly North Texas State University), Denton, TX
	MANAGEMENT	Management - Innovation and Entrepreneurship - B.S.	Dr. Thaddeus McEwen	Ph. D. – Education	1990	Southern Illinois University at Carbondale, Carbondale, IL

	MANAGEMENT	Management - Information Systems - B.S.	Dr. Mary Lind	Ph .D. - Business Administration (General)	1988	The University of North Carolina at Chapel Hill, Chapel Hill, NC
52.0201	MANAGEMENT	Management - Human Resources - M.B.A?	Dr. Roger Gagnon	Ph. D.- Business Administration - Operations Management	1982	University of Cincinnati, Cincinnati, OH
52.1401	MARKETING	Marketing - B.S.	Dr. Kathryn Cort	Ph.D. - Marketing	1996	Kent State University
	MARKETING	Marketing - Sales B.S.	Dr. Jacqueline Williams	Ph.D. - Marketing	1995	Florida State University
52.0209	SUPPLY CHAIN MANAGEMENT	Supply Chain Management - B.S.	Dr. Kathryn Dobie	Ph.D. Marketing	1994	Memphis State University
52.0201	MANAGEMENT	M.B.A. -Supply Chain Management Systems	Dr. Linda Silver Coley	Ph.D. - Marketing (Supply Chain)	2004	University of Cincinnati

School of Education

CIP Code	Program	Major/Concentration	Degree Coordinator	Terminal Degree/Field	Year Awarded	Awarding Institution
13.1202	ELEMENTARY EDUCATION	Elementary Education (K-6) Special Education (K-12) - Dual Licensure - B.S.	Dr. Erika Williams	Ph.D. - Curriculum and Instruction NCDPI Standard Professional II License - Elementary Education (K-6) NCDPI Standard Professional II License - Behaviorally Emotionally Handicapped (K-12) NCDPI Standard Professional II License - Learning Disabled (K-12)	2003	University of North Carolina at Greensboro
13.1202	ELEMENTARY EDUCATION, GENERAL	Elementary Education (K-6) - M.A.E.D.	Dr. Kimberly Erwin	Ed. D. - Curriculum and Instruction NCDPI License	2011, 2011-2016	Virginia Polytechnic and State University
13.1299	TEACHING	Elementary Education (K-6) - M.A.T.	Dr. Kimberly Erwin	Ed. D. - Curriculum and Instruction NCDPI License	2011, 2011-2016	Virginia Polytechnic and State University
13.1299	TEACHING	Special Education (K-12) - M.A.T.	Dawn Waegerle	Ed. D. - Educational Administration - Special Education NCDPI License	1990-2011-2016	College of William and Mary
13.1315	READING EDUCATION	Reading Education (K-6) - M.A.E.D.	Dr. Nicole Smith	Ed. D. - Curriculum and Instruction M.Ed. - Reading NCDPI License	2009,2005, 2010-2015	University of North Carolina at Chapel Hill
13.0501	INSTRUCTIONAL TECHNOLOGY	Instructional Technology - M.S.	Dr. Erika Williams	Ph.D. - Curriculum and Instruction NCDPI Standard Professional II License - Elementary Education (K-6) NCDPI Standard Professional II License - Behaviorally Emotionally Handicapped (K-12) NCDPI Standard Professional II License - Learning Disabled (K-12)	2003	University of North Carolina at Greensboro
13.0403	ADULT EDUCATION	Adult Education - M.S.	Dr. Patricia Bethea-Whitfield	E.D.. - Counselor Education/School Counseling & Guidance	1987	University of North Carolina-Greensboro
13.1102	MENTAL HEALTH COUNSELING	Mental Health Counseling - Clinical - M.S.	Dr. Caroline Booth	Ph.D. - Counselor Education/School Counseling and Guidance NC Board of Professional Counselors	2005-2003	University of North Carolina-Greensboro
13.1102	MENTAL HEALTH COUNSELING	Mental Health Counseling - M.S.	Dr. Caroline Booth	Ph.D. - Counselor Education/School Counseling and Guidance NC Board of Professional Counselors	2005-2003	University of North Carolina-Greensboro
13.0409	SCHOOL ADMINISTRATION	School Administration - M.S.A.	Dr. Alisa Taliaferro	E.D.- Educational Leadership	2004	Clark-Atlanta University
51.231	REHABILITATION COUNSELING AND REHABILITATION COUNSELOR EDUCATION	Rehabilitation Counseling and Rehabilitation Counselor Education - Ph.D.	Dr. Tyra Turner-Whittaker	Ph.D. - Rehabilitation Counseling ,MS Guidance and Counseling Licensed Professional Counselor Certified Rehabilitation Counselor	2004 ,1994 , 2006,1997	Southern Illinois University - Carbondale, Xavier University- Louisiana
13.1101	SCHOOL COUNSELING	School Counseling - M.S.	Dr. Shirlene Smith-Augustine	Ph.D. Guidance and Psychological Services National Certified Counselor	1995-2010	Indiana State University
31.0504	SPORT SCIENCE AND FITNESS MANAGEMENT	Sports Science and Fitness Management - B.S.	Dr. Daniel Webb	Ph.D. - Adapted Physical Education/ Activity	2000	Ohio State University
13.1299	TEACHING	Physical Education and Health - Education - M.A.T.	Dr. Teresa Dail	Ph.D. - Exercise and Sports Science NCDPI Teaching Certificate in Physical Education	2002, 2012-2015	University of North Carolina at Greensboro
13.1314	HEALTH AND PHYSICAL EDUCATION	Health and Physical Education - M.S.	Dr. Dwedor Ford	Ph.D. - Human Performance	2009	Middle Tennessee State University
30.9999	LEADERSHIP STUDIES	Leadership Studies - Ph.D.	Dr. Comfort Okpala	E.D./Educational Leadership	1989	Fayetteville State University

School of Nursing

CIP Code	Program	Major/Concentration	Degree Coordinator	Terminal Degree/Field	Year Awarded	Awarding Institution
51.3801	NURSING	Nursing	Dr. Terry Ward	Ph.D. Nursing	2009	University of North Carolina -Greensboro
Joint School of Nanoscience and Nanoengineering						
CIP Code	Program	Major/Concentration	Degree Coordinator	Terminal Degree/Field	Year Awarded	Awarding Institution
14.9999	NANOENGINEERING	Nanoengineering - M.S.	Dr. Ajit Kelkar	Ph.D. - Mechanical Engineering	1985	Old Dominion University
14.9999	NANOENGINEERING	Nanoengineering - Ph.D.	Dr. Ajit Kelkar	Ph.D. - Mechanical Engineering	1985	Old Dominion University

Comprehensive Standard 3.11.3 Physical Facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Compliant Non-Compliant

Narrative

The physical facilities of North Carolina Agricultural and Technical State University are operated and maintained to serve NCA&T's mission and the goals of the university's strategic plan, *A&T Preeminence 2020*. The university's physical plant is adequate and appropriate for the programs and services provided, as demonstrated by a comparison of its capacity with peers'. The university's stewardship of its physical resources is evidenced by a regularly updated master plan, ongoing maintenance, and user satisfaction with the educational environment.

Campus Overview

The NCA&T campus consists of approximately 771 acres located in Greensboro, North Carolina (Guilford County). Approximately 220 acres are on the main campus, and 551 acres are located on the University Farm. The University uses 119 facilities consisting of over 3.2 million gross square feet (gsf) in support of its academic mission (Facilities Inventory and Space Utilization Study, p. 124). There are 79 buildings (2,704,199 gsf) on the main campus, 28 facilities (103,751 gsf) on the University Farm, 14 buildings (169,546) off campus, and four University Foundation buildings managed by a third party (253,915 gsf). Replacement value of the campus is estimated at \$1.1 billion (Deferred maintenance).

A campus map shows the layout of the campus, and a list of academic and university buildings is available on the NCA&T website. An aerial view shows the scope of the campus facilities. The 2011 Facilities Strategic Plan provides visuals of new facilities and completed projects.

investment in physical infrastructure. A list of projects financed through a bond referendum includes new classroom and laboratory buildings, new student housing, improved infrastructure, and land acquisition. New facilities completed most recently include the new Academic Classroom Building, Sebastian Health Center, and the Aggie Stadium Sky Box. Currently under construction are the new Student Center, (projected completion July 2017) and the Bell Tower (projected completion March 2016).

Master Planning

The university's master plan was developed to facilitate planning for the future growth of the university in alignment with strategic planning. The master plan is reviewed on a biannual basis to determine the necessity for updating the document. An update is considered if changes to the university strategic plan are significant, or if the NCA&T Board of Trustees has approved new capital projects. The 2014 NCA&T Facilities Master Plan Update evolved from the 1995 master plan, the 2001 master plan update, and the 2007 master plan.

The University continuously evaluates new strategies to enhance the campus. Following are six themes guiding the current master plan.

1. Enhance Intellectual Environment Through Creative Use Of Physical And Virtual Space
2. Create An Inclusive Global/ International Corridor On Campus
3. Enhance Institutional Facilities In Support Of Graduate Education (with specific focus on STEM), Research And Outreach
4. Create Partnership With Local And National Organizations To Improve Growth Opportunities
5. Infrastructure Improvements
6. Pedestrian Campus

While current facilities perform adequately to serve the mission of the University, the following proposed projects will help the university meet anticipated needs such as new teaching and research technologies, updates to infrastructure, and attractive additions to students' campus experience.

1. New College of Engineering
2. School of Nursing/ Life Sciences Building
3. Enrollment Management/ One-Stop Center
4. Data Center at Gateway Park
5. Performing Arts Center
6. Convocation Center

The University Farm – an off-campus research, demonstration, and production facility supporting the College of Agriculture and Environmental Sciences and Cooperative Extension – is also governed by a physical master plan.

The Campus Master Plan and Capital Improvement Program is managed by the University Engineer's office within the Office of Facilities. This department oversees designer selection, preparation of schematic design, design development and construction documents, and financial management for capital projects. The department also provides project management related to building and renovating facilities; evaluates and provides recommendations regarding plumbing, electrical, architectural, structural, and heating, ventilation, and air conditioning inadequacies; and assists University departments with developing construction budgets.

Physical Capacity

Given the expansion and renovation of physical space on campus during a time when enrollment has remained stable, space utilization ratios show that the university is operating well within capacity, according to North Carolina's higher education Facilities Inventory and Utilization Study (2014). NCA&T's capacity per FTE enrollment was 5.43 assignable square feet (ASF) per FTE student, compared to ratios between 3.0 and 3.9 for other doctoral universities in the UNC system (Table 1, p. 12). NC A&T's academic facilities (including all instructional, research, and administration of instruction or research) per FTE student was 155 ASF, compared to other UNC doctoral institutions, which ranged from 70 to 87 ASF (Table 2, p. 18).

Maintenance of Physical Facilities

The Physical Plant office takes responsibility for ensuring daily operations of facilities by providing preventive maintenance and repair services to all campus buildings, equipment, and grounds. The Facilities Standard Operating Procedures and Policies manual contains the administrative policies and procedures for maintaining buildings and utilities, safety features, and motor vehicles.

All work orders are coordinated via the work order system (WOS) and the radio dispatch office. Three ways to request services are outlined below in order of preference.

- a. Users with an NCA&T e-mail account can reach the WOS by accessing the Facilities Web and follow the instructions provided,

or

- b. The Service Request Form can be downloaded from the Division of Business & Finance forms page, completed, and faxed to 336.256.2575, or
- c. Users may call the radio dispatch office at 336.285.4530 for further assistance.

During regular work hours, emergencies are serviced through the radio dispatch office by calling either 336.285.4530 or 336.285.4500. After-hour emergencies are serviced through a call back system. The Department of Police and Public Safety coordinates these efforts and responds to all requests and requirements generated after 5 p.m.

Routine and preventive maintenance is scheduled through the work order system. Preventive maintenance supports the continuing operation of buildings systems, including dynamic equipment, and the campus utilities infrastructure. Its proper implementation reduces systems/equipment failure, extends the life expectancy of buildings and infrastructure systems, and maximizes the availability of campus facilities' support of the University's mission. Routine maintenance involves cyclic or scheduled periodic maintenance such as painting and light fixture replacement. During 2014- 15, more than 300 work orders were addressed.

To facilitate the activities performed by the physical plant, at least one individual is designated as a building coordinator for each university building that has a single department occupant. These individuals, appointed by the department(s) that occupy each building, serve as the liaison between the Office of the Physical Plant and the building occupants to ensure that services performed are consistent with customers' expectations.

Deferred Maintenance

The University tracks and reports deferred maintenance through the North Carolina State Construction Office's Facility Condition Assessment Program (FCAP). The methodology used by the FCAP team defines deficiencies and steps required to restore a facility to its original condition. The FCAP study does not include items that were not originally installed in the facility such as central air conditioning, elevators for accessibility, sprinklers in residence halls, modernization of outdated facilities. FCAP deficiencies are used to determine the allocation of the Repair and Renovation funding received from

the State of North Carolina and to determine if a facility should be placed higher on the list of proposed projects for renovation or demolished. NCA&T is required to address campus deferred maintenance when requesting state allocation for repair and renovation projects.

Between 2003 and 2013, NCA&T received more than \$19 million in state funding for R&R. By 2013, deferred maintenance was \$5.79 million less than in 2003. Remaining deferred maintenance project costs in 2014, including initiatives to improve use of existing space, summed to \$151 million. The ratio of deferred maintenance to replacement value at NCA&T is 13% which reflects the fact the substantial investment in physical plant made over the past decade.

Technological Infrastructure

NCA&T Division of Information Technology Services administers a comprehensive technology infrastructure for the University. This infrastructure and the services provided are designed to support the educational, research, academic, and administrative needs of the institution with the ability to grow in capacity to meet future institutional needs. The main campus is connected by redundant fiber optics to MCNC, a technology non-profit organization that provides leading-edge broadband infrastructure for various research, education, non-profit health care and other community institutions across the state. The university leverages a 10 Gb backbone connection between most buildings on campus to the network core that is housed in two redundant locations. All buildings on campus have access to a robust wireless network allowing students, faculty, and employees to connect to the Internet and university services from their mobile devices.

The University provides many different Infrastructure services to students, faculty, and staff. Some of these include:

- Voice over Internet Protocol (VoIP) telephone services
- Discipline-specific Virtualized Desktop Interface computing (VDI) to labs, classrooms, and residential halls.
- Identity and Access Management (IAM)
- Enterprise server and data back-up services
- Virtualized server and data hosting

- Google Apps for Education (GAFE) for student and Office 365 for employee email, chat, and collaboration. Both of these services are managed in their respective companies' dispersed data centers with full redundancy and disaster recovery.
- Centrally managed classroom technology, providing faculty with projectors, lecture capture, and interactive technology on a consistent platform.

All infrastructure and infrastructure services are managed through a university help desk that uses the Cherwell incident management system to provide a single point of contact for all ITS provided technology.

Facilities Management

Under the direction of the Vice Chancellor for Business and Finance, the Office of Facilities is charged with developing and executing the campus master plan, providing capital improvements for the university, and accomplishing day-to-day operations, maintenance, and repair of physical facilities and campus grounds. The Office of Facilities consists of the departments of Physical Plant, University Engineer, Property Management, Financial Affairs, Environmental Health and Safety Support Services.

The associate Vice Chancellor for facilities is the chief administrative officer of the Office of Facilities and reports directly to the Vice Chancellor for Business and Finance. He is responsible for: all related engineering and architectural aspect of new buildings; maintenance, grounds, provisions for engineering planning and support, as well as building maintenance and custodial services to academic, administrative, and other University facilities. The maintenance of architectural documents is also part of his responsibilities.

Federal Requirement 4.1 – Student Achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Compliant Non-Compliant

Narrative:

North Carolina Agricultural and Technical State University regularly evaluates its effectiveness by monitoring student achievement at the institutional level (as part of a UNC system review and as part of the university's own strategic planning) and at the program level (for undergraduate nursing and education programs).

Evaluation of Student Achievement at the Institutional Level

As part of the Higher Education Reorganization Act of 1971, NC A&T became a constituent university of the University of North Carolina under one governing board. In 2014, the UNC Board of Governors (BOG) adopted both academic and non-academic metrics to ensure "*continuous improvement in the consistency, efficiency and effectiveness of the operations of the University of North Carolina system, including the constituent institutions*" (UNC Policy 1300.6). Of these metrics, the following are related to student success: 1) six-year graduation rate, 2) freshmen-to-sophomore retention rate, 3) degrees granted to Pell grant recipients, and 4) degree efficiency. Each constituent institution establishes annual performance goals (standard for success) for each metric. The UNC President reports annually to the BOG on the progress of each of the constituent institution's performance in comparison to its own goals and to the performance of selected peer institutions. The metrics for NC A&T are provided in Table 4.1.

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Table 4.1: UNC BOG Efficiency and Effectiveness Metrics for NC A&T

Metric	Description	Comparison	Standard for Success	Cohort or Year	NC A&T	Peers	Met Standard
Six-Year Graduation Rate	Percentage of first-time, full-time freshman, beginning in the fall semester, who graduate within six years.	Campus-specific standard based on peer data	Campus meets or exceeds campus standard	2007	42.9%	50.7%	No
Freshmen-to-Sophomore Rate	Percentage of first-time, full-time freshman, beginning in the fall semester, who returned to their original institution the following year.	Campus-specific standard based on peer data	Campus meets or exceeds campus standard	2012	79.8%	77.1%	Yes
Degrees Granted to Pell Grant Recipients	Number of degrees granted to Pell Grant recipients.	Campus-specific standard based on peer data	Campus meets or exceeds campus standard	2012-13	14.5	21	No

Metric	Description	Comparison	Standard for Success	Year	# Degrees Awarded	Prior Year Increase (%)	Met Standard
Degree Efficiency	Undergraduate completions (including Bachelors degrees and undergraduate certifications) per 100 FTE undergraduates.	Campus-specific standard based on increase from prior year data	Campus meets or exceeds campus standard	2013-14	979	8.70%	Yes

In addition, the UNC BOG adopted the policy 400.1.5 "Fostering Undergraduate Student Success", which requires each of the constituent campuses to establish a "student success and support structure" that will review and report on following areas:

- a. retention, academic progression, graduation, and time to degree,
- b. course scheduling for academic progression,
- c. course offerings and grade requirements that may inhibit graduation, and
- d. monitor academic advising to ensure time to degree.

Since implementation of this UNC policy, the university has revised several policies on academic standing, the number of withdrawals, and the course repetitions and grade forgiveness to help students' progress in degree completion. Furthermore, the university has implemented an early alert warning system to help monitor students' progress in order to improve retention and satisfactory degree progress that will ultimately improve student achievement. Each year the UNC BOG is presented a retention and graduation report. NCA&T's goal has been to improve these rates each year. As shown in table 4.2 below, NC A&T has been steadily making improvements over the past several years.

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Table 4.2: NC A&T Retention and Graduation Rates for First-time, Full-time Undergraduates

Cohort Year	Cohort (N)	First to Second Year Retention	4-Year Graduation Rate	5-Year Graduation Rate	6-Year Graduation Rate
2004	2212	72.5	15.1	32.7	38.3
2005	2239	68.9	16.5	34.6	40.6
2006	2074	71.7	16.4	36.1	42.4
2007	1569	73.6	16	34.7	42.9
2008	1592	78.3	21.5	40.3	47.9
2009	1879	72.4	20.4	37.5	.
2010	2040	74.3	18.3	.	.
2011	1867	73.5	.	.	.
2012	1809	79.8	.	.	.
2013	1768	79.1	.	.	.

In addition to monitoring student achievement for the UNC BOG, NCA&T has established a university scorecard as part of *A&T Preeminence 2020*. Goal six of this strategic plan states that NC A&T State University will “*achieve excellence in academic and operational effectiveness and efficiency*”. Accordingly, several of the key metrics on the university scorecard are four- and six-year graduation rates as well as first- to second-year retention rates. Other measures include degrees awarded and students receiving national awards, scholarships, and fellowships.

The University Cabinet and NCA&T Board of Trustees review this scorecard annually. Furthermore, the university publishes and distributes the scorecard annually to the campus community, including administrators, faculty, and staff. The scorecard helps the university leadership and community monitor the university's performance in comparison to established goals and to both national peers approved by the UNC BOG (BOG Peers) and peers within the University of North Carolina system (UNC Peers) (see table 4.3).

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Table 4.3: A&T Preeminence Scorecard for Student Success

SCORECARD	NC A&T (2010)	BOG PEERS MEAN (2010)	UNC PEERS MEAN (2010)	GOAL 2020	NC A&T (Fall 2012)	NC A&T (Fall 2013)
Student Success						
First-Year Retention Rate*	72.4%	73.9%	78.6%	85%	73.5%	79.8%
Four-Year Graduation Rate**	16.4%	18.9%	28.4%	35%	21.5%	20.4%
Six-Year Graduation Rate***	38.3%	44.4%	54.9%	55%	42.4%	42.9%
Number of Renowned Scholars (Marshall, Fulbright, Rhodes, etc.)	0	-	-	5	8	17
Number of National Fellowships	0	-	-	5	3	12
Degrees Awarded by Fiscal Year	1,726	2,481	4,618	2,700	1,673	1,798
Bachelor's	1,349	1,737	3,305	2,000	1,286	1,313
Master's	356	640	1,195	645	358	456
Doctorates	21	40	86	55	29	40
STEM Disciplines	397	530	501	500	531	534

*Cohorts for 2010 is fall 2009, 2012 is fall 2011, and 2013 is fall 2012

**Cohorts for 2010 is fall 2006, 2012 is fall 2008, and 2013 is fall 2009

*Cohorts for 2010 is fall 2004, 2012 is fall 2006, and 2013 is fall 2007

An additional effort to monitor student success is a result of the Commission for the Review of Student Success at North Carolina A&T State University, which Chancellor Harold Martin established in 2011. The Commission was charged with developing a comprehensive plan to enhance student success that would improve student learning, academic success, and retention and graduation rates. This plan would help provide a roadmap to meeting the student success goals of the university's strategic plan. In order both to meet the student success goals of *A&T Preeminence 2020* and to monitor compliance with the policies and regulations for "*Fostering Undergraduate Student Success*" (UNC Policy 400.1.5), the Commission recommend creation of a permanent Committee to Foster Student Success. This committee was established in fall 2015 to implement strategies to accomplish these goals and to determine the metrics to evaluate student progress. The early work of this committee has focused on improving academic advising.

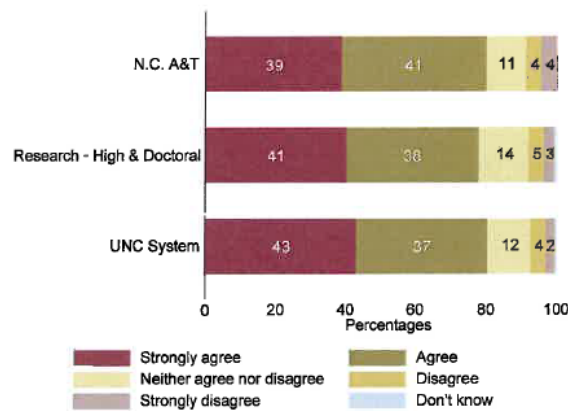
The university also monitors student achievement with indirect measures including graduates' post-graduate experiences and satisfaction with their NCA&T educations. For example, the Office of Institutional Research asks graduating seniors about their future plans in the annual Graduating Seniors Survey. The following table (Table 4.4) shows results from a recent survey indicating 20% are continuing in current job or have a full-time job in their field, and 23.7% are attending graduate/professional school. Although specific targets may not be appropriate for these metrics, the university's goal is to improve continuously.

Table 4.4 Graduating Seniors Survey Future Plans Results

Graduating Senior Survey 2014-15: Please indicate the best description of your primary plans following graduation by marking the one most appropriate response.		
Plans	Responses	Percentage of Responses
I have a full-time paid job related to my field of study	135	14.2%
I have accepted full-time paid job, not related to my field of study	24	2.5%
I have accepted a part-time paid job	11	1.2%
I will continue in my current paid job	55	5.8%
I am currently seeking, or plan to seek, paid employment	354	37.3%
I will be going to graduate or professional school full-time next year	167	17.6%
I will be going to graduate or professional school part-time and working part-time next year	58	6.1%
I will take more undergraduate courses next year	13	1.4%
I am neither seeking employment or planning on attending school next year	4	0.4%
I will be entering or continuing military service	16	1.7%
I will be engaged in volunteer activity (e.g. Peace Corps)	6	0.6%
I will be starting or raising a family	8	0.8%
I do not know yet	61	6.4%
Other	37	3.9%
Total Responses	949	100.0%
Non-responses	61	
Grand Total	1010	

In addition, the university collects job placement data through surveys performed by the Office of Career Services. Recently, the university also participated in a comprehensive UNC system alumni survey on the impact, benefit, and quality of their education received.. The survey focused on graduates from the following years: 1993-94, 2003-04, 2008- 09, and 2012-13. Each participant was asked questions related to the quality of their education and job placement. Provided below is Figure 4.1, which compares NCA&T with other institutions in the UNC system.

Figure 4.1 The education I received at NCA&T enhanced my career prospects.



Finally, as part of a collaboration between North Carolina Department of Commerce's Labor and Economic Analysis Division (which maintains the Common Follow-up System), the North Carolina Community College System, the University of North Carolina General Administration, and the North Carolina Office of Information Technology Services, a dashboard called NC TOWER was created. NC TOWER provides in-depth information on employment rates, wages, and ongoing higher education enrollment of graduates from the NCCCS and from UNC institutions including NCA&T. Figure 4.2 provides mean annual wages for baccalaureate graduates who are employed in state of North Carolina.

Figure 4.2 Mean Annual Wages for NC A&T Bachelor's Degree Graduates for 2009-10



The NCA&T administration uses these indirect measures of student performance to provide feedback to academic programs, student services, the University Cabinet, Deans Council, and NCA&T Board of Trustees. Furthermore, these reports have been used to improve the information collected by the university about graduates. Currently, the university has been looking at using this information to build a partnership

between Academic Affairs and the University Career Center to develop career pathways to help our students move from college to career success.

Evaluation of Student Achievement at the Program Level

As part of NA&T's regular institutional effectiveness process, many academic departments assess program outcomes related to student achievement including enrollment and graduation and first-year retention rates. Program-specific data can be found on the [university's factbook](#) webpage maintained by the Office of Institutional Research. Furthermore, several departments monitor student job placement rates, completion data, and licensure exam reports. Following are examples of the programs that use licensure exam reports.

Nursing –NCA&T's School of Nursing and the UNC BOG monitor the National Council Licensure Examination (NCLEX)-RN pass rate of first-time writers (or test takers). This exam is used to license nurses in the United States and therefore provides a marker for preparing BSN nurses. The [UNC Policy 400.1.7](#) establishes a goal of passing rate to be 85 percent or higher each year for first-time writers. If a campus fails to meet this goal for two consecutive years, the program must be evaluated in the areas of leadership, faculty, admissions policies, and curriculum.

Table 4.5 NC A&T NCLEX-RN Results

NC A&T Nursing Examination (NCLEX-RN) Results: 2005 to 2014 (First-Time Writers Only)										
Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
# of Writers	67	54	51	54	57	54	47	55	57	39
# Passed	46	37	43	49	50	33	35	45	46	30
% Passed	69%	69%	84%	91%	88%	61%	74%	82%	81%	76%
National Pass Rate	87%	88%	86%	87%	88%	87%	88%	90%	83%	82%
State Pass Rate	89%	90%	86%	89%	89%	89%	91%	94%	87%	88%

As indicated in Table 4.5, NCA&T was below 85% for several years. In April 2014, failing to achieve the standard set by the UNC BOG, NCA&T's traditional BSN program was evaluated by a team selected by UNC General Administration. The team's final recommendation was to suspend admission into the upper division of the [traditional BSN program](#) until the goal of 85% had been met. As a result, the School of Nursing has been revising policies regarding admission standards, reviewing and revising the curriculum, putting in place intervention strategies for at-risk students, and providing students with academic coaches for NCLEX-RN test

preparation. Recently, the UNC BOG reviewed data from the NCLEX-RN exam for NCA&T's May 2015 graduates, of whom 89.3 percent passed, exceeding the board's 85 percent benchmark.

Education– The School of Education also monitors graduates' achievement in passing licensure exams. In particular, the State of North Carolina requires that candidates for licensure in Elementary Education and Special Education (General Curriculum) take Praxis II (prior to October 2014) or Pearson Foundations of Reading and General Curriculum tests (starting October 2014). Although performance goals are not established for this metric, the exam results are monitored carefully for professional accreditation and program improvement purposes.

Table 4.6 NC A&T Elementary Education and Special Education General Curriculum Licensure Exam Results

NC A&T State University Student Teacher Licensure Pass Rates ¹										
Year	2009-10		2010-11		2011-12		2012-13		2013-14	
Specialty Area/Professional Knowledge	Number of Test Takers	Passing Rate	Number of Test Takers	Passing Rate	Number of Test Takers	Passing Rate	Number of Test Takers	Passing Rate	Number of Test Takers	Passing Rate
Elementary Education	90	99	41	100	90	99	41	100	20	100
Special Education: General Curriculum	11	100	10	100	11	100	10	100	**	**
Institutional Summary	102	99	51	100	102	99	51	100	23	100

¹ Effective for October 2014, licensure applicants are required to take Pearson Foundations of Reading and General Curriculum tests

*To protect confidentiality of student records, pass rates based on fewer than five test takers were not posted.

** No test takers

As Table 4.6 indicates, the number of students taking tests in both elementary and special education has decreased. Over the five-year window presented, candidates in both programs have been impacted by changes to state required licensure exams. In the midst of these challenges, we are pleased to report that elementary education has maintained a minimum licensure pass rate of 99% and special education (general curriculum) has maintained a pass rate of 89% and higher.

Based on the licensure exam results, several initiatives have been put in place. One example is that faculty teaching in these specialty areas must maintain a current North Carolina Professional Teaching license and are expected to renew licenses every five years. Copies are maintained on file in the School of Education Dean's office. Faculty have been provided and have taken advantage of professional

development opportunities to take state-required licensure exams in their respective areas. Additionally, faculty are expected to remain engaged in the field of study with public school partners, which is documented annually. The School of Education also constructed a model classroom available for both faculty and candidates.

Core Requirement 4.2 -- Curriculum

The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.

Compliant Non-Compliant

Narrative:

North Carolina Agricultural and Technical State University's curriculum is grounded in its institutional mission:

North Carolina Agricultural and Technical State University is an 1890 land-grant doctoral research university dedicated to learning, discovery, and community engagement. The University provides a wide range of educational opportunities from bachelors to doctoral degrees in both traditional and online environments. With an emphasis on preeminence in STEM and a commitment to excellence in all its educational, research, and outreach programs, North Carolina A&T fosters a climate of economic competitiveness that prepares students for the global society.

NCA&T is committed to fulfilling its mission through exemplary undergraduate and graduate instruction, scholarly and creative research, and effective public service. The curriculum is also designed to prepare students for leadership roles within the state, the nation, and the world. As a land-grant institution, NCA&T is committed to offering a curriculum that is reflective of and responsive to the needs of the people of North Carolina, and thus emphasizes its historic strengths in agriculture, science, and engineering. As a doctoral/research-intensive institution, the university is committed to maintaining excellence in undergraduate and graduate education.

The goals of *A&T Preeminence 2020* guiding program and curriculum development are:

Goal 1. Create an intellectual climate that encourages the creative exchange of ideas and increases the quality of the professional environment.

- a. Instill a passion for academic excellence and lifelong learning by creating a learning-centered environment with dynamic intellectual exchange.

c. Enhance the student experience through faculty-student interaction, distinctive co-curricular activities, engaging undergraduates in research activities, and expanding high quality living-learning communities through the use of effective instructional technologies.

f. Recruit and retain gifted students by providing an academically challenging environment.

g. Enhance intellectual environment through creative use of physical and virtual space.

Goal 2. Commit to excellence in teaching, research, public service and engagement.

c. Provide greater support for faculty development opportunities to enhance innovative instructional methods, course design, and curricular development.

Goal 3. Position the university to be a national, premier research-intensive, doctoral, science and technology-focused learning institution.

d. Promote a vigorous STEM-oriented academic environment and increase the number of students entering STEM careers.

e. Strengthen the capacity and quality of STEM-oriented graduate/professional degree programs and the number of overall graduate students enrollment.

Goal 5. Foster a more diverse and inclusive campus community by promoting cultural awareness, collegiality, and by cultivating respect for diverse people and cultures.

a. Encourage the development of programs that demonstrate the value of varied global perspectives and supports international collaborations, research alliances and partnerships.

c. Develop curricula that impart global relevance in a manner that increases knowledge of people, cultures and nations.

NCA&T offers 93 degree programs including 55 undergraduate, 29 master's, and 9 doctoral programs, and 3 free-standing certificate programs. Almost half the

programs are STEM programs, 8 are business related, and 13 are agriculture related.

To ensure that the curricula leading to these degrees are consistent with best practices in American higher education, the university relies on the faculty's disciplinary expertise and professional experience. Evidence of faculty involvement in curricula across the schools and colleges of the university comes from a survey of practices in each division, the results of which are described in the attached summary of review practices.

The university's curricula are reviewed by numerous institutional committees. To ensure that NCA&Ts programs are comprehensive, appropriate, and current, the following bodies continually review the curriculum: University Curriculum Committee, the College/School Curriculum Committee, the Department Curriculum Committee, the Teachers Council, and The Graduate School. All new program proposals are first discussed with the Provost for alignment with the mission and goals of the institution. All new program proposals are submitted to the Faculty Senate for approval and finally submitted to the University of North Carolina General Administration (UNC-GA) for approval. Distance education programs go through the same curricular approval and program approval process as traditional programs. The creation of Distance Education Programs is governed by UNC Policy and Guidelines.

At the bachelor's level, students are required to complete general education requirements approved by the Faculty Senate in Fall 2011 and implemented in Fall 2012 as well as courses in their major field(s) of study as outlined in the Undergraduate Bulletin. Thus, students develop breadth as well as depth in their academic experience, preparing themselves for leadership roles in society.

The Graduate School offers advanced study for qualified individuals who wish to improve their competency for careers in professions related to agriculture, engineering, humanities, education, science, and technology. Such study of information, techniques, and skills is organized through curricula leading to the Master of Science, the Master of Arts, the Master of Education, Master of Social Work, Master of Science in Industrial Technology or the Doctor of Philosophy degree. At the graduate level, individual departments, along with The Graduate School develop relevant course and ancillary requirements. These are described for each department in the online Graduate School Catalog (p.55).

Programs accredited by professional associations are reviewed regularly by external reviewers to ensure that the the curriculum is appropriate and consistent

with good practices in higher education. A large number of programs at NCA&T meet the standards of national and international accrediting bodies.

In summary, four factors ensure that NCA&T's curricula are appropriate for the credentials awarded to students upon completion. First, the faculty are responsible for curriculum design. Second, university and UNC system policy and guidelines for program planning align curricula with accepted norms within higher education. Third, for many programs, professional accreditation ensures that the curricula are consistent with national standards. Finally, university policies and practices for program review require regular review of degree requirements and program effectiveness.

Comprehensive Standard 4.3 – Publication of Policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Compliant Non-Compliant

Narrative:

North Carolina Agricultural and Technical State University makes all academic calendars, grading policies, and financial payment and refund policies available to both students and the public via the university website.

Academic Calendars: The university's website is the primary place for accessing the academic calendar for the current and future semesters and summer sessions. The calendar may be found on the University's home page by selecting either the tab for *Current Student, Faculty & Staff* or for *Alumni* on the NCA&T home page (www.ncat.edu). For each semester and academic year, the academic calendar identifies key dates for registration, last day to add or drop a course, last day to withdraw from the University, last day of classes, and final examination schedule.

Grading Policies: The University's grading policies, including the grading system, quality points, change of grades, grade appeals and incompletes, for undergraduate and graduate courses are published in online versions of the Undergraduate Bulletin under Academic Information and Regulations, and the Graduate School Catalog (p. 36-38). Information on academic warning, probation, suspension, dismissal and dismissal appeals are found in the Undergraduate Bulletin under Academic Information and Regulation, and the Graduate School Catalog (p. 39-40). Undergraduate grading policies regarding calculation of GPA and incomplete grades are on the Office of the Registrar website. Grades are available online through the students Aggie Access account at the end of each semester. Academic Affairs policy regarding undergraduate and graduate grading is also available on the Legal Affairs website.

Refund Policies: The Return of Title IV Funds Withdrawal from the School Refund Policy is located in the Undergraduate Bulletin. This policy details the implications of official and unofficial withdrawals along with examples and how unearned amounts of aid must be returned to the applicable Title IV programs and the order the programs are refunded. Evidence of application of these policies can be seen in the Compliance Audit based on OMB A-133 Standards.

In addition to posting academic calendars, grading policies, and refund policies in

university bulletins and online, all new Aggie freshmen take an orientation course, FRST 100, a one-hour transition course whose learning objectives include teaching students to identify, locate, and articulate NCA&T resources, including the academic calendar, registration, and other policies necessary to be a successful student.

Federal Requirement 4.4 – Program Length

Program length is appropriate for each of the institution's educational programs.

Compliant Non-Compliant

Narrative:

All programs offered by North Carolina Agricultural and Technical State University require a number of credit hours typical across higher education. The length of programs meets the standards set by specialized program accrediting agencies and the levels set forth in SACSCOC Core Requirement 2.7.1. Approved and effective on May 4, 2015, NCA&T's policy on minimum degree requirements for a baccalaureate degree mandates at least 120 hours. All NCA&T undergraduate programs require between 124 and 128 total credit hours, thereby meeting this requirement.

All NCA&T graduate programs are governed by the Graduate School's policy on curriculum structure, which was most recently reviewed and amended by the university on March 10, 2014. This policy specifies that the credit hour requirement for a master's programs is 30 credit hours after the bachelor's degree, and the credit hour requirement for a doctoral degree is 72 credit hours after the bachelor's degree or 48 credit hours after the master's degree. As stated in the policy, graduate programs may exceed these requirements based on specific requirements of relevant, discipline-based accrediting bodies.

All distance education programs at NCA&T are subject to the same policy and review requirements regarding program development and length as face-to-face programs.

The length of new programs is reviewed as part of the program development process. Requests for new programs are evaluated by appropriate bodies within the NCA&T and the University of North Carolina system. After review and approval by NCA&T's initial internal procedures for development and approval, a new program is submitted to the UNC General Administration for review and approval. The UNC system Policy Manual provides guidelines for the development of academic programs. New forms required for approval of new degree programs call for documentation including total hours required.

After a program has been established, any changes to curricular requirements are reviewed by the academic department, school/college and the Faculty Senate's curriculum committee. The Faculty Senate's review of new course and program proposals ensures that all educational programs meet the credit-hour requirements for program length and are appropriately challenging, academically significant, and rewarding. The Committee on New Programs and Curricula reviews, analyzes and approves all proposed curricular changes and new programs recommended by academic department. Examples of curriculum guides are provided in attachments below.

Undergraduate Degree Programs

As indicated in the Undergraduate Bulletin, the university offers 118 baccalaureate majors housed within 59 programs. All programs and their related majors require between 124 and 128 total credit hours. All undergraduate programs are structured to allow a full-time student to complete the program in four years. An analysis of program length of NCA&T bachelor's programs compared to similar programs among UNC system institutions shows that 48% of NCA&T programs are longer. In each case, the difference in program length is within 3-6 credit hours. In addition, analysis of time to degree and credit hours completed for Fall 2008 and Fall 2009 cohorts show that on average NCA&T undergraduates complete 130.6 hours by the time they graduate.

Master's Degree Programs

All 31 master's degree programs offered by NCA&T require completion of at least 30 credit hours. Some programs require more than the required 30 credits; additional credit hours are justified based on accreditation requirements. Master's programs are structured to allow a full-time student to complete the program in one to two years. An analysis of program length of NCA&T master's programs comparable to similar programs offered by UNC system institutions shows that 33% of NCA&T programs are longer. The variation is generally between 3-9 credit hours.

Doctoral Degree Programs

Of the nine doctoral programs offered by NCA&T, eight require either 72 credit hours after the bachelor's or 50-54 credit hours after the master's. Doctoral programs are structured to allow a full-time student to complete the program in approximately four to five years after the bachelor's or three to four years after the master's degree. An analysis of program length of NCA&T doctoral programs comparable to similar programs among UNC System institutions shows that 20% of NCA&T programs are longer. The variation in this program is

three credit hours greater than its comparable program.

The length of NCA&T's degree programs is consistent with accepted practices in higher education, as evidenced by specialized program accreditation (as summarized in the report for CS 3.13.A) and by a comparison with peer institutions.

Federal Requirement 4.5 – Student Complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.

Compliant Non-Compliant

Narrative:

North Carolina Agricultural and Technical State University's policies and procedures ensure that ALL students can participate in an education that is mission related and transformative. The institution relies on a fair and consistent Student Complaint Policy to ensure the maintenance of a context conducive to learner needs and to address all threats to a safe learning environment for students, whether the threat is from another student or University employee. The policy is described below, and it applies to every student enrolled in the institution, regardless of mode or location of instruction. Comprehensive standard 3.13.B includes details on how written complaints by students and the related records are maintained.

Because of the broad, complex, and often legalistic nature of student complaints, NCA&T has a policy that addresses all student complaints not covered by another formal written policy. The following narrative lists those categories that are covered by formal written policies, and in the end describes the procedures followed when a complaint is not covered by a formal written policy. In all cases, only written complaints will be considered a student complaint. All policies related to student complaints are covered in the Student Handbook.

Complaints related to a violation of student conduct:

Sexual harassment and Sexual Misconduct: Processing all complaints related to sexual harassment is the responsibility of the affirmative action officer/Title IX coordinator. Students may contact their department head or other administrators, but all student complaints related to sexual harassment are forwarded immediately to the Title IX coordinator, who is responsible for receiving and processing them typically within 30 calendar days. The investigative report and sanctions are sent to the vice

chancellor for Student Affairs for review of fairness, consistency and appropriateness.

The university is firmly committed to maintaining a campus environment in which all persons can exercise their right to participate fully in campus life free from all forms of sex, sexual orientation, gender-based discrimination, harassment, and related sexual misconduct. The university's protection of these statuses and the University's response to sexual assault, sexual violence, dating/domestic violence, and stalking are governed by the following federal laws: Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; The Violence Against Women Act (VAWA) Reauthorization 2013; and The Campus Sexual Violence Elimination (SaVE) Act (amending Jeanne Clery Act). The institution is committed to investigate and respond appropriately to allegations of violations regardless of how they are reported.

Hazing: The University stands against hazing of any kind and against any student or other individuals who shall commit such acts. The institution applies three definitions of hazing (subtle, harassment, and violent) to address complaints related to hazing (p.26). Complaints must be presented in writing within six months of the alleged misconduct to a faculty, staff member, or University officer who will then bring the complaint to the vice chancellor for student affairs.

ADA/504 grievance procedures: The university has an internal procedure for prompt and equitable resolution of complaints related to the implementation of Title II of the Americans with Disabilities Act. Title II states, in part, that "no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination" in programs or activities sponsored by a public entity. Complaints are filed in writing within 10 days after the alleged violation to the director of employee relations/affirmative action officer, and the vice chancellor for student affairs makes a written determination on the validity of the complaint and a description of the resolution to the complainant within 45 days. The ADA coordinator maintains files and records related to the complaints.

Appeals related to Academic Dishonesty Policy: Acts of academic dishonesty are the basis for disciplinary action, and the instructor may take an appropriate disciplinary action, including the loss of credit for an assignment, exam or project; or awarding a grade of "F" for the courses, subject to review and endorsement by the chairperson and the dean. A student who feels unfairly treated as a result of an academic dishonesty matter may appeal the action, in writing, to the University Conduct Tribunal. The written notice of appeal must be submitted by the student within one week (seven calendar days) of the decision date to the tribunal

chairperson.

(General) Student Complaint Policy: The institution's Student Complaint Policy is applied to any complaint that cannot be addressed by another formal written policy. This policy and the process related to the policy are displayed prominently in the 'Policies and Forms' section of the Office of Student Affairs, and in the Student Handbook. A link to the policy and form are also included in the FAQ section for online students. The Student Handbook is distributed by New Student Programs during orientation.

Students may file complaints online or in person (on paper) and the complaint is acknowledged within 24 hours. The Office of Student Affairs has oversight over the complaint process and its resolution, and serves as a sort of clearinghouse of both academic and nonacademic complaints while maintaining a full record from complaint to resolution. Each student complaint file includes the complaint, supporting documentation, and the resolution letter. The Business Administration Office in the Student Affairs Office documents all paperwork and implements forwarding and completion procedures for student complaints. The assistant vice chancellor and dean of students addresses non-academic complaints and the vice provost for academic affairs addresses academic complaints. All paperwork and copies of responses to students are shared with the Business Administration Office and logged appropriately. A detailed log of complaints is maintained by the business services coordinator and shared with the vice chancellor for Student Affairs. Complaints are typically resolved within 90 days.

Federal Requirement 4.6 Recruitment Materials

Recruitment materials and presentations accurately represent the institution's practices and policies.

Compliant Non-Compliant

Narrative:

All recruitment materials and presentations made by the respective undergraduate and graduate units accurately represent North Carolina Agricultural and Technical State University's practices and policies. To ensure accuracy and timeliness, admissions web sites, printed brochures, and other sources of information related to recruiting are updated each year to reflect any recent policy changes (e.g., deadlines and fees).

All information critical to admission is posted online. Prospective and accepted students will find a wealth of information regarding the University on the various admissions websites. The Undergraduate Admission's website contains information on the application process, scholarships, demographics, and special programs offered. The Graduate School's website contains information on the application process, merit-based assistantship and tuition assistance awards, and program offerings.

Much of the information is also published in hard copy in the form of letters, brochures, and information cards that are mailed to and/or are available to students visiting campus. During visits and at college fairs, admissions officers distribute print materials, which are also available at the Office of Admissions and available as pdfs to be emailed to interested students. Below are examples of recruitment materials available in hard copy.

Fall 2015 Open House Newspaper Advertisement

International Student Sheet

Aggie Nites Advertisement

[Undergraduate Tear Sheet](#)

[Transfer Students Open House Flyer](#)

[Transfer Students Open House Postcard](#)

[View Book](#)

[NCA&T Transfer Guide](#)

[Spring Open House Postcard](#)

[Multicultural Experience](#)

[Recruitment for Dowdy Scholars](#)

[Checklist for Admitted Students](#)

[Graduate Admissions Tear Sheet](#)

[Graduate School Open House Presentation](#)

[Master's Adult Education Brochure](#)

Quality assurance protocols for publications of any kind -- including print, web pages, social media postings, video, graphic design, and photography -- are established in university policy, which assigns responsibilities for all publications including recruiting materials. The [Office of University Relations](#) coordinates and approves all materials in accordance with publication guidelines described in this policy. In collaboration with University Relations, each office listed below designs recruiting publications, web pages, and presentations, and verifies the content prior to publication. All recruiting and admissions marketing materials are updated annually to ensure completeness and accuracy of information.

The table below displays the offices responsible for preparing and ensuring the accuracy of recruitment materials for all groups of potential students.

	UNDERGRADUATE	GRADUATE	INTERNATIONAL STUDENTS	CONTINUING EDUCATION	DISTANCE EDUCATION
Oversight Provided BY	<u>Office of Enrollment Management</u> <u>Office of Transfer Articulation</u>	<u>Graduate School</u>	<u>Undergraduate/graduate Admission Office</u>	<u>Office of Summer School and Continuing Education</u>	<u>NCAT Online</u>
Secondary Oversight Provided BY	<u>Office of Undergraduate Admissions</u>	Graduate School Transfer	<u>Office of International Affairs</u>	Transfer students -- <u>Office of Transfer Articulation</u>	Undergraduate Admissions/Graduate School/ International Affairs/Continuing Education (as appropriate)

SACS Standard 4.7 - Title IV Program Responsibilities

The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. **(Federal Requirement 4.7)**
 The institution audits financial aid programs as required by federal and state regulations. (Comprehensive Standard 3.10.2)

Compliant Non-Compliant

Narrative:

North Carolina Agricultural and Technical State University takes seriously its Title IV program responsibilities by following the US Department of Education's approval and reporting procedures, by supporting a well-qualified staff and providing them with regular professional development, and by monitoring our default rate and student feedback and complaints. All of these, as evidenced by the Program Participation Agreement (PPA), Eligibility and Certification Approval Report, USEd's approval letter, and clean audits, indicate that NCA&T follows best practices in administering Title IV programs.

North Carolina A&T State University awards funds to students from federal, state, institutional and private sources. Federal programs consist of the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal TEACH Grant, Federal Work Study (FWS) and Federal Loan programs (Federal Perkins, Direct Subsidized, Direct Unsubsidized, Direct Parent PLUS and Direct GRAD PLUS Loans). Students may access information on Title IV and other aid programs via the [university's website](#).

During the 2014-2015 academic year, approximately 86% of NC A&T State University's students received various forms of financial assistance. Funding to students for the 2014-15 academic year totaled \$150,820,626. Listed below are the sources of funding and the amounts awarded.

Grants	\$42,946,755.00
Scholarships	\$20,788,878.00
Work	\$438,868.00
Loans	\$86,646,125.00
	\$150,820,626.00

NCA&T's Office of Student Financial Aid administers the Title IV program in accordance with federal guidelines as outlined in the Higher Education Act of 1965 as amended and the 1998 Higher Education Amendments. The university's PPA has been recertified under OPE ID Number 002905 to participate in the Title IV programs and Eligibility and Certification Approval Report of Title IV Campus-Based Programs funding until June 2016. The PPA includes approved off-campus sites and Gainful Employment Programs. An Approval Letter from USEd is on file. A new Recertification Participation Agreement is being submitted and will list additional sites.

NCA&T monitors Satisfactory Academic Progress for all aid recipients. Students are monitored based on the required grade point average and credit hours completion rates for continuation of aid eligibility. Students who fail to meet the required cumulative grade point average, the completion rate of 0.67%, or both, are suspended from financial aid and will remain ineligible for aid until progress is made or an appeal has been submitted and approved. Students who are denied financial aid are offered the opportunity to appeal the financial aid suspension. Students must submit an appeal form and provide any relevant documentation to support the appeal. The appeal is reviewed by the Management Team or forwarded to the Student Financial Aid Appeals Committee for review. The Financial Aid Committee makes the final determination if a student remains on financial aid or not.

Students may file complaints with the Dean of Students Office. The Office of Student Financial Aid is contacted relative to complaints concerning the student's financial aid. These complaints are addressed by the Director of Financial Aid, and the Dean of Students Office is notified of the resolution. Complaints coming from the Ombudsman Office within the USEd are also addressed by the director.

The Office of Student Financial Aid staff utilizes the Federal Student Aid (FSA) Assessment, Dear Colleagues Letters, the Federal Student Aid Handbook and various other standard documents to ensure compliance with the various aid programs. The Information for Financial Aid Professionals (IFAP) and National Association of Student Financial Aid Administrators (NASFAA) website are also used to assist with training and compliance monitoring. Each member of the Office of Financial Aid's Management Team (director, associate and assistant directors) has at least twenty years of financial aid experience. The staff is committed to delivering all financial aid programs effectively and efficiently in a manner ensuring compliance with all federal and university requirements. The staff attended the following conferences, workshops and participated in webinars to stay abreast of updates and changing guidelines.

Workshops Attended

- Federal Student Aid (FSA) Conference
- National Association of Student Financial Aid Administrators (NASFAA) Conference
- Southern Association of Student Financial Aid Administrators (SASFAA) Conference

- North Carolina Association of Student Financial Aid Administrators (NCASFAA) Conference
- Department of Education HBCU Summer Workshop
- College Board HBCU Conference
- NCAA Compliance Seminar
- New Aid Officers Training Workshop

Webinars Participation

Gainful Employment Professional Judgment
 Pell Grant FSA Assessment
 Direct Loan Reconciliation
 Default Prevention Workshops FISAP
 Customer Service
 Satisfactory Academic Progress
 Consumer Information
 Return of Title IV Funds (R2T4)

The university continues to monitor and work diligently on maintaining a low default rate. Student Financial Aid staff contact students who are delinquent or who have defaulted on their student loan in order to connect the student and lender for a mutual financial arrangement, thus removing or preventing the student from affecting the default rate. The institution rate must remain below 30% for three consecutive years to remain eligible to participate in the Federal Direct Loan programs. NCA&T received its 2012 official default rate letter. Listed below is a three-year history of NCA&T's default rate. By comparison, the national, three-year default rate is 11.8 percent.

FISCAL YEAR	FY2012	FY2011	FY2010
Default Rate	14.8	18	16.8

The Office of Student Financial Aid submits the Fiscal Operations Reports and Application to Participate to USEd annually. The university is also in compliance with USEd's reporting requirements for the Fiscal Operations Report and Application to Participate (FISAP).

As part of the Statewide Single Audit, the North Carolina Office of the State Auditor (OSA) is responsible for conducting annual financial aid and federal audits of state agencies and higher education institutions. This is to assure that the State complies with legislation and federal grant requirements, which require the State to obtain an opinion regarding the material accuracy of its basic financial statements and to report on internal controls related to those statements. Please refer to the report for CS 3.10.2 (Financial Aid Audits) for additional information. As a part of their

annual audit, OSA performs financial aid audits that evaluate internal controls and tests compliance with federal aid programs. All reports are then submitted to the federal government as part of the State of North Carolina single audit.

In summary, NCA&T:

- has not received any limitations, suspensions, or terminations from the U.S. Department of Education with regard to student financial aid or other financial aid programs;
- has not been placed on reimbursements or exceptional statuses in regard to federal or state financial aid;
- has not received any infractions of regulations jeopardizing the Title IV programs and funding;
- has not received any adverse communication from the U.S. Department of Education;
- has not received any complaints filed with the U.S. Department of Education;
- has no impending litigation issues with respect to financial aid activities; and
- does not have any unpaid funds due to the U.S. Department of Education

The university transacts monetary business with the federal government via electronic funds transfer and has never been obligated to post a letter of credit on behalf of USEd or other agencies.

Comprehensive Standard 3.10.2 – Financial Aid Audits

The institution audits financial aid programs as required by federal and state regulations.

Compliant Non-Compliant

Narrative:

North Carolina Agricultural and Technical State University complies fully with federal and state requirements, as evidenced by the positive outcomes of independent audits of the institution's financial aid programs.

Information extracted from NCA&T's Banner student information system indicates that approximately 86% of its students receive some form of financial aid. During the 2014-15 academic year, NCA&T received funding from federal, state, institutional, and private sources. Federal Pell Grant awards totaled \$26,404,986 and federal loan programs (Direct Subsidized, Unsubsidized, Parent Plus, Perkins, and Federal Alternatives) totaled \$86,835,055, according to the financial aid director.

As a constituent institution of the University of North Carolina – an agency of the State of North Carolina – NCA&T is required to undergo annual financial statement audits. The North Carolina Office of the State Auditor (OSA) conducts these audits. The University received an unqualified opinion in the Auditor's Report on Compliance and on Internal Control over Financial Reporting based upon the Audit of Financial Statements performed in accordance with Governmental Auditing Standards for the fiscal years ended 2013, 2014, and 2015.

Federal student financial aid programs are included in the Federal Student Financial Assistance Cluster (Title IV) and are subject to audit under the Single Audit Act. These audits, also conducted by the OSA, determine compliance with the audit requirements of the Single Audit Act and OMB Circular A-133. Annually, the OSA develops an audit plan that allows an opinion to be expressed as to whether the State as a whole has complied, in all material respects, with the compliance requirements that have a direct and material effect on major federal programs. If the Student Financial Assistance Cluster is identified in the audit plan as an area to be reviewed, the University's financial aid programs are audited as part of the Statewide Single Audit.

The most recent A-133/Statewide Single Audit of the University's financial aid programs occurred in fiscal year 2012-13. The engagement letter for 2013 defines the parameters for the Statewide Single Audit and the financial audit, and specifies that the audit is conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in Government Auditing Standards issued by the Comptroller General of

the United States; the Single Audit Act, as amended; and the provisions of OMB Circular A-133. Specific objectives include an audit of the financial statements, an audit of federal compliance, and audit reporting. The auditors reviewed all matters related to federal financial assistance programs for the purpose of complying with the requirements of the Single Audit Act and OMB Circular A-133, and they issued a State Single Audit Report on major federal program compliance. Also issued was a separate report detailing the University's portion of the statewide audit results, including audit findings and responses.

The Single Audit Report for 2012-13 revealed one minor finding: the University did not notify some students/parents each time a Direct Loan disbursement was credited to their account in a timely manner necessary for making fully informed loan decisions. This was caused by an incomplete internally-generated report used by the University to identify these students. Before the audit was completed, the University quickly responded by correcting the parameters of the report program and notifying students/parents. The report also notes that "corrective action was completed: May 16, 2013." The 2014 Single Audit report further indicates that "full corrective action has been taken".

The University also submits to the federal government an Annual Fiscal Operations Report and Application to Participate (FISAP) detailing Title IV expenses. NCA&T has not received any limitations, suspensions, or terminations from the US Department of Education with regard to student financial aid or other financial aid programs during the previous three years. There are no reimbursements or exceptional statuses in regard to federal or state financial aid.

A more detailed discussion of compliance with federal requirements (including audit requirements) for Title IV funding is available in the response to Comprehensive Standard 4.7, Title IV Program Responsibilities.

Federal Requirement 4.8 – Distance Education

Compliant Non-Compliant

North Carolina Agricultural and Technical State University offers distance education courses in all of its colleges and and schools. NCA&T defines distance education as “a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, and CDRoms if used as part of the distance learning course or program.” This definition was adopted as university policy on May 4, 2015.

NCA&T offers no correspondence courses.

Policies, standards, and guidelines for on-campus instruction apply to programs delivered via distance education. The university’s Divisions of Academic Affairs and Information Technology Services, through the Office of Instructional Technology Services and Distance Education, are responsible for the enforcement of distance education policies and for IT security.

At NCA&T the web-based learning management system, Blackboard Learn, is the primary means of student access to online courses. Students search and register for all courses through the student web portal, Aggie Access Online, which is connected to Banner, the institution's enterprise system. Blackboard Learn has been integrated with Banner.

An institution that offers distance or correspondence education documents each of the following:

4.8.1 demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Compliant Non-Compliant

Narrative:

North Carolina Agricultural & Technical State University is committed to maintaining the academic integrity of all courses, including distance education courses. To ensure that the student who registers for and enrolls in a distance education course is the same student who completes and receives credit for the course, the university provides a secure login and password.

For security purposes, each student and faculty member is assigned a unique user name and password, which provides authenticated access to various university systems (student information system, course management system, email, etc.). With this personal login ID and password, students can register for and access online courses through NCA&T's secure portals, Aggie Access Online and Blackboard Learn. In addition, NCA&T uses best practices for strong password standards, and students have the ability to update and/or change passwords at any time. The Blackboard Learn login screen provides an acceptable use message to students outlining unauthorized use and access as well as providing a link to additional applicable NCA&T Information Technology Services policies and guidelines. Students enrolled in distance education courses and programs must adhere to policies on electronic security that prohibit sharing of passwords, and both students and faculty are required to take precautions to prevent others from obtaining access to their university computer accounts (Information Security Plan, Network Usage Policy, and the Student Email Use Policy). These policies also address falsification or misuse of identity and technology.

NCA&T colleges and schools use a wide range of discipline-specific pedagogical strategies for interacting with students to foster learning and to ensure that the student enrolled in a course is the same student taking the course. Faculty engagement with students is a critical factor in successfully recognizing identity discrepancies. Examples of pedagogical strategies used by faculty include video submission of work, workgroups, synchronous discussions, frequent instructor/student emails, and face-to-face video conferencing.

To further promote academic integrity of student work within their online courses, faculty members implement additional security measures for online testing and assignment submission. Many security features, such as those listed below, are provided within the course management system. Faculty members are encouraged to utilize as many as necessary to ensure the integrity of student coursework.

- Algorithmic generation of test and homework items which ensures each student receives a question with a different answer than every other student attempting the same problem Instructor-provided passwords for quizzes, tests, and other graded assignments
- Time limits for quiz/test attempts
- Automatic shuffling of questions and shuffling of multiple-choice responses between student quiz/test attempts
- Browser security settings prohibiting access to other online sites and/or prohibiting printing during quizzes and tests

- Limiting student access to quiz/test grades or to review of graded quizzes/tests until all submissions have been graded
- Quiz/test item presentation options (one question per page, no returning to previous questions, etc.)
- Limiting number of attempts per quiz/test
- Time delays between subsequent attempts of quizzes or tests that allow multiple attempts
- Monitoring of student activity logs which record dates, times, and durations of access to graded assignments

NCA&T continues to explore and employ new pedagogical and technological strategies for authentication and student privacy in distance education courses as options become available and practical.

An institution that offers distance or correspondence education documents each of the following:

4.8.2 has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Compliant Non-Compliant

Narrative:

North Carolina Agricultural & Technical State University protects the privacy of all students and their education records and complies with federal and state guidelines regarding information security, whether students are enrolled in distance education courses or attend class on campus. The university's Data Classification Policy, approved May 16, 2012, classifies student data -- including IDs, educational records, photographs, and other personally identifiable, non-directory information - - as restricted data for which the highest level of protection is required.

NCA&T faculty members teaching distance education courses are responsible for creating and maintaining a teaching and learning environment that provides for the privacy and security of students' personal data and coursework. Accordingly, distance education faculty members enforce the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, which is designed to protect the privacy of students' educational records. The policies and procedures used by the University to ensure that students' FERPA rights are protected is outlined in the Student Handbook (p. 35), Graduate Catalog (p. 52) and posted to the University FERPA web site, which provides additional details related to records maintenance, review, and release.

To further ensure student privacy in distance education courses, faculty members:

- Use only the course management systems approved by the university, i.e., Blackboard Learn, WebAssign, MyLabsPlus. These systems require logins that keep anonymous users and search engines away from student profiles by

requiring unique login names and secure passwords that meet industry standards for length and complexity.

- Use the gradebook provided by the course management system, which prohibits students from accessing other students' grades. Posting of class-wide grade reports in any form is prohibited, as is sending a student his/her grades through an e-mail message that could be intercepted by someone other than the student.
- Instruct students to never reveal their log-in names, passwords, or the course enrollment key to anyone.

To prevent the loss of student coursework in an online course, faculty members conduct frequent back-ups of the online course and/or separate back-ups of student assignment submissions and grades to a secure external storage site. This includes utilization of any features available through the course management system that are designed to secure student work, such as embedded automatic "save" mechanisms which record student answers immediately upon entry for homework exercises, tests and other assignments. The Division of Information Technology Services also conducts frequent back-ups of courses and creates archives of courses by semester.

Other university policies and procedures governing acceptable use of university services for students, employees, consultants, vendors, guests, and/or alumni and the management and security can be found on the Information Technology Services' Policy website. The [Information Security Plan](#), [Network Usage Policy](#), and the Student [Email Use Policy](#) all address falsification or misuse of identity and technology. All students, including students enrolled in distance education courses and programs, must adhere to these policies.

NCA&T continues to explore and employ new pedagogical and technological strategies for authentication and student privacy in distance education courses as options become available and practical.

An institution that offers distance or correspondence education documents each of the following:

4.8.3 has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Compliant Non-Compliant

Narrative:

Currently, NCA&T does not charge additional student fees for verification of student identity. All fees charged to distance education students fee projections are published on the [Treasurer's](#) and [DE websites](#), and students are notified at the time of registration of all fee charges.

Federal Requirement 4.9 – Definition of Credit Hours

The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy.

Compliant Non-Compliant

Narrative:

North Carolina Agricultural and Technical State University's compliance with this standard is demonstrated through its policy and procedures for defining a credit hour. NCA&T awards an appropriate number of credit hours to courses and programs consistent with best practices in higher education and with federal standards.

NCA&T's published policy (approved May 4, 2015) defines a credit hour in the following way:

For the purpose of the application of this policy and consistent with federal regulations and the Credit Hours Policy Statement of the Southern Association of Colleges and Schools' Commission on Colleges (SACS), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

A. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

B. At least an equivalent amount of work as required, as outlined in item (A) above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

This definition mirrors the Federal policy and guidelines established by the US Department of Education on October 29, 2010. It is also consistent with credit hour policies of peer institutions such as the UNC-Greensboro, East Carolina University, and the University of Idaho.

Expectations for in-class contact time and student effort outside of class is the same for all courses for which academic credit is awarded and shown on NCA&T's official transcript. These include courses at all levels (undergraduate, graduate,

and professional) regardless of the mode of delivery, including but not limited to online, hybrid, practica, and face-to-face lecture, studio, laboratory, and seminar. For courses with less structured schedules, such as independent studies and research courses, the instructor must clearly establish workload expectations consistent with this policy. The ratio of contact time to credit hours is detailed in Section 2 of the policy.

NCA&T's policy calls for 750 minutes of contact time per credit hour, which adheres to the Carnegie unit for contact time and reflects the minimum established in University of North Carolina's policy on academic calendars. A normal fall or spring semester lasts 15 weeks; the summer session calendar is shorter but follows the same 750-minute contact time requirement. The president of the university's Faculty Senate chairs the Calendar Committee that prepares and recommends the annual Academic Calendar for approval by the Chancellor no less than 18 months in advance of the planned academic year. The University's Registrar maintains the official Academic Calendar on the University's website.

The standard meeting times for courses are a 50-minute, Monday-Wednesday-Friday schedule and a 75-minute, Tuesday-Thursday schedule. For the standard 3-credit hour course, 2250 minutes of instruction are required (including scheduled examinations). Courses with non-standard meeting times must also be scheduled to have the minimum 750 minutes/semester of instruction per credit hour. The calendar is planned with a minimum of 75 class days per semester, excluding Saturdays, Sundays, and holidays, for a minimum of 150 class days per academic year per the UNC policy noted above.

The responsibility for ensuring that credit hours are awarded only for work that meets the requirements of this policy rests with academic units and is overseen by the Registrar and Provost's Office. All new courses are reviewed by department and school/college curriculum committees that are charged with following this policy for approval of courses. New courses and programs are finally approved by the University Curriculum Committee and the Provost and are then sent to the Registrar's office with defined credit hours for each course. Credit hour standards are maintained by programming those credit hours for each course in the system.

NCA&T maintains an equivalence in online courses, which must demonstrate an equivalent faculty:student engagement time as evidenced through faculty contributions in discussion boards and virtual conferences on the part of faculty. Blackboard, which is the Learning Management System at NCA&T, includes features for monitoring student engagement in courses based on the student learning outcomes for the course. Faculty are trained to assess the time that students spend in discussion boards, active participation through responses in them, viewing and listening to audiovisual presentations, reviewing websites, lectures, chats, and other content posted as part of the course instructional materials.

Comprehensive Standard 3.13.A – Accrediting Decisions of Other Agencies

The institution complies with the policies of the Commission on Colleges.

Compliant Non-Compliant

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies. (Or you can reference Part II, Item 5, Accreditation, for your response and also include your response to Item (3) above.)

Narrative:

Please see Part II Item 5 for a list of the federally recognized agencies that currently accredit the institution. The list presented in Part II Item 5 includes the date of the most recent review. Part II Item 5 also provides information on any negative actions and the voluntary withdrawal of NCA&T from the Accreditation Council for Education in Nutrition and Dietetics as of 2017.

Descriptions of NCA&T that have been used in self-study documents are excerpted below. Elements commonly used in these descriptions include the university's status as a public institution, as an 1890 land grant, as an HBCU, as a research university, as comprehensive in scope, as offering programs at all levels, and as a constituent institution of the University of North Carolina system. In addition, NCA&T's founding date and history are often recounted.

Council on Social Work Education: JMSW and BSW

NCA&TSU was established by an act of the General Assembly of North Carolina in 1891. It is a public, high research activity, comprehensive, land-grant university. UNCG, also chartered in 1891, is a public, comprehensive, research university. Both institutions offer baccalaureate, master's level, and doctoral degree programs. The Joint Master of Social

Work Program is strengthened by the history and accomplishments of each university. NCA&TSU is a historically black university with a long tradition of service to the community. UNCG remained the Women's College of the University of North Carolina system until 1965. Each university addresses contemporary missions in teaching, research, and service; their collective histories portray a tradition of service to people of color and women.

Association for the Advancement of Collegiate Schools of Business – Accounting

In March 1891, the General Assembly of North Carolina approved the establishment of the "A. and M. College for the Colored Race". A year later the Board of Trustees of the institution approved the relocation of the college from Raleigh to Greensboro, North Carolina. The first degrees were awarded in 1898. In 1915, by an act of the State General Assembly, the College was renamed the Negro Agricultural and Technical College of North Carolina and in 1957, the General Assembly redefined the purpose of the institution to allow professional/occupational degree programs. In the summer of 1967, by an act of the North Carolina Assembly, the College was designated a Regional University and renamed North Carolina Agricultural and Technical State University. In the same year, the Division of Business and Economics was established. In 1970, the Trustee Board of the University approved the establishment of the School of Business and Economics. On October 30, 1971, legislation was enacted making North Carolina Agricultural and Technical State University a constituent institution of the University of North Carolina System. Inclusion in the University System was effective as of July 1, 1972.

The University, currently a Carnegie-classified "Doctoral/Research Activity" institution and one of 16 UNC system institutions, has grown dramatically since 1891. The School of Business and Economics (School) is one of eight schools and colleges of the University that now serves a diverse, multi-cultural student population. The Department of Accounting is one of five departments within the School and since 1969 has offered a single degree program that leads to the Bachelor of Science degree in Accounting. The Department is located in Merrick Hall and includes thirteen full-time faculty members and an executive assistant. The Accounting Department's mission reflects the School's mission in its efforts to leverage effective teaching and faculty scholarship to accomplish a high quality learning experience. The Department's strategic focus and mission will continue to be shaped by the needs of its students, the dynamic local and global business environment, and the academic and professional requirements of the accounting profession.

Association for the Advancement of Collegiate Schools of Business – School of Business and Economics (Management, Marketing, Supply Chain, Economics)

North Carolina Agricultural and Technical (A&T) State University was established as the A & M College for the "Colored Race" by an Act of the General Assembly of the State of North Carolina on March 9, 1891. In 1915, the name of the institution was changed to The Agricultural and Technical College of North Carolina by an Act of the State Legislature. The General Assembly of North Carolina voted to elevate the College to the status of a regional university and changed its name to North Carolina Agricultural and Technical University, effective July 1, 1967. On October 30, 1971, the General Assembly ratified an "Act to Consolidate A&T State University became a constituent institution of the University of North Carolina system, effective July 1, 1972. Simultaneous with these changes in name and structure, the University has had an evolution of purpose from an institution established "to teach practical agricultural and mechanical arts" to people of the "colored race" to a "Doctoral Research" University, as classified by the Carnegie Foundation for the

Advancement of Teaching, and serves people of all races and nationalities. The University currently offers a variety of undergraduate and graduate programs through eight schools and colleges, including the School of Business and Economics which was established by the University Board of Trustees in 1970. The University is currently guided by a Strategic Plan that informs the planning and operations of all of its academic and administrative units. The goals of the University's current strategic plan are included in Appendix B. However, the University is currently involved in a major strategic planning initiative, to be completed by September 2011.

National Council for the Accreditation of Teacher Education

In 1890, Congress enacted the Second Morrill Act that mandated "a separate college for the colored race." The Agricultural and Mechanical College for the Colored Race was established as that school in North Carolina by an act of the General Assembly on March 9, 1891. In 1915, state legislators changed the college's name to the Agricultural and Technical College of North Carolina; and in 1967, they elevated it to university status. North Carolina Agricultural and Technical State University (NCATSU) became a constituent university of the University of North Carolina in 1972. In 2010, the Carnegie Foundation classified NCATSU as a doctoral research institution (I.5.a.11). For 123 years, NCATSU has provided students with a broad range of experiences that foster transformation and leadership for a dynamic, inclusive society.

Mission: NCATSU "is dedicated to learning, discovery, and community engagement. The University provides a wide range of educational opportunities from bachelor's to doctoral degrees in both traditional and online environments. With an emphasis on preeminence in STEM and a commitment to excellence in all its educational, research, and outreach programs, NCA&TSU fosters a climate of economic competitiveness that prepares students for the global society" (I.5.a.1, I.5.a.2, I.5.a.4).

The institution is accredited by the Southern Association of Colleges and Schools (SACS). In addition, programs in seven out of nine Schools and Colleges are accredited by more than 15 different program-specific accrediting agencies (I.5.e.1). NCATSU graduates the nation's largest number of African-American psychology undergraduates, engineer undergraduates, and master's and doctoral level engineers. The School of Business and Economics traditionally produces the largest number of African-American certified public accountants, and the agricultural school is the nation's second largest producer of minority agricultural candidates (I.5.a.12). The counseling program was the first HBCU to receive Council for the Accreditation of Counselor and Related Education Program (CACREP) accreditation (I.5.a.13).

Accreditation Board for Engineering and Technology

North Carolina Agricultural and Technical State University is a public, doctoral/research, 1890 land-grant university, and is one of the seventeen institutions of The University of North Carolina (UNC) System. The University is governed by a Board of Trustees. The Board of Trustees is comprised of 13 individuals chosen as follows: eight elected by the UNC Board of Governors, four appointed by the governor and the president of the Student Government Association (ex-officio). The term of office of all trustees, except the ex-officio member is four years.

Accrediting Council on Education in Journalism and Mass Communications

The department is a unit in North Carolina A&T State University, one of 16 members of the University of North Carolina system. The university is an urban institution with over 10,000 students, more than 90 percent of whom are of African descent. It has schools and colleges in Graduate Studies, Agriculture and Environmental Sciences, Arts and Sciences, Business and Economics, Education, Engineering, Nursing, and Technology. It includes a University Studies program that focuses on foundations for success in all programs, departments, and schools and colleges. It has institutes on such areas as Advanced Journalism Studies, Interdisciplinary Waste Management, Public Health, and Transportation. It has special units that recognize and promote high achievement by its students -- including the Honors Program and the Ronald McNair Post-Baccalaureate Achievement Program. The components and empha-ses in the University indicate its dedication to academic achievement, to academic diversity, and to the integration and application of knowledge and skills.

American Association of Family and Consumer Science

The Vision of North Carolina A&T State University is to be recognized as a preeminent land grant university and the institution of choice for high-achieving students who are inspired by outstanding teaching and learning, civic engagement, transformative research, and creative scholarship to solve societal challenges. Mission Statement: North Carolina Agricultural and Technical State University is a public doctorate research, 1890 land grant university committed to exemplary teaching and learning, scholarly and creative research, and effective engagement and public service. The university offers degrees at the baccalaureate, masters and doctoral levels and has a commitment to excellence in a comprehensive range of academic disciplines. Our unique legacy and educational philosophy provide students with a broad range of experiences that foster transformation and leadership for a dynamic and global society.

Association of Technology, Management, and Applied Engineering

North Carolina Agricultural and Technical State University is a public, doctoral/research intensive, land-grant University committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research, and effective public service. The university offers degree programs at the baccalaureate, master's and doctoral levels with emphasis on agriculture, engineering, science, technology, literature and other academic areas. As one of North Carolina's three engineering colleges, the university offers Ph.D. programs in engineering. Basic and applied research is conducted by faculty in university centers of excellence, in inter-institutional relationships, and through significant involvement with several public and private agencies. The university also conducts major research through engineering, transportation, and its extension programs in agriculture.

North Carolina Agricultural and Technical State University aspires to be the premier interdisciplinary-centered university in America that builds on its comparative advantages in engineering, technology, and business; a strong civil rights legacy; and status as an 1890 land-grant institution. The challenges of preparing our students to meet the complex needs of the global society necessitate that these exemplary and relevant educational experiences are inherently global in nature and interdisciplinary in focus. The commitment to excellence and the unique NC A&T SU legacy of nurturing the individual student remain strong.

Council for Accreditation of Counseling and Related Educational Programs

Definition and Purpose: The Graduate Faculty of North Carolina Agricultural and Technical State University exists as part of the total University Faculty. The primary function of the Graduate Faculty of NCA&T is to provide educational and research experiences which support high quality graduate education and to provide advice concerning policies associated with graduate programs at the University.

Council on Rehabilitation Education

Definition and Purpose: The Graduate Faculty of North Carolina Agricultural and Technical State University exists as part of the total University Faculty. The primary function of the Graduate Faculty of NCA&T is to provide educational and research experiences which support high quality graduate education and to provide advice concerning policies associated with graduate programs at the University.

Accreditation Commission for Education in Nursing

North Carolina A&T State University is a public, doctoral/research, 1890 land-grant university and in 1972 became one of 17 institutions in the University of North Carolina System. It is classified as a Carnegie high research activity university. The University is committed to exemplary teaching and learning, scholarly and creative research, and effective engagement and public service. The University offers degrees at the baccalaureate, master's and doctoral levels. The University has a "unique legacy and educational philosophy to provide students with a broad range of experiences that foster transformation and leadership for a dynamic and global society" (excerpted from University webpage at <http://www.ncat.edu/about/history-mission.html>). The University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS).

American Council for Construction Education

Established in 1891, North Carolina Agricultural and Technical State University (A&T) is a public, historically black, land-grant institution. Throughout its history, A&T has maintained a rich tradition in academics, research and outreach. Today, the University's learner centered community develops and preserves intellectual capital through interdisciplinary learning, discovery, and engagement, and is committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research, and effective public service and engagement.

North Carolina A&T State University will be recognized as a preeminent land grant university and the institution of choice for high-achieving students who are inspired by outstanding teaching and learning, civic engagement, transformative research, and creative scholarship to solve societal challenges. North Carolina Agricultural and Technical State University is a learner-centered community that develops and preserves intellectual capital through interdisciplinary learning, discovery, engagement, and operational excellence.

North Carolina Agricultural and Technical State University is a public, doctoral/research, 1890 land-grant University committed to exemplary teaching and learning, scholarly and creative research, and effective engagement and public service. The University offers

degrees at the baccalaureate, masters and doctoral levels and has a commitment to excellence in a comprehensive range of academic disciplines. Our unique legacy and educational philosophy provide students with a broad range of experiences that foster transformation and leadership for a dynamic and global society.

Landscape Architectural Accreditation Board

"North Carolina Agricultural and Technical State University is a public, doctoral/research intensive, land-grant university committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research, and effective public service. The university offers degree programs at the baccalaureate, master's and doctoral levels with emphasis on agriculture, engineering, science, technology, literature and other academic areas."

National Association of Schools of Music

The University of North Carolina is a public, multi-campus university dedicated to the service of North Carolina and its people. It encompasses the 17 diverse constituent institutions and other educational, research, and public service organizations. Each shares in the overall mission of the University. That mission is to discover, create, transmit, and apply knowledge to address the needs of individuals and society. This mission is accomplished through instruction, which communicates the knowledge and values and imparts the skills necessary for individuals to lead responsible, productive, and personally satisfying lives; through research, scholarship, and creative activities, which advance knowledge and enhance the educational process; and through public service, which contributes to the solution of societal problems and enriches the quality of life in the State. In the fulfillment of this mission, the University shall seek an efficient use of available resources to ensure the highest quality in its service to the citizens of the State.

Comprehensive Standard 3.13.B Complaint Procedures Against the Commission of Its Accredited Institutions

In addition to FR 4.5 regarding complaints, the Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request.

Compliant Non-Compliant Not applicable

Narrative:

In addition to enforcing a policy of fairness when it comes to student written complaints, North Carolina A&T State University ensures that thorough documentation is maintained by respective units and offices. In Federal Requirement 4.5, the narrative provides details of the general student complaint policy that addresses all complaints not addressed by another specific written policy. In addition, the narrative includes details on the policies that address complaints related to student misconduct, sexual harassment, hazing, Americans with Disabilities Act, and appeals related to academic dishonesty policy.

Because of the complex nature of student complaints and the range of legal issues involved, the institution has a somewhat decentralized system of addressing complaints, although the office of the vice chancellor for Student Affairs is a central area for documentation and routing of student complaints.

The following matrix provides an overview of the documentation process based on the nature of the complaint, and provides the location where records are maintained, the office/person that maintains the record, and the typical elements of such a record. Federal Requirement 4.5 includes links of sample communications to students and examples of the complaint resolution process for both academic and non-academic complaints.

Most records of student complaints are also maintained by the individual university department or unit where the complaint originated, where they are retained in accordance with the University of North Carolina's General Records Retention and Disposition schedule.

NATURE OF COMPLAINT	WHERE ARE RECORDS LOCATED?	WHO MAINTAINS RECORDS?	WHAT ARE THE ELEMENTS OF THE RECORD?
Sexual Harassment Complaints; domestic violence, misconduct; dating violence, stalking	Office of Employee Relations, Human Resources	Affirmative Action Officer/Title IX Coordinator	<ol style="list-style-type: none"> 1) Report from Police or source 2) Investigative report 3) Notification of hearing 4) Letter of sanction
Hazing complaints	Business Administration Office, Office of Student Affairs	Dean of Students	Same as above.
ADA/504 Grievances	Office of Veteran Affairs and Disability Services	Director of Veterans and Disability Support Services	<ol style="list-style-type: none"> 1) Complaint from source 2) Referral details 3) Investigative report 4) Resolution letter with date
Academic Dishonesty Appeals	University Conduct Tribunal	University Tribunal, Dean of Students	<ol style="list-style-type: none"> 1) Appeal details 2) Investigative report 3) Resolution letter with date
Student Complaints: Non-academic	Business Administration Office, Office of Student Affairs	Dean of Students	<ol style="list-style-type: none"> 1) Complaint from source 2) Referral details 3) Investigative report 4) Resolution letter with date
Student Complaints: Academic grade appeals	Department and School/College office if resolved at the School/College level. Office of Student Affairs and Vice Provost for Academic Affairs if student submits complaint to Office of Student Affairs.	Dean of School/College; Dean of Students	<ol style="list-style-type: none"> 1) Complaint from source 2) Referral details 3) Investigative report 4) Resolution letter with date

Comprehensive Standard 3.13.C Reaffirmation of Accreditation and Subsequent Reports

An institution includes a review of its distance learning programs in the Compliance Certification and in its Fifth-Year Compliance Certification.

Documentation: In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

Compliant Non-Compliant Not applicable

Narrative:

The mission of North Carolina Agricultural and Technical State University is to provide a range of educational opportunities to ALL students using both traditional and nontraditional modalities and locations. Section II.3 of the Institutional Summary lists off-campus instructional sites, and II.4 lists degree and certificate programs offered online. The following goals and strategies of *A&T Preeminence 2020: Embracing Our Past, Creating Our Future* set the course for the direction of distance education at NCA&T.

- 1.g. Enhance intellectual environment through creative use of physical and virtual space.
- 2.c. Provide greater support for faculty development opportunities to enhance innovative instructional methods, course design, and curricular development.
- 4.d. Create programs that support educational credentialing of adult workers.

The institution has been offering distance learning experiences and opportunities for more than ten years to both undergraduate and undergraduate learners. The institution expanded its distance education portfolio in Fall 2015 to enhance enrollment populations such as non-traditional students, veterans, active military, and part-way home students. The "A&T Online" portal was launched in Fall 2015 to effectively market existing fully online programs.

Organization

Instructional Technology Services and Distance Education (ITSDE) provides oversight to distance education. The mission of ITSDE is to support the use of educational technologies to enhance the teaching, learning, and research experiences of the faculty, students, and staff at the University.

The same program coordinators and directors, department heads, deans, and university administrators oversee DE offerings as on-campus programs. Online

students at NCA&T can expect to have similar but parallel access through virtual facilities to library and instruction resources, information and instructional technology support, student services, and admission resources as the campus student. Details are addressed in respective standards.

Programs, Policies, and Responsibilities

NCA&T currently offers six undergraduate programs, four graduate programs, and two certificate programs online. In addition, two undergraduate programs, two graduate programs, and one PHD program have been approved for online delivery, and are currently under development.

The institutional strategy regarding distance education (online and off site) is to extend access to on-campus courses and programs to more students, and to expand programs where space is not available or where joint efforts with other institutions will create opportunities that one institution's resources will not be able to afford. An example of the latter is Union Square, a new site under development where NCA&T will offer nursing programs in collaboration with three other institutions. At the same time, the approach is to integrate best practices to ensure that DE programs are only a variation of on-campus programs without any difference in quality, rigor, and other factors that affect student learning. All distance education programs are assessed using the same procedures as on-campus, face-to-face programs (see 3.3.1.1). Eight distance education programs offered online are accredited.

The central policy that governs distance education provides definitions, principles for practice including adherence to SACSCOC policies regarding distance education. Other policies related to distance education are the copyright ownership of online course materials and the credit hour requirements. Admissions requirements, degree requirements, and all academic policies are the same regardless of mode and location. As with on-campus programs, the core faculty is responsible for curriculum, advising, assessment, etc. More detail is provided in 2.8, 3.3.1.1, 3.4.3, 3.4.11, 4.4, etc.

There were 304 undergraduate and 370 graduate DE students enrolled in fall 2013/spring 2014. Including on-campus students who also take DE sections, a total of 2,220 undergraduate students and 570 graduate students took at least one DE section in fall 2013/spring 2014. A total of 21,631 SCH were generated by DE courses offered through 473 class sections during 2013-14. Over the last three years, DE Semester Credit Hours (SCH) have represented approximately 8-9% of the total SCH generated.

Recognition for Online Programs

Some of NCA&T's online programs are attracting national and international attention. For example, in 2013, our online MS in Information Technology program was ranked 18th among the top online graduate Information Technology degree programs by the U.S. News & World Report. For this program, Student Services and Technology was ranked #3, Faculty Credentials and Training was ranked #15, and Student Engagement was ranked #16. Currently, the program is ranked #28 overall

(tied with Kennesaw State University).

For the Best Online Graduate Education Programs, we are currently ranked #153.

Professional Development and Support for Faculty Teaching Online

Over the past 5 years, North Carolina A&T State University has increased the number of qualified staff, with experience, competence, and leadership capacity to support online teaching. Based on a 2012 Faculty Technology Use Survey, the university reorganized to provide greater assistance to faculty in finding and developing the appropriate media for their courses, and to assist faculty with effectively using technology to teach. A new Instructional Technology Services and Distance Education (ITSDE) office was formed to assist faculty with the development of online and hybrid courses as well as face-to-face courses using technology tools.

In response to a 2014 faculty survey, ITSDE invested in a campus-wide license for a lecture capture product, a cloud-based program allowing faculty to create and share lessons on any computer, and an online web conferencing tool used to host online class sessions and online meetings. ITSDE also began hosting an Instructional Technology Showcase to expose faculty, staff, and students to products and services designed to enhance teaching and learning.

To improve course navigation and development, ITSDE has also developed a new course menu (template). In addition, ITSDE created the Online Teaching and Development Certification program to introduce faculty to developing and teaching online courses.

Today, the ITSDE course builders/developers are available to assist faculty teaching online courses and programs achieve the following tasks:

- Review and develop measurable learning objectives
- Implement best practices in student/content/instructor interactions
- Organize and place content and course materials in the learning management system
- Edit and format current course content into units or modules
- Create standardized templates for academic departments or programs
- Develop or convert PowerPoint presentations
- Assist with the use of Blackboard Collaborate for online class meetings
- Create PDFs from Microsoft Word, PowerPoint, or other sources
- Integrate instructional methods with publisher content
- Construct test pools, test blocks, and surveys
- Review courses for alignment with Quality Matters Standards
- Develop course assignments and calendars with deadlines
- Develop rubrics and build into the learning management system for assessment
- Create and edit video and audio clips for introduction and lectures
- Embed video into the learning management system
- Use a variety of applications for course building
- Provide feedback from both instructor and student perspectives.

Facilities

Currently, NCA&T offers three degree programs and one certificate program through traditional instruction in an off-campus instructional site. Two graduate programs (MS in Nanoengineering and PhD in Nanoengineering) are offered through the Joint School of Nanoscience and Nanoengineering (JSNN) in the South Campus of Gateway University Research Park. The JSNN facilities are located on 75 acres of land, formerly part of the NCA&T farm, which were allocated to Gateway University Research Park in 2007. Both University of North Carolina General Administration and SACSCOC approved the formation of the joint school in June 2010.

The Bachelor of Science in Nursing – the RN to BSN option – is offered at the local Cone Health facility, which is located on the campus of the Cone Health Network in the Cone Health System Staff Education Building, 200 E Northwood St., Greensboro, North Carolina. Students in this program are registered nurses. A copy of the notification to SACSCOC and approval from University of North Carolina General Administration is attached.

Federal Requirements

NCA&T is in compliance with all federal expectations for distance education including identification of students, student privacy, sharing of fee information, Title IV program responsibilities, student complaints, etc. Related information including policies is provided in FR 4.8.

NCA&T follows all higher education regulations and offers its distance courses, degree and certificate programs only in approved states. Based on the United States Department of Education's Program Integrity Rule, NCA&T provides distance students with the contact information of the state agency that handles complaints related to distance learning.

Part V: The Impact Report of the Quality Enhancement Plan



NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

PEDRO NINO, ED.D.
DIRECTOR
QUALITY ENHANCEMENT PLAN

Quality Enhancement Plan: *Critical Thinking: Learning to Make Informed Decisions*
 Institution: North Carolina A&T State University
 Primary QEP Contact: Dr. Pedro Nino, Director of the Quality Enhancement Plan
 1601 East Market Street, 310-C Dowdy Administration Bldg.
 Greensboro – NC 27411
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Executive Summary

The North Carolina A&T State University QEP enhances critical thinking and communication skills among undergraduates. To achieve this, the QEP guides students from randomly selected courses through learning outcomes that stress the basics of critical thinking, working with data, problem solving, reaching solutions, conclusions and decisions, and, finally, communicating effectively. These five outcomes are assessed with measures that include direct assessments such as the Critical Assessment Test (CAT), the Collegiate Assessment of Academic Proficiency (CAAP), and others deemed necessary. The indirect measures involve the administration of student and faculty surveys along with the feedback obtained in focus groups. The QEP also requires the collection and analyses of artifacts that evidence student progression through learning stages that include critical thinking strategies. These direct and indirect measures and other elements of the plan have established timelines in accordance with an ongoing assessment.

The QEP is rich in opportunities for the professional development of faculty through attendance at critical thinking workshops and conferences nationwide. For instance, faculty members participate in entire and half-day institutes conducted by experienced facilitators. These professional development experiences are geared towards improving interdisciplinary collaborations and integration of critical thinking-based activities to ensure a positive impact on student learning during and after the QEP. In essence, the QEP aims at changing student behavior in critical thinking through instructional practices integrated in the curriculum and in the assessment activities in each course. For more information about our QEP and its implementation, please visit our QEP website at <http://www.ncat.edu/qep>.

A Land-Grant University and A Constituent Institution of the University of North Carolina

1601 East Market St. • Greensboro, NC 27411 • Phone (336) 334-7006 • Fax (336) 334-7136

1. Brief Description of the Institutions' QEP as Initially Presented

The Quality Enhancement Plan (QEP) *Critical Thinking: Learning to Make Informed Decisions* at the North Carolina Agricultural and Technical State University (NCA&T) is a project based on institutional, state and national priorities in undergraduate education. The topic of this QEP strengthens the A&T FUTURES strategic initiative by placing major emphasis on the development of student's problem solving skills while highlighting UNC System's Tomorrow Plan to foment critical thinking and reasoning among undergraduates according to the challenges of the 21st Century professional environment. During the elaboration of the plan, the QEP Committee examined national research findings from the Association of American Colleges and Universities, the Collegiate Learning Assessment, and the Wabash National Study of Liberal Arts Education that identified critical thinking as a weak area in need of close attention and constant reinforcement. These priorities were discussed in focus groups and open forums with all stakeholders. The emerging themes and the main topic were endorsed by senior administrators led by the Chancellor's Cabinet, Deans Council, and Department Chairs Forum as part of their commitment to foster an intellectual climate in our Institution.

The development of the plan took place in two distinct phases and disseminated through various means over a 3-year period. Phase I sought the input from faculty and staff about student achievement and ways to improve it. Alumni, employers, and participating students provided their feedback through focus groups, Facebook blogs, or surveys. Phase II concentrated on the statistical analysis of the data collected in the previous phase. In Phase II, the QEP Committee conducted a gap analysis of areas for improvement from which critical thinking was selected. The QEP Committee and the QEP Marketing Committee promoted the QEP and its theme with banners, bookmarks, newsletters, pencils, radio ads, in television monitors across campus and in the University webpage.

The plan was to train volunteer faculty from ten departments in critical thinking instruction and the use of VALUE rubrics in the first year followed by two to three years of tracking the courses that they taught.

The QEP Committee integrated the assessment of the student learning outcomes at various benchmark points with rubrics and a standardized test. The Committee adopted the VALUE rubrics for critical thinking and inquiry sponsored by the American Association of Colleges and Universities (AAC&U). The Critical Thinking Assessment Test (CAT test) designed by the Center for Assessment & Improvement of Learning at Tennessee Tech University assessed student's overall improvement in the area of critical thinking. This test is administered to compare growth in critical thinking at the freshman, sophomore, and senior years. Furthermore, other assessment measures include student in-class work, student portfolios, student and faculty surveys, and focus groups. The data is collected according to established timelines and as deemed necessary to provide formative and summative support to QEP courses and to refine the actual QEP. The first-year data served as the baseline to organize and adjust the QEP during the subsequent four years of implementation.

In essence, the QEP aimed at changing student behaviors in critical thinking through instructional practices integrated in the curriculum and in the assessment

activities in each course. It is also aimed at enhancing the collaboration across the majors.

2. Succinct List of the Initial Goals and Intended Outcomes of the QEP

Student learning outcome 1: critical thinking basics.

The student will *analyze* critical thought, using the following criteria: clarity, precision, accuracy, relevance, significance, fairness, logic, depth, and breadth, evidentiary support, probability, predictive or explanatory power (National Council for Excellence in Critical Thinking, 2009).

SLO 2: working with data.

The student will *evaluate* information (i.e., data) critically to judge decisions, problems, and conclusions.

Student learning outcome 3: problem solving.

The student will *design* the most appropriate and effective strategies to solve both disciplinary and interdisciplinary problems based on the situation.

Student learning outcome 4: reaching solutions, conclusions, and decisions.

The student will *synthesize* findings to show patterns and develop conclusions and develop recommendations to solve both disciplinary and interdisciplinary problems.

Student learning outcome 5: communicating.

The student will *demonstrate* critical thinking skills through effective written and oral communication both within and across disciplines.

3. Discussion of Changes Made to the QEP and the Reasons for Making Those Changes

Replacement of Departments.

A final list of 10 departments and 13 programs participated in the QEP. The pilot study during the first year revealed that the following factors would enhance the QEP: selection of departments that had control over the sequence of their courses; disposition toward the QEP from department leadership; and alignment with existing departmental initiatives related to critical thinking, if any. The following list is inclusive of all the schools/colleges except for the Joint School of Nanoscience and Nanoengineering, which includes graduate programs only. Ten of the 13 programs are STEM or mission-related programs.

Table 1: QEP schools/colleges, departments and degree programs

School/College	Department	Degree program
College of Arts and Sciences	Chemistry	BS in Chemistry
	Journalism and Mass Communications	BS in Journalism
	Liberal Studies	BA in Liberal Studies
College of Engineering	Computer and Electrical Engineering	BS in Computer Engineering; BS in Electrical Engineering
School of Agriculture	Natural Resources and	BS in Biological

and Environmental Sciences	Environmental Design	Engineering; BS in Landscape Architecture
School of Business and Economics	Accounting	BS in Accounting
	Marketing and Supply Chain	BS in Marketing; BS in Supply Chain
School of Education	Human Performance and Leisure Studies	BS in Sports Science and Fitness Management
School of Nursing	Nursing	BS in Nursing
School of Technology	Electronics and Computer Technology	BS in Electronics Technology

Reduction in the Number of Participating Students.

The changes in the participating departments reduced the number of students participating in the QEP during the pilot study. The estimated 400 students decreased to an average of 223 students between the pre- and the post-tests.

Substitution and Administration of Assessment Instruments.

The initially accepted assessment instrument, the Critical Thinking Assessment Test or CAT, was replaced with the Collegiate Assessment of Academic Proficiency or CAAP. Although the CAT offered faculty the opportunity to engage in the collection of formative data, the QEP Council considered that this test was labor intensive. The council decided to use the CAAP because it could be scored outside the institution thus not requiring extra time from faculty in the scoring process. In this manner, the faculty could focus more on the development of the targeted outcomes in the classroom.

Pilot Study Length Changed.

The pilot study was reduced to the first year only instead of the three years as initially scheduled. The reason to reduce the length of the pilot study was to ensure enough time to develop or embed all of the four student learning outcomes across the participating programs. Keeping the length of the pilot study as initially accepted by the On-site Committee did not guarantee the development of all of the student learning outcomes in a timely manner for the 5-year period of the QEP.

Change of QEP Director.

At the end of the third year in the Fall of 2013, the institution lost its QEP director and despite starting a search almost immediately, it took a year for the next QEP director to be in place.

4. Description of the QEP's Direct Impact on Student Learning Including the Achievement of Goals and Outcomes as Outlined in Item Three Above, and Unanticipated Outcomes of the QEP, if any.

The impact of the QEP is more readily seen on a holistic macro level rather than at a granular level of student learning outcomes through direct measures.

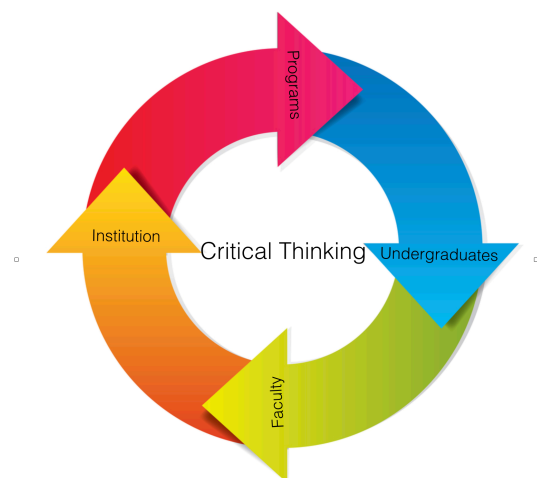


Figure 1: QEP Impact

One of the consequential planning elements in the QEP was the selection of low-stakes standardized testing. Other consequential process-related factors was the lack of a clear implementation of the data collection process using the 'Value' rubrics for select courses, and the loss of QEP leadership midway through the QEP years. QEP implementation, however, has had an impact on the institution as a result of setting wheels in motion at three different levels: undergraduate students, faculty, and the programs that they represent.

INDICATORS OF IMPACT ON FACULTY

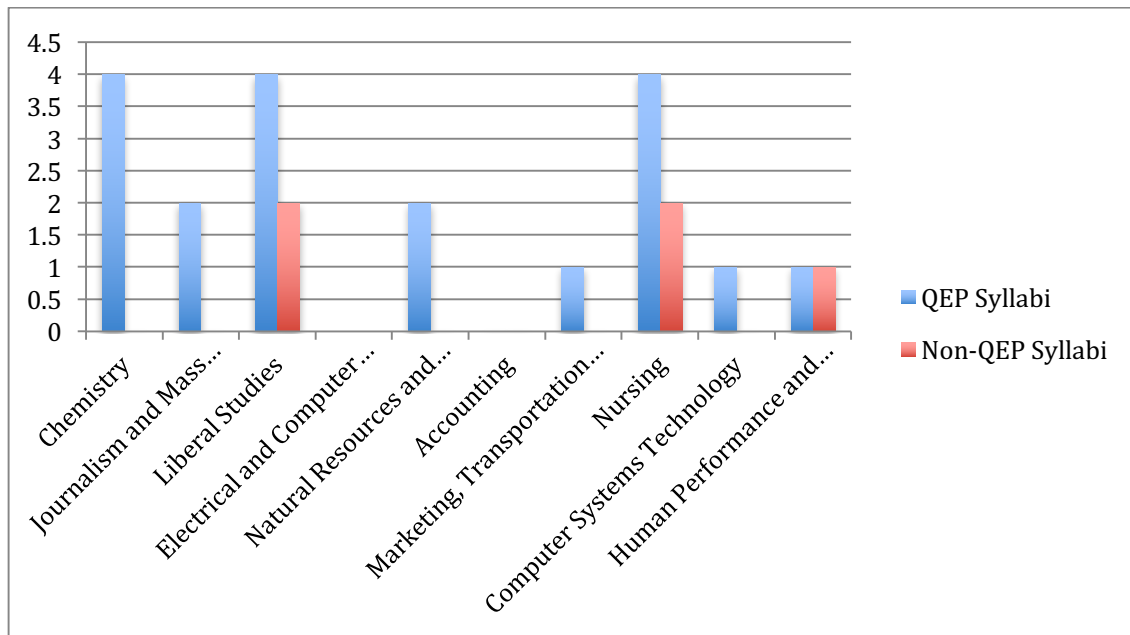
The opportunities provided by the QEP were used strategically by the selected department faculty and provided excellent value to the institution. During the pilot year, the QEP focused on the Basics of Critical Thinking (Student Learning Outcome 1) and Communication (Student Learning Outcome 5). A series of well-attended workshops on critical thinking became a core experience for faculty that informed both instructional practice as well as assessment activities in the classroom, in addition to creating pathways for continuing collaborative work.

Table 2: A total of 118 faculty members attended the following workshops in the pilot year (2011)

Institute	Content
First Critical Thinking Institute	Working Model of Critical Thinking Impact on Student Learning Top Ten Strategies for Teaching Hands-on Across the Curriculum
Second Critical Thinking Institute	Activities for Critical Thinking; Developing an Online Student Learning Guide; Developing a Critical Thinking Lesson; Endnote Software
Third Critical Thinking Institute	Assessment Practices through Sensemaking Critical Thinking and Test Fundamentals Rubrics in the Classroom
Fourth Critical Thinking Institute	Alignment between critical thinking and rubrics A pedagogy for critical thinking; Ways of thinking; Critical thinking at the heart of teaching and learning

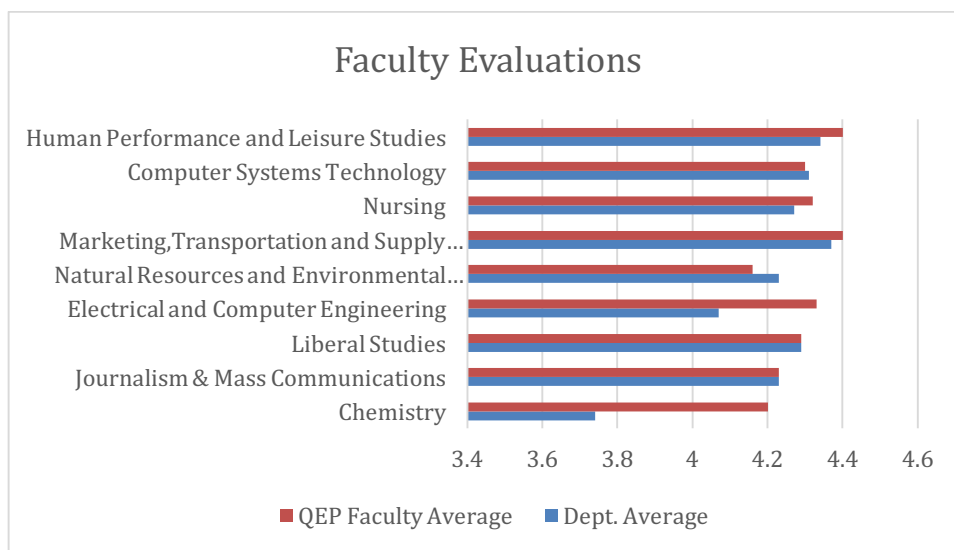
QEP impact on faculty is demonstrated in the following ways: Content analysis of syllabi for evidence of use of 'Value' rubrics; average course evaluations by students for the last three years compared to the departmental average for the last three years, and focus group results. For a content analysis of syllabi, two random selections of the QEP faculty member's syllabi and two random selections of department syllabi were analyzed for use of any of the selected 'Value' rubrics in assessment activities for the course. The results are below:

Figure 2: Use of VALUE Rubrics by QEP and non-QEP Faculty in QEP Departments



In order to evaluate the impact of QEP faculty and their teaching, we compared average student evaluations of all their courses in the last three years to the department's average of teaching evaluations.

Figure 3: Student Evaluations of QEP Faculty



For two years (2011-2013) QEP faculty integrated VALUE rubrics into select assignments and submitted graded assignments and feedback to students at the end of the semester. The following is a heat map that demonstrates levels of rubric use in the assessment of the five critical thinking student learning outcomes and the enabling objectives. For each year, we assigned three qualitative scores with accompanying shades of green for each 'set' of assignments. If the set demonstrated a high level application of the rubric with relevant comments to students when the student did/did not earn the maximum, it was assigned a '2' or a dark shade of green. If the set simply applied the rubric (predominantly) to the student work, it earned a '1' or a lighter shade of green. Inadequate, inaccurate or limited use of the rubric earned a '0' or lightest shade of green. Fifteen sets were submitted and analyzed from year 1 and only 11 sets were submitted and analyzed for year 2. The numbers in the cells (4.2 = Enabling objective of the QEP outcome)

Table 3: QEP Faculty Application of VALUE Rubrics for Specific Enabling Objectives (4.2...) of Critical Thinking Outcomes 1 to 5.

Department	YEAR 1	YEAR2
Journalism and Mass Communications (Faculty 1)	5.1	4.2
Journalism and Mass Communications (Faculty 2)		
Computer Systems Technology (Faculty 1)		
Electrical and Computer Engg. (Faculty 1)		
Computer Systems Technology (Faculty 2)		
Human Performance & Leisure Studies (Faculty 1)		
Human Performance & Leisure Studies (Faculty 2)	1.1	
Journalism and Mass Communications (Faculty 1)		
Nursing (Faculty 1)		
Journalism and Mass Communications (Faculty 1)		
Computer Systems Technology (Faculty 1)	5.1	
Computer Systems Technology (Faculty 1)		3.3
Electrical and Computer Engg. (Faculty 1)		
Natural Resources and Env't. Design (Faculty 1)		
Liberal Studies (Faculty 1)		
Liberal Studies (Faculty 1)	5.1	4.2
Journalism and Mass Communications (Faculty 1)		
Computer Systems Technology (Faculty 1)	3.3	
Electrical and Computer Engg. (Faculty 1)		
Liberal Studies (Faculty 1)	3.3	
Nursing (Faculty 1)		
Nursing (Faculty 1)		
Natural Resources and Env't. Design (Faculty 1)		
Computer Systems Technology (Faculty 1)	5.2	
Computer Systems Technology (Faculty 1)		
Journalism and Mass Communications (Faculty 1)		
Electrical and Computer Engg. (Faculty 1)		
Electrical and Computer Engg. (Faculty 1)		1.2

Journalism and Mass Communications (Faculty 1)		
Journalism and Mass Communications (Faculty 1)		
Nursing (Faculty 1)	3.2	3.2
Human Performance (Faculty 1)e & Leisure Studies		
Journalism and Mass Communications (Faculty 1)		4.1
Liberal Studies (Faculty 1)	1.1	
Chemistry (Faculty 1)		
Marketing and Supply Chain (Faculty 1)		
Electrical and Computer Engg. (Faculty 1)	5.1	

INDICATORS OF IMPACT ON UNDERGRADUATE STUDENTS

Students were invited to attend the 2nd Critical Thinking Institute. This institute discussed the benefits of sound thinking, the standards of thinking, clarifying thinking, applying thinking, and thinking about thinking, and the EndNote Software for the organization of research sources and references. Student attendance was low at the Institutes compared to faculty, with only eleven students attending the Institute, but it was directly related to the conflict with class schedules.

Results on the Collegiate Assessment of Academic Proficiency or CAAP were intended to serve as a critical direct measure of student learning, but failed to show any significant difference. Although the CAAP was selected as a direct measure of student learning, it became clear that as long as the test was “low stakes” to students, test results would not serve as a valid documentation of student learning. Results for both administrations (i.e., pre and post) are presented in table 1 and discussed below. Results from consecutive years showed a similar pattern as well.

Table 4: CAAP Scores per Administration for the Spring 2011

Participants	SMEAN(CTPreScor)			SMEAN(CTPostScor)			PrePostTest Correlation	T Test for paired samples
	Mean	N	Std dev	Mean	N	Std dev		
For NQEP Courses								
All NQEP Participants	57.63	113	4.026	57.11	113	4.432	0.426	1.206
Freshmen only: NQEP	56.43	37	3.425	56.55	37	3.393	0.414	-0.193
Sophomores only: NQEP	58.05	33	3.993	57.58	33	4.552	0.530	0.643
Juniors only: NQEP	58.31	29	4.617	57.58	29	5.333	0.544	0.828
Seniors only: NQEP	58.37	14	3.979	56.52	14	4.771	-0.163	1.030
For YQEP Courses								
All YQEP Participants	57.17	167	4.067	56.84	167	4.326	0.330	0.874
Freshmen only: YQEP	56.86	35	3.138	55.68	35	3.018	0.359	2.002
Sophomores only: YQEP	56.51	49	4.346	56.69	49	4.234	0.397	-0.255

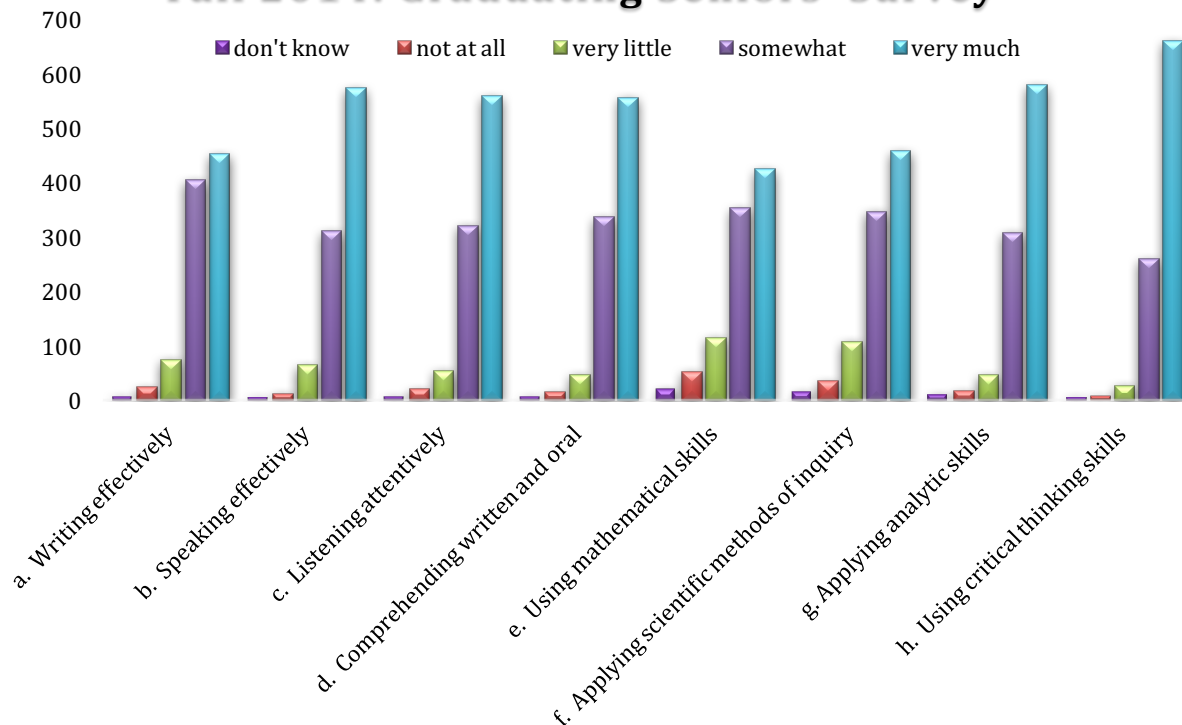
Juniors only: YQEP	57.52	43	3.294	57.34	43	4.752	0.179	0.224
Seniors only: YQEP	57.96	36	5.281	57.84	36	4.942	0.361	0.123

Another important aspect of the CAAP test is the award of certificates of achievement. Since certificates are generated for those students achieving a score higher than the national mean we compared certificate recipients from the pretest and posttest for both QEP and non-QEP students. Results did not show a significant difference.

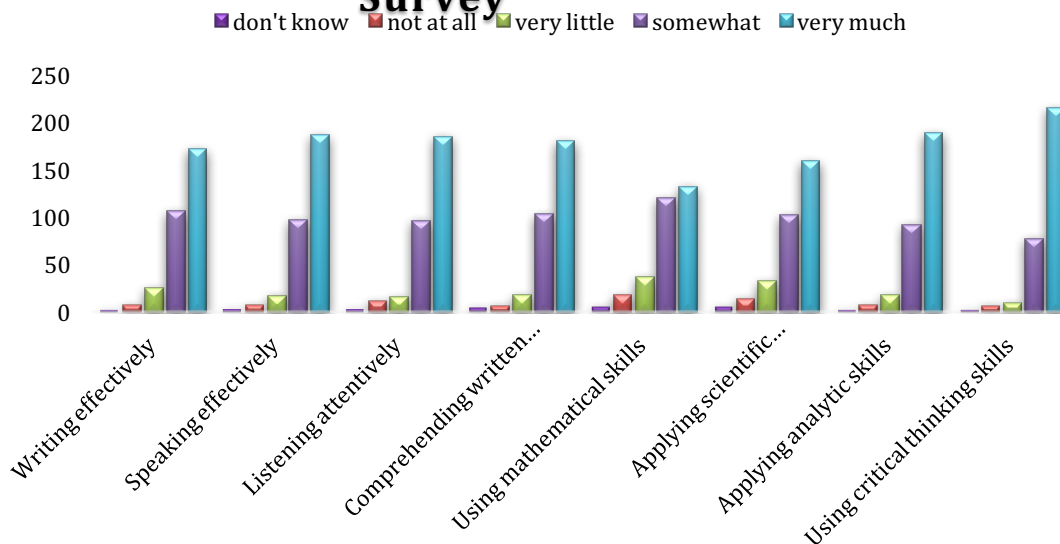
The results from indirect measures (Graduating Senior Surveys and the National Survey of Student Engagement) were more encouraging. In the knowledge, skills and personal growth section, students responded positively to the question: What is the 'extent to which your college education addressed the following': a. Writing effectively; b. Speaking effectively; c. Listening attentively; d. Comprehending written and oral content; e. Using mathematical skills; f. Applying scientific methods of inquiry; g. Applying analytic skills; and h. Using critical thinking skills.

In the 2014 National Survey of Student Engagement, the highest percentage in perceived gains among seniors of how their experience at NCA&T contributed to knowledge, skills and personal development was attributed to the item "thinking critical and analytically." Eighty-five percent of seniors responded with "very much" of "quite a bit".

Fall 2014: Graduating Seniors' Survey



Spring 2015: Graduating Seniors' Survey



Conclusion

Since critical thinking is an institutional student learning goal that all programs include as one of four student learning goals into their annual degree program self-study, we ran a report only for the QEP programs as a direct evidence. The above table includes the summary for the critical thinking SLO for the 15 degree programs. We consider this to be a reliable direct measure since the measures are selected from senior-level courses (QEP freshman cohort). Although targets for seven of the 16 measures were not met, they were exceeded for two measures, met for seven measures, and a variety of measures were used.

Critical thinking as a student learning outcome presented many challenges and opportunities. The initial QEP was elaborate and idealistic and the revised QEP made some of the same miscalculations, especially in the choice of the CAAP test as a direct evidence of student learning. We learned that as long as a test is low stakes for students, we must not expect valid or useful results. At the same time, if the purpose of assessment is to yield useful data that can be applied to improve instruction, then this QEP made a significant impact on students, faculty, the associated degree programs, and departments, and therefore, on the institution as a whole.

Campus-wide QEP conversations related to critical thinking played a major role in the adoption of critical thinking as an institutional student learning goal in 2012. The other three institutional goals were communication skills, disciplinary expertise and research/creative engagement. In the analysis provided, QEP programs wrote slightly better measurable critical thinking student learning outcomes (SLO) than non QEP programs.

The most promising signs come from faculty who were involved in QEP activities and in the instructional practices that are included in their syllabi, and the assessment activities included in the program's senior-level coursework.