

North Carolina Agricultural & Technical State University College Portrait

North Carolina Agricultural & Technical State University
1601 East Market Street Greensboro, NC 27411
(336) 334.7500
<http://www.ncat.edu>



North Carolina Agricultural & Technical State University is a public, comprehensive, land-grant and "high research activity" university committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research, and effective public service. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's and doctoral degrees. Since its inception as a land-grant university in 1891, North Carolina A&T has had a rich tradition of leadership and achievement. Those qualities are still evident today.

The NCA&T "Aggies" Community

Student services and programs at NCA&T are provided by Enrollment Services, the Center for Academic Excellence, and the Division of Student Affairs. Enrollment Services handles matters of student recruitment, and marketing, admissions and financial aid policies, policies on academic progress, graduation, and commencement. The Center for Academic Excellence provides central academic advising, retention efforts, and other student academic support services. The Division of Student Affairs supports and challenges students' exploration and development of their unique potential in a community of mutual respect, creating and contributing to opportunities for learning beyond the classroom. Programs and services offered include new student orientation, adult student services, leadership development, recreation, student activities and student organizations, counseling and health services, housing, advocacy, student conduct and disability services. The work of Student Affairs emerges from student ideas, interests, and concerns.

Carnegie Classification of Institutional Characteristics

Basic Type

Research Universities (high research activity)

Size and Setting

Medium four-year, primarily residential

Enrollment Profile

Very high undergraduate

Undergraduate Profile

Full-time four-year, inclusive

Undergraduate Instructional Program

Professions plus arts & sciences, some graduate coexistence

Graduate Instructional Program

Single doctoral (other field)

NOTE: Institutional classifications based on the Carnegie 2005 edition.

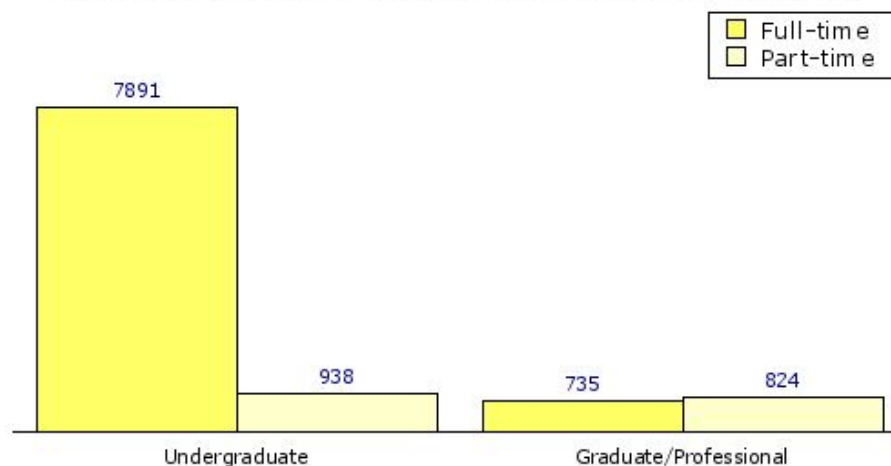
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Student Characteristics (Fall 2008)

Student Level and Enrollment Status



Total Students	10,388
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Undergraduate Profile

Total Undergraduate Students	8,829	
Gender		
Women	4,635	52%
Men	4,194	48%
Race/Ethnicity		
African American / Black	8,004	91%
American Indian / Alaskan Native	34	0%
Asian / Pacific Islander	77	1%
Hispanic	127	1%
International	65	1%
White	386	4%
Race/Ethnicity Unknown	136	2%

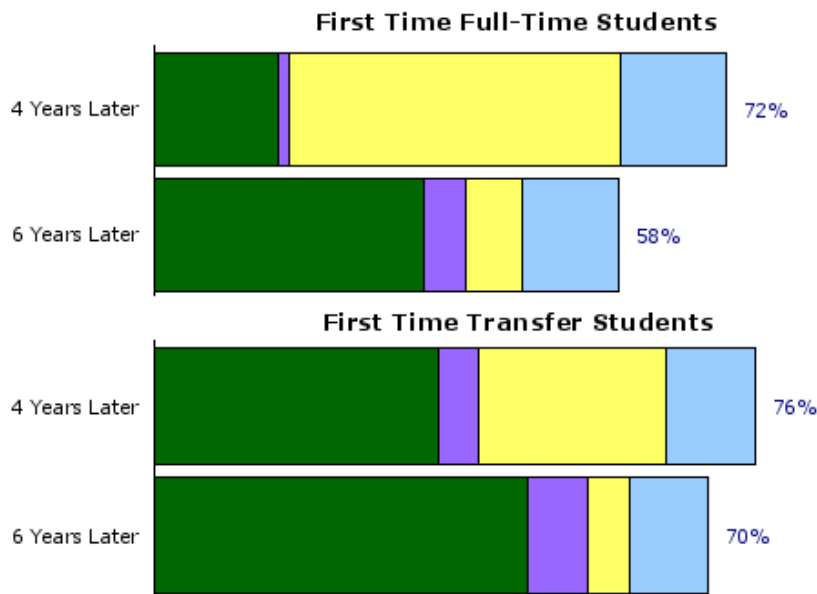
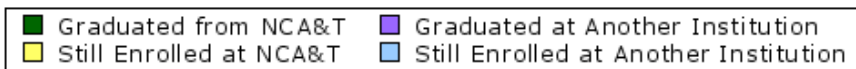
Geographic Distribution (Degree-Seeking)	
North Carolina	78%
Other US States & Territories	21%
Other Countries	1%
Age (Degree-Seeking)	
Average Age	20
Percent of Undergraduates Age 25 or Older	12%

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Undergraduate Success and Progress Rate



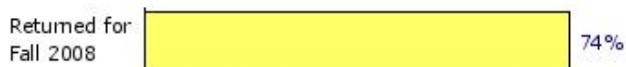
As an example, a 75% four-year success and progress rate means that 75% of students starting in Fall 2002 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2002 entering class shown in the graph above.

2,043 First-Time, Full-Time Students

464 Full-Time Transfer Students

Retention of Fall 2007 First-Time, Full-time Students



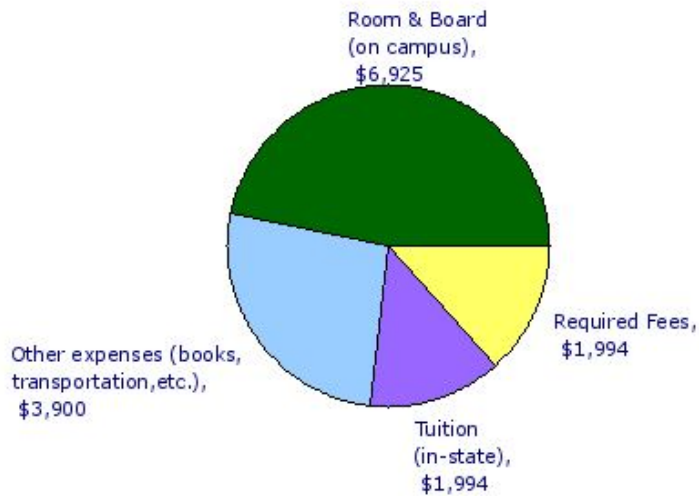
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Costs of Attendance and Financial Aid

Typical Undergraduate Costs per Year without Financial Aid (Full-Time, In-State Students)



The cost to attend North Carolina Agricultural & Technical State University varies based on the individual circumstances of students and may be reduced through grants and scholarships.

Financial Aid Awarded to Undergraduates

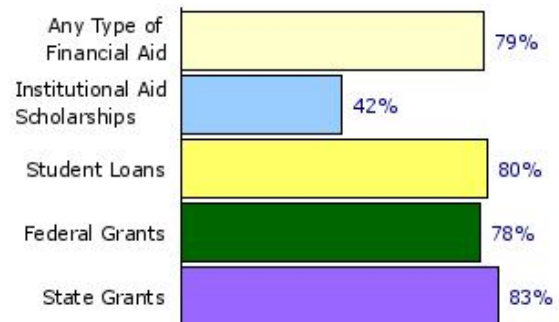
Annual Need-Based Scholarships & Grants

- 45% of 2007-08 Actual full-time undergraduates received need-based grants or scholarships; the average award for the year was \$4,979

Annual Need-Based Loans

- 53% of 2007-08 Actual full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$3,968

Percent of 2007-08 First-Time Students Receiving Each Type of Financial Aid



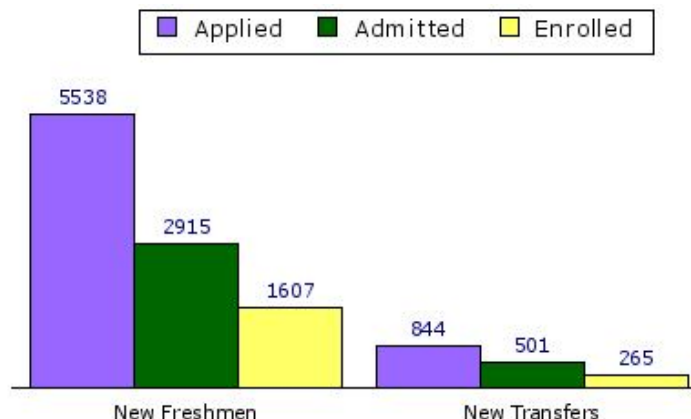
NOTE: Students may receive aid from more than one source.

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Undergraduate Admissions



Academic Preparation of New Freshmen

Test(s) Required for Admission: SAT or ACT recommended

Middle 50% of Test Score Range	ACT	SAT
Composite	17 - 22	
Math	17 - 22	410 - 510
English	15 - 22	
Critical Reading		380 - 480

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

High School Background	
Percent in top 25% of High School Graduating Class	4%
Percent in top 50% of High School Graduating Class	33%
Percent of New Freshmen who submitted HS Class Rank	92%
Average High School GPA (4-point scale)	3.11
Percent who submitted High School GPA	89%

Study At NCAT

Classroom Environment

Students per Faculty	15 to 1
Undergraduate classes with fewer than 30 students	60%
Undergraduate classes with fewer than 50 students	87%

Full-Time Instructional Faculty

Total Faculty	454
% Women	33%
% from Minority Groups	66%
% with Highest Degree in Field	75%

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Student Housing

81% of new freshmen live on campus
 23% of all undergraduates live on campus

Campus Safety

The Department of Police and Public Safety is a police agency accredited internationally by the Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA). We are the first HBCU police agency to receive this accreditation.

Degrees and Areas of Study

Degrees awarded at North Carolina Agricultural & Technical State University in 2007-08	
Bachelor's	1,172
Master's	437
Doctoral	32
Total	1,641

Areas of study with the largest number of undergraduate degrees awarded in 2007-08	
Business, Management, Marketing, And Related Support Services	17%
Engineering	10%
Psychology	9%
Communication, Journalism And Related Programs	7%
Visual And Performing Arts	7%

Future Plans of Bachelor's Degree Recipients

Data for graph not yet available

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Student Experiences and Perceptions

Institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

Group Learning Experiences

97% percent of seniors worked with classmates on assignments outside of class.

73% of seniors tutored or taught other students

28% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

Active Learning Experiences

74% of seniors spent at least 6 hours per week preparing for class

41% of seniors worked on a research project with a faculty member

78% of seniors participated in an internship, practicum, or field experience

80% of seniors participated in community service or volunteer work

10% of seniors participated in study abroad

98% of seniors made at least one class presentation last year

Institutional Commitment to Student Learning and Success

91% of seniors believe this institution provides support for student success

72% of seniors rated the quality of academic advising at this institution as good or excellent

54% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities

95% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

Student Interaction with Campus Faculty and Staff

61% of seniors believed that the campus staff were helpful, considerate, or flexible

78% of seniors believed that faculty are available, helpful, or sympathetic

97% of seniors reported that faculty members provided prompt feedback on their academic performance

83% of seniors discussed readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

0% of seniors reported that they often tried to understand someone else's point of view

77% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds

85% of seniors often had serious conversations with students of a different race or ethnicity

Student Satisfaction

81% of seniors would attend this institution if they started over again

86% of seniors rated their entire educational experience as good or excellent

91% of seniors reported that other students were friendly or supportive

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Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at North Carolina Agricultural & Technical State University

Engaged teaching matters at North Carolina A&T because we are an institution that focuses on students. By assessing what students learn in the classroom, we improve how we teach and make sure that students get whatever support they need in and outside of the classroom. To measure how well we are doing we measure ourselves against other institutions by participating in national assessments, such as the Collegiate Learning Assessment (CLA) and the National Survey of Student Engagement (NSSE). In house, academic departments document what students know, using a variety of methods that recognize different learning styles. We use the findings to improve teaching and, thus, enhance student learning.

Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the results from the Collegiate Learning Assessment (CLA). The CLA measures critical thinking, analytic reasoning, and written communication and reports separate scores on critical thinking and written communication.

Performance Task Results for First-time, Full-time Students

The increase in learning on the performance task is what would be expected at an institution with students of similar academic abilities.

Freshman Score: 996

Senior Score: 1102

CLA score range: 400 to no maximum score.

Analytic Writing Task Results for First-time, Full-time Students

The increase in learning on the analytic writing task is what would be expected at an institution with students of similar academic abilities.

Freshman Score: 983

Senior Score: 1117

CLA score range: 400 to no maximum score.