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.

**Student Characteristics (Fall 2007)**

**TOTAL NUMBER OF STUDENTS** 10,498

<table>
<thead>
<tr>
<th>Student Level and Enrollment Status</th>
<th>Undergraduate</th>
<th>Graduate/Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>9,127</td>
<td>1,371</td>
</tr>
<tr>
<td>Part-time</td>
<td>651</td>
<td>327</td>
</tr>
</tbody>
</table>

**UNDERGRADUATE PROFILE**

- **Total** 9,048
- **Gender**
  - Women 4,725 (52%)
  - Men 4,323 (48%)
- **Race/Ethnicity**
  - African American / Black 8,253 (91%)
  - American Indian / Alaskan 34 (0%)
  - Asian / Pacific Islander 83 (1%)
  - Hispanic 101 (1%)
  - International 29 (0%)
  - White 400 (4%)
  - Race/Ethnicity Unknown 148 (2%)
- **Geographic Distribution (Degree-Seeking)**
  - North Carolina 77%
  - Other US States & Territories 23%
  - Other Countries 0%
- **Age (Degree-Seeking)**
  - Average Age 20
  - Percent of Undergraduates Age 25 or Older 12%

**Undergraduate Success and Progress Rate:**

A 75% four-year success and progress rate means that 75% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2001 entering class shown in the graph above.

- 1,760 First-Time, Full-Time Students
- 475 Full-Time Transfer Students

**Retention of Fall 2006 First-Time, Full-time Students**

- Returned for Fall 2007 72%

One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you.

**2/15/2008**
Costs of Attendance and Financial Aid

Typical Undergraduate Costs per Year Without Financial Aid for Full-Time, In-State Students (2007-2008)

Total: $10,156

- Tuition (in-state) $1,994
- Required Fees $1,506
- Room & Board (on campus) $5,256
- Other expenses (books, transportation, etc.) $1,400

The cost to attend varies based on the individual circumstances of students and may be reduced through grants and scholarships.

Financial Aid Awarded to Undergraduates (Fall 2006)

Overall Financial Aid
- 94% of Fall 2006 full-time undergraduates received financial aid of some type including need-based loans, work study, and non-need-based scholarships.

Annual Need-Based Scholarships & Grants
- 53% of Fall 2006 full-time undergraduates received need-based grants or scholarships; the average award for the year was $4,584.

Annual Need-Based
- 60% of Fall 2006 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was $3,521.

Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid

- State Grants 18%
- Federal Grants 54%
- Student Loans 91%
- Institutional Aid/Scholarships 59%
- Any Type of Financial Aid 99%

Academic Preparation of New Freshman

Test(s) Required for Admission: SAT or ACT

<table>
<thead>
<tr>
<th>Test(s)</th>
<th>Middle 50% of Test Score Range</th>
<th>ACT</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite</td>
<td>16-21</td>
<td>16-21</td>
<td>400-500</td>
</tr>
<tr>
<td>Math</td>
<td>16-21</td>
<td>400-500</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>14-21</td>
<td>390-480</td>
<td></td>
</tr>
<tr>
<td>Critical Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Percent in top 25% of High School Graduating Class: 9%
Percent in top 50% of High School Graduating Class: 43%
Average High School GPA (4-point scale): 2.89

Degrees and Areas of Study

Degrees Awarded at North Carolina A&T State University in 2006-2007

- Bachelor's 1,321
- Master's 324
- Doctoral 6
- Total 1,651

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2006-2007

- Business/Marketing 13%
- Engineering 12%
- Psychology 11%
- Communications/Journalism 8%
- Visual and Performing Arts 6%
- All other degree areas 50%

Note: Student may receive aid from more than one source.
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.

Study at North Carolina A&T State University

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: 442
- % Women: 41%
- % from Minority Groups: 66%
- % with Highest Degree in Field: 75%

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)


Student Housing

- 83% of new freshmen live on campus
- 33% 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.

Future Plans of 2006-2007 Bachelor’s Degree Recipients

Data used to build graph are not yet available
Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

CLICK HERE for examples of how North Carolina A&T State University evaluates the experiences of its students.

In addition, 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 2003-2004 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.

CLICK HERE for information on survey administration, the survey sample, and the response rate.
CLICK HERE for information on the NSSE survey.

<table>
<thead>
<tr>
<th>Group Learning Experiences</th>
<th>Student Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>97% percent of seniors worked with classmates on assignments outside of class.</td>
<td>81% of seniors would attend this institution if they started over again</td>
</tr>
<tr>
<td>73% of seniors tutored or taught other students</td>
<td>86% of seniors rated their entire educational experience as good or excellent</td>
</tr>
<tr>
<td>28% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports</td>
<td>91% of seniors reported that other students were friendly or supportive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active Learning Experiences</th>
<th>Student Interaction with Campus Faculty and Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>74% of seniors spent at least 6 hours per week preparing for class</td>
<td>61% of seniors believed that the campus staff were helpful, considerate, or flexible</td>
</tr>
<tr>
<td>41% of seniors worked on a research project with a faculty member</td>
<td>78% of seniors believed that faculty are available, helpful, or sympathetic</td>
</tr>
<tr>
<td>78% of seniors participated in an internship, practicum, or field experience</td>
<td>97% of seniors reported that faculty members provided prompt feedback on their academic performance</td>
</tr>
<tr>
<td>80% of seniors participated in community service or volunteer work</td>
<td>83% of seniors discussed readings or ideas with faculty members outside of class</td>
</tr>
<tr>
<td>10% of seniors participated in study abroad</td>
<td></td>
</tr>
<tr>
<td>98% of seniors made at least one class presentation last year</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional Commitment to Student Learning and Success</th>
<th>Experiences with Diverse Groups of People and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>91% of seniors believe this institution provides support for student success</td>
<td>10% of seniors reported that they often tried to understand someone else's point of view</td>
</tr>
<tr>
<td>72% of seniors rated the quality of academic advising at this institution as good or excellent</td>
<td>77% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds</td>
</tr>
<tr>
<td>54% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities</td>
<td>85% of seniors often had serious conversations with students of a different race or ethnicity</td>
</tr>
<tr>
<td>95% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations</td>
<td></td>
</tr>
</tbody>
</table>
**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.

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**Student Learning Assessment at North Carolina A&T 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.

CLICK HERE for examples of student learning assessment and outcomes at North Carolina A&T State University

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**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 2006-07 results from the Collegiate Learning Assessment (CLA). The CLA measures critical thinking, analytic reasoning and written communication using two different tasks -- a performance task and an analytic writing task.

CLICK HERE for a description of the CLA test.

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**Learning Gains between Freshman Year and Senior Year**

<table>
<thead>
<tr>
<th>PerformanceTask</th>
<th>Average Institutional Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Score</td>
<td>Senior Score</td>
</tr>
<tr>
<td>PerformanceTask</td>
<td>996</td>
</tr>
<tr>
<td>Analytic Writing Task</td>
<td>983</td>
</tr>
</tbody>
</table>

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

CLA Score Range: 400 to 1600

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2/15/2008