

North Carolina Agricultural & Technical State University

Greensboro, North Carolina • (336) 334.7500

<http://www.ncat.edu>

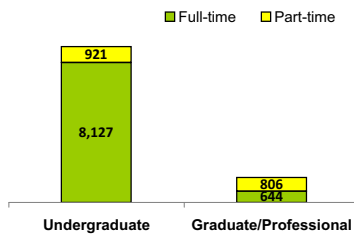


North Carolina Agricultural & Technical State University is a public, comprehensive, land-grant and "high research activity" university committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research, and effective public service. 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.

Student Characteristics (Fall 20) [More](#)

TOTAL NUMBER OF STUDENTS 10,498

Student Level and Enrollment Status



UNDERGRADUATE PROFILE

Total 9,048

Gender

Women 4,725 52%
Men 4,323 48%

Race/Ethnicity

African American / Black 8,253 91%
American Indian / Alaska Native 34 0%
Asian / Pacific Islander 83 1%
Hispanic 101 1%
International 29 0%
White 400 4%
Race/Ethnicity Unknown 148 2%

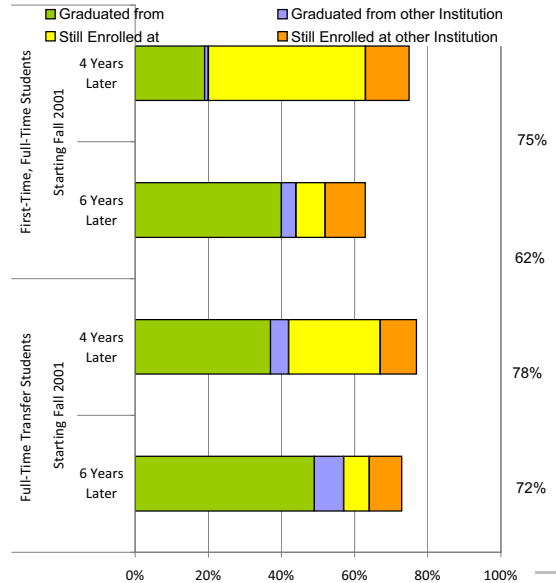
Geographic Distribution (Degree-Seeking)

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 R. [More](#)



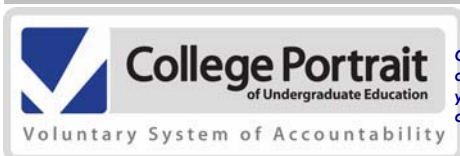
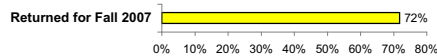
A 75% four-year success and progress rate means that 75% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.

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

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

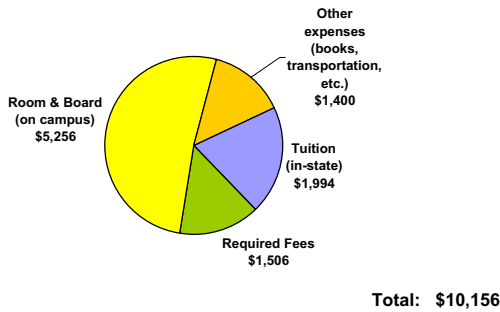
[CLICK HERE](#) for Detailed Success & Progress Rate Tables

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



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!

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



[CLICK HERE](#) for typical out-of-state costs and any discipline-specific tuition

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

[CLICK HERE](#)
To get a cost estimate for students like you!

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.

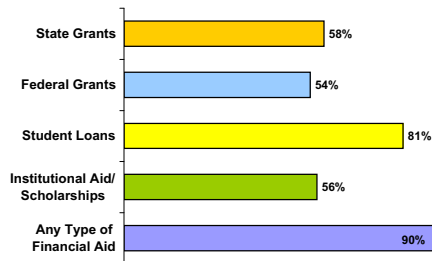
Annual Need-Based Scholarships & Grants

- 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

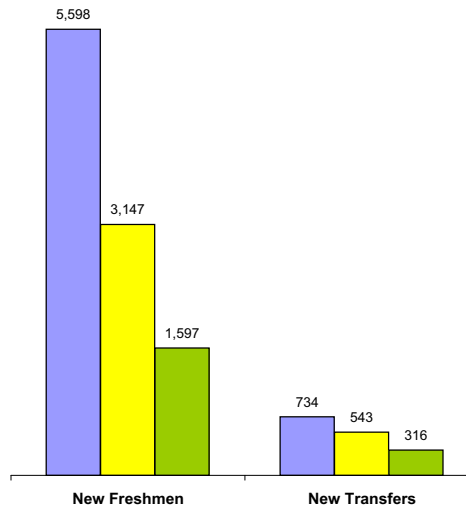
- 60% of Fall 2006 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$3,521.

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



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

Applied Admitted Enrolled



Academic Preparation of New Freshman

Test(s) Required for Admission: SAT or ACT

Middle 50% of Test Score Range	ACT	SAT
Composite	16-21	
Math	16-21	400-500
English	14-21	
Critical Reading		390-480

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 [More](#)

Degrees Awarded at North Carolina A&T State University in 2006-20

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%
Total	100%

[CLICK HERE](#) for a list of undergraduate and graduate programs

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 [More](#)

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.

[CLICK HERE](#) for more information on Carnegie Classifications.

Student Housing [More](#)

83% of new freshmen live on campus
33% of all undergraduates live on campus

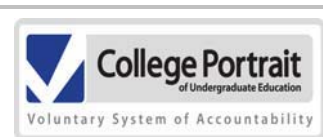
Campus Safety

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.

[CLICK HERE](#) for Campus Crime Statistics report.

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.

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 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

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

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 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 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

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.

Learning Gains between Freshman Year and Senior Year

PerformanceTask

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

Analytic Writing Task

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

Average Institutional Scores

	<u>Freshman Score</u>	<u>Senior Score</u>
PerformanceTask	996	1102
Analytic Writing Task	983	1117

CLA Score Range: 400 to 1600