

North Carolina Agricultural and Technical State University



Focused Report

**Commission on Colleges of the
Southern Association of Colleges and Schools
On-Site Review Committee Visit
April 5-8, 2010**

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**NORTH CAROLINA AGRICULTURAL AND TECHNICAL
STATE UNIVERSITY**

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NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

SACS Focused Report

Core Requirements 2.2

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

(Governing Board)

Non-Compliance

The University of North Carolina Code for the Board of Governors established the Board's authority to govern its constituents (section 203A) including the institution. However, no documents were provided with the compliance certification report that indicated that this authority comes from the state itself. Nor do any documents establish the institution specifically under the authority of the Board (the link provided referenced North Carolina general statutes Board of Governors powers and duties, but linked to the Board terms instead).

Although the compliance report narrative identified more than 32 Board members plus one student member, a review of the Board website listed 34 members. Additionally, no documents provided identify a minimum or maximum number of members who should be on the board.

Meeting minutes provided indicated that the Board is an active policy-making body. However, no documentation was provided that indicated specifically that the Board was ultimately responsible for the financial resources for the institution. Minutes may also illustrate the board is not controlled by a minority of members; however, this is not substantive enough to demonstrate autonomy of the members.

Response

Under *North Carolina General Statutes (N.C.G.S.)* Chapter 116-11 of *The North Carolina General Statutes* (NC General Statutes), the State of North Carolina designates the Board of Governors (BOG) of the University of North Carolina System (UNC System) as the ultimate governing body for UNC System institutions, which includes North Carolina Agricultural and Technical State University [1]. The UNC System is governed by the provisions stated in The Code and policies in its Policy Manual. Section 203 of The Code confirms the governing powers given to the BOG, as stated in the N.C.G.S. [2].

Further, Section 203 stipulates the powers and duties of the BOG to "determine the functions, educational activities and academic programs" of the UNC System institutions and its responsibility for "the general determination, control, supervision, management and governance." [2]

The BOG has thirty-two voting members, three emeritus members, plus an ex-officio student member, all of whom are free from employment, familial, or constituent institution conflicts of interest. A listing of the BOG members from the BOG website is provided for review [3].

The BOG is elected by the North Carolina Senate and House of Representatives. Sixteen members are elected every two odd-numbered years and serve for four-year terms [4]. The person serving as president of the University of North Carolina Association of Student Governments (UNCASG), serves as the student ex-officio member of the BOG.

N.C.G.S. 116-11(1-13) [1] states that the BOG is authorized to: (1) "determine the types of degrees to be awarded" at all constituent institutions [N.C.G.S. 116-11(3)]; (2) "to withdraw approval of any existing program if it appears that the program is unproductive, excessively costly or unnecessarily duplicative" [N.C.G.S. 116-11(3)]; (3) "review the productivity of academic degree programs every two years" [N.C.G.S. 116-11(3)]; (4) "set tuition and required fees at the institutions" [N.C.G.S. 116-11(7)]; (5) "shall set enrollment levels of the constituent institutions" [N.C.G.S. 116-11(8)]; (6) "develop, prepare and present to the Governor and the General Assembly a single, unified recommended budget for all of the constituent institutions" [N.C.G.S. 116-11(9)a]; (7) "collect and disseminate data concerning higher education in the State" [N.C.G.S. 116-11(10)]; and (8) "delegate any part of its authority over the affairs of any institution to the board of trustees or, through the President, to the chancellor of the institution in any case where such delegation appears necessary or prudent to enable the institution to function in a proper and expeditious manner" (N.C.G.S. 116-11(13)).

The BOG holds regular meetings the second Friday in September, October, November, January, February, March, May, and July or August. Meeting minutes are available for public review on the UNC System's website. Selected board minutes are provided for review [5] [6] [7]. The discussions at the board meetings demonstrate how the BOG conducts its business and that it is not controlled by a minority of members or by organization's or interests separate from it.

The Code, Section 204 [8] stipulates that board members “should not use their positions, or appear to use their positions, to influence the decisions of the University for their personal financial gain.” In addition, the board members “have a duty to avoid conflicts of interest and appearances of conflicts.”

Supporting Documents

- [1] [NC General Statutes, Chapter 116-11 \(1-13\) Powers and Duties Generally](#)
- [2] [UNC System, *The Code*, Section 203, Powers and Duties](#)
- [3] [Board of Governors, Listing of Members](#)
- [4] [UNC System, *The Code*, Chapter 100.1, Section 200, Election, General Qualifications and Special Memberships](#)
- [5] [Board of Governors, Meeting Minutes, September 8, 2006](#)
- [6] [Board of Governors, Meeting Minutes, October 12, 2007](#)
- [7] [Board of Governors, Meeting Minutes, November 9, 2007](#)
- [8] [UNC System, *The Code*, Section 204, Ethics and Conflict of Interests](#)

Core Requirement 2.5

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

Non-Compliance

The institution provided evidence in the compliance certification report that it continues to engage in ongoing, integrated, institution-wide planning and evaluation to continuously improve student learning and accomplish its mission. Its movement up the Carnegie classification is most notable. However, the Off-Site Committee noted that it appeared somewhat insufficient that the institution advanced the implementation of its FUTURES long-range plan (2001 – 2006) and only mentions the recent development of its latest strategic plan, Building on the Legacy.

Response

When appointed chancellor in June 2009, Harold L. Martin began his tenure by reviewing the strategic directions of the University as outlined in the FUTURES plan, which was implemented in 2001 and was still operational. He also reviewed progress toward the development of a new strategic plan, titled Building on the Legacy [1]. Chancellor Martin then held wide-ranging discussions with core constituents about the future direction of the University. Constituents included senior administrators in the Chancellor's Cabinet, the A&T Board of Trustees [2], the deans and senior administrators [3] [4], and Faculty Senate [5]. There have been numerous discussions by Chancellor Martin, using various media and forums, such as the University radio station, TV news programs, local newspapers, and blogs [6]. In addition, there have been informal "get-to-know-you" sessions with students.

At the fall opening institute on August 12, 2009 [7], Chancellor Martin presented the historical background and achievements of the University with the assembled University community of faculty, staff, students, members of the board of trustees, and community leaders. He then shared the six 2009-2010 institutional priorities and the related objectives and initiatives, which grew out of the discussions with the Chancellor's Cabinet [8].

The priorities are to:

- (1) Improve the Intellectual Climate of the University
- (2) Improve Operational Effectiveness and Efficiency
- (3) Expand the University's Resources
- (4) Improve Marketing and Communications
- (5) Improve Campus/Community Safety
- (6) Attain Reaffirmation of Accreditation by the SACS Commission

During homecoming weekend (November 1, 2009), Chancellor Martin addressed the national alumni association. In his keynote address, titled "A New Beginning: Strengthening Our Legacy for Future Generations: North Carolina A&T State University—Reaching Beyond Its Potential" [9], he talked about plans for the University. The chancellor also shared his vision for the University with the boards of directors of the

Cemela Foundation (November 4, 2009) [\[10\]](#) and the Bryan Foundation (September 12, 2009) [\[11\]](#).

The six priorities outlined by Chancellor Martin are inclusive of the University's response to the University of North Carolina Tomorrow Initiative [\[12\]](#), the strategic plan of the UNC System. As stated in the UNC Tomorrow Initiative's final report: "The purpose of the UNC Tomorrow Initiative was to determine how the University of North Carolina can respond more directly and proactively to the 21st century challenges facing North Carolina both now and in the future through the efficient and effective fulfillment of its three-pronged mission of teaching, research and scholarship, and public service." [\[13\]](#)

Chancellor Martin's strategic vision reflects the current environment in which the University operates, and which it expects to operate in the near term. Financial realities include reductions in funding from the State of North Carolina due to decreased revenues and the downturn in financial markets [\[14\]](#) [\[15\]](#). These realities make it imperative for the University to increase enrollment and raise funds from other sources in order to finance new initiatives.

In close collaboration with the University community, the chancellor is taking the 2009-2010 academic year to assess how best to achieve the six priorities proposed. Under the chancellor's leadership, the strategic planning will resume in fall 2010.

Supporting Documents

- [1] [Aggie Report: Special Strategic Planning Edition, Vol. 10, No. 17, April 17, 2009.](#)
- [2] [Board of Trustees, Meeting Minutes, September 18, 2009, p. 3](#)
- [3] [Administrative Council, Agenda, October 6, 2009](#)
- [4] [Administrative Council, Meeting Minutes, October 6, 2009](#)
- [5] [Faculty Senate, Meeting Minutes, October 27, 2009](#)
- [6] [Chancellor's Radio, TV, Newspaper, Blog Interviews](#)
- [7] [Fall Opening Institute 2009, State of the University, pp. 52-57](#)
- [8] [University Priorities for 2009-2010](#)
- [9] [Homecoming Weekend, Chancellor's Keynote Address to National Alumni Association, November 1, 2009](#)
- [10] [Chancellor's Presentation to the Cemela Foundation Board of Directors, November 4, 2009](#)
- [11] [Chancellor's Presentation to the Bryan Foundation Board of Directors, September 12, 2009](#)
- [12] [A&T's UNC Tomorrow Response, p. 4](#)
- [13] [UNC Tomorrow Initiative, December 2007](#)
- [14] [A&T's Final State Budget 2010](#)
- [15] [Budget Reduction, FY 2010](#)

Core Requirement 2.8

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

Non-Compliance

Of the 584 total faculty members employed in 2008, approximately 81% were considered as full-time. This corresponds to a 22:1 ratio of full-time faculty to students. However, there have been wide fluctuations in faculty numbers during the period from 2000-2008. There was a decrease of full-time faculty members of 13.4% from 2007 to 2008. These variations and perceived lack of stability in faculty numbers raised questions about the ability to assure the quality and integrity of academic programs.

Response

From fall 2000 to fall 2005, North Carolina A&T State University experienced a growth in the student body of 3,355 new students, a 43 percent increase, and then a 715-student decrease (650 by fall 2008). The growth from fall 2000 to fall 2005 resulted in new faculty positions funded through the North Carolina Legislature. However, the funding which supported the new positions was typically not released to the campus until late July or even later, which was too late in the year to hire new full-time tenure-track faculty. Consequently, the University used part-time faculty to meet the increased demand for courses during the fall semesters as new permanent, full-time faculty were recruited to fill vacancies.

The number of full-time faculty steadily grew from 386 in 2000 to 472 in 2008, a 22 percent increase, while the student enrollment grew 34 percent. During the same period (2000-2008), the total faculty (full-time and part-time) increased from 394 to 584, a 48 percent increase, which was well above the student body increase. The ratio of students to full-time faculty increased slightly, but the ratio of students to total teaching faculty decreased. Overall, the steady increase in full-time teaching faculty has enhanced the quality and integrity of the academic programs.

Table 1 below shows the ratio of students to full-time faculty from academic year 2000-2001 to academic year 2008-2009.

The State's struggling economy during the past two years has had a significant impact on the University of North Carolina System and each of its campuses. During 2008-2009, North Carolina A&T experienced a one-time budget reduction of five percent, and 2009-2010, the University experienced a 6.9 percent permanent cut to its appropriated budget. In realizing these budget reductions, efforts were made to protect the core academic areas, including faculty positions, academic support staff, and operational budgets for academic programs. As we continue to experience reductions, this will be difficult to accomplish.

Table 1
Ratio of Students to Full-time Faculty
Academic Years 2000-01 to 2008-09 [\[1\]](#) [\[2\]](#)

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Instructional Faculty									
Full-Time	386	458	367	307	339	364	425	442	472
Part-Time	8	8	24	174	163	131	241	140	112
Total	394	466	391	481	502	495	666	582	584
New Faculty Positions			65.13	42.998	73.12	11.61	42.31	0	0
Undergraduate Enrollment	6,850	7,331	7,982	8,715	9,121	9,735	9,687	9,048	8,829
Graduate Enrollment	898	988	1,133	1,315	1,262	1,368	1,411	1,450	1,559
Total Enrollment	7,748	8,319	9,115	10,030	10,383	11,103	11,098	10,498	10,388
Increase in UG Students		481	651	733	406	614	-48	-639	-219
Enrollment/Full-time Faculty	20.1	18.2	24.8	32.7	30.6	30.5	26.1	23.8	22.0
Enrollment/Total Faculty	19.7	17.9	23.3	20.9	20.7	22.4	16.7	18.0	17.8

Supporting Documents

- [1] [Fall Student Enrollment History, 1999-2009](#)
- [2] [IPEDs Full-time and Part-time Faculty Data, 2000-2008](#)

Core Requirement 2.11.1

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy entitled "Accreditation Procedures for Applicant Institutions." (**Financial Resources**)

Non-Compliance

The Off-Site Committee found the institution not to be in compliance since the latest the institution audit report was for FY 2008. The FY 2009 report should be available in early 2010.

Since the institution is one of the state institutions within the University of North Carolina System, it is included in the state's Comprehensive Annual Financial Report (CAFR). The financial statements were prepared in compliance with the Governmental Accounting Standards Board. The institution is audited annually by the North Carolina Office of the State Auditor. The institution received unqualified audit opinions for the past five audits. There were audit findings, but management has taken the necessary corrective actions. The Office of Internal Audit reports directly to the chancellor and Board of Trustees Audit Committee, and this department conducts regular audits of key financial areas. This office also maintains a hot line to accept allegations of fraud, waste or abuse of institutional resources.

The institution has shown a strong increase in net assets over the past five years, growing from \$217M in FY 2004 to \$363M in FY 2008. During the same period of time, the relationship between the sum of total operating revenues plus non-operating revenues has continued to slightly exceed total operating expenses.

The decrease in revenues from tuition and fees in FY 2008 appeared unexpected and was due to declining enrollment. Determination in FY 2009 of whether this is a trend or a one-time occurrence would be prudent from a financial management perspective.

Response

The 2009 audit of North Carolina A&T State University has not been released by the State auditors. It will be sent to the SACS On-Site Review Committee as soon as received, or it will be available during the April 5-8, 2010 site visit.

Comprehensive Standard 3.2.2.3

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing Board Control: Institutional Policy)**

Non-Compliance

The University of North Carolina policy Section 203A confirmed that the Board of Governors is the policy-making body for the institutions in the North Carolina system, including this institution. However, the compliance certification report's narrative identified the responsible unit as the Board of Trustees.

In addition, none of the documents provided specifically illustrated or stated that the institution has control over policies concerning auxiliary services. Five auxiliary units were listed in the narrative, but policies for only two are provided.

Response

Policy Control

The Board of Governors (BOG) is the policy-making body for the University of North Carolina System (UNC System). The BOG governs the entire UNC System, its institutions and entities. The BOG is responsible for the general determination, control, supervision, management and governance of all affairs of the constituent institutions. Further, the BOG determines the functions, educational activities, and academic programs of the constituent institutions, including the types of degrees to be awarded. The BOG may delegate any part of its authority over the affairs of any institution to the board of trustees of the respective institution, or, through the president of the UNC System, to the chancellor of the institution in any case where such delegation appears necessary or prudent to enable the institution to function in a proper and expeditious manner [\[1\]](#).

The powers and duties of each institution's Board of Trustees is defined and delegated by the Board of Governors [\[2\]](#). The BOG has provided for this delegation of authority in Appendix 1 of *The Code*. That delegation includes a wide range of personnel functions concerning faculty and administrators, as well as authority in the areas of academics, student affairs, research, and public service. The Board of Trustees also has certain authority in budgetary matters, trust funds, construction and real estate [\[3\]](#).

More details about policy control may be found in Section 3.2.6 below.

Auxiliary Services

The Division of Business and Finance has responsibility for and control of the fiscal operation and the policies of Auxiliary Services at North Carolina A&T State University [\[4\]](#). Along with three assistant vice chancellors, the director of Auxiliary Services shares responsibility for monitoring divisional controls [\[5\]](#).

The vice chancellor for the Division of Business and Finance has the responsibility to ensure that the institution makes fiscally sound and ethical decisions regarding Auxiliary Services, which provides essential services to students, faculty, staff, parents, and visitors [\[6\]](#).

There are five self-supporting auxiliary enterprise units. Four of the units are run by University staff:

- University Bookstore [\[7\]](#)
- Aggie OneCard [\[8\]](#)
- University Ticket Office [\[9\]](#)
- Campus Mail Center, operated by auxiliary services in conjunction with the US Postal Service [\[10\]](#)

The fifth auxiliary enterprise, Food Services and Vending Operations, is run by third party vendors, who are subject to State of North Carolina and University policies.

Third party vendors are selected by a formal bid process, governed by the State of North Carolina Purchase and Contract Division policies [\[11\]](#) and the A&T bid process [\[12\]](#) [\[13\]](#) [\[14\]](#), directed by the Purchasing office. Vending machine services are operated by the Pepsi and Canteen corporations. Dining services are operated by the Sodexo Corporation. A student food services advisory committee makes recommendations on the food services [\[15\]](#).

The Auxiliary Services staff meets quarterly to review the financial statements, operations, and budgets of all auxiliary enterprises. The vice chancellors for the Division of Business and Finance and the Division of Student Affairs attend these meetings. Meeting minutes are provided [\[16\]](#).

Supporting Documentation

- [1] [NC General Statues, 116.11](#)
- [2] [NC General Statues, 116.33](#)
- [3] [NC General Statues, Appendix 1](#)
- [4] [Division of Business & Finance Website](#)
- [5] [Division of Business & Finance Organization Chart](#)
- [6] [Auxiliary Services Website](#)
- [7] [Bookstore Policies](#)
- [8] [AggieOne Card](#)
- [9] [Ticket Office Policies and Procedures](#)
- [10] [Campus Mail Center, Policies, Procedures](#)
- [11] [North Carolina State, Purchase & Contract](#)
- [12] [University Contracts Policies](#)
- [13] [Basic Purchasing Procedures](#)
- [14] [Vending Proposal RFP](#)
- [15] [Aggie Food Service Advisory Committee, Mission Statement and Purpose](#)
- [16] [Minutes, Quarterly Auxiliary Services Meeting](#)

Comprehensive Standard 3.2.2.4

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing Board Control: Related Foundations)**

Non-Compliance

The University of North Carolina Code 600.2.5 confirmed that the Board of Governors has ultimate oversight over three foundations and that the Board performs annual audits of the finances. However, the link provided to the bylaws of the Foundation connected to the Aggie Club, Inc. As a result, the evidence was not available to be reviewed in order for the Off-Site Committee to confirm that these three foundations effectively put this oversight into practice.

The Gateway University Research Park was addressed in the compliance report and a binder was referenced which had additional information but was not provided. No documents establishing the Research Park having accountability to the Board of Governors or Board of Trustees were identified.

Response

See Sections 2.2 and 3.2.2.3 above, and Section 3.2.6 below for more details about operating control of the Board of Governors and the Board of Trustees.

North Carolina A&T Foundation

The bylaws of the North Carolina A&T University Foundation [\[1\]](#) explain the purpose of the Foundation, and the memorandum of understanding, executed July 6, 2006, establishes the relationship between the Foundation and the University [\[2\]](#). The Foundation agrees to conduct a full, independent financial audit of its finances and operations and allows the University chancellor, the chair of the University Board of Trustees, or the chair's or the chancellor's designee, to inspect and audit all Foundation books and records.

In addition, the Foundation agrees to comply with the policies and regulations of the University of North Carolina System, Board of Governors, University Board of Trustees, President of the UNC System, and chancellor of the University pertaining to the relationship between the University and its associated entities.

The bylaws and memoranda of understanding (MOUs) of the Aggie Club [\[3\]](#) [\[4\]](#) and the Victory Club [\[5\]](#) [\[6\]](#), respectively, outline the policies and understandings that govern these University entities. The MOUs state that every five years, the University reviews the agreement with each of the clubs, which can be renewed for another five years.

Gateway University Research Park

In August 2003, North Carolina A&T State University (A&T) and the University of North Carolina at Greensboro (UNCG) joined together to form a non-profit 501(c)(3) corporation [\[7\]](#), which originally was named the Greensboro Center for Innovative Development, Inc. In October 2006, by Articles of Amendment the name was changed to Gateway University Research Park, Inc. (GURP) [\[8\]](#). The purpose of this corporation is to assist the two universities to foster, promote, manage, assist, and develop research in a wide range of academic subject areas. The corporation is governed by its GURP Board of Directors [\[7\]](#).

Each of the chancellors for A&T and UNCG may appoint between 30 and 40 percent of the members of the GURP Board of Directors, including themselves as members. These directors then elect the additional directors. The appointing chancellor may remove a member of the GURP Board of Directors at any time, with or without cause. Also, the elected directors may be removed at any time, with or without cause, by a majority of the GURP Board members at a meeting for which a quorum is present [9]. Thus, the two universities can control this corporation through their power to appoint and remove directors. Of course, each chancellor answers to his/her respective university board of trustees, and ultimately to the UNC System Board of Governors.

In the Gateway bylaws [9] and memorandum of understanding [10], the universities and Gateway have agreed to comply with policies and regulations of the UNC System Board of Governors, their respective university Board of Trustees, the UNC System president, and the chancellors pertaining to the relationship between the universities and their associated entities. The memorandum of understanding and *The Policy Manual* of the UNC System [11] explain the required elements of the university-associated entity relationship with foundations, associations, corporations, LLC, partnerships, and other non-profits, established by officers of the UNC System institutions.

Supporting Documents

- [1] [North Carolina A&T University Foundation Bylaws](#)
- [2] [North Carolina A&T State University & Foundation Memorandum of Understanding](#)
- [3] [Aggie Club Bylaws](#)
- [4] [Aggie Club MOU](#)
- [5] [Victory Club Bylaws](#)
- [6] [Victory Club MOU](#)
- [7] [Gateway University Research Park, Articles of Incorporation](#)
- [8] [Gateway University Research Park, Articles of Amendment](#)
- [9] [Gateway University Research Park Bylaws](#)
- [10] [Gateway University Research Park, A&T and UNCG Memorandum of Understanding](#)
- [11] [UNC System, *The Policy Manual*, 600.2.5.2\[R\], University-associated Entities](#)

Compliance Certification 3.2.4

The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence. **(External Influence)**

Non-Compliance

The North Carolina General Statute, Chapter 116, Section 116.6 and the University of North Carolina Code, Section 200 determined that the terms of the Board of Governors are staggered in order to keep a consistent and predictable turnover of members, but this does not in itself establish the Board as free from undue influence. A review of North Carolina General Statute, Chapter 138A and University of North Carolina Code, Section 204 confirmed there is a conflict of interest statement and an order to comply to the ethical code established (specifically, to make decisions based on the best interest of the University of North Carolina system) but again, thus does not prove the Board is free from undue influence. The public availability of meeting minutes on the Board of Governors website partially served as proof. However, this is not substantial enough evidence to conclude that the Board is free from undue political, religious, or other external influence.

Response

The Board of Governors is protected from undue influence from political, religious, or other external bodies because of the limited reasons for which a member may be dismissed. See Section 3.2.5 for more information on this topic.

The bylaws [\[1\]](#) of the North Carolina A&T State University Board of Trustees outline the policies and procedures that govern the board. The roster of the current board of directors' shows the race/ethnicity, gender, whether an alumni, by whom appointed, as well as the career category of the members [\[2\]](#).

The meetings of the A&T Board of Trustees from September 20, 2006 through September 18, 2009 provide details of the board's deliberations, which document the matters discussed and how the Board conducts its business:

September 20, 2006 [3]	November 14, 2007 [8]	February 20, 2009 [13]
November 15, 2006 [4]	February 20, 2008 [9]	April 17, 2009 [14]
February 21, 2007 [5]	April 24, 2008 [10]	September 18, 2009 [15]
April 18, 2007 [6]	September 17, 2008 [11]	
September 19, 2007 [7]	November 19, 2008 [12]	

Since February 20, 2008, the ethics and conflict of interest statement in the *The Code of the UNC System* [\[16\]](#) has been read, or the audiotape of the statement played.

Further, the biographies and curriculum vita of the board members gives their professional, business, and other affiliations, which can be reviewed for potential conflict of interest related to the board's deliberations:

Stanley L. Allen [17]	Janice Bryant Howroyd [24]
Spence H. Broadhurst [18]	Syene Jasmin, Student Representative [25]
Pamela McCorkle Buncum [19]	Albert S. Lineberry, Jr. [26]
Karen J. Collins [20]	Patricia Miller [27]
Charles C. Cornelio [21]	Bertram E. Walls [28]

Willie Deese [\[22\]](#)
Emerson U. Fullwood [\[23\]](#)

Glenda Faye Tate Williams [\[29\]](#)

Section 3.2.5 below shows the very limited situations in which a board of trustee member may be dismissed. This limitation protects against undue influence from political, religious, or other external bodies.

Supporting Documents

- [1] [Bylaws, A&T Board of Trustees](#)
- [2] [Roster, A&T Board of Trustees](#)
- [3] [Board of Trustees, Meeting Minutes, September 20, 2006](#)
- [4] [Board of Trustees, Meeting Minutes, November 15, 2006](#)
- [5] [Board of Trustees, Meeting Minutes, February 21, 2007](#)
- [6] [Board of Trustees, Meeting Minutes, April 18, 2007](#)
- [7] [Board of Trustees, Meeting Minutes, September 19, 2007](#)
- [8] [Board of Trustees, Meeting Minutes, November 14, 2007](#)
- [9] [Board of Trustees, Meeting Minutes, February 20, 2008](#)
- [10] [Board of Trustees, Meeting Minutes, April 24, 2008](#)
- [11] [Board of Trustees, Meeting Minutes, September 17, 2008](#)
- [12] [Board of Trustees, Meeting Minutes, November 19, 2008](#)
- [13] [Board of Trustees, Meeting Minutes, February 20, 2009](#)
- [14] [Board of Trustees, Meeting Minutes, April 17, 2009](#)
- [15] [Board of Trustees, Meeting Minutes, September 18, 2009](#)
- [16] [UNC System, *The Code*, Chapter 2, Section 204, Ethnicity & Conflict of Interest](#)
- [17] [Board Profile, Stanley L. Allen](#)
- [18] [Board Profile, Spence H. Broadhurst](#)
- [19] [Board Profile, Pamela McCorkle Buncum](#)
- [20] [Board Profile, Karen J. Collins](#)
- [21] [Board Profile, Charles C. Cornelio](#)
- [22] [Board Profile, Willie Deese](#)
- [23] [Board Profile, Emerson U. Fullwood](#)
- [24] [Board Profile, Janice Bryant Howroyd](#)
- [25] [Board Profile, Syene Jasmin, Student Representative](#)
- [26] [Board Profile, Albert S. Lineberry, Jr.](#)
- [27] [Board Profile, Patricia Miller](#)
- [28] [Board Profile, Bertram E. Walls](#)
- [29] [Board Profile, Glenda Faye Tate Williams](#)

Comprehensive Standard 3.2.5

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. **(Board Dismissal)**

Non-Compliance

The University of North Carolina Code, Chapter II, Section 200.B concerning the Board of Governors and the Board of Trustees' Bylaws, Section IIA.2 confirmed that the only cause listed for dismissal for a member is absenteeism, for four consecutive meetings, that is not due to illness or other duties to the state. The compliance certification narrative further explained that there is no specific policy regarding the dismissal of a member of either body for appropriate reasons nor is a fair process for a dismissal addressed. In addition, the links in the documentation to Board of Trustees and Board of Governors documents were reversed.

Response

Statutes of the State of North Carolina, as well as *The Code* and policies of the University of North Carolina System, govern the dismissal of members of the boards of trustees of the system institutions. The grounds for dismissal are limited to non-attendance at meetings and misconduct.

The Code, Section 400A (3) [1] provides, in part, that: "Whenever a member shall fail, for any reason other than ill health or service in the interest of the state or nation, to be present for three successive regular meetings of a board of trustees, the individual's place as a member shall be deemed vacant." This section of *The Code* of the UNC System is a virtual copy of the North Carolina General Statutes (N.C.G.S.116-31(j) [2]. Knowing how members of the Board of Trustees are appointed is helpful in understanding other grounds for removing a member.

N.C.G.S. 116-31(d) [2] provides that, "Except as provided in G.S. 116-65 [3], effective July 1, 1973, each of the 16 institutions of higher education set out in G.S. 116-2(4) [4] shall have board of trustees composed of 13 persons chosen as follows:

- (1) Eight elected by the Board of Governors,
- (2) Four appointed by the Governor, and
- (3) The president of the student government ex officio."

Section 400 A.(1) of *The Code* [1] restates this: "Each constituent institution shall have a board of trustees composed of 13 persons chosen as follows: (i) eight elected by the Board of Governors, (ii) four appointed by the governor, and (iii) the president of the student government of the institution, ex-officio." [2] Nothing is said about the power to remove trustees in the N.C. General Statutes, *The Code*, or *The Policy Manual*.

Members of campus Board of Governors and the Boards of Trustees of UNC System institutions are "covered persons" under the State Government Ethics Act [5]. The general provisions of the ethics act are explained in N.C.G.S. 138A-3(10) and (30) [6] and public disclosure of economic interests in 138A-21 et seq. [7]. The State Government Ethics Act, N.C.G.S. 138A-45(b) [8] states that willful ethics violations may render an appointee ". . . subject to removal from the board of which the public servant is a member. For appointees of the Governor . . . , the appointing authority may remove the offending public servant. . . . For public servants elected to a board by either the

Senate or House of Representatives, the electing house of the General Assembly shall exercise the discretion of whether to remove the offending public servant."

As to appointees to a state board, N.C.G.S. 143B-16 [\[9\]](#) sets out circumstances when they may be removed: "Unless other conditions are provided in the Executive Organization Act of 1973, any member of a board, council, or committee may be removed from office by the Governor for misfeasance, malfeasance, or nonfeasance.

"No member of a board, council, or committee may use his position to influence any election or the political activity of any person, and any such member who violates this paragraph may be removed from such office by the Governor, if such member was appointed by the Governor, or by the appointing authority, if such member was not appointed by the Governor."

The Governor has recently issued Executive Order 34 to further expand the ethics requirements for appointees to boards of trustees and to require 75 percent attendance at meetings [\[10\]](#).

The above discussion of the limited circumstances for removal from a State board, and the absence of any other legislative authority indicating that removal of members of an appointed state board, such as the A&T Board of Trustees, may occur for any other reasons, indicate the narrow, limited reasons for which a member of the BOT may be removed.

Supporting Documents

- [1] [UNC System, *The Code*, 400A, General Provisions](#)
- [2] [NC General Statute, 116-31, Board of Trustees Membership](#)
- [3] [NC General Statute, 116-65, Membership Exception](#)
- [4] [NC General Statute, 116-2\(4\), Constituent Institutions](#)
- [5] [NC General Statute, 138A-31, Ethical Standards](#)
- [6] [NC General Statute, 38A-3, State Ethics Act](#)
- [7] [NC General Statute, 138A-21-27, Public Disclosure of Economic Interests](#)
- [8] [NC General Statute, 138A-45, Consequences of Violations](#)
- [9] [NC General Statute, 143B-16, Appointment and Removal](#)
- [10] [Executive Order 34, Ethics and Attendance Standards Gubernatorial Appointees](#)

Comprehensive Standard 3.2.6

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. **(Board/Administration Distinction)**

Non-Compliance

The University of North Carolina Policy Manual section 203A(2) confirmed that the Board of Governors has general authority to establish policy for constituent University of North Carolina System campuses and section 500A confirmed that the president of University of North Carolina System is ultimately responsible for executing policy on the constituent campuses. University of North Carolina Policy Manual section 403A and Board of Trustees Bylaws section VI A. Confirm that the Board is responsible for the management and development of the institution.

A link showing the presence of meeting minutes was provided with the compliance certification report. However, the minutes could not be accessed from the provided link for review.

Documents that would have established faculty and administrators as the responsible parties for the administration and implementation of policies were not provided. What was provided (the entire faculty handbook) and the University of North Carolina Code section 600 referred to academic freedom and tenure.

Response

A clear distinction exists between the policy-making authority and functions of the Board of Governors (BOG) of the University of North Carolina System (UNC System) and the North Carolina A&T State University Board of Trustees. In addition, *The Code* specifies the authority the UNC System BOG delegates to the chancellors of the affiliate institutions and the shared faculty governance required of the chancellors.

Board of Governors, University of North Carolina System: The UNC Board of Governors' policy-making function is defined in *The Code*, Section 203A [\[1\]](#), which states that: "The Board of Governors shall plan and develop a coordinated system of higher education in North Carolina. To this end it shall govern the constituent institutions, subject to such powers and responsibilities as may be conferred by statute on or delegated by the Board of Governors to the boards of trustees of the constituent institutions. . . . The Board of Governors shall be responsible for the general determination, control, supervision, management, and governance of all affairs of the constituent institutions. For this purpose, the board may adopt such policies and regulations as it may deem wise."

"The Board of Governors may delegate any part of its authority over the affairs of any constituent institution to the board of trustees or, through the president of the University, to the chancellor of the institution in any case where such delegation appears necessary or prudent to enable the institution to function in a proper and expeditious manner. Any delegation of authority may be rescinded by the board at any time in whole or in part."

The Board of Governors holds eight meetings per year. Examples of the minutes of these meetings clearly demonstrate the policy-making functions of the BOG for educational matters, led by the Committee on Educational Planning, Policies and Programs. At various meetings, the Board has discussed such matters as a revised

policy on retention and graduation rates [2], campus safety, participation in the National Voluntary System of Accountability [3], a new academic program planning policy [4], and summer bridge programs and the pass rate in nursing programs [5].

Board of Trustees, North Carolina A&T State University: *The Code* of the Board of Governors, Section 400A(1) [6] describes the general provisions for the boards of trustees of each of the constituent institutions in the UNC System: "Each constituent institution shall have a board of trustees composed of 13 persons chosen as follows: (i) eight elected by the Board of Governors, (ii) four appointed by the governor, and (iii) the president of the student government of the institution, ex officio."

The general powers and duties of the institution's board of trustees are outlined in Section 403A of *The Code* [7]: "Each board of trustees shall promote the sound development of its institution within the functions prescribed for it, helping it to serve the people of the state in a way that will complement the activities of the other institutions and aiding it to perform at a high level of excellence in every area of endeavor. Each board of trustees shall serve as advisor to the Board of Governors on matters pertaining to its institution and shall also serve as advisor to the chancellor concerning the management and development of the institution." Further: "Each board of trustees shall have such other powers and duties, not inconsistent with other provisions of this *Code* or with applicable provisions of state law, as shall be defined and delegated by the Board of Governors."

In Appendix 1 of *The Code* [8], the Board of Governors delegates broad powers to the board of trustees of each campus to administer and implement institutional policies related to: personnel actions; graduation requirements; compliance with the institution's teaching, research, and public service roles; budgetary matters; campus master plan, proposing land acquisition and campus construction; endowment and trust funds; admission standards and eligibility; tuition and fees collection; recommending student fee levels; administration of student financial aid; provision of student services; regulation of traffic, vehicle registration, and campus parking; and supervision of auxiliary enterprises such as campus electric power plants, sewer systems, and associated utilities and facilities.

Chancellor, North Carolina A&T State University: *The Code*, Section 502 [9] states that each constituent institution in the UNC System is to be led by a chancellor, who serves as "the administrative and executive head" of the institution and "exercises complete executive authority therein, subject to the direction of the president." The chancellor has the duty to "keep the president, and through the president the Board of Governors, fully informed concerning the operations and needs of the institution." The chancellor is also responsible "for the administration of the institution, including the enforcement of the decisions, actions, policies, and regulations of the Board of Governors."

In addition, the chancellor is also "responsible for keeping the board of trustees fully informed on the operation of the university and its needs" and for "enforcing all policies, rules, and regulations of the board of trustees. . . . Subject to policies established by the Board of Governors, the board of trustees, or the president, the chancellor: shall be the leader of and the official spokesperson for the institution; shall promote the educational excellence and general development and welfare of the institution; shall define the scope of authority of faculties, councils, committees, and officers of the institution; and all

projects, programs, and institutional reports to be undertaken on behalf of the institution shall be subject to the chancellor's authorization and approval."

Specifically regarding intercollegiate athletics, the Board of Governors and the board of trustees (in Section VI.Q of the Bylaws of the Board of Trustees of A&T) delegate to the chancellor the responsibility "for the establishment and supervision of the institution's program of intercollegiate athletics." [8]

Faculty, North Carolina A&T State University: The Board of Governors of the UNC System (*The Code*, Section 502D) [9] requires the chancellor to ensure that a representative faculty senate or council exists in the institution to provide advice on matters "of interest and concern to the faculty." Faculty governance authority at North Carolina A&T State University is vested in the Faculty Senate as described in the *Faculty Handbook* (Chapter IV) [10]. The Faculty Senate serves as an advisory body, making recommendations on policies and programs pertaining to the institution, its faculty members, and its academic programs, using a committee structure that is outlined in chapters IV [11] and V [12] of the handbook. Minutes of the Faculty Senate's standing Committee on New Programs and Curricula confirm the faculty's authority to review and approve proposed changes in academic courses and degree programs [13] [14] [15].

Supporting Documents

- [1] [UNC System, *The Code*, Chapter 100.1, Section 203A \(9\), Board of Governors, Delegation of Authority](#)
- [2] [Board of Governors, Meeting Minutes, September 8, 2006, pp. 4-5](#)
- [3] [Board of Governors, Meeting Minutes, November 9, 2007, p. 4-6](#)
- [4] [Board of Governors, Meeting Minutes, May 9, 2008, pp. 5-6](#)
- [5] [Board of Governors, Meeting Minutes, February 8, 2008, pp. 6-8](#)
- [6] [UNC System, *the Code*, Chapter 100.1, Section 400A \(1\), Membership of the Board of Trustees](#)
- [7] [UNC System, *The Code*, Chapter 100.1, Section 403A & 403B, Power and Authority, Board of Trustees](#)
- [8] [UNC System, *The Code*, Appendix 1, Delegation of Duties and Authority to the Board of Trustees](#)
- [9] [UNC System, *The Code*, Chapter 100.1, Section 502, Chancellor's Authority](#)
- [10] [Faculty Senate, *Faculty Handbook*, Governance and Authority](#)
- [11] [Faculty Senate, *Faculty Handbook*, Standing Committees](#)
- [12] [Faculty Senate, *Faculty Handbook*, Committee Structure and Responsibilities](#)
- [13] [Faculty Senate, New Programs and Curricula Committee, Meeting Minutes, March 11 & March 13, 2008](#)
- [14] [Faculty Senate, New Programs and Curricula Committee, Meeting Minutes, February 5, 2009](#)
- [15] [Faculty Senate, New Programs and Curricula Committee, Meeting Minutes, April 14 & 23, 2009](#)

Comprehensive Standard 3.2.10

The institution evaluates the effectiveness of its administrators on a periodic basis.
(Administrative Staff Evaluations)

Non-Compliance

The institution has policies regarding the evaluation of Senior Academic and Administrative Officers of the University of North Carolina System that require annual performance reviews of administrators for the purpose of improving performance and assuring accountability for achievement of goals. The evaluation process at the institution follows the organizational chain, as it does in all other constituent institutions of the University of North Carolina System. The evaluation process for administrative staff positions includes opportunities for review of the performance assessments by supervisors. The results of the evaluations are used for decisions about continuation of individuals in their positions and identifying areas of improvement. However, the institution did not provide samples of completed evaluations for administrative staff.

Response

The chart attached as a reference shows the performance evaluations conducted for administrative staff below the vice chancellor level for academic years 2006-2007, 2007-2008 and 2008-2009 [\[1\]](#).

The original [\[2\]](#) and revised evaluation instrument [\[3\]](#) allow supervisors to rate their senior staff members (vice chancellors, deans, and associate and assistant vice chancellors) in four categories of competencies and skills: (1) leadership competencies/ leading change; (2) leading people; (3) results driven, and (4) business acumen; and (5) building coalitions/ communications.

Each of the five categories is defined with the specific characteristics and traits for the competencies and skills. For example, the category of leading people includes these competencies and skills: (1) conflict management; (2) cultural awareness; (3) team building, (4) integrity/honesty. The competencies and skills are further defined. For example, in conflict management the expectation is that the senior staff member "identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact."

There is a four-point rating scale for each category of competencies and skills: (1) (EE) Role Model/Exceeds Expectations; (2) (ME) Meets Expectations; (3) (NI) Needs Improvements; (4) (U) Unsatisfactory.

As a confidential personnel record, a completed copy of the evaluation for senior staff members will be kept in the employee's personnel file and the respective unit's secured files.

The vice chancellors have not been evaluated in the past three years. Chancellor Martin charged the vice chancellor of the Division of Human Resources to develop a performance evaluation process to be used for annual evaluation reviews in 2009-2010. The Chancellor's Cabinet has reviewed the instrument and procedures [\[4\]](#). This performance evaluation instrument will be used for performance planning and evaluation of senior staff members (vice chancellors, deans, and associate and assistant vice

chancellors) annually. As a confidential personnel record, a completed copy of the evaluation for senior staff members will be kept in the employee's personnel file and the respective unit's secured files.

Supporting Documents

- [1] [Schedule of Administrative Staff Evaluations, AY 2006-2007, 2007-2008, 2008-2009](#)
- [2] [Performance Evaluation Form for Senior Officers](#)
- [3] [Revised Performance Evaluation Form for Senior Officers](#)
- [4] [Performance Plan and Evaluation Policy for Senior Administrative Staff](#)

Comprehensive Standard 3.2.11

The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. **(Control of intercollegiate athletics)**

Non-Compliance

The University of North Carolina Policy 1100.1 confirmed that the Board of Governors delegated the authority and ultimate responsibility over intercollegiate athletics to the chancellors of each constituent campus of the University of North Carolina System. However, no documents were provided that confirmed that the chancellor had ultimate responsibility concerning fiscal control over intercollegiate athletics, even though this is stated in the narrative.

The University of North Carolina Code, Section 502 (5) confirmed that the chancellor should participate in the preparation of the budget for the campus and as a member of the NCAA, is required to have the campus CEOs exercise fiscal control over intercollegiate athletics. However, there were no documents from either the Board of Governors, University of North Carolina state system, or the Board of Trustees that indicated that control over fiscal matters pertaining to athletics was specifically granted to the chancellor.

Response

The Policy Manual of the University of North Carolina, Chapter 1100.1, Section 1, states that "The Board of Governors has delegated the responsibility for intercollegiate athletics to the chancellors under *The Code's Delegation of Duty and Authority*. That delegation is subject to the requirements and mandates in this policy." [1]

The Code, in Appendix 1, Section XIII on Intercollegiate Athletics, states that, "Subject to such policies as may be prescribed by the Board of Governors and the board of trustees, the chancellor shall be responsible for the establishment and supervision of the institution's program of intercollegiate athletics." [2]

UNC policies 1100.1 [1] and 1100.3 [3] confirm that the chancellor is ultimately responsible for the entire intercollegiate program, not just the budget. The University organizational chart shows that the athletic director reports to the chancellor [4].

Supporting Documents

- [1] [UNC System, *The Policy Manual*, Chapter 1100.1, Section 1](#)
- [2] [UNC System, *The Code*, Appendix 1, Section XIII \(pp.3-4\)](#)
- [3] [UNC System, *The Policy Manual*, Chapter 1100.3](#)
- [4] [A&T Organizational Chart](#)

Comprehensive Standard 3.2.13

Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission. **(Institution-related Foundations)**

Non-Compliance

The Foundation was established as a separate, independent not-for-profit organization (501) (c) (3) in 1946 in order to stimulate financial support for the institution. It is not controlled by the institution. In 2005, the institution and the Foundation entered into a Memorandum of Understanding (MOU) to establish the underlying policies and procedures that defined the relationship. The Foundation is responsible for managing the resources, investing funds, and partnering with the institution in business ventures and entrepreneurial activities. The Foundation also provides scholarship support to the institution.

The Off-Site Committee was unable to locate the memorandum of understanding between the institution and the Foundation which should establish the underlying policies and procedures that define the relationship.

Response

The attached memorandum of understanding explains the policies and procedures defining the relationship between North Carolina A&T State University and the North Carolina A&T Foundation [1]. Every five years, the University reviews the agreement with the Foundation, which can be renewed for another five years (Section 12.0, Term and Termination).

Supporting Document

[1] [Memorandum of Understanding, North Carolina A&T State University and the North Carolina A&T Foundation](#)

Comprehensive Standard 3.3

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 each of the following areas: **(Institutional Effectiveness)**

Response

Institutional Effectiveness Council (IEC)

The non-compliance judgments in the SACS 3.3 Institutional Effectiveness (IE) principals prompted North Carolina A&T State University to develop and implement a strategy for refining, improving, and maintaining the IE process. The process began in January 2010 with a charge from the chancellor to the provost to work with the associate vice chancellor for Academic Affairs/Institutional Planning, Assessment and Research (IPAR) to form the Institutional Effectiveness Council (IEC).

The provost presented the IEC plans for discussion at the January 2010 Deans Summit Retreat [\[1\]](#). The theme of the retreat was “Empowering Leadership: The Key to Advancing Institutional Effectiveness” with SACS as the main focus. In the opening presentation, the provost discussed the importance and significance of SACS and outlined the IEC plan [\[2\]](#).

IEC Charge

The overall charge to the Institutional Effectiveness Council is to:

1. Provide oversight for the assessment of academic programs and administrative service units, as well as student learning outcomes, that foster evidence-based teaching and learning, informed course and program development, and strategic academic and administrative planning;
2. Review assessment tools, rubrics, and survey instruments and the use of data to improve academic programs, student learning outcomes, and administrative services;
3. Review strategic plans, assessment and evaluation reports for academic programs and administrative service units, and annual reports for academic units, etc; and recommend improvements in the assessment process;
4. Develop an audit process that allows the University to monitor program effectiveness, assessment outcomes, and use of assessment data to ensure ongoing improvements;
5. Make recommendations to the provost, based on the analysis of assessment data to inform academic and administrative policy making, practices, and budget decisions; and
6. Provide annual reports to the provost and chancellor on the assessment process and outcomes.

The purpose is to create an integrated performance assessment system that ensures and demonstrates that A&T is effectively carrying out its mission by: (1) identifying student learning outcomes in academic and administrative service units, especially Student Affairs; (2) assessing the extent to which students have achieved those learning outcomes, and (3) making improvements based on the results.

Assessment Measures

In addition, working collaboratively with the Academy for Teaching and Learning, the IEC will help faculty to develop metrics and rubrics to measure objectively student learning outcomes and ensure that disciplinary programs have the appropriate level of rigor required to challenge students at the lower and upper divisions of undergraduate degree programs. In addition, IEC will work with faculty to develop student learning outcomes and appropriate assessment measures to ensure that the master's and doctoral courses are progressively more advanced in academic content than undergraduate programs. The IEC will review syllabi, monitor assessment practices, conduct workshops for faculty, and review the WEAVEonline assessment reports.

IEC Structure and Membership

IPAR will organize and manage the Institutional Effectiveness Council, working with the assessment coordinators to be appointed by the deans in each school and college and the staff in administrative service units, including Student Affairs. The IEC will be comprised of rotating faculty, appointed by the deans, and administrative services staff, appointed by their supervisors, with oversight of the peer review of assessment reports and reporting annually to the provost, vice chancellor for Student Affairs, and chancellor. IEC will ensure that the Institutional Effectiveness process is linked to the University's mission, conforms to the best practices in measuring student learning outcomes, collects data to assess outcomes, analyzes the data, and uses the results to make improvements.

Implementation

The provost presented the structure and purpose of the Institutional Effectiveness Council at the Deans Summit Retreat (January 13, 2010) and to the Chancellor's Cabinet (February 8, 2010). At the deans retreat, the IPAR associate vice chancellor covered the current assessment and evaluation process for academic programs and introduced the WEAVEonline software, purchased by the University to facilitate an electronic system of assessment of academic departments and administrative services units, starting with the 2010-2011 cohort [\[3\]](#).

The following timeline has been established:

January 2010

1. Draft the IEC plan
2. Present the plan to the deans for discussion and review

February 2010

1. Identify the IEC members
2. Convene the first monthly IEC meeting and charge the council [\[4\]](#)

March – April 2010

1. Convene the monthly IEC meetings to review benchmark assessment and evaluation methods

May – July 2010

1. Conduct WEAVEonline workshops for department chairs in the 2010-2011 assessment cohort [\[3\]](#) and the chairs of the QEP pilot academic departments [\[5\]](#)
2. Review syllabi for selected lower and upper division undergraduate courses and 600-level dual-enrollment courses

3. Develop metrics and rubrics for selected lower and upper division courses in the 2010-2011 assessment cohort , the 600-level dual-enrollment courses, and the QEP pilot academic departments

August 2010

1. Implement WEAVEonline
2. Incorporate the metrics and rubrics in courses

September – November 2010

1. Conduct faculty assessment workshops for 2010-2011 assessment cohort
2. Conduct critical thinking professional development workshops for QEP pilot academic departments

Supporting Documents

- [1] [Agenda, Deans Summit Retreat, January 13, 2010](#)
- [2] [Provost's Opening Presentation, Deans Summit Retreat, January 13, 2010](#)
- [3] [Assessment and Evaluation Reporting, 2010-2011 Cohort](#)
- [4] [Chancellor's Charge to the Institutional Effectiveness Council](#)
- [5] [QEP Pilot Academic Departments](#)

Comprehensive Standard 3.3.1.1

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 each of the following areas: **(Institutional Effectiveness: Educational Programs)**

Non-Compliance

The institution has a five-year cycle for program review and assessment of student learning outcomes. Based on its review of the documentation, the Off-Site Committee did not find sufficient evidence that the institution assesses the extent to which it achieves program-level student learning outcomes and improves academic programs based on an analysis of assessment results.

Response

Following are examples of improvements made to academic programs, based on analyses of assessment data and drawn from the departments' five-year assessment and evaluation reports. In any given year, an average of ten academic departments and programs submit their five-year assessment reports to Institutional Planning, Assessment and Research, the institutional effectiveness unit. The cohort schedule for 2007-2012 is included [\[1\]](#).

School of Agriculture & Environmental Sciences

Agribusiness, Applied Economics, Agriscience Education (2007 cohort): The **B.S. in Agricultural Economics** degree program instituted tutorial programs in intermediate macroeconomics and quantitative methods to improve students' mastery of these core topics [\[2\]](#). Based on course grades of less than "B," the academic advisors for students in the **M.S. in Agricultural Economics** advised students on the appropriate course of action, including retaking or auditing courses [\[3\]](#).

College of Arts & Sciences

Biology (2005 cohort): Faculty assessed writing in six graduate courses (BIOL 701, 702, 703, 749, 862, and 863), which require advanced writing, research, analysis and interpretation of biological and related literature and data [\[4\]](#). Consequently, they revised the **M.S. in Biology** graduate seminar to include proposal writing experiences because students showed a lack of understanding of how to write research proposals.

Mathematics Department (2008 cohort): The **B.S. in Applied Mathematics** faculty added a weekly two-hour active learning lab to address the fact that students experienced difficulty in producing proofs and making logical arguments. Following a recommendation of the Applied Mathematics Committee, the MATH 480 and 465 courses were developed and added to the curriculum during the 2004-2005 academic year. The two courses introduce students to mathematical modeling and computational problem-solving techniques; they were first taught in fall 2005 and fall 2006, respectively [\[5\]](#).

Sociology & Social Work (2007 cohort): A course-embedded assignment and exams in SOCI 575 revealed that students in the **B.A. in Sociology** degree program were having difficulty utilizing standard software packages to analyze data. In response, the faculty restructured SOCI 101 to strengthen the ability of entry-level students to use Microsoft Excel to create spreadsheets and Word documents. In addition, faculty adjusted the

curriculum in SOCI203 and 303 to enhance the proficiency of upper-level students in using SPSS to analyze data [6].

The A&T and University of North Carolina at Greensboro faculty in the **Joint Masters in Social Work** program voted to develop an advanced standing curriculum, which was approved by the faculty at both institutions. The first students enrolled in the curriculum in the summer of 2008. The faculties decided to offer the advanced curriculum, based on data from the Council on Social Work Education that showed increasing demand for master's programs. Additional factors were the changing demographics and need to continuously maintain program quality [7].

School of Business & Economics

Business Education (2009 cohort): Faculty teaching courses in the **B.S. in Business Education** program reviewed data from student performance in technology courses and the Association to Advance Collegiate Schools of Business International accreditation standards. As a result, the faculty revised BUED 334 and 360 to include upgraded technology, to use electronic group meeting tools, and emphasize teamwork. The administrative systems concentration was fully revised as an interdisciplinary major in Information Technology, which shares courses with the Department of Electronics, Computer and Information Technology in the School of Technology [8].

School of Education

Human Development and Services (2006 cohort): Assessment of students' experiences in the **Master of School Administration** indicated a lower understanding of school operations than for other competencies. The faculty expanded clinical seminars to include more experienced practitioners, such as area superintendents and nationally recognized consultants. In addition, because students rated computer/technology skills and assessment/evaluation skills lower on surveys, the faculty developed common course syllabi in all research and inquiry courses, focusing on data analysis and decision making [9].

College of Engineering

Industrial & Systems Engineering (2007 cohort): The **Ph.D. in Industrial Engineering** tracks students' submission of research papers and recognized the need to emphasize the importance of submission of research articles to journals for publication in order to gain credibility in the discipline. The faculty also added coursework in nano/bio/micro engineering, service engineering, and human factors engineering [10].

School of Nursing (2005 cohort)

The 2005 assessment report for the **B.S. in Nursing** is the most recent five-year report for the School of Nursing. The next five-year report is due in May 2010. However, the school annually tracks the first-time pass rate of students on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The first-time pass rate for 2008 graduates was 91 percent. For 2009 graduates the first-time pass rate was 88 percent through December 31, 2009. The improved pass rates over prior years resulted from changes made to the program, based on the 2005 assessment data. For example, the NET examination administered in 2002 and 2003 to sophomores indicated problems in reading comprehension, learning styles, and test taking. In fall 2004, SON offered workshops focused on these skills areas. Faculty also reviewed the content areas from the NCLEX-RN, reflected on various standardized tests, and identified those on which students scored below the national averages. Changes were made in courses and in

the curriculum. As a result, students' overall scores on the Mosby Assess Test increased from 59 percent in 2002 to 65 percent in 2005. Evaluation of student comments requesting a pharmacology course as well as low scores on standardized exams in pharmacology resulted in the development of an elective course in pharmacology. Scores increased from 50 percent in 2002 to 71 percent in 2005 [\[11\]](#).

School of Technology

Construction Management (2009 cohort): In order to strengthen course content in the **B.S. in Construction Management**, the department provided staff training in computer software usage and applications, based on feedback from the National Association of Industrial Technology (NAIT)—now the Association for Technology, Management and Applied Engineering (ATMAE)—to continuously upgrade the knowledge, skills, and abilities of faculty and staff. Providing increased opportunities for student internships addressed the concerns expressed by students, graduating seniors, and alumni for assistance in finding higher quality employment. The **B.S. in Occupational Safety and Health** formalized a policy regarding student portfolio reviews and exhibitions of student products [\[12\]](#).

The **M.S. in Technology Education** faculty added TECH 637, Industrial and Customer Relations in Graphic Communications, as a result of feedback from the program's advisory board [\[13\]](#).

Supporting Documents

- [1] [Assessment and Evaluation Cohort Schedule, 2007-2012](#)
- [2] [Assessment Report 2007: Agribusiness, Applied Economics, Agriscience Education B.S., pp. 98-105](#)
- [3] [Assessment Report 2007: Agribusiness, Applied Economics, Agriscience Education M.S., pp. 106-112](#)
- [4] [Assessment Report 2005: Biology M.S., p. 5](#)
- [5] [Assessment Report 2008: Mathematics B.S., p. 6](#)
- [6] [Assessment Report 2007: Sociology & Social Work B.A., pp. 3-8](#)
- [7] [Assessment Report 2007: Sociology & Social Work J.M.S.W., pp. 3-8](#)
- [8] [Assessment Report 2009: Business Education, B.S. pp. 9-10](#)
- [9] [Assessment Report 2006: Human Development & Services, M.S.A., p. 5](#)
- [10] [Assessment Report 2007: Industrial Engineering, Ph.D., p. 73](#)
- [11] [Assessment Report 2005: School of Nursing, B.S., p. 5](#)
- [12] [Assessment Report 2009: Construction Management and Occupational Safety & Health, B.S. pp. 41, 45](#)
- [13] [Assessment Report 2005: Graphic Communication Systems & Technological Studies, M.S., p. 30](#)

Comprehensive Standard 3.3.1.2

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 each of the following areas: **(Institutional Effectiveness: Administrative Support Services)**

Non-Compliance

The compliance certification report narrative indicated that each administrative unit at the institution provided annual assessment reports to the Office of Institutional Planning, Assessment and Research, which is primarily responsible for assessing programs and services. This office requires five-year reports from the academic departments and annual reports from the service units. The institution has a well-defined process linking department goals and objectives with the strategic plan. However, evidence of this review occurring annually is presented in the compliance certification report only for Research and Economic Development. The Business and Finance report was from 2003-2004, Student Affairs from 2006-2007, and Information Technology from 2002-2003. The documents presented did not give a clear picture that these units are being reviewed regularly.

Response

The annual assessment reports for the Division of Business and Finance [\[1\]](#) [\[2\]](#) [\[3\]](#), Division of Information Technology [\[4\]](#) [\[5\]](#) [\[6\]](#), and Division of Student Affairs [\[7\]](#) [\[8\]](#) [\[9\]](#) are provided for academic years 2006-2007, 2007-2008 and 2008-2009.

Supporting Documents

- [1] [Division of Business and Finance, Annual Report 2006-2007](#)
- [2] [Division of Business and Finance, Annual Report 2007-2008](#)
- [3] [Division of Business and Finance, Annual Report 2008-2009](#)
- [4] [Division of Information Technology & Telecommunications, Annual Report, 2006-2007](#)
- [5] [Division of Information Technology, Annual Report, 2007-2008](#)
- [6] [Division of Information Technology, Annual Report, 2008-2009](#)
- [7] [Division of Student Affairs, Annual Report, 2006-2007](#)
- [8] [Division of Student Affairs, Annual Report, 2007-2008](#)
- [9] [Division of Student Affairs, Annual Report, 2008-2009](#)

Comprehensive Standard 3.3.1.3

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 each of the following areas: **(Institutional Effectiveness: Educational Support Services)**

Non-Compliance

The Off-Site Committee found that several academic support programs engaged in meaningful assessment and made revisions to improve their services. For example, the Center for Academic Excellence and the Honors Program had external reviews and then made significant changes to operations to serve students better. The library used its LibQUAL + survey results to improve collections, facilities and to expand access to resources.

However, the Off-Site Committee could not determine how assessment plans for continuous improvement were developed for other support services and which tools were used to assess progress, even though changes were reported. Several references were made to surveys and evaluations; however, samples of these documents were not provided.

Response

The Center for Academic Excellence (CAE), the Honors Program, Division of Student Affairs, and Academy for Teaching and Learning are primary units offering educational support services at North Carolina A&T State University. Assessment results for the Division of Student Affairs and the Academy for Teaching and Learning are provided.

Student Affairs Assessments

Numerous educational support services offered by the Division of Student Affairs seek to address the developmental needs of students as they matriculate through the University.

Counseling Services Assessment 2007-2008 [\[1\]](#)

Counseling Services Assessment 2008-2009 [\[2\]](#)

Intramural Sports Assessment 2008-2009 [\[3\]](#)

Ronald E. McNair Program Assessment 2008 [\[4\]](#)

Ronald E. McNair Program Assessment 2009 [\[5\]](#)

Memorial Union Computer Lab Assessment 2009 [\[6\]](#)

Police & Public Safety Reports 2006-2007 to 2009-2010 [\[7\]](#) [\[8\]](#) [\[9\]](#) [\[10\]](#) [\[11\]](#)

Student Development, Council of Presidents Assessment 2007 [\[12\]](#)

Student Development, Parents Orientation Assessment, Spring 2008 [\[13\]](#)

Student Development, Ethics and Integrity Workshop Assessment, 2006-2007 [\[14\]](#)

Upward Bound Program Assessment 2008 [\[15\]](#)

A summary of selected programs describes the assessment instruments, data analyses, and improvements made.

Intramural Sports Survey [\[3\]](#)

The 2008-2009 Intramural Sports survey of student satisfaction with programs and services inquired about how students learned about intramurals, the quality of program organization, officiating, safety, etc. A total of 350 out of 790 attendees at various sports events responded to the assessment survey. Using survey feedback, Intramural Sports:

(1) implemented the practice of using certified officials as of November 2009 because of dissatisfaction with league officiating; (2) implemented Club Soccer, Powder Puff Flag Football, and Women's Basketball, based on the request for diversity and gender equity in programming, and (3) decided to increase the marketing presence during future freshman orientations because only two percent of students had heard about intramural sports.

Ronald E. McNair Post-Baccalaureate Achievement Program Assessments 2008 and 2009

The annual Ronald E. McNair commemorative Celebration and national research symposium attracted students, faculty, staff and administrators from undergraduate and graduate institutions to campus for three days of research presentations. The McNair symposium planning team used the evaluation results from 2008 to improve the student learning content [\[4\]](#) and logistics [\[5\]](#) of the 2009 program as follows: (1) publicized events nationally and throughout A&T in September, which was earlier than in previous years, to ensure participation; (2) scheduled sessions to allow participants to have some free time to explore the campus and relax; (3) obtained confirmation of participation from all campus groups and individual participants before the events; (4) scheduled the graduate forum to coincide with poster presentations to increase the flow of participants; (5) ensured the adequacy of all technology before each event.

Based on the 2009 assessment, the program made sure that all of the A&T McNair students took a research methods course sponsored by the Department of Sociology and Social Work; had exposure to seminars and one-on-one assistance to polish oral and poster presentation skills, referred students to the University's Writing Center to improve writing skills, and collaborated with mentors to ensure the richest possible experience for students.

Memorial Student Union Computer Lab Assessment 2009 [\[6\]](#)

The data collected by the Memorial Student Union in September - November 2009 to assess the computer lab led to improvements in 2010 in the safety and security of the environment, the number of computers, types of software, and hours of operation.

Police and Public Safety

Analyses of campus security [\[7\]](#) [\[8\]](#) [\[9\]](#) have resulted in a number of improved public safety measures. For example, in 2008 [\[10\]](#) the Police and Public Safety Administration implemented new computerized software that enabled an information sharing program with the Greensboro Police Department and other law enforcement agencies. The communications center was greatly enhanced with upgraded CCTV software, cameras and monitors. Six new officers were hired. They use foot, bike and Segway patrols for easier mobility and coverage of the campus. A Robbery Response Task Force was formed to deter possible acts of robbery and other potential crimes. The unit also enhanced crime prevention efforts with residence life, utilized contracted security officers to patrol the exterior of campus buildings and streets nightly. The unit also conducted a security needs analysis of off-campus student housing and, pursuant to a memorandum of understanding with the City of Greensboro to extend its jurisdiction [\[11\]](#), implemented vehicle patrols of nearby, off-campus apartment complexes. Additionally, the acts of violence at schools and universities throughout the country resulted in the creation of a "Threat Assessment" team.

Upward Bound Program Assessment 2008 [\[15\]](#)

In July 2008, 26 students participated in the Upward Bound Program. Difficulties experienced in the mathematics courses (MATH 110 and 111) led to block scheduling of students in the same sections of subsequent mathematics courses to facilitate a learning community.

Academy of Teaching and Learning

ATL programs aim to change the intellectual environment of the University and improve student learning through effective teaching. Activities and programs are based on the University's strategic priorities, faculty needs, and theoretical and empirical research on effective teaching practices. A variety of assessments, including workshop attendance, surveys and evaluations, and longitudinal studies of student learning, measure the impact of ATL programs and activities on faculty knowledge of effective pedagogical practices, ongoing professional development, and promotion of student learning. The ATL Advisory Board also makes recommendations and provides feedback,

ATL-led workshops, particularly the annual ATL Summer Teaching Institute, have attracted increasing numbers of faculty members each year from 2007 to 2009 [\[16\]](#), indicating that the ATL initiatives are competing successfully for faculty time, which is always at a premium given the average teaching load of four courses per semester.

National surveys of A&T junior faculty job satisfaction, conducted by the Collaborative on Academic Careers in Higher Education (COACHE) in 2005-2006 [\[17\]](#) and 2008-2009 [\[18\]](#) indicated high levels of satisfaction with teaching and learning support on campus. COACHE data from 2005-2006 resulted in the development of an ATL-led Junior Faculty Task Force, which produced an extensive report that included various recommendations to improve junior faculty job satisfaction [\[19\]](#).

In response to the task force recommendations, the University made the following changes and improvements: (1) instituted a new junior faculty teaching award in 2008; (2) instituted a new teaching awards luncheon in 2008; (3) distributed Junior Faculty Summer Research awards across colleges and schools in 2007-2008; (4) formed a committee to assess the University's promotion and tenure policies in August 2009; (5) implemented professional development workshops for department chairs, and (6) developed a revised new faculty orientation program for fall 2010.

ATL led the University's participation in two national longitudinal studies of student learning, the Collegiate Learning Assessment (CLA) (2005-2009) [\[20\]](#) and the Wabash National Study of Liberal Arts Education (Wabash National Study) (2007-2011) [\[21\]](#). Using Wabash results, in fall 2009, ATL collaborated with the Center for Academic Excellence to develop the Early Alert/ Supplemental Instruction (EA/SI) initiative to improve first-year retention rates [\[22\]](#). Tenure-track faculty and lecturer instructors conducted SI workshops for underperforming freshmen in three general education courses. SI attendance steadily rose during the first half of the semester and averaged over 185 students per week overall. There were significant reductions in the DFW rate for two of the three University Studies general education courses. In focus groups, students cited most often the smaller, more relaxed SI environment, improved grades, and the opportunity to develop a personal relationship with the professor as the greatest benefits of EA/SI. There were approximately 900 students identified through the Early Alert process and 2,598 student visits to supplemental instruction sessions.

A student-led Wabash-Provost Scholars program trained seventeen undergraduate students to conduct student focus groups. In spring 2009, 26 focus groups interviewed approximately 150 students about the factors contributing to students' academic success and reported the results in a report [\[23\]](#) and an in-person session to the provost.

Supporting Documents

- [1] [Counseling Services , Assessment 2007-2008](#)
- [2] [Counseling Services, Assessment 2008-2009](#)
- [3] [Intramural Sports, Assessment 2008-2009](#)
- [4] [Ronald E. McNair Program, Assessment 2009](#)
- [5] [Ronald E. McNair Program, Assessment 2009](#)
- [6] [Memorial Student Union Underground Computer Room, Assessment 2009](#)
- [7] [Police and Public Safety, Security Report 2007](#)
- [8] [Police and Public Safety, Security Report 2008](#)
- [9] [Police and Public Safety, Campus Safety Plan 2009-2010](#)
- [10] [Police and Public Safety, Overview 2008](#)
- [11] [Police and Public Safety, and Greensboro Police Department Cooperative Agreement](#)
- [12] [Student Development, Council of Presidents Assessment 2007](#)
- [13] [Student Development, Parents Orientation, Spring 2008](#)
- [14] [Student Development, Ethnics and Integrity Workshop 2006-2007](#)
- [15] [Upward Bound Program Assessment 2008](#)
- [16] [Academy of Teaching and Learning, Workshops Assessment 2007-2009](#)
- [17] [COACHE, Assessment 2005-2006](#)
- [18] [COACHE, Assessment 2008-2009](#)
- [19] [Junior Faculty Report 2007](#)
- [20] [Collegiate Learning, Assessment Report 2005-2009](#)
- [21] [Wabash National Study, A&T Summary Report](#)
- [22] [Early Alert/Supplemental Instruction Results, Alan Mabe Retention Report](#)
- [23] [Wabash -Provost Scholars Report](#)

Comprehensive Standard 3.3.1.5

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 each of the following areas: **(Institutional Effectiveness: Community/Public Service)**

Non-Compliance

The students, faculty, and staff engaged in many service activities. However, few activities are being assessed to determine impact. Evidence was not presented that indicated that changes are being made to service programs based on the use of assessment results. Tracking the number of hours spent and the economic impact on the community is a good start. The impact of the Washington Elementary School program for 100% of the students making its average yearly progress as a result of the tutoring program provided is an example of how to measure the effects of service programs on the community.

Response

North Carolina A&T State University sponsors and supports numerous community and public service programs that represent a continuous investment in the local community, region and state. Examples of assessment results and improvements for established programs are provided.

Early/Middle College

Established in 2003 as the first all-male public school in North Carolina, the Early/Middle College at A&T originally aimed to provide a second chance of success for male students who had experienced trouble in their education [1]. However, it now attracts students from a wider variety of backgrounds, who enroll as a way of gaining college credits, along with their high school diplomas. In 2008-2009, there were 101 students in grades nine through twelve.

The Early/Middle College is an outreach effort that complements the A&T commitment as a land-grant institution to “exemplary teaching and learning, scholarly and creative research, and effective engagement and public service [2].” In addition, A&T has proposed the North Carolina African American Male Initiative as its number one priority in the University of North Carolina Tomorrow response plan [3]. The UNC Tomorrow Initiative is the way the UNC System plans to respond more directly and proactively to the challenges facing North Carolina both now and in the future. Each of the seventeen institutions comprising the UNC System developed a strategic plan in response to the system’s UNC Tomorrow initiative.

The Early/Middle College assesses overall performance of students in six categories: (1) achievement; (2) curriculum; (3) leadership, teaching and assessment for learning; (4) learning environment; (5) leadership and management, and (6) partnerships with parents and community. For each of the six categories, the annual evaluation details what the school does well, and what the school needs to develop. For example, in the October 2008 report, the school acknowledged that raising student achievement needed to be addressed. Comparative average SAT scores and participation rates with similar programs, and other high schools in the city, also provided a yardstick for measuring students’ academic progress [4]. In the area of curriculum, the school met state and district requirements for the college-ready curriculum [1].

North Carolina Cooperative Extension Program

Cooperative Extension is an outreach arm of North Carolina A&T State University, playing a vital role in helping the University to fulfill its commitment to learning, discovery and engagement locally, within the state, and nationally. As described in annual reports [\[5\]](#) [\[6\]](#) [\[7\]](#) [\[8\]](#), Extension programs provide research-based information, educational programs, technology, and solutions that enrich the lives, land, and economy of limited-resource individuals, families and communities across the State of North Carolina. In partnership with North Carolina State University, A&T's Extension program used continuous long-range planning and evaluation to adapt programs rapidly in response to critical, emerging needs and issues.

Based on previous assessments, the Extension long-range plan of work focuses on five major areas, which are highlighted in the Solutions Report [\[8\]](#): (1) sustaining agriculture and forestry; (2) protecting the environment; (3) developing responsible youth; (4) maintaining viable communities; and (5) developing strong, healthy and safe families. The Cooperative Extension Program has had some significant accomplishments and milestones. For example, more than 500 parents coping with the pressures of child-rearing and economic struggles were referred to the Extension's eight-session "Parenting Matters" training. Almost one-third of these stressed parents (157) attended at least seven of the eight sessions offered. With foster parent care now costing North Carolina as much as \$581 monthly, the 393 children who remained with their parents, as a direct result of the "Parenting Matters," may have saved taxpayers as much as \$5,979,888.

Summer Programs

The two, week-long summer **NOAA-ISET Weather and Climate Camps** [\[9\]](#) for middle and high school students have increased the number of participants. In 2007, twelve students attended the middle school camp. In 2008, sixteen students participated, a modest increase. However, the high school program grew exponentially. In 2007, seven students attended. The emphasis on marketing and online registration increased the enrollment to 23 in 2008. This was more than double the projected maximum of ten students. Thirteen students were on the waiting list. The third camp in 2009 attracted 38 applicants; twenty students were selected.

A free, two-week **School of Nursing Summer Institute** [\[10\]](#), held in 2007, introduced 35 female and male middle school students between the ages of 11-14 to the nursing profession. An analysis of participant surveys and assessment of the Institute confirmed that the goal of introducing middle school students to the various specialties in the field of nursing was achieved. The staff concluded that a four-week summer program for high school students could also serve as a recruitment mechanism for the A&T School of Nursing.

In the summer prior to their freshman year, thirty students, admitted to A&T in biology, chemistry, and psychology, participated in the **RISE (Research Initiative for Scientific Enhancement) Summer Pre- Matriculation Program** [\[11\]](#). The goal of the program is to improve undergraduate retention in those disciplines and the performance of students in gatekeeper courses in their first and second years of matriculation. Launched in 2008, the program enrolled 27 incoming freshmen. Participants who were successful in the summer courses were able to take a reduced course load in the fall. Twenty-two of the pre- matriculation students enrolled in their respective mathematics courses vs.

lower level mathematics courses. Participants also achieved higher than expected success in chemistry and calculus during the fall semester. The retention rate slightly exceeded the 80 percent retention goal. At the close of the spring 2009 semester, the students had a mean cumulative grade point average of 3.41, which suggests that nearly all students were successfully progressing through their coursework.

The **Technology Summer Institute** [12] operated as a one-week intensive enrichment program for students with an interest and/or curiosity about technology as a discipline or career choice. Eligible students were currently enrolled high school juniors or seniors (or college-bound seniors) with a strong interest in pursuing a four-year college degree. Twenty students enrolled in 2004; twelve students in 2005; fourteen students 2006; and sixteen students 2007. Sixty-four percent of the students who attended the Institute enrolled at A&T as freshmen; eight percent enrolled at another institution of higher learning. A lesson learned for the School of Technology, which sponsors the program, was the importance of providing enrichment bridge experiences between high school and college for students who wish to major in challenging disciplines.

According to annual reports, the mission of the **Summer Transportation Institute Program (STI)** [13] [14] [15] is to be supportive of the common interest of the public and private sectors in developing the human resources needed for an integrated and seamless national transportation system. This program complements A&T's community outreach and public service mission. STI exposes rising junior and senior high school students to career choices and opportunities in the transportation industry. In seventeen years, STI has graduated over 260 students, and graduates are now working in the transportation industry. Assessment data led to: (1) a focus on marketing and recruitment initiatives; (2) an end-of-program follow up with participants; (3) dissemination of information on North Carolina Department of Transportation youth programs; (4) earlier recruitment and networking with mathematics, science, engineering, and technology magnet schools across the State; (5) establishment of working relationships with under-resourced school districts to introduce STI to gifted students, and (6) opportunities for graduates to interact with transportation majors.

The **Science and Technology Enrichment Program (STEP)** [16] is a collaborative effort between the Guilford County School District and the A&T chemistry department in the College of Arts and Sciences. This inquiry-based, hands-on science instructional program provides an informal venue to expand participants' scientific knowledge in the life sciences. Students study advanced mathematics, chemical sciences, scientific writing, and technology integration. For the 2009 summer program, 22 high school students applied. Eighteen were accepted and enrolled in the program (11 raising seniors and 7 raising juniors). On surveys, students stated that STEP helped them to understand science better; encouraged them to think about taking other science courses and to consider jobs in science-related careers.

The **International Trade Center** in the School of Agriculture and Environment Sciences exists to serve the public needs, especially that of small-scale farmers and micro, small-to-medium businesses in facilitating economic development through marketing of higher value-added products and services locally/regionally and nationally/internationally. The annual reports for academic year 2006-2007 [17], 2007-2008 [18], and 2008-2009 [19], track the objectives and goals of the Center and the improvements made in the Center's initiatives, based on economic and market trends. For example, the 2007-2008 report described the partnership formed with the North Carolina Coalition of Farm and Rural

Families to replicate the successful Operation Spring Plant program to assist small, limited-resource farm groups [20].

Supporting Documents

- [1] [Early/Middle College Evaluation](#)
- [2] [New A&T Mission Statement, November 2009](#)
- [3] [Black Male Initiative - UNC Tomorrow Strategic Plan](#)
- [4] [Early/Middle College Comparative SAT Scores, 2005-2009](#)
- [5] [North Carolina Cooperative Extension Program, Annual Report 2006](#)
- [6] [North Carolina Cooperative Extension Program, Annual Report 2007](#)
- [7] [North Carolina Cooperative Extension Program, Annual Report 2008](#)
- [8] [Solutions NC Cooperative Extension 2009](#)
- [9] [NOAA-ISET Outreach Programs](#)
- [10] [School of Nursing Summer Institute Assessment 2007](#)
- [11] [Summer Pre-Matriculation Program Overview](#)
- [12] [Technology Summer Institute 2005-2007](#)
- [13] [Summer Transportation Institute, Annual Report 2009](#)
- [14] [Summer Transportation Institute, Final Report 2008](#)
- [15] [Summer Transportation Institute, Final Report 2007](#)
- [16] [Science and Technology Enrichment Program \(STEP\), Annual Report 2009](#)
- [17] [International Trade Center, Annual Report 2006-2007](#)
- [18] [International Trade Center, Annual Report 2007-2008](#)
- [19] [International Trade Center, Annual Report 2008-2009](#)
- [20] [International Trade Center, Annual Report 2007-2008, p. 4](#)

Comprehensive Standard 3.4.7

The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution. **(Consortia Relationships/ Contractual Agreements)**

Non-Compliance

The institution maintains an inventory of the consortia relationships and has the agreements on file in the Provost's Office. The 2 + 2 programs Articulation Agreement Memo of Understanding Inventory revealed several areas, according to the institution's inventory, where there is "no agreement", "no signature," and/or "no date" on the agreements. The accuracy, currency, and completeness of this file and inventory are a concern. In addition, evidence is not presented to demonstrate that the relationships/agreements are being evaluated against the purpose of the institution.

Response

Consortium Agreement

Established in 1968, the Cross-registration Program evolved into the current Greater Greensboro Consortium (GGC) and includes six institutions in addition to North Carolina A&T State University: Bennett College, Elon University, Greensboro College, Guilford College, Guilford Technical Community College, and the University of North Carolina at Greensboro (UNCG) [1]. Each of the participating institutions is SACS accredited. A full description of the GGC is in the *Undergraduate Bulletin* [2].

The GGC supports the University's commitment to "excellence in a comprehensive range of academic disciplines . . . [and providing] students with a broad range of experiences that foster transformation and leadership for a dynamic and global society." [3] The consortium agreement stipulates the policies and procedures governing institutional responsibilities, governance, and student enrollment, as well as the responsibilities of the Cross-registration Committee [1]. For example, the agreement allows students to enroll in courses not offered at their home institutions. Tuition and fees are paid to the home campus so that students do not incur additional charges, except for special course charges such as laboratory fees. The educational resources and support at the host campus are available to consortium students, including research and library resources.

The Cross-registration Committee, comprised of the registrars of the participating institutions, meets at the beginning of each semester to review and approve the academic calendars, review and revise operational policies and procedures, and consider other matters related to the program. The October 29, 2008 minutes of the committee meeting are provided for review [4].

According to a three-year analysis of the GGC data for fall 2007 through fall 2009 [5], aerospace and military science students made up half of the consortium enrollment at A&T. Mathematics and marching band were the next highest. The majority of consortium students taking classes at A&T were from UNCG. Generally, the number of consortium students taking classes at A&T has generally risen each semester and has more than doubled over the five semesters through fall 2009. Seventy-five percent of the A&T students taking consortium classes were seniors.

Typically, A&T students take the most courses at UNCG, Greensboro Technical Community College, and Bennett College. The heaviest enrollments are in chemistry, foreign languages, and human performance and leisure studies courses [\[6\]](#).

Office of International Programs (OIP)

When students in study abroad programs are accepted and placed for study abroad, they complete the Study Abroad Course Approval Form [\[7\]](#) [\[8\]](#). This is the first stage in reviewing the quality of the international course of study the students will pursue. The students' academic advisers review the course content with the students to determine whether the courses are equivalent to similar ones at A&T. The approval form is reviewed and signed by the respective department chair and dean, then by the director of the Office of International Programs. The Study Abroad Credit Policy [\[9\]](#) outlines the course approval process, transcription of credits, and how the student receives academic credit for a course.

Currently, the OIP has memoranda of understanding (MOU) with eight international universities and multi-country affiliation agreements with eleven programs [\[10\]](#). The OIP director typically makes a site visit to the various partner institutions once every three to five years to confer with the international partners. For the Brazil exchange program, the OIP director and participating A&T faculty have an annual on-campus evaluation meeting with faculty and administrators from the four Brazilian universities. In addition, an assessment of the course pass rates for students in international programs, similar to the fall 2009 evaluation of the course pass rate for students enrolled in the Brazilian program [\[11\]](#), will be replicated for other OIP study abroad programs.

2 + 2 Articulation Agreements

North Carolina A&T State University participates in the State of North Carolina articulation agreements between the University of North Carolina System (UNC System) and the North Carolina Community College System (NCCCS).

The Comprehensive Articulation Agreement between the UNC System and the NCCCS [\[12\]](#) fulfills the provisions of North Carolina House Bill 739 and Senate Bill 1161, which was passed by the 1995 session of the North Carolina General Assembly. The bill instructed the Board of Governors of the UNC System and the State Board of NCCCS to develop a plan for the transfer of credits between the institutions in the two systems. The State Board of the NCCCS was to implement common course descriptions for all community college programs by June 1, 1997. In addition, the two systems were to ensure accurate and accessible academic counseling for students considering transfer, to establish a timetable for the development of guidelines and transfer agreements for program majors, professional specialization, and associate in applied science degrees.

The Bilateral Agreement between the NCCCS and the UNC System [\[13\]](#) responded to the legislative mandate. The agreement outlines the transfer agreements for associate in applied science programs, which are not designed for transfer through the statewide articulation, and lists the A.A.S. programs that are transferable to UNC institutions.

In addition to the UNC System agreements, A&T has special articulation agreements with several community colleges in state and out of state. The matrix of agreements lists the community colleges and the A&T schools, colleges, and departments entering into

the agreement [14]. Also included is a statement of the audit process underway to inventory all such agreements and deposit the documentation in the Provost's office [15].

Supporting Documents

- [1] [Greater Greensboro Consortium Agreement](#)
- [2] [Description of the Greater Greensboro Consortium in the *Undergraduate Bulletin*](#)
- [3] [New Mission Statement, November 2009](#)
- [4] [Greater Greensboro Consortium, Meeting Minutes, Oct. 29, 2008](#)
- [5] [Greater Greensboro Consortium Data Analysis Newsletter](#)
- [6] [Greater Greensboro Consortium A&T Student Enrollment Data](#)
- [7] [Office of International Programs, Instructions for Course Approval](#)
- [8] [Office of International Programs, Course Approval Form](#)
- [9] [Office of International Programs, Study Abroad Credit Policy](#)
- [10] [Office of International Programs, List of Memoranda of Understanding](#)
- [11] [Office of International Programs, CAPES-FIPSE Brazil Exchange Program](#)
- [12] [Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College System](#)
- [13] [Bilateral Agreements between the NC Community College System and the University of North Carolina](#)
- [14] [Articulation Agreements Matrix](#)
- [15] [Articulation Agreements Audit Process](#)

Comprehensive Standard 3.4.11

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. **(Academic Program Coordination)**

Non-Compliance

The description of the hiring process indicated that "...chairs are credentialed in their academic fields of study and also have teaching experience. Generally, they do not have a wealth of administrative experience." The institution has also instituted a Provost's Retreat to provide in-service education/training for program leaders. However, the Off-Site Committee did not receive enough information to determine if the individuals assigned responsibility for program coordination or review their credentials.

Response

The position announcements and curriculum vita of recently appointed department chairs confirm that they have broad teaching and administrative experience. Generally, the positions require an earned doctorate or terminal degree in the discipline. In addition, candidates are expected to have administrative and supervisory experience with a strong track record of program success in developing, sustaining, advancing instructional outcomes and evaluating programs. Work experience within a land-grant university is preferred. Examples of the job descriptions and curriculum vita of recently hired department chairs are presented for each school and college.

School of Agriculture & Environmental Sciences

Natural Resources & Environmental Design [\[1\]](#) [\[2\]](#)

College of Arts & Sciences

Biology [\[3\]](#) [\[4\]](#)

Foreign Languages [\[5\]](#) [\[6\]](#)

School of Business & Economics

Accounting [\[7\]](#) [\[8\]](#)

Management [\[9\]](#) [\[10\]](#)

School of Education

Human Development & Services [\[11\]](#) [\[12\]](#)

College of Engineering

Computer Science [\[13\]](#) [\[14\]](#)

School of Technology

Electronics, Computer & Information Technology [\[15\]](#) [\[16\]](#)

Supporting Documents

[1] [NRED Chair Position Announcement](#)

[2] [NRED CV Candidate Selected](#)

[3] [BIOL Chair Position Announcement](#)

- [4] [BIOL CV Candidate Selected](#)
- [5] [FOLA Chair Position Announcement](#)
- [6] [FOLA CV Candidate Selected](#)
- [7] [ACCT Chair Position Announcement](#)
- [8] [ACCT CV Candidate Selected](#)
- [9] [MGMT Chair Position Announcement](#)
- [10] [MGMT CV Candidate Selected](#)
- [11] [HDSV Chair Position Announcement](#)
- [12] [HDSV CV Candidate Selected](#)
- [13] [COMP Chair Position Announcement](#)
- [14] [COMP CV Candidate Selected](#)
- [15] [ECIT Chair Position Announcement](#)
- [16] [ECIT CV Candidate Selected](#)

Comprehensive Standard 3.5.4

At least 25 percent of the discipline hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline, or the equivalent of the terminal degree. **(Terminal Degrees of Faculty)**

Non-Compliance

The review of the fall 2008 and spring 2009 Faculty by Discipline by Terminal degree data confirmed that in all areas, except nursing, more than 25% of the credit hours were taught by faculty members holding the terminal degree or equivalent. In nursing, 22% of the courses in the major are taught by faculty who held the terminal degree.

Response

We concur with the non-compliance finding for the School of Nursing. The dean of the School of Nursing will increase the student credit hour load for the faculty with terminal degrees [\[1\]](#) to at least 10 percent, starting in the fall 2010.

Supporting Documents

[1] [School of Nursing, Faculty Roster, Fall 2009 and Spring 2010](#)

Comprehensive Standard 3.6.1

The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. **(Post-baccalaureate Program Rigor)**

Non-Compliance

The institution has a series of internal and external review processes in place to review the rigor, quality, learning objectives, consistency, relevance of curriculum content, and requirements for the master's and doctoral degree programs. However, the curriculum internal review process outlined in the narrative is different from the approval signature page.

A syllabus template and the New Program Form included the question "Is it more advanced level than those previously authorized" were provided with the certification report. However, no supporting documentation was included to validate this information.

Sample academic program reviews were provided. The primary emphasis of these assessment plans was on the undergraduate programs for a specific department. No comparative evidence was provided to show that the graduate programs were more advanced in academic content than the undergraduate programs.

The institution self-reported that not all graduate level course syllabi differentiate between learning objectives for advanced undergraduates and graduate student. As a result, the institution proposed a strategy to provide clear and transparent distinction of the learning objectives of undergraduates as compared to graduate students with the adopting of the standard course syllabus template. In addition, in order to assess the long-term actions needed to differentiate between course levels, an ad hoc Committee on Course Renumbering was established. The institution is working to implement a common structure to identify and designate course level restrictions to bring all courses in compliance. This plan is expected to be completed by the end of the fall 2009 semester.

Response

Curriculum Review and Approval

The approval of curricular changes and new programs begins with the department, proceeds to the curriculum committee of the respective school/college, and is presented to the entire faculty of the school/college for approval. If approved by the school/college, the curricular change/new program is reviewed by the Faculty Senate's New Programs and Curricular Committee. If approved, the curricular change goes to the Faculty Senate for approval. The final approval rest with the provost. The signature sheet presented in the SACS Compliance Certification outlines the required signatures in that order [\[1\]](#).

The provost informs the Deans' Council about new programs during the planning stages of the programs, especially those with University-wide implications. However, the Deans' Council does not formally approve new programs. Both the Graduate Council and the Deans' Council may review the proposals for new programs and comment on new programs, but they do not approve the new programs.

Course Numbering

The 500-level courses at North Carolina A&T State University are undergraduate courses. The electronic versions of the *Undergraduate Bulletin* [\[2\]](#) and *Graduate Catalog* [\[3\]](#) have the following statement defining the course numbering:

Undergraduate Bulletin

The University uses the department prefix to designate all course offerings. The first digit indicates the classification level of the course. The numbering system is as follows:

- 100-399 - lower level courses primarily for freshmen and sophomores
- 400-599 - upper level courses primarily for juniors and seniors
- 600-699 - courses for undergraduate seniors and graduate students
- 700-799 - courses for graduate students and appropriate professional students' special programs
- 800-899 - courses for doctoral students
- 900-999 - courses for graduate students (999 continuation of thesis courses)

Graduate Catalog

The University uses the department prefix, followed by a three-digit number, to designate all course offerings. The first digit indicates the classification level of the course. At least 50% of the courses counted towards a master's degree must be those open only to graduate students and numbered 700 and above. The numbering system is as follows:

- 100-399 - lower level courses primarily for freshmen and sophomores
- 400-599 - upper level courses primarily for juniors and seniors
- 600-699 - courses for undergraduate seniors and graduate students
- 700-799 - courses for graduate students and appropriate professional students' special programs
- 800-899 - courses for doctoral students
- 900-999 - courses for graduate students (999 continuation of thesis courses)

Course Syllabi: 600-level Courses

Listed below are examples of course syllabi for dual enrollment 600-level courses that include separate student learning outcomes (SLO) and assignments for the undergraduate and graduate students. For graduate students, the SLO and class assignments are more advanced than the SLO and assignments for undergraduate students. See the brief descriptions for selected courses.

School of Agriculture & Environmental Sciences

- AGEC 675 Computer Applications in Agricultural Economics, Spring 2010 [\[4\]](#)
- ANSC 665 Techniques in Biotechnology, Fall 2009 [\[5\]](#)
- FCS 634 Current Trends and Issues in Early Education and Family Studies, Spring 2009 [\[6\]](#)
- FCS 639 Applied Principles of Preschool/Kindergarten Curricula, Spring 2009 [\[7\]](#)
- FCS 683 Consumer Behavior in Fashion, Undergraduate, Spring 2009 [\[8\]](#)
- FCS 683 Consumer Behavior in Fashion, Graduate, Spring 2009 [\[9\]](#)
- SLSC 632/532, Soil Physics, Spring 2010 [\[10\]](#)

Undergraduates in SLSC 632/532 are expected to demonstrate a theoretical understanding and working knowledge of methodologies for evaluating selected

soil physical properties. Graduate students solve applied and practical problems in soil and environmental science and make professional decisions related to the environmental problems being addressed.

College of Arts & Sciences

ART 600 Public School Art, Fall 2009 [\[11\]](#)

BIOL 640 Introduction to Genomics and Bioinformatics Research, Spring 2009 [\[12\]](#)

In BIOL 640, graduate students demonstrate advanced bioinformatics skills and literacy by designing and implementing sequence analysis research projects.

CHEM 611 Advanced Inorganic Chemistry, Fall 2009 [\[13\]](#)

CHEM 621 Intermediate Organic Chemistry, Fall 2009 [\[14\]](#)

HIST 623 Topics in East Asian Culture, Spring 2009 [\[15\]](#)

HIST 626 Revolutions in the Modern World, Spring 2009 [\[16\]](#)

MATH 602 Modern Algebra, Spring 2009 [\[17\]](#)

MATH 608, Methods of Applied Statistics, Fall 2008 [\[18\]](#)

MATH 623 Introduction to Probability Theory with Applications, Fall 2009 [\[19\]](#)

PSYC 645 Behavior Modification, Fall 2009 [\[20\]](#)

School of Business & Economics

BUAD 639 Marketing Management, Spring 2009 [\[21\]](#)

BUAD 640 Management Information Systems Topics, Spring 2010 [\[22\]](#)

ECON 608 Managerial Economics, Spring 2009 [\[23\]](#)

In ECON 608, graduate students write a longer research paper (15pp vs. 7-10pp for undergraduates) with more references, using statistical inferences and projections, and advanced FACTSET software to analyze and interpret data.

TRAN 665 National Transportation Law and Policy, Spring 2010 [\[24\]](#)

TRAN 672 Purchasing and Supply Management, Spring 2009 [\[25\]](#)

TSCM 670 Materials Management. Fall 2009 [\[26\]](#)

School of Education (offers limited dual enrollment 600-level courses)

CUIN 619 Learning Theories, online Spring 2009 [\[27\]](#)

Undergraduates in CUIN 619, write short thought papers (3-5 pages) on relevant topics and use BlackBoard to read and respond to classmates' personal learning theories. There are two required textbooks for graduate students and one for undergraduates. In addition, graduate students write an analytical report demonstrating how learning theory research informs educational practice.

ELED 603 Science/Health/Social Studies in the Elementary Classroom, online, Spring 2009 [\[28\]](#)

HPED 613 Philosophical Foundations of Pedagogy in Physical Education, Spring 2009 [\[29\]](#)

College of Engineering

CHEM 665 Fundamentals of Polymer Science and Engineering, Spring 2010 [\[30\]](#)

In addition to the undergraduate assignments in CHEM 665, graduate students must demonstrate the ability to conduct research in five areas: bio-degradable polymers, advanced bio-medical polymer materials, inorganic polymers, electrical properties of polymers, and non application in polymers.

CIEN 699 Special Projects: LEED/ASHRAE Design Standards, Undergraduate, Fall 2010 [\[31\]](#)

CIEN 699 Special Projects: LEED/ASHRAE Design Standards, Graduate, Fall 2010 [\[32\]](#)

COMP 621 Web Security, Spring 2010 [\[33\]](#)

ELEN 647 Introduction to Telecommunications, Spring 2010 [\[34\]](#)

INEN 625 Information Systems, Undergraduate, Spring 2010 [\[35\]](#)

INEN 625 Information Systems, Graduate, Spring 2010 [\[36\]](#)

MEEN 613 Composite Materials, Spring 2010 [\[37\]](#)

School of Nursing (offers no 600-level courses)

School of Technology (only two departments offer dual enrollment courses)

ITT 625 Computer Database Management, Spring 2009 [\[38\]](#)

Graduate students in ITT 625 design relational algebra queries and provide theoretical solutions when designing data-driven systems.

MFG 610/514 Six Sigma, Fall 2009 [\[39\]](#)

Supporting Documents

- [1] [Curricular Change Signature Sheet](#)
- [2] [Undergraduate Bulletin, p.56](#)
- [3] [Graduate Catalog, pp. 37-38](#)
- [4] [AGEC 675 Computer Applications in Agricultural Economics, Spring 2010](#)
- [5] [ANSC 665 Techniques in Biotechnology, Fall 2009](#)
- [6] [FCS 634 Current Trends and Issues in Early Education and Family Studies, Spring 2009](#)
- [7] [FCS 639 Applied Principles of Preschool/Kindergarten Curricula, Spring 2009](#)
- [8] [FCS 683 Consumer Behavior in Fashion, Undergraduate, Spring 2009](#)
- [9] [FCS 683 Consumer Behavior in Fashion, Graduate, Spring 2009](#)
- [10] [SLSC 632/532, Soil Physics, Spring 2010](#)
- [11] [ART 600 Public School Art, Fall 2009](#)
- [12] [BIOL 640 Introduction to Genomics and Bioinformatics Research, Spring 2009](#)
- [13] [CHEM 611 Advanced Inorganic Chemistry, Fall 2009](#)
- [14] [CHEM 621 Intermediate Organic Chemistry, Fall 2009](#)
- [15] [HIST 623 Topics in East Asian Culture, Spring 2009](#)
- [16] [HIST 626 Revolutions in the Modern World, Spring 2009](#)
- [17] [MATH 602 Modern Algebra, Spring 2009](#)
- [18] [MATH 608, Methods of Applied Statistics, Fall 2008](#)
- [19] [MATH 623 Introduction to Probability Theory with Applications, Fall 2009](#)
- [20] [PSYC 645 Behavior Modification, Fall 2009](#)
- [21] [BUAD 639 Marketing Management, Spring 2009](#)
- [22] [BUAD 640 Management Information Systems Topics, Spring 2010](#)
- [23] [ECON 608 Managerial Economics, Spring 2009](#)
- [24] [TRAN 665 National Transportation Law and Policy, Spring 2010](#)

- [25] [TRAN 672 Purchasing and Supply Management, Spring 2009](#)
- [26] [TSCM 670 Materials Management, Fall 2009](#)
- [27] [CUIN 619 Learning Theories, Spring 2009](#)
- [28] [ELED 603 Science/Health/Social Studies in the Elementary Classroom, Spring 2009](#)
- [29] [HPED 613 Philosophical Foundations of Pedagogy in Physical Education, Spring 2009](#)
- [30] [CHEM 665 Fundamentals of Polymer Science and Engineering, Spring 2010](#)
- [31] [CIEN 699 Special Projects: LEED/ASHRAE Design Standards, Undergraduate, Fall 2010](#)
- [32] [CIEN 699 Special Projects: LEED/ASHRAE Design Standards, Graduate, Fall 2010](#)
- [33] [COMP 621 Web Security, Spring 2010](#)
- [34] [ELEN 647 Introduction to Telecommunications, Spring 2010](#)
- [35] [INEN 625 Information Systems, Undergraduate, Spring 2010](#)
- [36] [INEN 625 Information Systems, Graduate, Spring 2010](#)
- [37] [MEEN 613 Composite Materials, Spring 2010](#)
- [38] [ITT625 Computer Database Management, Spring 2009](#)
- [39] [MFG 610/514 Six Sigma, Fall 2009](#)

Comprehensive Standard 3.6.3

The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits through instruction offered by the participating institutions. (See Commission policy “The Transfer or Transcribing of Academic Credit.”) **(Institutional Credits for a Degree)**

Non-Compliance

The 2008-20101 Graduate Catalog states (page 38) that no more than six semester hours of transfer credit can be applied to the master’s degree. Although it could be argued that on page 43 of the same catalog it is implied that the majority of the hours for a doctoral degree must be earned at the institution. This inconsistency makes it unclear if the majority of credits toward a graduate or a post-baccalaureate professional degree are earned through institution offered by the institution awarding the degree.

Response

The majority of credits toward a graduate and post-baccalaureate degree must be earned at North Carolina A&T State University. The following statement has been added to the *Graduate Catalog* [\[1\]](#) to clarify any possible inconsistency in the information provided to students seeking doctoral degrees.

“No more than six hours will be transferred from other institutions. A doctoral course which has been completed with a grade of “B” or better may be considered for transfer to a doctoral program provided that it has been completed in a graduate or post-baccalaureate classification at an accredited graduate school. Exceptions are allowed for transfer from foreign institutions if the department or program provides the School of Graduate Studies with adequate documentation that the course is relevant to the degree, with appropriate content and level of instruction resulting in student competencies at least comparable to those of students taking the equivalent course at North Carolina A&T State University, and that the course was taught by faculty who are qualified to teach at the doctoral level [\[1\]](#).”

Supporting Documents

[1] [Graduate Catalog, p. 42, Transfer of Credits doctoral degrees](#)

Comprehensive Standard 3.7.1

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline.

The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. *(See Commission guidelines "Faculty Credentials.")* **(Faculty Competence)**

Non-Compliance

To justify and document the qualifications of the recruited and retained faculty, the institution provided a roster of faculty who taught at the institution during the fall 2008 and spring 2009 semesters.

The credentials of all full-time, special, and part-time faculty members were assessed by the appropriate department or program head and dean of the respective area before hire. The EPA New Hire Checklist, which was modified on March 2009, requires a Letter of Verification of Masters Degree with a Major in the Teaching Discipline from Chair to Dean or Letter of Verification of Masters Degree and 18 Graduate Credit Hours in the Teaching Discipline from Chair to Dean for faculty teaching credit courses leading toward a baccalaureate degree. Any faculty member teaching courses at the doctoral degree level must hold the earned doctoral degree in the teaching discipline or related discipline. The institution utilized these guidelines to evaluate the credentials of its faculty for fall 2008 and spring 2009.

However, a review of the faculty by the Off-Site Committee surfaced several concerns. The Off-Site Committee was unable to determine if the 500 level courses are graduate or undergraduate courses, so any faculty teaching 500 level courses without the terminal degree or appropriate justification were identified. Additionally, the Off-Site Committee could not determine which faculty members were graduate assistants so any faculty with only the bachelor's degree and no appropriate justification were identified as well. The Request for Justifying and Documenting Qualifications of Faculty that is attached to this report provides the details about the Off-Site Committee's concerns related to faculty qualifications and credentials.

Response

The faculty roster included in this report [\[1\]](#) documents the findings from the review of the faculty transcripts and credentials of the 106 faculty identified by the SACS Off-Site Review Committee as being in non-compliance.

At North Carolina A&T State University, the baseline credentialing standard for faculty teaching baccalaureate courses is a master's degree with 18-graduate hours in the academic discipline. To teach master's degree and doctoral degree courses the terminal degree with 18 graduate hours in the discipline is the baseline. When qualifications other than those are presenting with the new hire package, they are reviewed by the associate vice chancellor for Academic Affairs/Institutional Planning, Assessment and Research to determine whether they meet the University's standards

for alternate credentialing. For faculty teaching special courses, such as military sciences, non-romance languages, etc., the other credentials may be specialized training received at national institutes, disciplinary associations; certifications and licensure from national institutes, disciplinary associations; authorship of textbooks and chapters in textbooks; extensive research in the discipline, and practical experience.

In the Other Qualifications column of the faculty roster^[1], we responded to the questions and comments of the off-site review committee by listing the degrees and other credentials that meet the A&T standards, identifying the non-credit courses (099-level), and noting that all 500-level courses are undergraduate courses.

Two departments in the College of Arts and Sciences--the Department of Journalism and Mass Communications and the Department of Visual and Performing Arts--have used 600 numbers for undergraduate courses, which is an exception to the University's course numbering scheme ^[2]. However, these departments are currently renumbering those courses to conform to the University's standards.

There were 29 faculty cited in non-compliance for teaching 500-level courses, which are undergraduate, not graduate courses. All of the 29 faculty teaching those courses have at least a master's degree in the teaching discipline. Another seven faculty members on the non-compliance list are no longer teaching courses. Eleven others on the non-compliance list, whom we agree are not qualified to teach their assigned courses, will not be teaching beyond their qualification levels after spring 2010. In most cases, it was too late in the semester to replace those faculty members.

Supporting Documents

[1] [Faculty Roster, Review of 106 Non-Compliance Faculty Members](#)

[2] [Course Numbering, Undergraduate Bulletin](#)

Comprehensive Standard 3.8.3

The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. **(Qualified Staff)**

Non-Compliance

The Bluford Library has 50 full-time employees, 19 of whom were professional librarians with degrees from institutions accredited by the American Library Association. Links to data in narrative and listed separately were broken or could not be opened to view these librarians' credentials. The section of report related to sufficiency of number of librarians to student FTE had no relationship to chart provided as documentation.

Response

At the end of the fall 2009 semester, Bluford Library had 42 librarians on staff. There were eight vacancies (3 EPA and 5 SPA). Sixteen of the librarians were EPA staff members, who are exempt from the State Personnel Act [\[1\]](#). Twenty-six were SPA, who are subject to the State Personnel Act [\[2\]](#).

All sixteen of the EPA staff members have master's degrees from accredited institutions. Of the 26 SPA staff members, four have master's degrees, eighteen have baccalaureate degrees, one is pursuing a baccalaureate degree, two have associate degrees, and one is pursuing an associate degree.

Supporting Documents

- [1] [Library EPA Staff Credentials](#)
- [2] [Library SPA Staff Credentials](#)

Comprehensive Standard 3.9.2

The institution protects the security, confidentiality, and integrity of its student records and maintains special security measures to protect and back up data. **(Student Records)**

Non-Compliance

Evidence indicates that the institution has a very detailed process for safeguarding the security and integrity of student paper records. However, measures taken to assure the integrity of electronic records is unclear; specifically the backup of electronic files and disaster recovery system. The Off-Site Committee's review could not access the document identified in the compliance certification report that would have enable it to determine if the institution included these elements in the DoIT Information Security Plan.

Response

North Carolina A&T State University has a comprehensive plan for backup of electronic files and a system for disaster recovery maintained by the vice chancellor of the Division of Information Technology. In order not to breach the security of the plan, it is not described in this public document, but will be available for review on campus during the SACS on-site visit.

Comprehensive Standard 3.10.1

The institution's recent financial history demonstrates financial stability. **(Financial Stability)**

Non-Compliance

The total operating revenue was steady during FY 2004 – 2007, but dropped in FY 2008, primarily as a result of reduced enrollment. The institution indicated that it anticipated a rebound in enrollment in FY 2009. The state's appropriation to the institution covers approximately 40% of the total operating costs, which provides an element of stability but this source of funding is now being reduced due to current economic conditions in North Carolina.

Financial information for FY 2009 was unavailable during the Off-Site review and the committee could not confirm if current operating revenue is less than current year operating expenses or whether the difference is made up primarily through current year, non-operating revenue. This financial situation reflects the declining student enrollment of the past three years. The institution has shown steady growth in sponsored research and in the growth of non-current assets (capital improvements).

Additionally, some audit findings were significant. In FY 2008, the audit findings included: 1) nearly \$4.5M understatement of tuition and fee revenue by miscalculating scholarship discounts; 2) weaknesses in student account receivables; and, 3) an overstatement in the schedule of federal award expenditures by more than \$59M when double-counted the Federal Direct Student Loan disbursements.

Response

The 2009 audit of North Carolina A&T State University has not been released by the State auditors. It will be sent to the SACS On-Site Review Committee as soon as received, or it will be available during the April 5-8, 2010 site visit.

Comprehensive Standard 3.10.2

The institution provides financial profile information on an annual basis and other measures of financial health as requested by the Commission. All information is presented accurately and appropriately and represents the total operation of the institution. **(Submission of Financial Statements)**

Non-Compliance

The institution needs to submit its FY 2009 financial statements and related financial documents. The report includes a balance sheet, statement of new revenues/expenses and a net change in assets, statement of cash flow, and the financial statements for the Foundation.

A review of FY 2008 report indicated an increase of total net assets of \$14.7M while showing in the Statement of Revenues Expenses and Change in Net Assets an increase of Operating Costs (\$4M) while indicating a decline in Operating Revenue (\$5M). The Statement of Cash Flows indicates an increase of \$12.5M in FY 2008.

The total net assets at the institution have increased 75% over the past five years. This reflects primarily the capital investment made by the University of North Carolina System in the institution. The long term debt of the institution has remained stable at \$14 – 16M over the same five years (FY 2004 – FY 2008). Student enrollment, however, has declined the past three years (FY 2006 – FY 2008).

Response

The 2009 audit of North Carolina A&T State University has not been released by the State auditors. It will be sent to the SACS On-Site Review Committee as soon as received, or it will be available during the April 5-8, 2010 site visit.

Comprehensive Standard 3.14.1

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. (**Publication of Accreditation Status**)

Non-Compliance

The statement contained in the Graduate Catalog, Undergraduate Catalog, and website does not conform to one that is required in the Commission on Colleges, *The Principles of Accreditation: Foundations for Quality Enhancement* (2008), page 32. Specifically, the published statement indicates that the institution is accredited “to award baccalaureate through doctoral degrees.” The language that is required by the Principles to be in compliance with this comprehensive standard is that the institution is accredited “to award baccalaureate, masters, and doctorate” degrees. The standard requires that the member institution use the statement, as printed in the Principles that is appropriate for its status.

Response

The required SACS accreditation statement has been posted in the electronic version of the *Undergraduate Bulletin* [\[1\]](#), *Graduate Catalog* [\[2\]](#), and on the University’s website [\[3\]](#). Departments requesting a statement of the accreditation status of the University will be referred to these documents for the correct wording.

Supporting Documents

- [1] [SACS accreditation statement, *Undergraduate Bulletin*, p. 16](#)
- [2] [SACS accreditation statement, *Graduate Catalog*, p. 8](#)
- [3] [SACS accreditation statement, A&T Website](#)

Federal Mandate 4.1

The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates. **(Student Achievement)**

Non-Compliance

The Fact Book contains information concerning retention and graduation rates. Selected examples documented the tracking of licensing examination results and job placement rates. However, other than the example in Education, the other examples were more than five years old. Additionally, the Off-Site Committee could not determine whether the examples presented were the only departments collecting data concerning student achievement-related issues or if all departments are tracking these data.

Response

The academic departments at the University track and gather data on students' academic progress and achievements using a variety of metrics. Selected examples follow.

School of Agriculture and Environmental Sciences (SAES) [\[1\]](#)

Survey results of alumni have shown that a very high percentage over the past three academic years felt that they were adequately prepared for careers in their degree fields. The respondents considered the overall intellectual environment to be "excellent." Discussions with major employers during the on-campus Career Expos indicated that employers rate the academic programs highly. In the 2006-2007 employer survey, the overall job performance of SAES graduates was evaluated as "above average" by over 60 percent of the employers. In a survey of the Biological Engineering program, graduate responses indicated that 67 percent of their salaries were equal to or greater than peers; 90 percent were employed in their field; 60 percent were satisfied with their career advancements; 88 percent stated that they obtained strong team work skills; 50 percent attended special training for certification; and 60 percent were serving in leadership positions. All graduates who were accepted into professional and/or graduate schools had completed their graduate degree programs. Twenty-six percent of SAES graduates had been accepted into graduate programs.

College of Arts and Sciences [\[2\]](#)

In 2007-2008, fourteen of 41 (34%) Biology Department graduates were enrolled in graduate or professional degree programs. The Sociology and Social Work Department (SSWD) 2006 and 2008 surveys indicated a 98 percent employment rate for their graduates in the field of social work. The 2007 SSWD alumni survey found that of the 81 respondents that graduated in 2006, 73 percent were employed and 27 percent were engaged in continuing education. In 2008-2009, ten of the 55 social work and two of the thirteen sociology graduates had been accepted into graduate programs. In the English Department undergraduate and graduate majors in teaching programs (M.A. and M.A.T) had a Praxis passing rate of 85 percent. The Psychology Department had approximately 15 to 25 percent of its alumni enrolled in graduate or professional schools, and approximately 46 percent were employed before graduating. Alumni surveys revealed that the majors have acquired the basic skills needed to advance in their career fields.

School of Business and Economics [\[3\]](#)

Data on graduates of degree programs in the School of Business and Economics revealed the success of students in gaining employment and entrance to graduate and professional schools. For example, 56 (92%) of the 61 graduates of the Masters of Science in Management had employment offers when they graduated. The undergraduate business majors were also successful, having obtained employment with major companies and organizations immediately after graduating. Graduates of the accounting program had accepted employment or graduate school offers as follows: 40 graduates (45%) in 2006-07, 47 graduates (49%) in 2007-2008, and 50 graduates (42%) in 2008-2009. From 2006-2007 through 2008-2009, four students had been licensed as certified public accountants and three of them had completed all parts of the CPA exam. Graduates from the business teacher education programs indicated on surveys that overall they were very satisfied ("excellent" rating 86% and "above average" rating 14%) with the knowledge, skills, and job preparation provided by their undergraduate programs; 70 percent were engaged in advanced training and 40 percent had earned graduate degrees.

School of Education [\[4\]](#)

The candidates seeking licensure in Elementary Education and/or Special Education have a 100 percent pass rate on the licensure exams. Candidates completing the Master of School Administration degree have a 100 percent pass rate on the licensure exam [\[5\]](#). During the fall 2007 administration of the National Counselor Examination (NCE) ten of eleven students passed (91%) [\[6\]](#). During 2008-2009, 100 percent of the Adult Education students passed their comprehensive examination [\[4\]](#).

College of Engineering [\[7\]](#)

Three years of data for the College of Engineering graduates (academic years 2006-2007, 2007-2008, and 2008-2009) revealed the following: (1) the Department of Chemical and Bioengineering graduates went to work for nine employers and enrolled in six graduate school programs; (2) the Department of Civil, Architectural, Agricultural and Environmental Engineering graduates were hired by 61 companies and firms and enrolled in ten graduate school programs; (3) the Department of Computer Science graduates worked for fifteen employers and enrolled in six graduate school programs; (4) the Department of Electrical and Computer Engineering graduates were hired by 47 companies and firms and enrolled in 28 graduate school programs; (5) the Department of Industrial and System Engineering graduates worked for 48 employers and enrolled in three graduate school programs; and (6) the Department of Mechanical Engineering graduates worked for 33 employers and enrolled in eight graduate school programs.

School of Nursing [\[8\]](#)

Most graduates surveyed in May 2008 believed that the A&T nursing program prepared them well and had accepted employment. Overwhelmingly, alumni believed that the medical-surgical course(s) were most helpful. The Moses Cone Health System was very positive about the majority of A&T graduates as employees and professional nurses. The High Point Regional Health System was very positive about nurse graduates employed at their health system. Recruiters visited the school regularly to encourage students to apply at their agencies. The licensure examination (NCLEX) first-time pass rates were 84 percent in 2007, 91 percent in 2008, and 88 percent through December 31, 2009.

School of Technology [\[9\]](#)

Fifty-three students responded to the 2006 exit survey. The Department of Construction Management and Occupational Safety and Health (CMOSH) had five students who accepted jobs. The Department of Electronics, Computer and Information Technology (ECIT) had seven students who accepted jobs and eight to attend graduate schools. The 2006-2007 exit survey data for 45 respondents showed that CMOSH had eight students employed and three attending graduate schools; ECIT had eleven students employed and two attending graduate schools; (2) The Department of Graphic Communication Systems and Technological Studies had eight students who accepted jobs and twelve to attend graduate schools. From 2007 through 2009 the Master of Science in Technology Education, with a concentration in Technology Education Teaching, had 28 students to complete the licensure exam to teach in North Carolina.

Supporting Documents:

- [1] [School of Agriculture and Environmental Sciences, Student Achievement](#)
- [2] [College of Arts and Science, Student Achievement](#)
- [3] [School of Business and Economics, Student Achievement](#)
- [4] [School of Education, Student Achievement](#)
- [5] [School of Education, North Carolina Licensure Exam Pass Rates, 2005-2006 to 2007-2008](#)
- [6] [School of Education, Rehabilitation Counseling Student Exit Survey, Spring 2007](#)
- [7] [College of Engineering, Student Achievement](#)
- [8] [School of Nursing, Student Achievement](#)
- [9] [School of Technology, Student Achievement](#)

Federal Mandate 4.3

The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Publication of Policies)**

Non-Compliance

The institution publishes the academic calendar and grading policies, primarily online. However, the Off-Site Committee could not determine, based on the documentation provided, if the institution had a policy that provided for refunds to students, other than those who have received Federal Title IV funds.

Response

The general refund policy is posted at the University Treasurer's website [\[1\]](#) and states that students can receive refunds in one of the following ways: a paper check or direct deposit. If the student opts for the paper check, the check will be mailed to the address on file. However, if students opt for direct deposit, they are required to complete a direct deposit form and submit it to the Office of the Treasurer. The processing of refunds can be tracked online at Aggie Access Student Account or by visiting the Office of the Treasurer for additional information.

A student is entitled to a refund when the account is overpaid and a credit balance is created. A credit balance can be created from a Pell/direct loan, plus loan, alternative loan, grant, scholarship, or a cash payment. All refunds are considered general refunds. Refund checks are normally generated within one week of the date that the credit balance is created. Refund checks are generated in the student's name.

Supporting Document

[1] [Student Refund Policy](#)

Federal Mandate 4.5

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See also *Commission policy AComplaints Procedures for the Commission or its Accredited Institutions.@*) **(Student Complaints)**

Non-Compliance

The compliance certification report reflects a determination of partial compliance for this requirement. The Off-Site Committee determined that this is due to the institution not having a formalized process for written student complaints. It has established a practice for resolution of complaints; however a formal process is now being developed.

Response

The Chancellor's Cabinet reviewed and discussed the new student compliant policy [1]. The provost shared the policy with the deans at the Deans' Summit Retreat (January 13, 2010) [2]. On January 20, 2010, the provost presented the policy to the executive committee of the Faculty Senate for review and discussion. The executive committee placed the policy on the agenda for the senate's January 26, 2010 meeting. The chancellor will present the approved policy to the Board of Trustees for consideration at their February 19, 2010 meeting.

Supporting Documents

[1] [Student Compliant Policy](#)

[2] [Agenda, Deans' Summit Retreat, January 13, 2010](#)