

North Carolina A&T State University
BOARD OF TRUSTEES RETREAT RESPONSES
August 2 – 3, 2012

Introduction

The following overview is organized to respond to specific questions raised by members of the Board of Trustees. Although each area impacts overall University performance, the overview is organized to address these matters from a broad to a more narrow perspective.

Budget Reduction Approach¹

For the 2011-2012 fiscal year beginning July 1, 2011, the UNC System State budget was reduced by \$414 million or 15.6%. North Carolina A&T's reduction was \$14.2 million or 13.7%. The University anticipated these reductions, and as a result, began planning in the Fall of 2010. The Chancellor formed a committee consisting of the Cabinet and the Budget Advisory Committee. The overall goal was to proactively address anticipated budget reductions, while making North Carolina A&T leaner and more efficient.

The reduction strategies were primarily focused in the following areas:

- Low performing programs and operations;
- Redundant academic programs and student support services;
- Process improvements in administration;
- Outsourcing opportunities;
- Additional revenue opportunities; and
- Additional support from non-state resources.

As a result of these efforts, the budget requirement was achieved through the reduction of 133 positions (including 65 faculty positions) from State Funds totaling \$8.7 million, nonpersonnel expense reductions of \$2 million, and enhanced revenue and support from non-state funds totaling \$3.4 million.

¹ BOT Question – What is the university's position when communicating its approach to handling the current budget reduction?

In spite of these funding reductions, the University recognized the importance of continuing to address strategic priorities. The primary mechanism for achieving these goals was through the use of Department of Education Title III grant funds.

The purpose of the Title III grant is to provide funding for Historically Minority Institutions to improve and strengthen the academic quality, institutional management, and fiscal stability. The funds could be used for a number of purposes such as planning, faculty development, endowment funding, student support, information technology and construction and maintenance.

The Chancellor's Cabinet and Budget Advisory Committee convened and presented recommendations to the Chancellor. Through this grant, we were able to fund a number of important initiatives such as Faculty Start-up Funding, Hayes Taylor YMCA acquisition, AV Equipment for the New Academic Classroom Building, the University's Strategic and Master Plans, the Website Redesign, and Endowment Matching Funds.

A&T Preeminence 2020²

During the University's 2011 opening meeting, Chancellor Harold Martin introduced the strategic plan, *A&T Preeminence 2020*. Based on an established timeline, each of the University's divisions, Schools/Colleges, and other related units were asked to develop specific strategic plans to accomplish the goals specified by the University plan by December 2011. The plans were then consolidated to clearly identify the tasks, timeline and the human and fiscal investment requirements to assure appropriate program implementation.

The detailed plans of each unit were reviewed by the heads of the respective divisions. The Chancellor and Cabinet members reviewed the plans to identify critical priorities that must be addressed during the 2012-2013 academic year. The priorities center on three major aspects of the University: academic, research and engagement, and operational areas. These priorities will be used to assess human and financial resource allocations and source-base funding goals. Timely progress toward meeting the specified priorities will be continually evaluated during monthly meetings with the Provost, Deans' Council and with the Cabinet. To ensure appropriate transparency, performance toward achieving the 2012-2013 priorities will be discussed each

² BOT Question – Update the Board on the 2020 Vision/Strategy, along with the initiatives and programs to execute the strategy.

semester during regularly scheduled administrative, faculty and staff forums. The Chancellor will also present an overview of strategic planning outcomes during each Board of Trustees meeting.

As a living document, the strategic priorities will be reviewed annually in light of progress toward expected goals and emergent issues that impact the overall direction of the University. The continuous process of evaluation, implementation and revision will enhance the success of the University overall in a rapidly changing academic and economic environment.

Enrollment Analyses, Planning, and Student Success³

Over the last four-year period (2007-2011), N.C. A&T’s enrollment has increased by 3.65% to a total of 10,881 (see Table1). The comparative percentages for other UNC high research universities are as follows (more detailed report in Appendix 1):

TABLE 1		
ENROLLMENT HEADCOUNT AND PERCENTAGE CHANGE		
UNC High Research Universities		
University	Enrollment (2011)	Change by Percent 2007-2011
East Carolina (ECU)	27,386	5.37%
UNC Charlotte (UNCC)	25,277	12.9%
UNC Greensboro (UNCG)	18,627	No Change
<i>North Carolina A&T</i>	<i>10,881</i>	<i>3.65%</i>

The overall enrollment numbers are important, but several points shown in the detailed growth numbers of the UNC peer institutions are noted.

- The first relates to the growth in undergraduate enrollment at ECU (9.2%) and UNCC (15.3%). N.C. A&T only experienced 1.8% undergraduate enrollment growth over the same period. Further study of these percentages suggest the need to significantly (1) address the University’s processes for attracting and enrolling undergraduate transfer

³ BOT Question – What are the enrollment numbers over the past five years in comparison with our UNC peers?

students, and (2) becoming even more aggressive on matters pertaining to retention and student success.

- The second item of note relates to ECU's growth in first professional degree enrollment. The medically-related programs offered by ECU, in addition have offset other declines in graduate enrollment. Further, UNCC's combined growth at the undergraduate and doctoral levels have contributed to a combined average of over 12%, despite a slight decline in growth of the masters' degree program.
- The graduate enrollment has increased by 16% for N.C. A&T which is greater than UNCC which exhibited an increase of 4%.
- Both UNC-G and ECU decreased enrollment in graduate enrollment by 4% and 7%, respectively.

Based on this and other information, the University is implementing methods to more effectively align programs for enrollment management and student success. The following sections address these areas as the "pipeline" to improve undergraduate student recruitment, enrollment, retention and graduation. Additional comments are included that specifically address the needs of student athletes.

Summary of Most Recent Five Years Enrollments for North Carolina A&T State University

		<i>All Students by Degree Level</i>									
		2007	2008	2009	2010	2011	2011 - 2007		2011 - 2010		
							Change	% Change	Change	% Change	
ECU	Undergraduate	19,767	20,974	21,458	21,663	21,589	1,822	9.22	-74	-0.34	
	Master's	5,528	5,985	5,439	5,311	4,957	-571	-10.33	-354	-6.67	
	Doctorate	404	432	363	410	386	-18	-4.46	-24	-5.85	
	First Professional	291	286	394	399	454	163	56.01	55	13.78	
	ECU	25,990	27,677	27,654	27,783	27,386	1396	5.37	-397	-1.43	
N.C. A&T	Undergraduate	9,048	8,829	8,955	9,151	9,206	158	1.75	55	0.6	
	Master's	1,323	1,398	1,486	1,440	1,437	114	8.62	-3	-0.21	
	Doctorate	127	161	173	204	238	111	87.40	34	16.67	
N.C. A&T	10,498	10,388	10,614	10,795	10,881	383	3.65	86	0.8		
UNC-C	Undergraduate	17,598	18,329	19,419	19,755	20,283	2,685	15.26	528	2.67	
	Master's	4,159	4,258	4,510	4,480	4,177	18	0.43	-303	-6.76	
	Doctorate	631	713	772	828	817	186	29.48	-11	-1.33	
UNC-C	22,388	23,300	24,701	25,063	25,277	2,889	12.90	214	0.85		
UNC-G	Undergraduate	14,752	16,194	17,455	14,940	14,898	146	0.99	-42	-0.28	
	Master's	3,240	3,088	3,109	3,050	2,936	-304	-9.38	-114	-3.74	
	Doctorate	635	694	742	781	793	158	24.88	12	1.54	
UNC-G	18,627	19,976	21,306	18,771	18,627	0	0.00	-144	-0.77		

Student Recruitment, Admission, and Financial Aid⁴

The recruitment of each incoming freshmen class is often referred to as a funnel that reaches a large number of students who meet the universities profile of student candidates, and continues to work with those students to encourage application and admission. Over the last year, the Office of Admissions has worked aggressively to revise its communication plans to reach the appropriate student market with a cohesive message about N.C. A&T. The Office has now acquired a 32,000-name database of high school seniors who meet N.C. A&T's profile for admitted students. Each of these students will receive an initial solicitation from the University, which will be followed by multiple contacts through print and electronic communications. The Office will also make greater use in the coming year of the University's new website enhancements and employ the functionality of social media outlets to attract and recruit the new freshmen class.

Student recruitment and admission is very closely tied to financial aid resources. The Office of Financial Aid's FAFSA application and data retrieval process is now fully online. This new process increases the efficiency of application processing and decision-making. Access to academic scholarships remains the major financial aid component that influences the decisions of high caliber students and their families toward attending a particular university. General University scholarship funding has traditionally been limited. Therefore critical efforts are underway to work across academic units and with University Advancement to effectively maximize allocations of existing resources. In Spring 2012, the Recruiter's Roundtable was established and includes representatives from: Schools/Colleges, Center for Academic Excellence (CAE), Admissions, Registrar's Office, Financial Aid, and the Treasurer's Office. The purpose of this group is to enhance campus-wide communication and decision-making to advance student recruitment and retention.

With respect to transfer student recruitment, the University is expanding its relationships with regional community colleges. A N.C. A&T/GTCC planning committee is meeting to examine processes that would facilitate transition between the two institutions, with a particular focus on students who have an interest in pursuing STEM disciplines. The new General

⁴ BOT Question – What specific remedies have been implemented to address the historical issues the University has faced regarding enrollment and what strategies are being considered to increase enrollment in the future?

Education curriculum is also expected to positively impact ease of community college student transfers. Other strategies that will be implemented or revitalized include the following:

- Revitalized Aggie Nights with significant National Alumni Association collaboration
- Processes to increase recruiter familiarity with specific high schools and community colleges; specialized focus on feeder high schools identifies through SAT data
- Campus-based high school and community college counselor open house events.

Student Retention and Graduation⁵

Over the last year, N.C. A&T has endeavored to significantly raise awareness about the need, not just for the admission of students to the University, but also for the academic success of these students. Based on reviews of the students at this institution, and others across the nation, it is evident that numerous personal and institutional barriers contribute to students leaving the University before earning a degree. The Chancellor's Blue Ribbon Commission for Student Success and the College of Arts & Sciences have examined these issues closely and developed documents that describe formal recommendations for program improvement. Many areas of each of these proposals overlap, but the critical recommendations from each document are reported as follows:

- Identify and implement high-level administrative program oversight and accountability
- Ensure recruitment of students with *capacity* for college-level academic performance
- Utilize validated Math and/or English placement testing to foster student success
- Provide value-adding bridge programs for new entry, second year, transfer students, and athletes; evaluate opportunities to deliver virtual bridge programs to distant students
- Facilitate high student engagement in Summer Student Orientations, First Year Experience programs, and First Year Seminar; develop/acquire resources to assess student engagement and learning outcomes
- Centralize advisement for all first-year and undeclared students; co-locate Athletic Compliance office in the space allocated to the Center for Academic Excellence

⁵ BOT Questions – What specific strategies, tactics, timelines and action plans have been developed to improve student retention and graduation rates? How has the University comprehensively addressed student success across the entire spectrum from recruitment to academic excellence, retention, and graduation?

- Provide and encourage the use of continuous opportunities for faculty and staff development relative to teaching and interaction styles that produce student success
- Encourage high quality faculty/student academic interaction beyond the classroom
- Require 100% compliance with Early Alert systems to monitor student class participation and performance
- Strengthen program alignment between Academic and Student Affairs
- Utilize the Academy for Teaching and Learning to enhance integrative general education and discipline-based applications of learning. General Education should not simply be a check off process during the 1st and 2nd year; it should add value to discipline-based study.
- Create a culture of evidence-based decision-making to support student learning.

Graduate Career and Graduate Study Placement⁶

In compliance with UNC General Administration requirements, N.C. A&T conducts a Graduated Senior Survey every two years. Questions regarding employment are included in the survey. Over the past three survey periods approximately 70% of A&T students responding to the survey indicated that their plans for the following year were to (1) accept a job in their discipline, (2) look for a job, or (3) go to graduate school. Even during this period of national economic decline, very few students indicated that they were not looking for employment opportunities. One could infer from these data that students who choose to attend N.C. A&T have long-term employment or graduate school aspirations. The following data presents the responses of the most recent surveys on selected questions. The most frequent responses are highlighted as shown in Tables 2 and 3.

⁶ BOT Question – What percentage of the current graduates have jobs at the time of graduation? What percentage of students do not seek jobs upon graduation?

Table 2			
Student Employment Plan Survey			
<i>Your plans for next year:</i>	2012	2010	2008
I have accepted a full-time paid job <i>related</i> to my field of study	18.0%	14.0%	14.0%
I have accepted a full-time paid job <i>unrelated</i> to my field of study	2.0%	2.8%	no data
I will continue in my current paid job	4.0%	4.1%	2.5%
I am currently seeking or plan to seek paid employment	29.0%	28.7%	30.6%
I will be going to graduate school full-time	26.0%	28.0%	24.8%
I will be going to graduate school part-time and working part-time	6.0%	6.8%	14.5%
I am neither seeking employment or going to graduate school	0.0%	0.1%	2.2%
I will be entering or continuing military service	2.0%	2.0%	1.3%
I don't know	6.0%	6.2%	9.4%
Other	7.0%	7.3%	14.7%

Table 3**Graduation Senior Satisfaction Survey 2010**

<i>Your plans for next year:</i>	N.C. A&T	UNC PEERS*	UNC
I have accepted a full-time paid job <i>related</i> to my field of study	14.0%	7.3%	9.1%
I have accepted a full-time paid job <i>unrelated</i> to my field of study	2.8%	1.1%	1.7%
I have accepted a part-time paid job	1.2%	0.7%	1.0%
I will continue in my current paid job	4.1%	6.3%	5.8%
I am currently seeking, or plan to seek, paid employment	28.7%	44.8%	41.0%
I will be going to graduate or professional school full-time next year	28.0%	18.0%	20.7%
I am going to graduate school part-time and working part-time next year	6.8%	4.9%	4.9%
I will take more undergraduate courses next year	1.2%	1.2%	1.2%
I am neither seeking employment nor planning on attending school year	0.1%	0.2%	0.2%
I will be entering or continuing military service	2.0%	1.3%	1.5%
I will be engaged in volunteer activity (e.g., Peace Corps)	0.1%	0.7%	0.9%
I will be starting or raising a family	1.8%	0.8%	0.9%
I don't know yet	6.2%	7.8%	6.8%
Other (please specify)	2.8%	4.8%	4.2%

Scale Range

Very Good to Excellent Response (75 – 100%)

Good Response (65 – 74%)

Fair Response (55 – 64%)

Poor Response (45 – 54%)

Very Poor Response (0 – 45%)

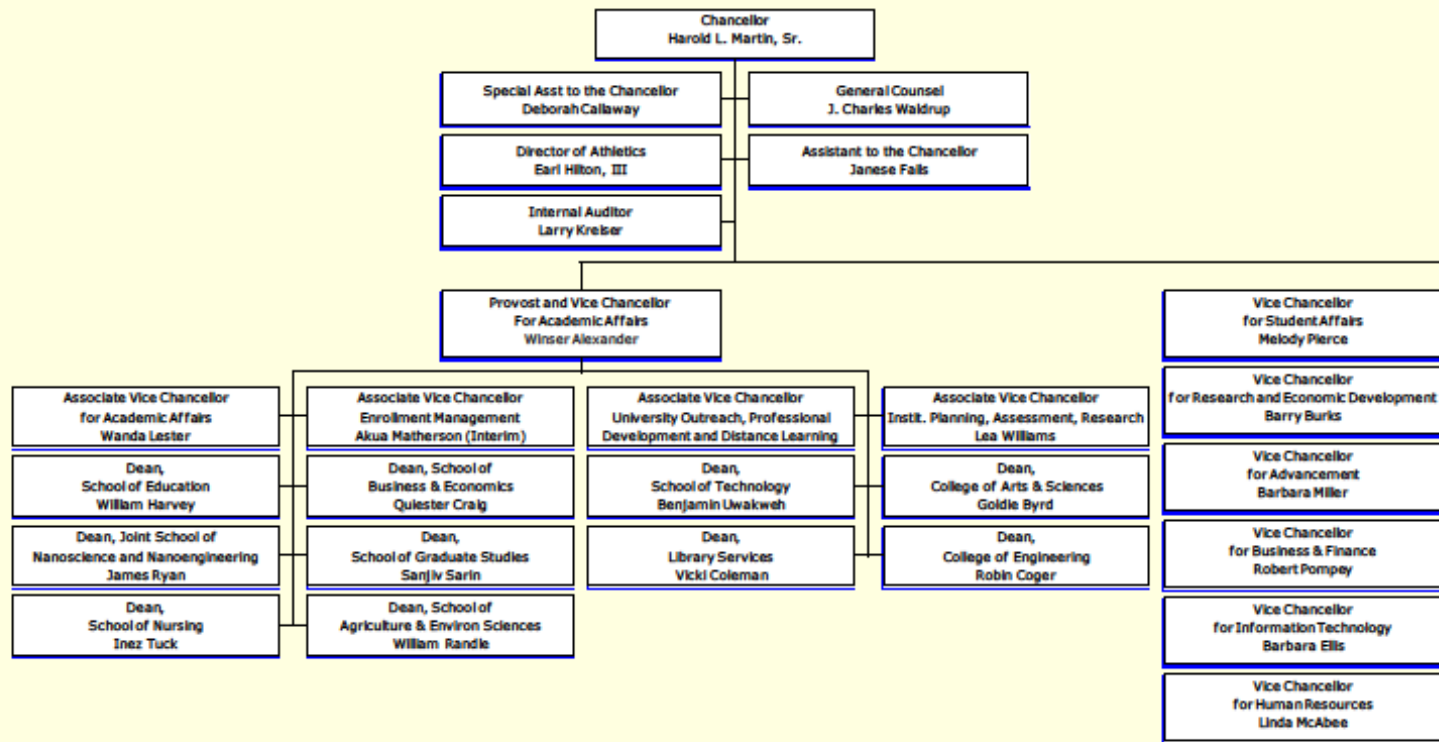
*Unweighted Average for ECU, UNCC, & UNCG

Organizational Charts⁷

The following appendix (Appendix 2) outlines the University's administration and divisions' organizational charts.

⁷ BOT Question – Update the Board on the University's organizational charts

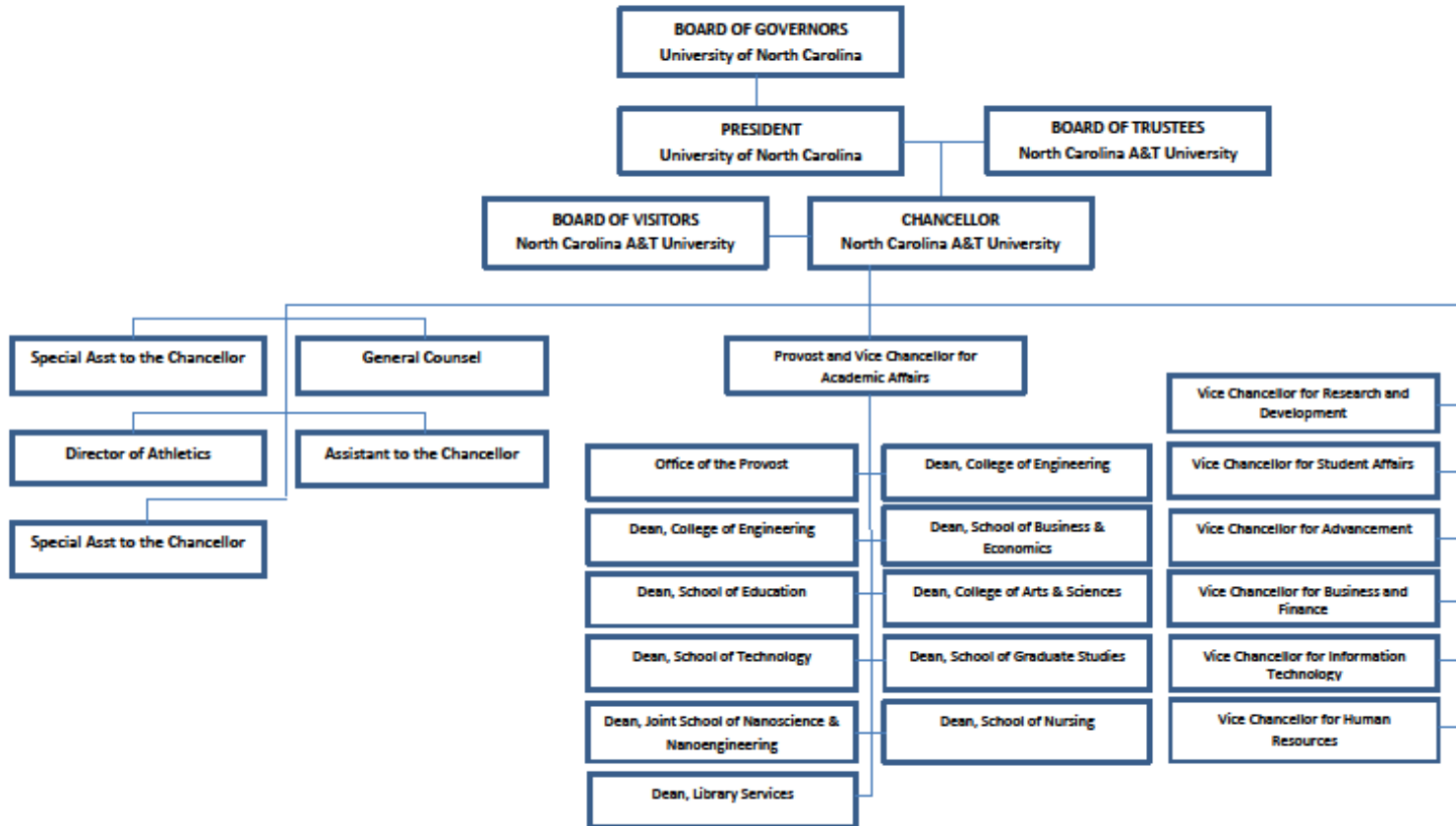
North Carolina Agricultural and Technical State University Administration Chart



June 30, 2012

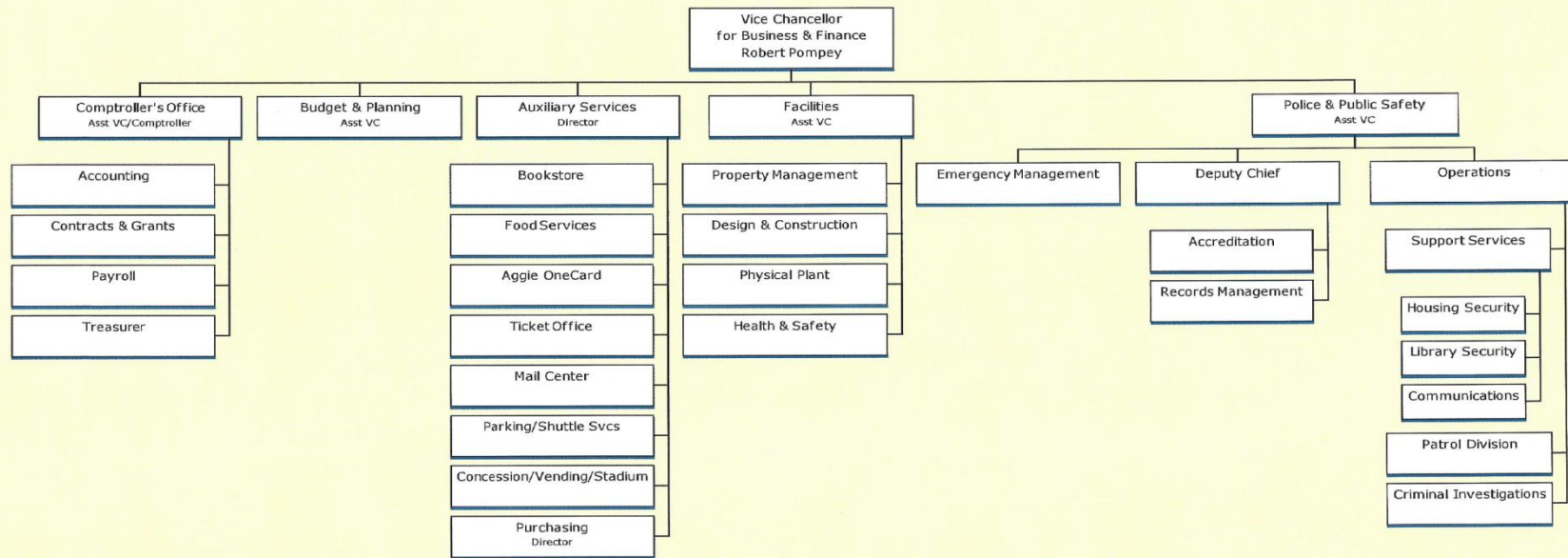
North Carolina Agricultural and Technical State University

University Organizational Chart



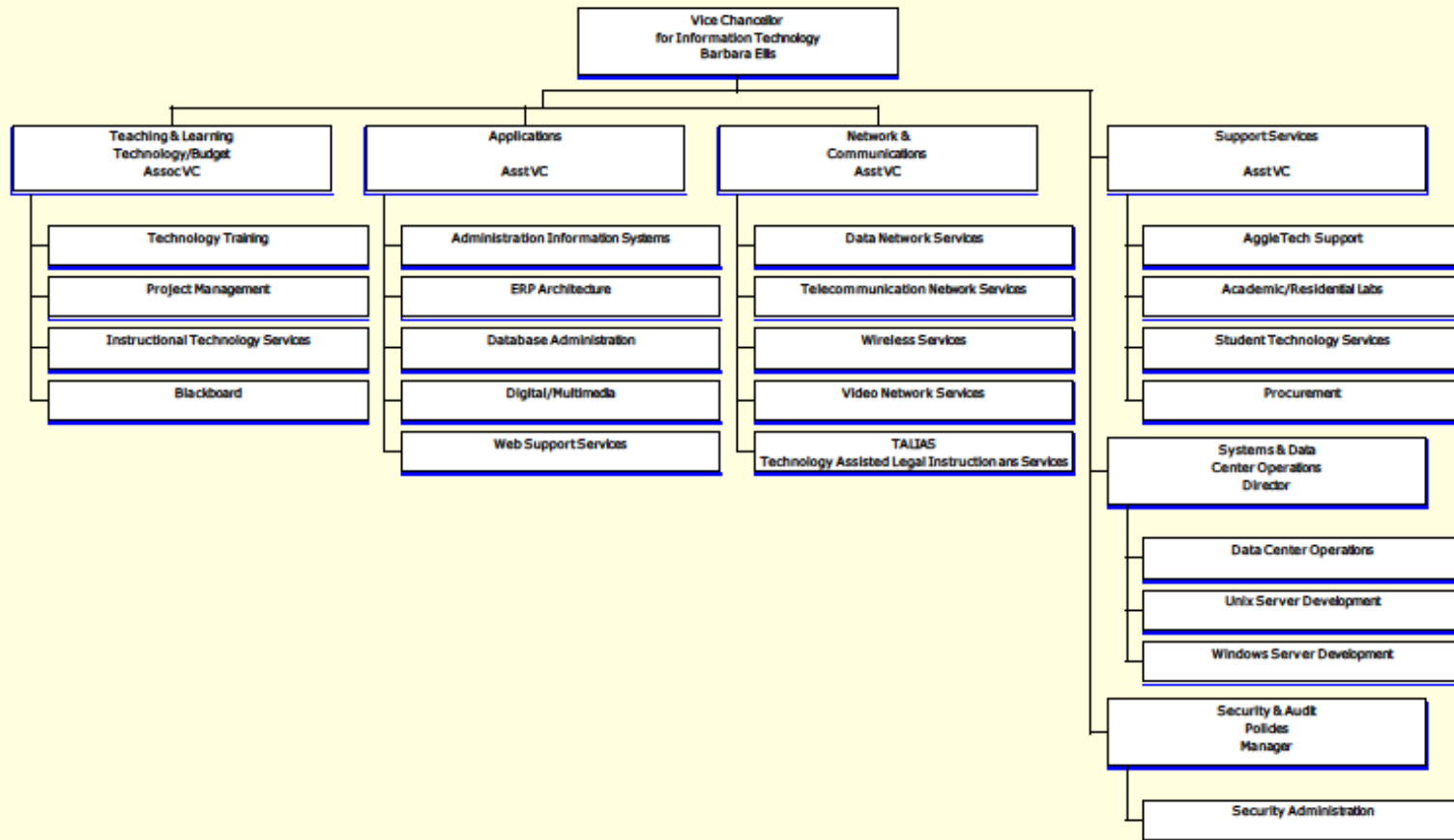
June 30, 2012

Division of Business and Finance



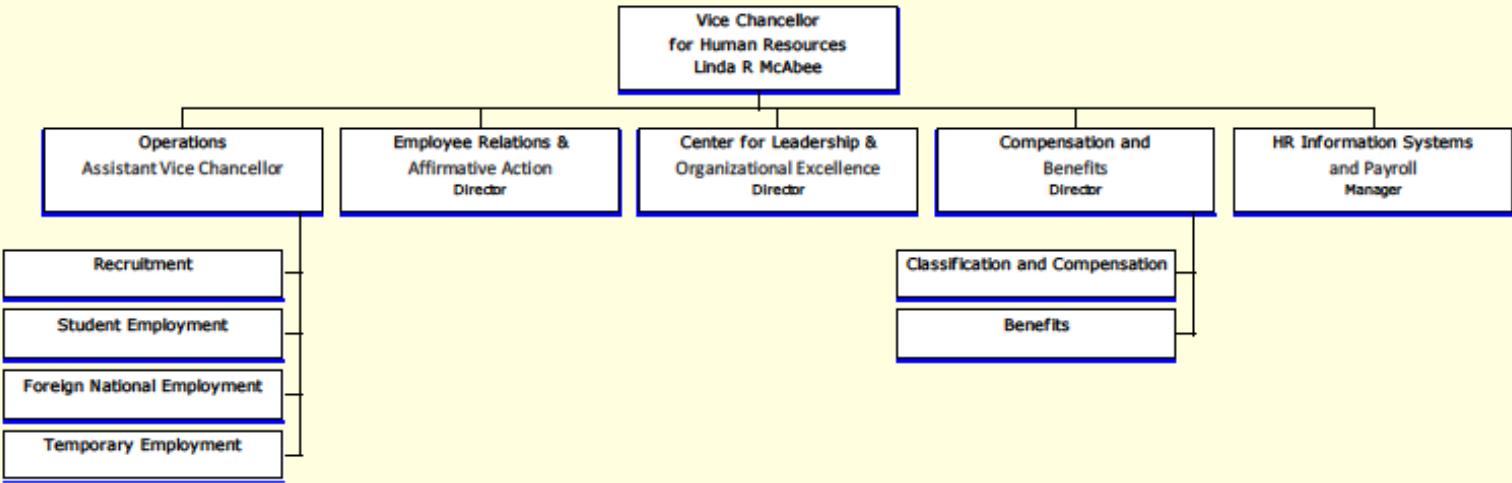
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Division of Information Technology



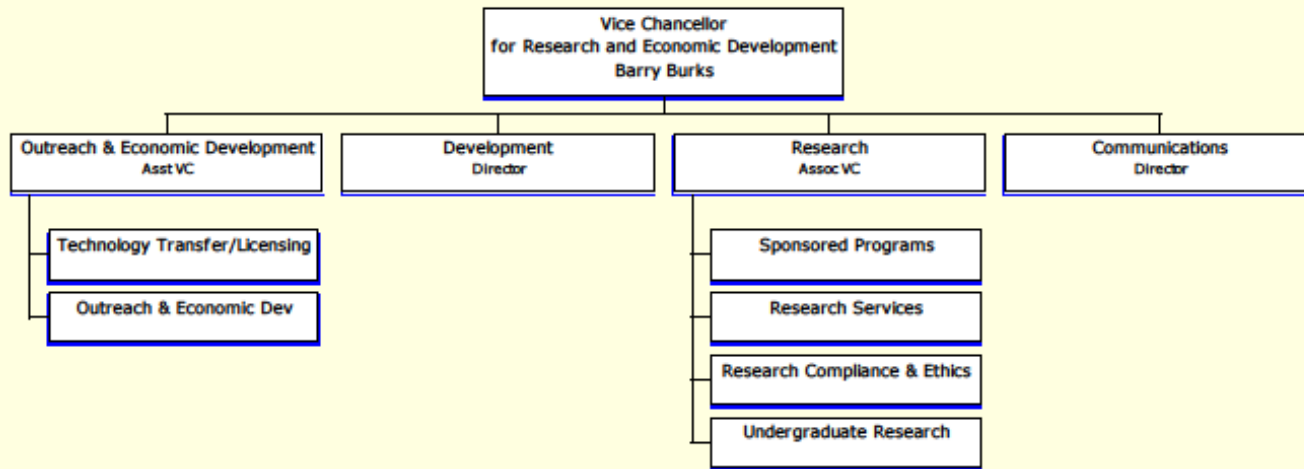
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Division of Human Resources



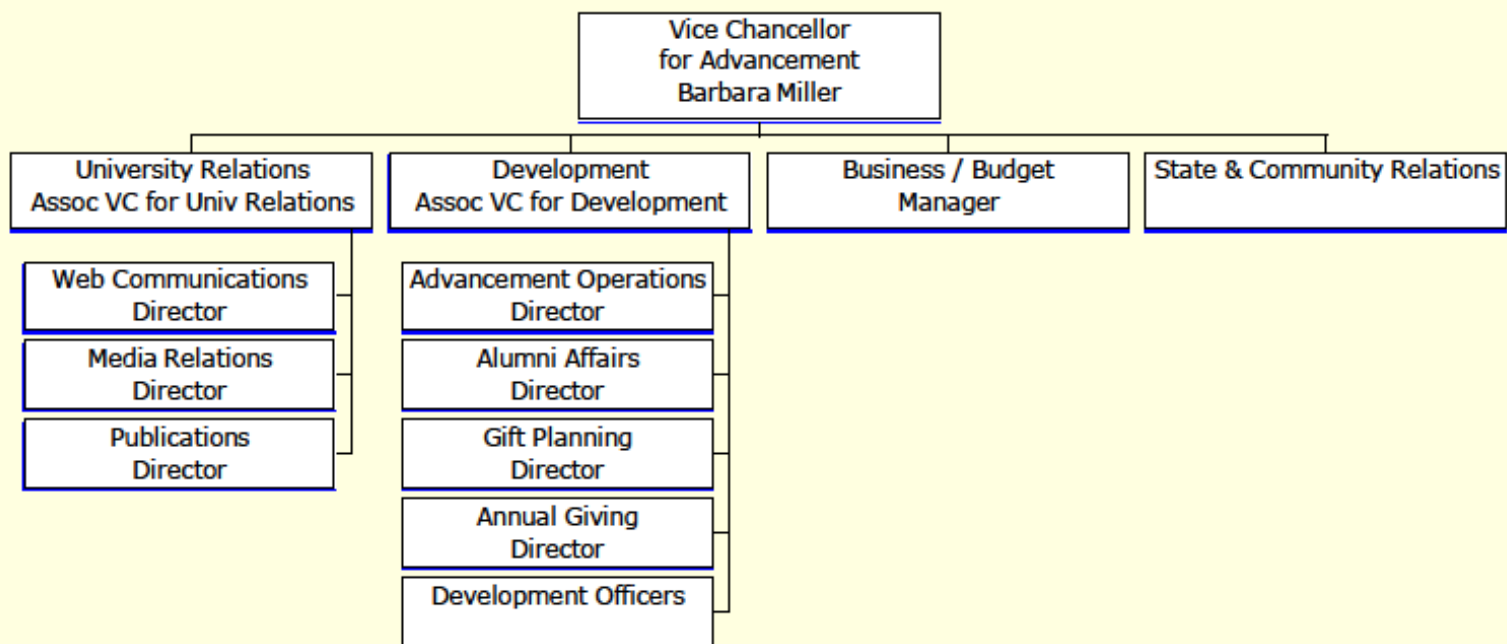
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Division of Research and Economic Development



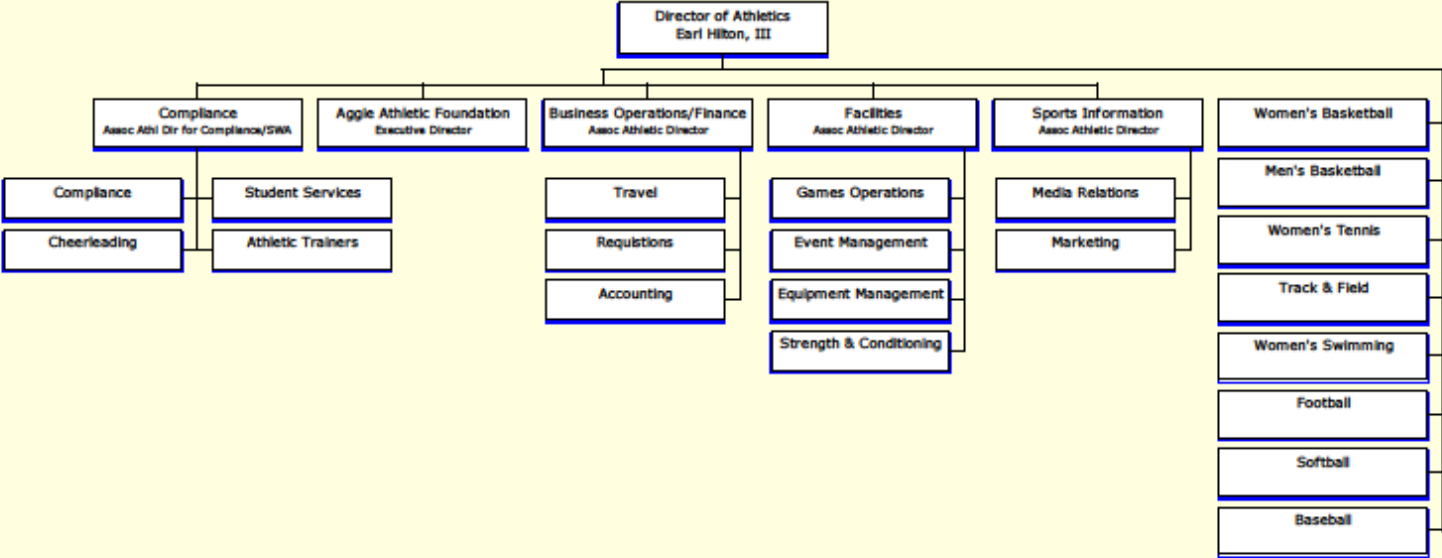
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Division of University Advancement



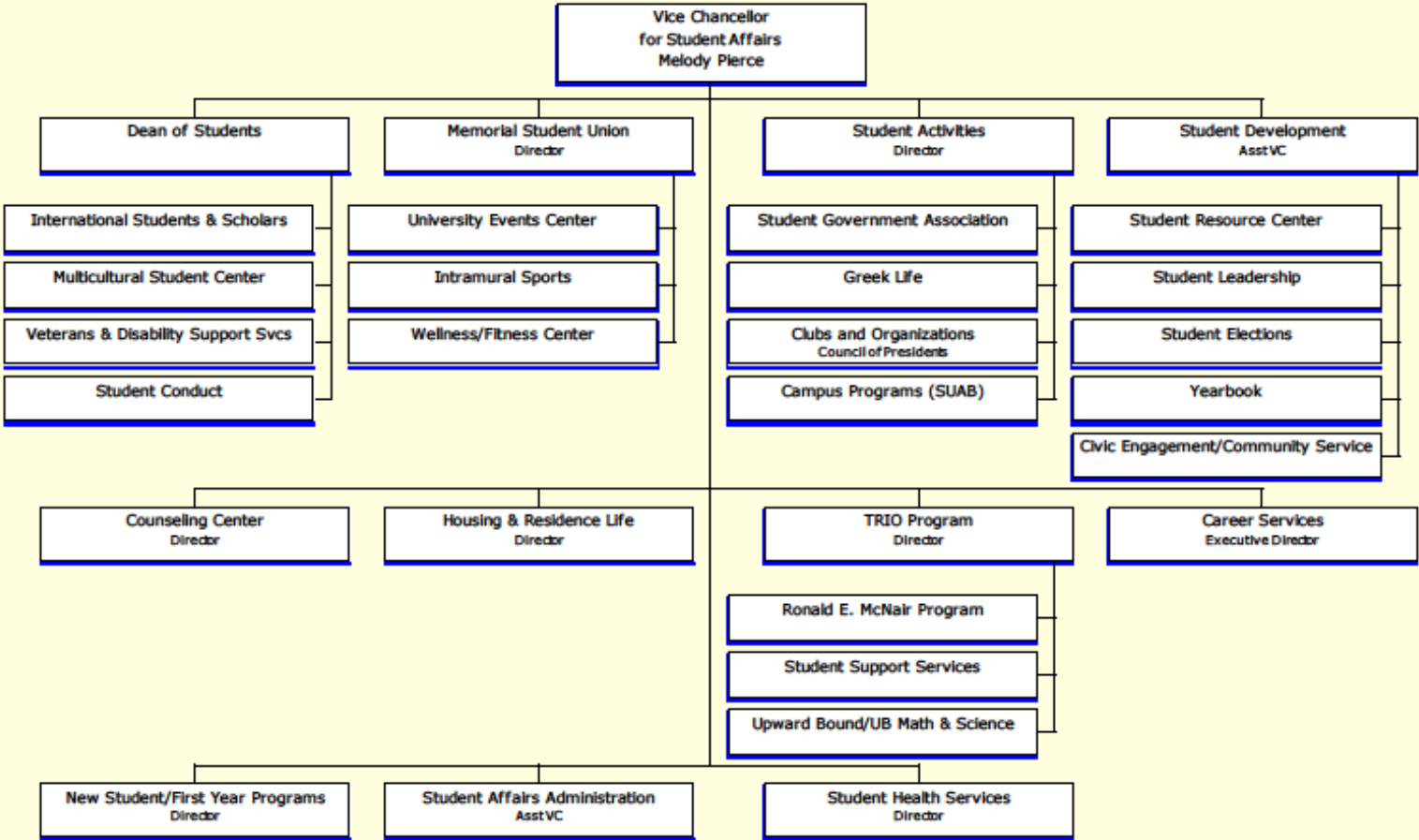
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Intercollegiate Athletics



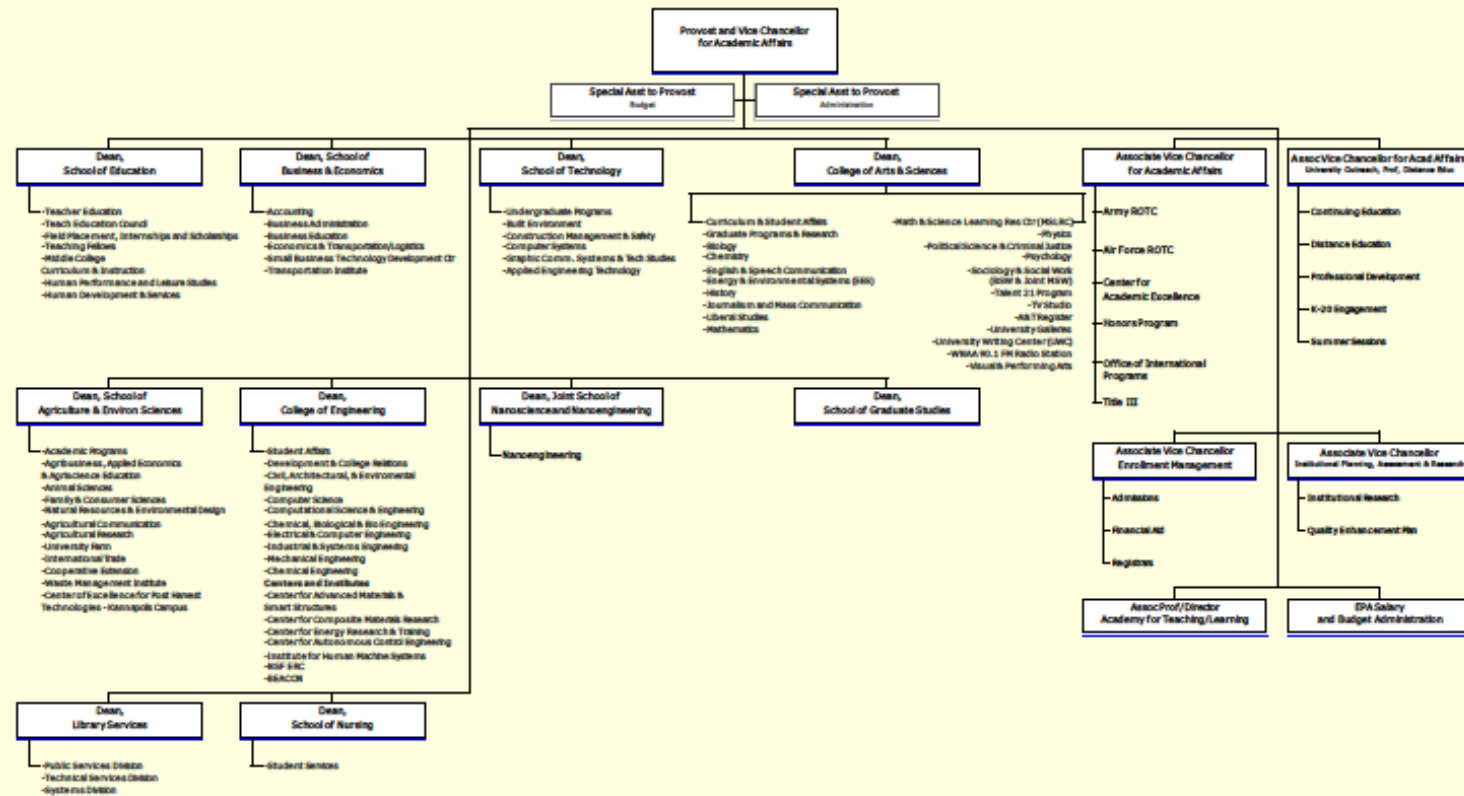
June 30, 2012

Division of Student Affairs



June 30, 2012

DIVISION OF ACADEMIC AFFAIRS



June 30, 2012

Southern Association of Colleges and Schools (SACS) Accreditation⁸

The SACS Board supports an institution's re-affirmation based on its integrity and compliance with core requirement policies and procedures (16), comprehensive standards (68), and federal requirements (7). In 2010, SACS conducted an on-site review of N.C. A&T, and at the December meeting announced the reaffirmation of the University's accreditation, with the stipulation that the a written monitoring report disclosing full compliance with Section 3.3.1, item 3.3.1.1 pertaining to institutional effectiveness with respect to educational program outcomes.

Section 3.3.1 – 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 of the following area(s):

3.3.1.1 – Educational programs, to include student learning outcomes

The monitoring report was submitted as required in September 2011, however additional comments by the reviewers spurred the Board, at its December 2011 meeting, to request that the University provide additional evidence of compliance by submitting a second monitoring report in September 2012. In response to this request, Chancellor Martin established the SACS Monitoring Report Committee (SMRC) consisting of the following persons: Drs. Winser Alexander, Lea Williams, Melody Pierce, Wanda Lester, Scott Jenkins, and Beryl McEwen. The committee's charge is to prepare a timely revised report that fully reflects established program expectations and outcomes, the assessment of such outcomes and the actions that have been taken to continuously improve student learning and performance in the respective degree programs. The committee acted in accordance with this charge over the course of the spring, through continuous interactions with department chairs of each School and College. The data obtained was formatted into a complete preliminary report and submitted for review by two external reviewers, engaged by the University. Based on this review, which was completed on June 30th, the SMRC is making additional revisions to improve the report, and established the following schedule for final report submission:

⁸ BOT Question – Provide the status of the SACS report.

July 9	Provost call meeting with the Deans' Council
July – August	Weekly meetings of the SMRC to report updates and revisions
July 17	Submit two degree program revisions to evaluators (create model)
July 20	Meeting with Department Chairs
July 27	Program reports submitted by Department Chairs
July 30	SMRC feedback to Department Chairs
August 3	Final copies of Chairs' reports (including SMRC review/edits)
August 4-18	Report draft revisions (including cold read period) by SMRC
August 18 – 20	Final draft revisions
August 21	Submit revised draft to SACS Liaison/Reviewer
September 4 – 18	Final report revisions and final campus review
September 24	Submit final monitoring report to SACS
December	Report of the SACS Board

Carnegie Classification⁹

The Carnegie Classification methodology is a complex process that recognizes universities as high or very high research institutions based on: 1) research activity (at the overall aggregate and the breath of research defined as per-capita; 2) PhD degrees granted; and 3) non-faculty science & engineering research staff. The basis for the re-classification of N.C. A&T from Research University/High Research Activity (RU/H) to Doctoral Research University (DRU) in the 2010 Carnegie Classification is somewhat uncertain. Research activity at N.C. A&T has always been dominated by the Science & Engineering (S&E) disciplines and PhDs conferred for the period under review only declined from 21 to 18. While this decline seems slight, it appears to have been pivotal in the decision to move the University from RU/H to DRU.

The University is closely monitoring doctoral degree completion, research activity, and the investments in research staff. The planned doctoral program in Rehabilitation Counseling and Counselor Education, which is expected to gain approval in 2012-2013, will strengthen research expenditures in non-S&E disciplines and contribute to the number of PhDs granted in these areas. The University is also making significant efforts to improve high-quality research through the acquisition of more research-oriented faculty, overall improvements in the Division of Research, and enhancements that attract quality PhD degree candidates. Although these

⁹ BOT Question – What progress is being made to restore N.C. A&T's high research activity Carnegie classification

efforts will be significant, it is unclear as to whether they will sufficiently change the University's overall performance if Carnegie continues to follow a 5-year review cycle for publishing university research classifications. Such a cycle would result in a 2015 release date based on data from the 2013-2014 academic year.

Given this probability, the University is taking a more long-term and sustainable approach to achieving its strategic goal of becoming a high-research, stem-focused university. In addition to those noted above, the following areas of budgetary investment indicate the degree of intentionality that has been devoted to changing future outcomes:

- Review and reorganization of the Division of Research and the Office of Academic Affairs to support graduate student retention, research and graduation
- Enhanced program analyses through the Office of Institutional Research
- Greater enrollment and program growth in the STEM disciplines
- Faculty performance review revisions

Conclusion

Members of the Board of Trustees raised pertinent questions regarding matters that are critical to the success of North Carolina A&T State University. The information provided has been provided to respond appropriately to these specific questions. The members of the administrative team, divisions and Schools and Colleges are pleased to respond to these questions and others as they arise. The goals of the University are the same for each of us and we endeavor to reach those goals through iterative processes to formulate, implement and assess strategies that continuously improve the performance of N.C. A&T.