

North Carolina Central University

Durham, NC • (919)530-6100

<http://www.nccu.edu>

North Carolina Central University is a comprehensive university offering programs at the baccalaureate, master's, and professional levels. It is the nation's first public liberal arts institution founded for African-Americans. The university upholds a strong liberal arts tradition and a commitment to academic excellence in a diverse educational and cultural environment. It seeks to encourage intellectual productivity and to increase the academic and professional skills of its students and faculty. The mission of the university is to prepare students academically and professionally to become leaders prepared to advance the consciousness of social responsibility in a diverse, global society. The university will serve its traditional clientele of African-American students; it will also expand its commitment to meet the educational needs of a student body that is diverse in race and other socioeconomic qualities. Teaching, supported by research, is the primary focus of the university. As a part of that focus, the university encourages its faculty to pursue intellectual development and rewards effective teaching and research. The university recognizes, however, the mutually reinforcing impact of scholarship and service on effective teaching and learning. North Carolina Central University, therefore, encourages and expects faculty and students to engage in scholarly, creative, and service activities, which benefit the community.

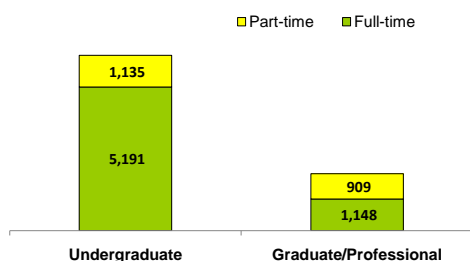
Student Characteristics (Fall 2007)

[More](#)

TOTAL NUMBER OF STUDENTS

8,383

Student Level and Enrollment Status



UNDERGRADUATE PROFILE

Total

6,326

Gender

Women	4,135	65%
Men	2,191	35%

Race/Ethnicity

African American / Black	5,368	85%
American Indian / Alaskan Native	18	0%
Asian / Pacific Islander	57	1%
Hispanic	70	1%
International	28	0%
White	388	6%
Race/Ethnicity Unknown	397	6%

Geographic Distribution (Degree-Seeking)

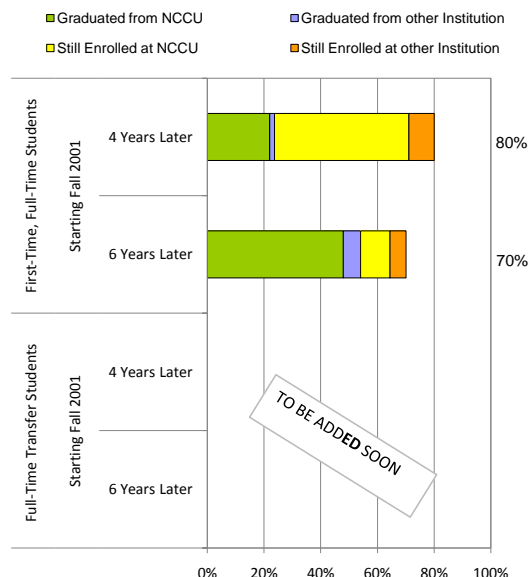
North Carolina	87%
Other US States & Territories	13%
Other Countries	1%

Age (Degree-Seeking)

Average Age	24
Percent of Undergraduates Age 25 or Older	25%

Undergraduate Success and

Progress Rate



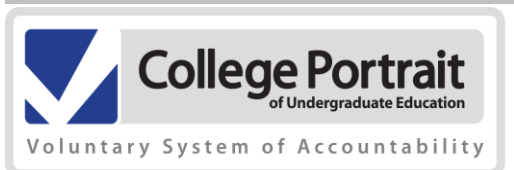
A 80% four-year success and progress rate means that 80% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.

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

- 798 First-Time, Full-Time Students
- Full-Time Transfer Students

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

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

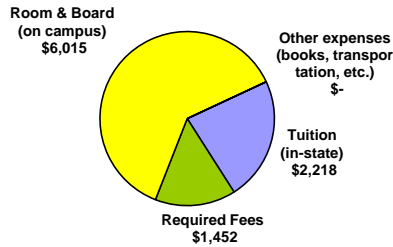


One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you!

Costs of Attendance and Financial Aid [More](#)

Undergraduate Admissions [More](#)

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



Total: \$9,685

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

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

CLICK HERE
To get a cost estimate for students like you!

Financial Aid Awarded to Undergraduates (Fall 2006)

Overall Financial Aid

• 87% of Fall 2006 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

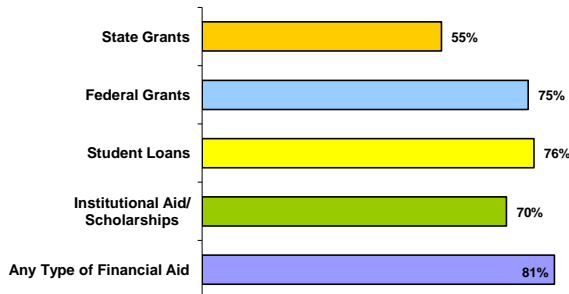
Annual Need-Based Scholarships & Grants

• 68% of Fall 2006 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$1,894.

Annual Need-Based Loans

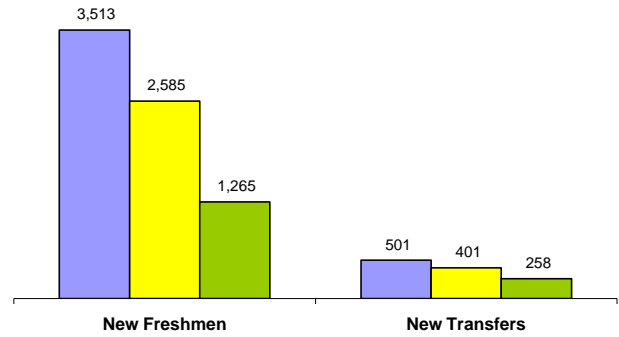
• 70% of Fall 2006 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$3,319.

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



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

Applied Admitted Enrolled



Academic Preparation of New Freshman

Test(s) Required for Admission: SAT &/OR ACT

Middle 50% of Test Score Range

	ACT	SAT
Composite	14-18	
Math	12-17	370-460
English	15-18	
Critical Reading		370-460

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

Percent in top 25% of High School Graduating Class	15%
Percent in top 50% of High School Graduating Class	53%
Average High School GPA (4-point scale)	2.70

Degrees and Areas of Study [More](#)

Degrees Awarded at NCCU in 2006-07

Bachelor's	774
Master's	348
Professional (e.g., Law, Medicine)	123
Total	1,245

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2006-07

Business Administration and Management, General	15%
Political Science and Government, General	9%
Criminal Justice/Safety Studies	8%
Family and Consumer Sciences/Human Sciences, General	7%
Psychology, General	7%
All other degree areas	54%
Total	100%

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

The EAGLES Community

The central mission of Student Affairs is the facilitation of the learning process for all students and the cultivation of an environment which enriches and supports learning and personal development. This perspective recognizes the value of formal and informal learning experiences to the intellectual and personal growth of students.



Study at NCCU [More](#)

Classroom Environment

Students per Faculty	15 to 1
Undergraduate classes with fewer than 30 students	62%
Undergraduate classes with fewer than 50 students	94%

Full-Time Instructional Faculty

Total Faculty	390
% Women	49%
% from Minority Groups	74%
% with Highest Degree in Field	72%

Carnegie Classification of Institutional Characteristics [More](#)

Basic Type

Master's L: Master's Colleges and Universities (larger programs)

Size and Setting

M4/R: Medium four-year, primarily residential

Enrollment Profile

HU: High undergraduate

Undergraduate Profile

Geographic Distribution (Degree-Seeking)

Undergraduate Instructional Program

Bal/SGC: Balanced arts & sciences/professions, some graduate coexistence

Graduate Instructional Program

Age (Degree-Seeking)

NOTE: Institutional classifications based on the Carnegie 2005 edition.

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

Student Housing [More](#)

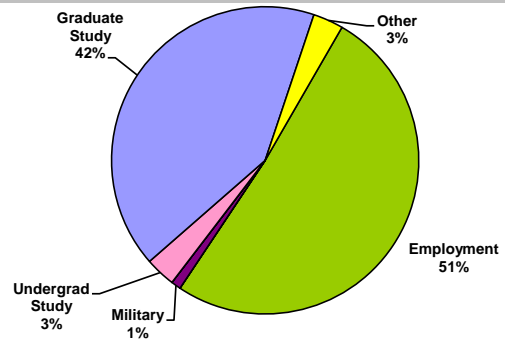
86% of new freshmen live on campus
47% of all undergraduates live on campus

Campus Safety [More](#)

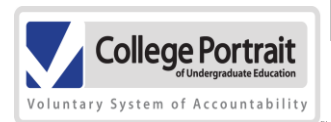
The Campus Police Department coordinates campus safety and security. The Office of Safety and Security strives to protect the lives and property of all people on the campus; ensuring that students, faculty, staff and visitors can use all buildings and property peacefully and freely. It is the job of the department's personnel to educate the University's faculty, staff, and students about crime prevention methods and techniques for their well-being on campus. Officers are responsible for enforcing all laws, rules, regulations of North Carolina Central University. Officers may make arrests for any criminal offense committed in or on lands or buildings used or

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

Future Plans of Spring 2008 Bachelor's Degree Recipients [More](#)



[CLICK HERE](#) for information on survey administration, sample, and response rate.



Student Experiences and Perceptions

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

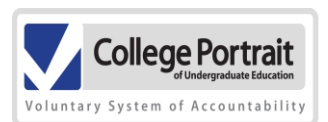
[CLICK HERE](#) for examples of how NCCU evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys.

Results from the survey are not yet available.

Geographic Distribution (Degree-Seeking)

Age (Degree-Seeking)
02/15/2008



Student Learning Outcomes

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

Student Learning Assessment at NCCU

The Office of Student Affairs fosters student growth and development. The OSA aids, directs and informs students about services and programs that will expand students' educational experiences and prepare them for diverse lives in local and global communities. The Office of Student Affairs is responsible for many of the outside the classroom/off campus aspects of student life at NCCU, including scholarship and student aid; student support services; orientation and first year experience; student leadership; residential life; student activities; special programs and services; student health & counseling services and campus ministry. Aid students in developing consistent, logical values and ethical standards. Engage students in vigorous, dynamic learning. Formulate educational partnerships that increase student learning. Set and communicate high expectations for student learning communicate high expectations for student learning. Use methodical inquiry to improve student and institutional performance. Build supportive and inclusive communities. Use resources effectively to achieve institutional missions and goals.

[CLICK HERE](#) for examples of student learning assessment and outcomes at NCCU

Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the 2006-07 results from the Collegiate Learning Assessment (CLA). Such general skills are applicable and useful for both career and personal success and are important outcomes of college regardless of a student's major. The CLA measures critical thinking, analytic reasoning and written communication using two different tasks -- a performance task and an analytic writing task.

[CLICK HERE](#) for a description of the CLA test.

Learning Gains between Freshman Year and Senior Year

PerformanceTask

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

Analytic Writing Task

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

Average Institutional Scores

	<u>Freshman Score</u>	<u>Senior Score</u>
PerformanceTask	1268	1397
Analytic Writing Task	1288	1373

CLA Score Range: 400 to 1600