

Part III: The Abbreviated Compliance Certification - Narratives

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CR 2.8: Faculty

The number of full-time faculty members is adequate to support the mission of the institution. The institution has adequate faculty resources to ensure the quality and integrity of its academic programs.

Compliance

North Carolina State University is in compliance with this standard.

Each academic department has sufficient full-time faculty to carry out its teaching, research and extension responsibilities. Teaching loads and student/faculty ratio are comparable to national averages for research universities and to our peer institutions', and surveys indicate strong student-faculty relationships. The volume of research and extension and engagement activities demonstrates sufficient faculty to fulfill NC State's non-teaching missions.

Narrative

Faculty positions are provided through three modes of funding at NC State University. The North Carolina General Assembly uses a funding formula based on student credit hours (SCHs) to determine the number of additional full-time equivalent (FTE) instructional faculty needed to accommodate projected enrollment growth. The number of new FTE instructional faculty varies according to the discipline and level of the credit hours projected. For example, nine times as many FTEs are provided for doctoral-level engineering as for undergraduate liberal arts. Additional faculty positions are funded through the extension and engagement appropriation to the university. Finally, some contract and grant awards fund temporary faculty positions for specific teaching, research, or service purposes. These three funding streams ensure that NC State University's faculty is sufficient to maintain the quality and integrity of its academic programs.

NC State University's 2,092 faculty (fall 2009) may be divided into two categories:

- (1) Tenured and tenure-track faculty with professorial ranks. Of the 1,382 tenured or tenure-track faculty, 98% hold full-time appointments.
- (2) Off-track faculty with titles such as Lecturer, Senior Lecturer, and Teaching, Research, Extension, and Clinical faculty with professorial rank. Of the 710 faculty in this category, 59% are full-time, and their primary employer is the university. Part-time, off-track faculty make up 41% of off-track faculty at NC State.

Overall, part-time faculty represents a limited proportion (15%) of NC State's instructional staff.

Teaching Mission

A number of metrics related to teaching faculty indicate that the number of full-time faculty is adequate to support NC State's teaching mission. This report includes four metrics: teaching load (Tables 1 and 2), student-faculty ratio, percentage of full-time faculty by department or discipline (Table 3), and student satisfaction with teaching (Tables 4 and 5).

A common metric of faculty teaching workload—student credit hours delivered per full-time equivalent faculty (SCH/FTE)—provides evidence for this claim. Table 1 presents a raw summary of the average number of SCH/FTE taught by the faculty in each college in the university for fall 2009.

Table 1. SCH/FTE by College and Level

| College | Average SCH/FTE | | |
|------------------------------------|-----------------|----------|-------|
| | Undergraduate | Graduate | Total |
| Agriculture and Life Sciences | 245 | 30 | 275 |
| Design | 100 | 42 | 142 |
| Education | 87 | 64 | 151 |
| Engineering | 133 | 63 | 196 |
| Natural Resources | 124 | 27 | 151 |
| Humanities and Social Sciences | 244 | 18 | 262 |
| Physical and Mathematical Sciences | 318 | 37 | 355 |
| Textiles | 233 | 43 | 276 |
| Veterinary Medicine | . | 8 | 8 |
| Management | 283 | 64 | 347 |
| | | | |
| NC State Total | 201 | 36 | 237 |

Fall 2009. University Planning and Analysis, NC State University.

Overall, the average teaching load at NC State University is approximately 237 SCH/FTE instructional faculty. Teaching loads in the colleges range from 8 SCH/FTE in the College of Veterinary Medicine, where teaching involves significant clinical work at the graduate and first professional level that is not measured in credit hours, to approximately 355 SCH/FTE in the College of Physical and Mathematical Sciences, which provides a large number of SCHs for NC State’s General Education program. All credit hours delivered by NC State faculty and Graduate Teaching Assistants, both campus-based and distance education, are included in these calculations.

To provide a context for this information, Table 2 compares the average undergraduate SCH/FTE in selected disciplines (by CIP code) to the SCH/FTE norms in these disciplines for institutions in the same Carnegie classification as NC State who participate in the National Study of Instructional Costs and Productivity (the “Delaware Study”). The disciplines selected for Table 2 come from colleges or units with the highest average SCH/FTE at NC State University. These comparisons support our conviction that NC State has sufficient full-time faculty compared to similar institutions offering the same disciplines.

Table 2. NC State’s Teaching Loads Compared to Other Research Universities’

| Discipline | Undergraduate SCH / Faculty FTE | |
|-------------------------|---------------------------------|---------------|
| | NC State University | National Norm |
| Mathematics | 301 | 261 |
| Psychology | 210 | 265 |
| Economics | 244 | 275 |
| Civil Engineering | 121 | 113 |
| Chemistry | 265 | 230 |
| Sociology | 283 | 286 |
| Business Administration | 271 | 242 |

| Undergraduate SCH / Faculty FTE | | |
|--|----------------------------|----------------------|
| Discipline | NC State University | National Norm |
| History | 237 | 248 |
| Political Science | 192 | 238 |
| Physics | 231 | 186 |
| Health and Physical Education | 196 | 189 |

National Study of Instructional Costs and Productivity, University of Delaware. Table 3F for Research Universities. This norm in the 2009 report is based on fall 2007 data, the most recent data available from the Delaware study.

Another measure of the adequacy of faculty is the institution's student/faculty ratio, which NC State monitors compared to peer institutions. NC State's 2008-09 student/faculty ratio was in the mid-range of peer institutions: four of NC State's public peers had comparable ratios (17/2); six peers had lower ratios (from 13/1 to 16/1), and six had higher ratios (from 18/1 to 22/1).

NC State has also examined the proportion of full-time to part-time faculty in each department and discipline ([Table 3](#)). In this table, faculty figures are not divided by degree level since faculty teach at all levels in most departments. This analysis shows that, overall, NC State's ratio of students to FTE faculty is 17:1, and the ratio of students to full-time faculty (headcount) is 15:1.

In responding to recent mandated reductions in state-funded expenditures, the institution protected faculty positions to the extent possible; however, some vacant full-time faculty positions were eliminated. The total full-time faculty listed in Table 3 reflects these reduction in full-time faculty positions. The Interim Provost and deans have identified increasing faculty positions as their highest goal as the economy recovers and the state budget is rebuilt.

As Table 3 demonstrates, part-time faculty make up less than 15% of faculty FTE in eight of NC State's ten colleges. The colleges in which part-time faculty FTE exceed 15% are Design, which employs active practitioners to complement full-time faculty in its professional degree programs, and Humanities and Social Sciences, which is responsible for a large proportion of credits in the General Education program.

The departments, or disciplines, in which part-time faculty make up more than 15% of total FTE include professional programs employing a number of practitioners (Architecture, Landscape Architecture, Education Leadership and Policy, and Social Work), those with significant responsibility for field supervision (Social Work, Curriculum and Instruction, and Elementary Education), those which use faculty from other disciplines (Liberal Arts and Sciences), and those with heavy General Education and other service responsibilities (French and other Foreign Languages, Sociology, History, Anthropology, and Political Science).

Table 3 demonstrates that while there is variability among the colleges in their use of part-time faculty, each has a more than adequate number of full-time regular faculty to carry on the teaching and non-classroom instructional responsibilities of the faculty, including student mentoring, advising, and curriculum development.

NC State's program faculties are single bodies regardless of where or how their members teach. Programs offered at off-campus sites are part of on-campus programs; they are simply offered in a location more convenient to the students. Accordingly, the university does not maintain a separate faculty for off-campus sites or for online programs, and all tables in this report include faculty teaching distance education. Nonetheless, the relative proportion of full-time and part-time faculty teaching at each site was examined separately to make sure that

students at all sites are well served by full-time faculty (Table 4). The four sites with relatively high proportions of part-time faculty (Cary, Benson, Henderson, and Rocky Mount) are sites where graduate education programs are provided for principals and superintendents in K-12 school districts. All part-time faculty teaching at these sites are doctorally trained, practicing education professionals, and their current experience enriches the program.

Table 4. Full-Time and Part-Time Faculty Teaching at Off-Campus Sites

| Site | Total | Full-Time | Part-Time | Comments |
|---|-------------------------------|-----------|-----------|--|
| Research Triangle Park, Durham, NC | 27 | 24 | 3 | |
| Craven Community College, Havelock, NC | 11 | 11 | 0 | |
| UNC-Charlotte, Charlotte, NC | 3 | 3 | 0 | |
| Athens Drive High School, Raleigh, NC | 11 | 8 | 3* | *Includes one full-time administrator from main campus |
| Webster Center, Cary, NC | 7 | 3 | 4 | |
| West Johnson High School, Benson, NC | 4 | 2 | 2* | *Includes one emeritus faculty, former department head |
| Southern Vance High School, Henderson, NC | 7 | 4 | 3* | *Includes one emeritus faculty, former department head |
| Gateway Technology Center, Rocky Mount, NC | 4 | 1 | 3* | *Includes one full-time administrator from main campus |
| Durham Public Schools, Durham, NC | no classes offered in 2009-10 | | | |
| Nanjing Forestry University, Nanjing, China | no classes offered in 2009-10 | | | |

Fall 2009 and Spring 2010. University Planning and Analysis, NC State University

As a fourth measure of faculty strength, NC State students express satisfaction with opportunities to interact with faculty outside the classroom. Seniors' responses to the National Survey of Student Engagement (NSSE) in 2009 indicate that they communicated with faculty "sometimes" (2), "often" (3), or "very often" (4) during the academic year in several ways. As Table 5 reflects, NC State seniors report communicating with faculty more frequently than the mean from 18 similar institutions participating in the NSSE (i.e., institutions with more than 20,000 undergraduate enrollment and "very high activity" research universities).

Table 5. Student-Faculty Relationships: NC State Seniors Compared to Peers

| | NC State | RU / VH LG PUBLIC* |
|--|-------------|--------------------|
| 1. Academic and Intellectual Experiences | | |
| <i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i> | <i>Mean</i> | <i>Mean</i> |
| Used e-mail to communicate with an instructor | 3.52 | 3.38 |
| Discussed grades or assignments with an instructor | 2.78 | 2.70 |
| Talked about career plans with a faculty member or advisor | 2.50 | 2.29 |
| Discussed ideas from your readings or classes with faculty members outside of class | 2.00 | 1.96 |
| Received prompt written or oral feedback from faculty on your academic performance | 2.78 | 2.66 |
| Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) | 1.86 | 1.73 |

| 8. | Quality of Relationships | NC State | RU / VH LG PUBLIC |
|----|---|-------------|-------------------|
| | <i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i> | <i>Mean</i> | <i>Mean</i> |
| | Relationships with faculty members | 5.31 | 5.17 |

2009 National Study of Student Engagement

In NC State's most recent survey of graduating seniors, NC State students ranked as "good" to "excellent" contributions to their education made by faculty in their major department, including their perception that faculty "Care about your academic success and welfare" (3.25 on a 4-point scale), "Give frequent and prompt feedback" (3.21), and "Encourage student-faculty interaction" (3.20).

In the same survey, a high percentage of seniors who had participated in mentoring activities reported that the experience contributed "some" (3) or "a great deal" (4) to their growth (Table 6).

Table 6. Faculty-Student Mentoring at NC State

| Faculty-Student Mentoring | Contribution to Growth | | | |
|--|------------------------|------------|----------------|------------------|
| | 4: A great deal | 3: Some | 2: A little | 1: Not at all |
| Independent study project with faculty | 67.7% | 26.9% | 4.2% | 1.2% |
| Research project with faculty | 69.8% | 23.5% | 6.1% | 0.6% |
| Extension/public service project with faculty | 66.7% | 28.0% | 3.8% | 1.5% |
| Assisted in teaching class/lab | 56.1% | 35.7% | 6.8% | 1.4% |
| Routine academic guidance from faculty (e.g., assistance with coursework, course selection, etc.) | 65.6% | 29.1% | 5.0% | 0.4% |
| Routine professional guidance/support from faculty (e.g., career, letters of recommendation, etc.) | 69.2% | 26.7% | 3.6% | 0.6% |
| Routine non-academic guidance from faculty (e.g., work, family, physical well-being, etc.) | 73.5% | 19.9% | 4.9% | 1.7% |
| Worked with faculty on campus activities | 53.9% | 36.7% | 7.8% | 1.7% |

2007-08 Graduating Senior Survey, University Planning and Analysis, NC State University

Both the NSSE and NC State surveys indicate that students have access to faculty inside and outside the classroom and feel that faculty is interested in their growth and education.

Extension and Engagement Mission

In addition to the contributions of faculty to the teaching mission, NC State also employs adequate numbers of full-time faculty to carry out responsibilities in extension and engagement.

Overall, about 19% of NC State's total budget is devoted to extension and engagement programming. NC Cooperative Extension Service (CES) expended approximately \$41 million in state appropriations in FY 2009. CES partners with all 100 counties and the Eastern Band of Cherokee Indians. In FY 2009, state appropriations for CES provided full or partial salaries for 491 campus faculty and staff and 881 county faculty and staff. In addition to Cooperative Extension, the McKimmon Center for Extension and Continuing Education, the Industrial Extension Service, and the Small Business Technology Development Center programs have state funding (about \$6.0 million) and statewide presence. The faculty in all 10 colleges is expected to contribute to the extension and engagement mission of the university and all faculty are encouraged to seek external grant or contract support or develop fee-for-service support from clientele groups to support their programs. In FY 2009, faculty generated over \$51 million in externally sponsored grants and contracts for public service/extension and engagement educational programs and \$47 million in fee-for-services in technical assistance, clinical services, and conferences and institutes.

Research Mission

A common measure of faculty effort in research is the number and value of external research funding. Most full-time NC State faculty are assigned responsibility in research as well as teaching and extension/engagement and are productive in proposals and funding to support the research mission as well as in their other areas of responsibility; their productivity in this area reflects the adequacy of full-time faculty to accomplish all areas of the institution's mission. Grants and contracts expenditures at the institution increased from FY \$189,087,227 in 2005 to \$212,118,573 in 2007. In 2008, total research expenditures at the university were approximately \$360 million and sponsored research activity totaled \$206 million. Proposals for grants and contracts have increased from \$194,304,771 in 2005 to \$392,239,902 in 2009. According to a report issued by the National Science Foundation, 2008, NC State ranks 4th in Industry Research Funding among universities without medical schools (2008) and 9th in Total Research Expenditures among public universities without medical schools (2006). These indicators support NC State's belief that there is an adequate number of full-time faculty to support the mission of the institution and ensure the quality and integrity of its academic programs.

Reference

1. [Table 3. Full-Time and Part-Time Faculty by Department and Discipline \(CIP\) \[2.8-1\]](#)

CR 2.10: Student Programs

The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Compliance

North Carolina State University is in compliance with this requirement.

NC State provides extensive student support programs, services, and activities that serve all levels of students and that are typical of large public universities.

Narrative

NC State provides student support programs, services, and activities that 1) support its mission, 2) promote student learning, and 3) enhance the development of its students. This report describes dozens of examples in each of these three areas.

Supporting NC State's Mission

NC State is a research university in the land-grant tradition. As such, the university provides access to a large and diverse undergraduate population, graduate students including a sizeable number of international students, and an increasing number of distance education students enrolled off-site and online.

Below is NC State's mission statement, which was used as a benchmark for this report. (Underlined words and phrases represent portions relevant to student support services in particular.)

The mission of North Carolina State University is to serve its students and the people of North Carolina as a doctoral/research-extensive, land-grant university. Through the active integration of teaching, research, extension, and engagement, North Carolina State University creates an innovative learning environment that stresses mastery of fundamentals, intellectual discipline, creativity, problem solving, and responsibility. Enhancing its historic strengths in agriculture, science, and engineering with a commitment to excellence in a comprehensive range of academic disciplines, North Carolina State University provides leadership for intellectual, cultural, social, economic, and technological development within the state, the nation, and the world.

Student support services are provided to address the following key components of the mission statement: creativity, problem solving, responsibility, leadership, intellectual development, cultural development, and social development.

A. Creativity

1. Center Stage

For over thirty-five years, the Center Stage Performing Arts Series has brought the world to the campus of NC State University, offering students and the community the opportunity to experience the work of superb performing artists from a wide variety of cultures and disciplines. Each season, Center Stage presents exceptional

practitioners of jazz, dance, world music and drama – as well as the artists whose work defies category – always focused on creating an innovative series featuring performers who reach beyond the stage to touch the lives of audience members. In 2008-2009, 3,300 students attended Center Stage performances or participated in artist residency activities.

2. The Crafts Center

The Crafts Center at NC State functions as an art school specializing in crafts. Classes are offered each semester in various craft media such as pottery, sculpture, photography, woodworking, fiber arts, lapidary, glass, jewelry, metals and more. Classes are offered for all skill levels from beginner to advanced and are open to NCSU students, faculty, staff, and the general public. The Crafts Center also supports academic projects and enhances the university experience by offering outreach craft activities for NCSU student residents and organizations. In 2008-2009, the Crafts Center operated in a temporary location during the renovation of its facility in Frank Thompson Hall. During this period of reduced programming, 154 students attended classes and participated in The Crafts Center programming.

3. Dance Program

The NC State Dance Program gives students the opportunity to study dance through direct experience in choreography and performance. Through two student performance companies (the NCSU Dance Company and the DanceVisions Repertory Company), dance technique classes, the study of choreography, and the Professional Projects Program, the Dance Program provides a creative environment rich in imagination, reflection, and the embodiment of ideas. As undergraduate and graduate students pursuing degrees in various fields, the dancers at NC State bring their diverse insights and experiences into the artistic process and contribute meaningfully to the quality of the art. In 2008-2009, 1,690 students attended Dance Program performances.

4. Gregg Museum of Art & Design

The Gregg Museum of Art & Design is a collecting museum whose focus reflects the mission of NC State University and supports its academic programs by providing research opportunities for NCSU students and the citizens of North Carolina and beyond. The collection includes, but is not limited to, textiles, ceramics, outsider/folk art, photography, architectural drawings and modern furniture. The Gregg Museum of Art & Design also puts on six to eight exhibitions per year in its two galleries, in addition to exhibiting work at various places in the Talley Student Center (including the North and South Galleries) and around campus. In 2008-2009, 2,498 students visited the Gregg Museum.

5. Music Department

The mission of the Music Department is to provide educational and performance opportunities for student and community participants through a variety of musical experiences (such as choral ensembles, instrumental ensembles, including Marching Band and Pep Band), and academic courses and a minor degree program. It is also the department's mission to serve as a cultural resource for the university and the greater community through performances and presentations offered by students, student/community groups, and by faculty. In 2008-2009, the Music Department served 158,493 students.

6. University Theatre

University Theatre is NC State University's volunteer student theatre. Under the direction of a full-time professional staff, University Theatre produces eight to ten shows each season: five main season shows, a summer TheatreFest repertory

season of three plays, and student studio productions. In 2008-2009, 3,874 students attended University Theatre performances. University Theatre also manages performances and presentations in Stewart Theatre, the Titmus Theatre and the Kennedy-McIlwee Studio Theatre for student organizations, arts, academic and administrative units, and non-campus organizations. A schedule of theatre courses in performance and production are offered each semester.

B. Problem Solving and Responsibility

1. Alternative Service Break Trips

The Alternative Service Break (ASB) program is a unique service-learning experience in which students engage in direct service to a community, while being immersed in the culture and customs of that community. CSLEPS has service-learning partnerships in 11 countries focused on health, education, housing, hunger, water quality, gender and environmental issues, and interfaith dialogue teams are led by student team leaders and accompanied by faculty advisors. Throughout the trips, team members participate in a variety of cultural, educational, recreational and reflective activities to enhance their service experience. In 2008-2009, 16 ASB trips enabled 248 participants to provide 6,189 service hours in locations such as Washington DC, Dominican Republic, Guatemala, Ecuador, Belize and New Mexico.

2. Office of Student Conduct

The mission of the NC State University conduct system is to contribute to the educational mission of the University and to support a safe environment conducive to academic excellence. Consistent with this mission, the staff of the Office of Student Conduct, in partnership with the students and faculty of the NC State Conduct Boards, is committed to educating the community by publishing, distributing and reviewing the Code of Student Conduct and by presenting information on the conduct system to members of the community. The role of the Office of Student Conduct and the Conduct Boards is to hold students and student groups accountable for the behavioral expectations of the Code of Conduct and to challenge students to accept responsibility for inappropriate behavior through a developmentally based process of conduct review and resolution to provide an opportunity for students to develop leadership and critical thinking skills in the context of a peer review process. The Office of Student Conduct is committed to protecting the interests and rights of students and the University community by conducting all business in the conduct system in accordance with appropriate state and federal laws, as well as all requirements for due process protections. In 2008-2009, the Office of Student Conduct received 630 referrals, including 50 "concerning behavior" reports, 259 academic misconduct reports, 48 suspensions, and 2 expulsions.

3. Service Learning Initiatives

In the Fall of 2006, the Carnegie Foundation recognized NC State as an engaged university. This concept of engagement connects the teaching and learning of students, and the research and educational programs of faculty and professionals statewide to members of diverse communities of practice, interest and place. The Office of Faculty Development and the Center for Student Leadership, Ethics and Public Service provide service learning and engagement resources for faculty and students.

4. Study Abroad

The mission of the Study Abroad Office is to serve all NC State University students by providing academically-based international experiences which will give them the skills to be active, informed, and culturally sensitive citizens in the global community.

During the 2008-09 academic year, 946 NC State students studied abroad in 49 different countries. Although many students participated in traditional destinations located throughout Western Europe and Australia, non-traditional locations such as the Czech Republic, Peru, China, and Dominican Republic also represented 4 of the top 10 destinations for Study Abroad.

C. Leadership

1. Caldwell Fellows Program

The Caldwell Fellows Program is an intensive leadership-development scholarship program. Built on relationships and connection, undergraduates, faculty, alumni and endowers form an interactive learning community, all dedicated to lifelong pursuit of excellence. Through a rigorous selection process, new Fellows are selected each spring from the class of first year students who entered NC State the previous fall. Selection is based upon academic excellence, critical thinking and creativity; extraordinary promise for leadership; exceptional character; and the desire and commitment to engage in the Fellows rigorous program of leadership development. To enable their development, Fellows are awarded funds for experiential learning and a tuition stipend. Funds are annually renewable for three years based on a student's maintenance of the entrance criteria and demonstration of engagement in the program ideals. In 2008-2009, the Caldwell Fellows Program served over 100 students.

2. Center for Student Leadership, Ethics, and Public Service

The Center for Student Leadership, Ethics & Public Service (CSLEPS) was created in 1998 to provide unique learning experiences that embody the value of leadership, service, responsible citizenship and ethics. Today the Center offers 18 programs to the NC State community that will result in growth and development for the servant leaders of today and tomorrow through approximately 150 events during the 2009 - 2010 academic year. Examples of CSLEPS programs include LeaderShape, Leadership Development Series, Leader of the Pack, Alternative Service Break Trips, Million Meals Event, and Service NC State.

LeaderShape Institute is a six-day leadership development experience designed to help participants learn to "lead with integrity" and work towards developing a vision. In 2008-2009, CSLEPS provided 60 NC State students the opportunity to attend the LeaderShape Institute.

Leadership Development Series (LDS) offers students, faculty, and staff the opportunity to study the many facets of leadership through interactive workshops and seminars. The workshops provide the resources necessary to develop personal integrity, organizational understanding, communication skills, and an ethic of service. Students can earn a Visionary Leaders Certificate by attending ten LDS workshops, completing 20 hours of community service, and creating a Leadership Portfolio. In 2008-2009, 2,024 students attended LDS workshops, representing a 24% increase over the previous year.

Professional staff advisors for the student leadership in Student Government and the Student Media are a part of the Center for Student Leadership, Ethics & Public Service team.

3. Dual-Degree Programs

Six dual-degree programs enable College of Humanities and Social Sciences students to combine scientific or professional study with a focus in the humanities or social sciences. Through successful completion of these programs, students earn

two undergraduate degrees, one in CHASS and the second in one of NC State's other Colleges.

4. Park Scholars

With the vision and significant financial commitment of the Park Foundation of Ithaca, New York, the Park Scholarships program was established in 1996 at NC State University. The Park Scholarships provide a superb educational opportunity for exceptionally talented and well-prepared young men and women to develop leadership skills and civic awareness. The scholarship also includes the full cost of education, related expenses, and enrichment activities. In 2008-2009, NC State received 1,454 applications for 49 Park Scholarships.

5. ROTC Programs (Air Force, Army, Naval)

NC State provides training in leadership development, problem solving, strategic planning, and professional ethics through our Air Force, Army, and Naval ROTC Programs. In 2008-2009, NC State commissioned 42 Lieutenants and Ensigns.

6. Student Government

Founded in 1921, Student Government is a student-run organization that serves as the official voice of the student body and attempts to better the student experience at the University. Both a governing body and an advocacy group, Student Government is involved in policy-making, adjudication, programming, lobbying, community service, and countless other activities, such as the current "Howl for Haiti" fund raising effort. The organization is a clearinghouse for concerns from students and responses from administrators. Student Government is an organization comprised of three branches: the Student Senate is constitutionally charged to establish policy and distributes the Student Body Funds; the Judicial Branch operates in partnership with the Office of Student Conduct, hearing cases involving student misconduct, including academic integrity violations; and the Executive Branch, which includes the Office of the Student Body President, assists in implementing the policies and executes special projects. The Student Body President convenes monthly meetings between student leaders and the Chancellor and select Executive Officers of the University in order to discuss issues of interest or concern.

7. Student Organizations

Over 600 student organizations are currently registered on campus, providing approximately 2,500 students with opportunities to lead groups ranging from political to cultural to pre-professional, to recreational to those with other specific foci. Supported by the Student Organization Resource Center, student leaders take advantage of assistance with event planning, group development and communication, and services to include solicitation and assembly permits, individual portfolio development, and organization information management.

8. Union Activities Board (UAB)

The UAB plans and hosts campus-wide events to bring students together around lectures, films, concerts and cultural celebrations. Led by a president who is elected by the student body, the UAB consists of 10 executive officers and committee chairs who are trained in a variety of leadership, organizational and event management skills. Specific emphasis is placed on needs assessment and interest surveys to help UAB leaders plan events that will be meaningful for the student body, as well as on fiscal responsibility, since the UAB leaders are stewards of a significant student fee-generated budget. Current UAB committees include Films, Issues and Ideas, Diversity Activities Board, Black Students Board, Leisure and Entertainment, and Publicity.

7. University Honors Program

The University Honors Program recruits and provides programmatic support for a diverse group of nationally outstanding students, ensuring that they benefit fully from the resources of a major land-grant, research university and the Research Triangle by emphasizing inquiry-, creativity-, and discovery-based learning. Requirements for completion of the University Honors Program: complete 12 credit hours of HON courses with a grade of B- or better in each course; complete a six credit hour Honor Capstone Project; graduate with a minimum cumulative GPA of 3.25; maintain active status in the program, as defined at the beginning of each academic year; and maintain highest level of integrity. In 2008-2009, an average of 575 students were enrolled in the Honors Program.

8. University Scholars Program

The University Scholars Program provides a supportive and stimulating environment that encourages gifted students to excel academically and to develop a broad and complex vision of the world in which we live. To accomplish this goal, students attend the Scholars Forum, arts and cultural events, engage in Honors coursework, and participate in unique enrichment activities. Through these activities NC State challenges University Scholars to find and enjoy the beauty and humor that exists in the world, to become informed citizens, to establish their personal priorities and to identify their social responsibilities. Requirements to complete the University Scholars Program: 1) graduate with a minimum cumulative GPA of 3.25, 2) complete 15 hours of approved course credit with a grade of B- or better in each course, and 3) receive a grade of "S" (satisfactory) for three semesters of Forum. In 2008-2009, an average of 878 students were enrolled in the Scholars Program, and 222 graduates completed the program.

D. Intellectual Development

1. Academic Support Program for Student Athletes

The Academic Support Program for Student Athletes provides academic and personal assistance for student athletes. The objective of ASPSA is to have student athletes achieve their academic potential while at NC State University. The ASPSA works closely with the Faculty Athletic Representative and the faculty members of the Council on Athletics to perform the academic eligibility review process for student athletes. This task is of great importance to ensure that student athletes have met all academic eligibility requirements before they are allowed to continue participating. A total of 560 scholarship and non-scholarship athletes were served by this program in 2008-2009.

2. Distance Education Support Services

In collaboration with other campus entities, the Distance Education office provides services tailored to meet the needs of distance education students wherever located. In 2008-09, 11,059 students enrolled in 1,148 distance education courses and sections. (The majority of credit hours were generated by students enrolled in on-campus programs.) Services provided to DE students include course information, academic advising and mentoring, a virtual orientation, proctoring, career advising and assistance with registration, financial aid, and technology access.

3. National Student Exchange

The National Student Exchange (NSE) provides opportunities for full-time undergraduate students with a GPA of 2.5 or higher to study for a semester or an academic year at another NSE member college or university. With more than 190 colleges and universities from which to choose, students have the ability to find a

campus with just the right combination of courses, facilities, and environment to meet their personal and academic needs and interests. In 2008-2009, a total of 26 NC State students were placed, and of those 21 accepted their placements and went on exchange. NC State accepted 33 students from other campuses and of those, 22 accepted placement and attended NC State.

4. New Student Orientation

New Student Orientation (NSO) coordinates NC State University's collective efforts to provide programs and services to newly admitted first year and transfer undergraduate students that will facilitate their transition into NC State, prepare them for the institution's educational opportunities, and initiate their integration into the institution's intellectual, cultural, and social climate. New Student Orientation is responsible for orientation and transition programming for all incoming, degree-seeking first-year and transfer students. NSA offers an academically-based Orientation program that also includes significant student life messages essential to the success of our students. In 2008-2009, NSO coordinated 14 Orientation programs for incoming students – including nine two-day programs for first-year students, two one-day programs for transfer students, and three one-day programs that included both first-year and transfer students to serve a total of 4,797 first year students and 1,114 transfer students.

5. Office of Advising Support, Information, and Services

The mission of the Office of Advising Support, Information and Services (OASIS) is to provide academic information to current undergraduate students through virtual and face-to-face cross curricular advising. Some of the services offered include general advising, academic support for Pack Promise scholars, adviser development and training, pre-law services, virtual advising center, and academic advising internship program. OASIS academic advisers had contact with 16,154 students either virtually or in person in 2008-2009. Students from all colleges are represented in this number.

6. Student Organizations devoted to Academic Disciplines

There are currently 78 student organizations devoted to academic disciplines. Examples include Biomedical Engineers Club, College of Natural Resources Council, Elementary Education Organization, Horticulture Club, MBA Student Association, and Pre-Veterinary Medical Association.

7. Transition Program

The Transition Program is a one year program with the mission to 1) ascertain the degree of intervention required for a select cohort of students to achieve academic excellence in their first year at NC State, 2) develop and evaluate support systems to assist students, 3) integrate the core elements of effective advising into an intensive, personalized advising system, and 4) help students make well informed decisions as to their development of a personalized plan of study as well as in their selection of an academic major. Students do not apply to the Transition Program; rather, the Office of Admissions refers to the Director of the Transition Program a select set of applications from students who meet criteria for admission to NC State University but do not meet the requirements for acceptance in the first and second choice majors to which they applied. The Director reviews applications and offers a predetermined number of students admission to the University through the Transition Program. The Transition Program offers the following four components in advancing students' opportunities for success: personal counseling, supplemental academic support (eight hours of supervised study time per week), one-credit hour orientation programs in the first and second semester, and academic advising. A total of 145

enrolled students were served through the Transition Program in 2008-2009.

8. TRIO Programs (Educational Talent Search and Upward Bound)

The Educational Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants, 6th-12th graders, and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and assists participant with the postsecondary application process. Talent Search also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education. NC State's Talent Search Program served 800 students in 2008-2009.

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. NC State's Upward Bound program served 120 students in 2008-2009.

9. Tutorial Services

Tutoring is free to NC State undergraduates. Students must be enrolled in the course for credit and have passed prerequisite courses. If a student switches to audit, he/she can no longer receive free tutoring. Most students can receive up to two hours/week. The Undergraduate Tutorial Center (UTC) offers various types of academic assistance for many 100- and 200-level math, physics, and chemistry as well as all writing and speaking needs. Most UTC tutors are peer undergraduate students who made A's in courses they tutor. Their overall GPA's are at least 3.0 and they are either taking ECI 210 this semester or have already passed the course. ECI 210 is an introduction to college tutoring course in which students explore different effective tutoring strategies. The UTC sponsors three different types of tutoring: Tutoring by Appointment, Supplemental Instruction, and Writing and Speaking Tutoring Services. There were a total of 4,101 individual students that received free tutorial services during 2008-09.

E. Cultural Development

1. African American Cultural Center

The African American Cultural Center (AACC) promotes awareness of and appreciation for the African American experience through activities and events that enhance academic excellence and strengthen cultural competence for the campus and surrounding communities. The AACC stays actively engaged in the academic life of NCSU with programs, resources and services that facilitate the cultural, intellectual and social growth of the entire university community. The AACC sponsors the African American Heritage Series, Clark Lecture and Faculty Brown Bag Colloquia. The AACC hosts a variety of other programs that are presented by student organizations, faculty, staff and members of the broader community.

2. Gay, Lesbian, Bisexual, Transgender (GLBT) Center

Established in the Fall of 2007, the GLBT Center creates, maintains, and strengthens

an inclusive and safe campus environment for people of all sexualities and gender identities. This is accomplished through awareness and educational programs, individual consultation and referral, student organization advisement, advocacy, ally support and development, and community outreach on and off campus. The Center supports success by working to create a campus that is both diverse and inclusive and conducts ongoing assessment to monitor its progress in this regard. The main functions of the Center are to provide a safe and welcoming space for the Gay, Lesbian, Bisexual, Transgender, Questioning, Intersex (GLBTQI) and ally communities; serve as a resource center; educate the GLBTQI and larger university communities; represent the GLBTQI community and serve as its advocate; and promote ally development through Project SAFE and other programs. The GLBT Center served 2,370 students in 2008-09 with 50-75 students having regular contact.

3. Multicultural Student Affairs

The Department of Multicultural Student Affairs (MSA) researches, designs and implements unique programs that promote the pursuit of academic success, retention and graduation of students, with an emphasis on African American, Native American and Hispanic students. Many of the programs and services expand students' cultural horizon while honoring their respective cultural experiences. Multicultural Student Affairs works in conjunction with a number of university departments and colleges to conduct programs related to recruitment, orientation, retention and graduation in addition to academic, personal, professional and cultural development, which foster skills and strategies for being successful at NC State. Some of the programs and services include: African American Symposium, Native American Symposium, Peer Mentor Programs, Hispanic/Latino Heritage Month Programming, Native American Heritage Month, SABA- Academic Enrichment Program, Kwanzaa Celebration, Freshman Honors Convocation, annual POW WOW, Student Leadership Development and Student Organization Advising. Target populations for Multicultural Student Affairs are determined by differences in retention and graduation rates for historically underrepresented groups, as well as anticipated demographic shifts regionally and nationally. Any NC State student can access programs and services through Multicultural Student Affairs.

4. Office of International Affairs

The Office of International Affairs provides leadership, innovation, and coordination to achieve NC State's goal of integrating global perspectives into all aspects of the University's mission—teaching, research, extension, and engagement—and to strengthen NC State's international presence in the world. Units in the Office of International Affairs include:

Office of International Services provides support for international students, faculty and staff at NC State.

Study Abroad Office provides the opportunity for NC State students to participate in academic international programs.

North Carolina Japan Center works to strengthen North Carolina's ties with Japan and to provide resources for those interested in academic, cultural, or economic ties with Japan.

Confucius Institute enhances intercultural understanding in the U.S. by sponsoring programs in Chinese language and culture. NC State's Confucius Institute promotes NC State's mission through a range of educational and outreach activities to students, teachers, businesses, and community members.

5. Women's Center

Serving students, staff, and faculty of NC State University since its founding in 1991,

the Women's Center works to celebrate and support women through educational programs, mentoring, and leadership development. The Women's Center strives to create a safe and celebrative space for women to explore, learn, and reach their maximum potential in a more equitable society. Through programs that address matters from body image and safety to developing leadership skills, the Women's Center enhances the quality of life and learning for students in the NC State community. In 2008-2009, the Women's Center served more than 11,200 students, female and male.

F. Social Development

1. Campus Activities

The Department of Campus Activities encourages and supports the growth and development of the whole student. As a cornerstone of out-of-class learning, the department enhances the academic mission of the university through programs and resources that promote leadership, diversity, critical thinking, creativity, social interaction and community. Services for parents are designed to facilitate a partnership between the university and students' families that support student success. Programs include:

Campus Cinema presents films to the NC State community ranging from independent works to the latest Hollywood blockbusters. A total of 29,297 students attended films during 2008-09.

Parents and Families Services works to strengthen the University's relationship with students' families with frequent deliberate communication and active involvement in campus life. In 2008-2009, 3,136 students brought at least one family member to Parents Orientation; 1,021 students hosted their families for Parents and Families Weekend; and 124 students hosted their families for Spring Fling.

Student Organization Resource Center advises students who initiate or participate in registered student organizations. In 2008-2009, NC State had over 440 student organizations and currently has more than 600.

Union Activities Board offers a variety of events from the annual Friday Fest concert with 5,500 students in attendance to world-renowned speakers, giving students the opportunity to get the most out their college experience.

GLBT Center provides educational programming for students regarding GLBT concerns in the NC State community and strives to create a more welcoming and inclusive climate here on NC State's campus.

2. Chaplains' Cooperative Ministries

The Chaplains' Cooperative Ministry (CCM) at NC State is an interfaith organization which both supports individual programs of faith and plans jointly sponsored campus ministries for students, faculty, and staff. Its members, both ordained and non-ordained, strive to be leaders within the University as inquiry, dialogue, development, and truth are pursued with trust at all levels. Each member group, while not denying its own beliefs, is willing to cooperate with and support the other members as they develop their own communities. Its members pledge to respect the established religious convictions of all individuals and to avoid language and behavior whose real or perceived purpose is to pressure or deter persons who are already committed to living out their chosen faith heritage. A total of 12,300 students were served in 2008-2009.

3. Greek Life

The Department of Greek Life recognizes undergraduate general or "social"

fraternities and sororities who engage in a broad spectrum of leadership, service, academic, and social activities. These organizations are open to all students on campus, regardless of academic major. Fraternities and sororities recognized by the Department are local chapters of national organizations and each is a member of one of NC State's four Greek Councils. Four pillars guide fraternities and sororities at NC State University: Brotherhood & Sisterhood, Scholarship, Leadership, and Service. These fraternal values provide a strong foundation to support a student's personal development during the undergraduate years. The Department of Greek Life provides advising and support for more than 2,200 students who belong to 52 Greek letter organizations at NC State University. The Department serves as liaison to Greek alumni and national organization offices to coordinate support to the undergraduate students in the chapters.

4. Student Media

As a public forum for free expression, the student media at North Carolina State University exists to inform and to entertain, first and foremost, the students followed by members of the surrounding community and peers in the journalism profession. Working in student media gives participants hands-on experience in the mass media which will assist them regardless of their career goals. By upholding the highest standards of journalistic ethics, the student-run media helps students become competent as ethical and responsible adults, who are enthusiastic about their future involvement in human affairs and optimistic about their future. The Agromeck yearbook, Windhover literary magazine, and WKNC radio station are regular recipients of national and local awards and recognition.

Agromeck: Official yearbook of NC State University since 1903

Nubian Message: The Sentinel of the African American Community at NC State Since 1992

Technician: Daily school newspaper

Windhover: Literary and arts magazine

WKNC FM: School radio

Promoting Student Learning

NC State University provides student support programs, services, and activities that promote student learning. To ensure that the student support programs and services are accomplishing their intended student learning outcomes, assessment practices are employed across the institution. At NC State, assessment responsibilities are distributed among various programs and units across the university (see report for 3.3.1.1).

The Division of Student Affairs established the Student Affairs Planning, Assessment, Research & Retention Department in 2003. Initially, the process consisted of two steps. The first step was the creation of department level outcomes for each department. Once the outcomes were created, each department was asked to assess one outcome by the end of the following semester. After the summer of 2004, each department was required to assess two outcomes each year.

After some minor changes in the process over the course of six cycles, the current assessment process is efficient and effective. Each of the 30 departments (29 completed the process this year) is required to fill out a report that consists of four sections. The first section is a comprehensive list of department level objectives and outcomes, the second section consists of activities with potential measures and how those activities are mapped to

the outcomes, the third section consists of a report with data from the measure of two outcomes from the previous year, and the fourth section consists of plans for measuring two outcomes in the coming academic year. The reports are due to Student Affairs Planning, Assessment, Research and Retention each July. The reports are reviewed by the Director of that unit, who makes comments and suggestions on the reports and meets with each individual department to review and answer questions about the next cycle.

Example of Assessing Student Learning Outcomes: Leadership

The Division of Student Affairs, as well as a number of individual Student Affairs departments, such as University Housing and the Center for Student Leadership, Ethics and Public Service, articulate leadership as a student learning outcome. The outcome is often measured at the time of teaching through various program evaluation forms and other methods, but it is also measured every two years through the Multi-Institutional Study of Leadership (MSL).

According to the MSL 2009 School Report for NC State University, “The purpose of the Multi-Institutional Study of Leadership (MSL) is to examine influences of higher education on college student leadership development. The study also directs significant attention to the examination of college experiences and their influences on leadership-related outcomes (e.g., complex cognitive skills, social perspective-taking, leadership efficacy). The study design supports institutional efforts to engage in data-driven decision-making informed by empirical evidence regarding students’ experiences, needs, and educational outcomes. The goal of this research program is to advance institutional efforts as well as the broader knowledge-base regarding college student leadership.”

Sample Results

| Social Change Model Leadership Outcomes | | | | | | |
|---|-------------|-------------|----------------------------|-----------|------------|---------------|
| NC State University | | | MSL National Sample | | | |
| | M | SD | M | SD | Sig | Effect |
| <i>Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)</i> | | | | | | |
| Consciousness of Self | 3.97 | 0.89 | 3.98 | 0.85 | 3.97 | 0.85 |
| Congruence | 4.14 | 0.87 | 4.15 | 0.85 | 4.14 | 0.84 |
| Commitment | 4.28 | 0.82 | 4.30 | 0.80 | 4.28 | 0.79 |
| Collaboration | 4.02 | 0.80 | 4.04 | 0.78 | 4.03 | 0.78 |
| Common Purpose | 4.00 | 0.77 | 4.00 | 0.76 | 3.99 | 0.76 |
| Controversy with Civility | 3.79 | 0.71 | 3.81 | 0.71 | 3.81 | 0.71 |
| Citizenship | 3.80 | 1.00 | 3.82 | 0.97 | 3.78 | 0.98 |

| | | | | | | |
|---------------------------------|--|-------------|------|------|------|------|
| Change | 3.77 | 0.84 | 3.81 | 0.81 | 3.82 | 0.81 |
| Omnibus SRLS | 3.94 | 0.68 | 3.96 | 0.66 | 3.95 | 0.66 |
| Leadership Efficacy | <i>Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)</i> | | | | | |
| | 3.09 | 0.96 | 3.08 | 1.05 | | |
| Complex Cognitive Skills | <i>Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)</i> | | | | | |
| | 3.07 | 1.03 | 3.10 | 1.00 | | |

Source: Multi-Institutional Study of Leadership, School Report for NC State, 2009.

The data from the MSL have been used to make decisions at the department and Division level in order to enhance student learning. For example, departments have used the data to make decisions regarding future programming and curriculum for department level leadership development programs. At the Division level, the data were used to create a two part leadership development series for the faculty and staff in the Division that works directly with student leaders.

The Division of Student Affairs also uses the results of sophomore and graduating senior surveys conducted by University Planning and Analysis. These surveys include several measures of satisfaction with campus climate and student services. Results demonstrate that the student services and programs administered by NC State University are valued resources among students. Further, the individual offices and programs use the results of this work to identify areas for improvement and implement strategies to increase their effectiveness.

Enhancing Student Development

NC State University provides student support programs, services, and activities that enhance the development of our students by enhancing their quality of life, promoting their physical and mental wellness and development, and increasing their professional development opportunities.

A. Quality of Life

NC State University is committed to providing essential quality services to students such as:

1. Campus Police

The mission of the Campus Police Department is to assist students, faculty, and staff in maintaining a safe and secure environment in order to enhance the quality of life at North Carolina State University.

2. Dining

University Dining offers a variety of on-campus dining options including three all-you-can-eat dining halls, seven fast food eateries (Chick-Fil-A, two Lil' Dino's Subs, Paisano's Pizzeria, Toppers, Freshen's Smoothie Company, and Taco Bell), eight convenience stores, five coffeehouse cafés (Port City Java), a creamery and coffee shop in the Library, cafés at the Vet School and McKimmon Center, and a sports themed restaurant.

3. Disability Services

The mission of the Disability Services Office (DSO) is to support the ongoing development of an accessible university/workplace that embraces and celebrates diversity. DSO pursues this mission by facilitating effective reasonable accommodations for students, faculty, and staff; by educating the campus community; and by promoting equal access and opportunity. DSO also attempts to understand the issues of accessibility for all campus constituency groups, and where feasible, attempts to create a climate of cooperation. In the Fall of 2008, 584 students registered with the DSO and in the Spring of 2009, 613 registered with the office to receive services.

4. Housing

NC State housed almost 8,000 students in 20 residence halls and three apartment complexes in 2008-2009. The Residence Halls are air-conditioned, have high-speed Internet access, laundry rooms, and amenities such as computer labs, kitchens, and multi-purpose rooms. E.S. King Village provides family housing with special support for graduate and international students. In partnership with academic colleges, University Housing hosts the following eight living and learning villages:

The Alexander Global Village is a living and learning community catering to those interested in living and interacting with people from differing backgrounds, experiences, countries, and viewpoints.

The Arts Village unites students from various personal and academic backgrounds who have a passion for the arts and exposes them to theater, visual arts and crafts, music and dance.

First Year College was created for students entering the university who are knowingly undecided about a major. A year of guided inquiry and exploration coupled with one on one sessions with their academic adviser helps move students through the career planning and decision making process.

The Honors Village provides a unique living-learning environment for students in the University Honors Program (UHP) that will help participants apply class experiences. Academic engagement and research opportunities are core to the mission of the University Honors Program and student experience in the Honors Village assists students in completing UHP requirements.

The Impact Leadership Village was established by University Housing in fall 2009. The Leadership Village is an interdisciplinary leadership based living and learning community created for first and second year students and is located on the third and fourth floors of Bowen Residence Hall.

The SAY Village is a community for 1st-year students in any academic discipline who have a passion for working with youth. Students develop one-on-one mentoring relationships with local elementary school students and learn what it means to be a youth "advocate."

The Scholars Village, a collaborative effort between the University Scholars Program and University Housing, is one of the most important components of the University Scholars Program. Life in the Village centers around a wide range of social, cultural and educational activities, all designed to help University Scholars become informed citizens, ethical leaders and active contributors to our campus and community.

The WISE Village is a living and learning community created for freshmen and sophomore women engineers, mathematicians, statisticians and scientists.

5. Student Legal Services

University Student Legal Services (USLS) is a nonprofit corporation sponsored by the Student Government Association at NC State and is funded by student fees. The

purpose of the Service is to provide education, advice and limited representation. The Service is aimed at helping students resolve their legal problems with as little disruption as possible to their primary educational endeavors. The office focuses on preventative law, enabling the student to make educated choices. Student Legal Services had 1,554 cases in 2008-2009.

6. Transportation

The mission of Transportation is to improve the quality of life for the NC State University community by providing seamless and sustainable transportation systems with excellent customer service. The scope of operations includes:

- Management of a 19,000 parking space inventory
- Parking services
- Campus transit services
- Transportation alternatives
- Operation and maintenance of parking facilities for vehicles, motorcycles and bicycles
- Parking citation review and adjudication
- Coordination of campus event parking

B. Physical and Mental Wellness/Development Programs

NC State recognizes that the development of attitudes and skills for a healthy life is essential to a university student's education, and strives to ensure that students are physically and mentally healthy. In addition to developing and gaining an appreciation of health-related fitness and wellness concepts and fundamental motor skills, student participation in physical activities and sports significantly decreases major health risks, reduces stress from the pressures of academic life, and improves general social and mental well-being. Therefore, NC State provides facilities, services, and programs to support physical and mental wellness and development, including:

1. Athletics

The mission of the NC State University Athletics Department is to prepare student-athletes to compete at the highest level and to inspire them to be leaders now and for the future by providing the best environment to achieve their athletic, academic, and personal aspirations as well as providing support for the professional development of our coaches and staff, all within the role of the greater institutional relationship to the University. The NC State Athletics Department executes and delivers a quality experience to 600 student-athletes participating in 23 sports. In 2008-2009 NC State had 12 programs participate in postseason play including a bowl game and for only the second time in the school's history, NC State had three athletes win individual NCAA National Championships (diving, wrestling, and men's golf).

2. Campus Recreation

The Mission of Campus Recreation is to provide quality diverse programming, intentionally creating an environment that fosters leadership and social development, healthy active lifestyles and lifelong wellness for the NC State University community. Campus Recreation's commitment to student development and student empowerment is reflected through providing experiential learning opportunities and utilizing collaborative partnerships with academic programs, student organizations, and other university resources to complete the college experience. Program areas include Club Sports, Intramural Sports, Fitness, Outdoor Adventures, and Special Events. In 2008-2009, Campus Recreation had 12,051 unique participants, of which 10,873 were students, representing a 34% student involvement rate.

3. Carmichael Complex

Students, faculty and staff have a multitude of work-out and recreational options in Carmichael Complex. The facilities, which consist of approximately 455,000 square feet of indoor recreational space, include:

- Carmichael Gymnasium – Aerobics studios, 11 basketball courts, dance studio, fencing room, golf room, gymnastics area, 18 handball/racquet courts, indoor track, rock wall, steam and sauna rooms, 4 squash courts, 2 table tennis courts, and 4 weight rooms
- Carmichael Recreation Center – Outdoor Adventure Center, Group Fitness Program, 4 fitness and aerobic studios, 75 weight training exercise stations, and 60 pieces of cardio equipment such as treadmills, ellipticals, upright and recumbent bikes
- Willis R. Casey Aquatic Center – 25 yard pool, diving well, 50 meter pool, sun deck, and wet classroom

Outdoor amenities of Carmichael Complex include:

- 8 outdoor basketball courts
- 12 tennis courts
- 12 acres of lighted field space

Student fees, memberships for faculty/staff/affiliates, and revenue generated from external events support the operations of the Complex. In 2008-2009, over 21,000 unique individuals worked out in the Carmichael Complex for a total of 1,000,000 visits.

4. Counseling Center

The Counseling Center provides counseling for NC State students experiencing personal, academic or vocational problems. Psychological assessment and psychiatric consultation are also available. Services are primarily short-term in nature and referrals to outside professionals and community agencies are made as appropriate. Strict confidentiality is assured. Many services are free to currently enrolled students of NC State University. In 2008-2009, 5,842 students received individual counseling and there were 2,719 psychiatry visits.

5. Health Promotion

Health Promotion strives to assist students in the adoption of a healthy lifestyle by providing information, education, consultation and referral on a wide variety of health-related issues such as sexual health, fitness, violence prevention, smoking cessation, nutrition, alcohol and other drugs. In 2008-2009 Health Promotion had 21,355 student contacts, 1,089 office visits, 391 programs, and 4,887 students accessed the AcoholEdu Program.

6. HealthySTATE Task Force

HealthySTATE is a collaboration of volunteers representing 11 university departments (such as Health Promotion, Student Health, Dining, Campus Recreation) whose goal is to empower students to adopt and maintain healthier lifestyles through physical activity and healthy eating. The purpose of this Task Force is to focus attention and activities for students in two specific wellness areas to promote a healthy lifestyle: 1) eating healthy and 2) getting sufficient exercise to meet the recommended guidelines put forth by the American College of Sports Medicine. These two wellness efforts assist students in maintaining healthier lifestyles and preventing disease onset and/or progression. Initiatives include preventive health screenings, healthy lifestyle marketing campaigns, a walking program, and a “Wolf Approved” healthy food choice initiative. In 2008-2009, HealthySTATE had contact with 3,575 participants.

7. Physical Education

The mission of the Physical Education Department is to educate students regarding the benefits of living a healthy and physically active lifestyle; provide opportunities for sport, fitness, and leisure, professional preparation in the areas of coaching, fitness, health, and outdoor education; and to serve NC State students, the University, and the community. In 2008-2009, the PE Department offered over 685 classes, and taught over 15,000 students on campus plus an additional 600 students via distance education. Over 100 students participated in four PE Minors and 35 students completed requirements for their minor degree.

8. Student Health Services

Student Health Services provides convenient on-campus medical services to NC State University students. The diverse specialties of the medical staff (Family Practice, Emergency Medicine, Pediatrics, Sports Medicine, and Women's Health) allow comprehensive ambulatory care of a wide variety of illnesses, injuries, and preventative medicine services. Examples of services provided include:

- Medical examination and treatment of illnesses and injuries
- Monitoring and management for chronic health conditions such as diabetes, high blood pressure, and asthma
- Routine women's health care, including annual exams and contraceptive management
- Routine skin care including wart removal
- Allergy shots
- Flu shots
- Routine Immunizations
- Dental Savings Program
- Occupational Medicine and Medical Surveillance
- Information on health requirements and travel shots for international travel
- Most diagnostic laboratory and radiology services
- Physical therapy services including treatment from injuries resulting from daily, recreational and occupational activities

In 2008-2009 there were 48,000 patient visits to the Student Health Center, 41,000 lab tests, 56,000 prescriptions filled, 16,000 self-care items distributed, 2,210 flu shots, and 2,076 physical therapy patient visits.

C. Professional Development Opportunities

1. Alliances for Graduate Education and the Professoriate

NC State participates in the NSF-funded Opportunity through Education (OPT-ED) program, which seeks to increase in a meaningful way the number of students from underrepresented groups receiving doctoral degrees and entering the professoriate in STEM disciplines.

2. Cooperative Education Program

Cooperative Education at NC State is one of the largest co-op programs in the nation, with over 1,000 work rotations a year placed in a wide variety of fields with employers across America. The Cooperative Education Program allows students to work for up to one full year in a relevant occupation — learning firsthand what challenges professionals in their chosen field face and how their skills might best fit in. Not only do students get to evaluate whether a career is right for them, but this is also a great way for potential employers to get to know our students. The NC State University Cooperative Education Program is open to all full-time students meeting the following requirements:

- Completed a minimum of 30 credit hours (or one semester for transfer students)
- Admitted into a degree program prior to reporting for a Co-op job
- Earned a cumulative GPA of 2.50 (3.00 for graduate students) or the recommendation of a department head or an academic adviser

In the Fall of 2008, 169 students participated in the Cooperative Education Program and in Spring 2009, the number of students was 145.

3. Fellowship Advising Office

The Fellowship Advising Office (FAO) serves undergraduates, alum, and graduate students across the University. The FAO provides information on all national fellowships and other scholarship and grant opportunities to students campus wide, and then provides support services that tell students how to apply and how to stand out during the application process. The FAO helps students identify relevant opportunities, enhance their writing, speaking and interviewing skills then provides students with support throughout the competition process. In 2008-2009, the FAO served 1,126 individuals, held 235 hours of student meetings, and gave 47 presentations and outreach events. In 2008-2009, NC State undergraduates and alum won more NSF Graduate Research Fellowships than those from the rest of the UNC system schools combined. NC state students secured awards valued at more than \$3.2M and 55 recognitions or awards offered to NC State students. NC State ranks third among our peer schools when comparing results in selected fellowship and scholarship competitions.

4. Graduate Student Ladder Programs

The Graduate School provides recently graduated college seniors, master's students, and incoming doctoral students with master's degrees opportunities for mentored research experiences during the summer.

5. Preparing Future Leaders (PFL) is the Graduate School's premier professional development initiative. PFL provides transferable skills across three crucial themes of professional development: career skills, responsible conduct of research, and teaching programs through workshops and seminars. PFL's goal is to prepare graduate students and postdocs to compete in the global market.

6. Preparing the Professoriate

Preparing the Professoriate (PTP) gives doctoral students and faculty the opportunity to develop a mentoring relationship centered on teaching over the course of an academic year. PTP provides students with a hands-on teaching opportunity under a distinguished faculty mentor who is recognized for his or her teaching skills. The program is open to doctoral students who plan careers as faculty members at colleges and universities. PTP runs throughout an academic year and consists of two major components: ten workshops for participants and their mentors and the mentoring relationship with a faculty member. At the conclusion of the program, each participant completes a Teaching Portfolio detailing his or her work and reflections from the PTP year. In order to participate in the program, students must be enrolled as doctoral candidates, have completed 18 graduate credit hours in their major prior to the teaching semester, be in good academic standing in their department, and be at a point in their doctoral program when they have sufficient time to work with a Faculty Teaching Mentor. PTP served 23 students in 2008-09.

7. Undergraduate Research Symposium

The Office of Undergraduate Research (OUR) contributes to undergraduate success by providing research experiences (discovery-, inquiry-, and creativity-based learning) gained from hands-on mentorship with nationally and internationally recognized NC State faculty and with local and distant scholars. Undergraduates

have opportunities to conduct mentored independent or group research on or off campus; it may occur for credit (as in Honors or 400-level special topics/independent study/senior project courses, etc.) or for pure hands-on experience. Opportunities include publishing in the Undergraduate Research Journal, presenting findings at the Undergraduate Research Symposia, participating in the NC State Summer Research Programs, and applying for undergraduate research grants.

8. University Career Center

The University Career Center provides career related services and resources to undergraduates and graduate students across the University. In addition to providing career planning, career development, and job search assistance for students of the university seeking career opportunities, career counselors present information on a variety of career related subjects to classes, student professional associations and honor societies. The Career Center organizes several campus career fairs as well as an extensive program of on-campus interviewing for internships and post graduation jobs by over 350 employers per year. Alumni services are available to students six months after completing their degrees. In 2008-2009, career counselors had 1,891 individual appointments with students and presented to 2,134 students in over 90 workshops. Career fairs were attended by over 12,000 students and a total of 234 employers conducted on-campus interviews. A total of 13,864 students were registered in ePack, NC State's internship and job system.

9. University Pre-Law Services

- Pre-Law Services at NC State offers, guidance, information, and support to those seeking information regarding law school and the process of applying to law school. The adviser works directly with current students and alumni as they research this field of study; make decisions regarding LSAT preparation, develop their interests regarding law school; engage in decision making about schools to consider; and coordinate and manage the application process. The coordinator advises the Pre-Law Students Association and supports this group to develop specific pre-law programming. All workshops are designed for interested students as a place to research their interests and decide if law school is the right direction for them to take. The University Pre-Law Services office and the Pre-Law Students Association co-sponsor the annual Inter-Institutional Law School Fair each fall, welcoming over 80 representatives from law schools across the country, and featuring panel discussions and workshops on pertinent topics. In 2008-2009, Pre-Law Services served 1,300 students.

Additional Information

The following Web sites will provide additional information about student support services if desired; they are not considered essential to demonstrating compliance with this standard.

1. All students: <http://www.ncsu.edu/current-students/index.php>
2. Student Affairs (largely undergraduates): http://www.ncsu.edu/student_affairs/
3. Graduate students: <http://www.ncsu.edu/grad/current-students/index.php>
4. Distance education students: <http://distance.ncsu.edu/student-services/index.php>

CS 3.2.8: Qualified Officials

The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.

Compliance

North Carolina State University is in compliance with this standard.

All of NC State's senior administrative and academic officers and staff present traditional credentials and their performance is reviewed regularly.

Narrative

NC State's [organizational chart](#) depicts a vibrant and complex institution that is led by a well qualified leadership team of executive officers and college deans, and supported by well qualified academic department heads, vice provosts, and assistant/associate vice chancellors. All of these individuals are Exempt from the State Personnel Act (EPA) and most are considered by the UNC-General Administration as Senior Academic and Administrative Officers (SAAOs).

For purposes of this report, their credentials were reviewed to establish their qualifications and experience. To establish competence and capacity to lead the university, policies and procedures for performance review were reviewed.

Qualifications and Experience

A review of the qualifications and experience of the senior academic and administrative officers (chancellor, provost, vice chancellors, and college deans) was conducted and a [short summary](#) (CV information) of each was compiled to demonstrate the breadth and depth of background of NC State University's leadership.

In addition, [current employment information and educational background](#) for department heads, vice provosts, and assistant/associate vice chancellors—as well as executive officers and deans—was assembled.

University policies and regulations that govern the recruitment and hiring standards for these positions include the following.

- **Search and Selection Procedures for Senior Academic and Administrative Officers (Tier I).** This policy provides guidelines for how the university recruits senior academic and administrative officers (SAAO); two important points are that the search is conducted thoroughly and that it follows affirmative action guidelines. [Policy 05.55.1](#)
- **Employees Exempt from the State Personnel Act (EPA) Policy.** This policy indicates conditions under which candidates are appointed to Exempt positions, under which they can be separated from employment, and ancillary issues. [Policy 05.15.1](#)
- **Background Checks for Employees.** The University has a robust background check program. Background checks are conducted on all persons hired for initial employment at the University and current employees who change jobs, as well as certain volunteers. [Regulation 05.55.8](#)

Competence and Capacity to Lead

The performance of university leaders is evaluated annually by their supervisors. In addition, each receives a comprehensive evaluation every five years. This review involves input from faculty and staff including individuals from all levels, including direct reports and peers. Appointments are not renewed if an evaluation is not satisfactory. Attached are the review schedules for the [deans](#) and [vice chancellors](#). The following regulations govern these performance reviews.

- **Comprehensive Performance Review of the Chancellor.** Appointed by the UNC system Board of Governors, the chancellor is reviewed every four years. The campus Board of Trustees organizes the review, which includes a survey and interviews with the trustees, faculty, staff, community/alumni representatives, and students. [UNC Code, Section 200.4](#)
- **Review of the Provost and Executive Vice Chancellor and the Programs and Leadership of the Office of the Provost.** This regulation requires that the Chancellor will provide an annual review and a comprehensive five (5) year review of the Provost & Executive Vice Chancellor. A key feature of these reviews is the solicitation of concerns and report back of findings to the Executive Committee of the Faculty Senate. [Regulation 05.50.1](#)
- **Review of College Deans: Periodic Review and Evaluation of College Leadership and Programs.** This regulation indicates how the Provost conducts five (5) year reviews of the college deans. College faculty and staff participate in the evaluation process. The Provost subsequently reports the evaluation results at a meeting of the college faculty and staff. [Regulation 05.50.2](#)
- **Review of Vice Chancellors:** As with the reviews of the provost and deans, this regulation calls for a survey of trustees, deans, peers, direct reports, and clientele groups to advise the chancellor about the vice chancellor's performance. Results are shared with the vice chancellor during the annual review. [Regulation 05.50.6](#)
- **Review of Academic Department Heads/Chairs:** An ad hoc department head review committee, comprised of faculty with permanent tenure, organizes this review. [Regulation 05.50.3](#)
- **Review of Vice Provosts:** The administrator presents an overview of unit accomplishments to an open campus meeting, and the Provost meets with faculty and staff to hear their comments. [Regulation 05.50.5](#)

References

1. [NC State organizational chart \[3.2.8-1\]](#)
2. [Short summary of CVs for senior academic and administrative officers \(chancellor, provost, vice chancellors, and college deans\) \[3.2.8-2\]](#) Not available
3. [Educational backgrounds for department heads, vice provosts, and assistant/associate vice chancellors \[3.2.8-3\]](#) Not available

4. [University policy governing search and selection procedures for senior academic and administrative officers \[3.2.8-4\]](#)
5. [University policy governing employees exempt from the state personnel act \(EPA\) \[3.2.8-5\]](#)
6. [University regulations governing background checks for employees \[3.2.8-6\]](#)
7. [Five-year review schedule for deans \[3.2.8.7\]](#) Not available
8. [Five-year review schedule for vice chancellors \[3.2.8.8\]](#) Not available
9. [University policy governing the review of the chancellor \[3.2.8-9\]](#)
10. [University regulations governing the review of the provost \[3.2.8-10\]](#)
11. [University regulations governing the review of college deans \[3.2.8-11\]](#)
12. [University regulations governing the review of vice chancellors \[3.2.8-12\]](#)
13. [University regulations governing review of academic department heads \[3.2.8-13\]](#)
14. [University regulations governing the review of vice provosts \[3.2.8-14\]](#)

CS 3.3.1.1: Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves those outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes.

Compliance

NC State University is in compliance with this standard.

Assessment of student learning has been institutionalized as part of NC State's policies and procedures for undergraduate and graduate academic program review. All programs, including those offered off-site and through distance learning, are regularly assessed by the faculty. A review of recent assessment plans and reports indicates that assessment plans generally include acceptable student learning outcomes, use appropriate methods and measures, and document their use of results. While a few programs still confuse outcomes with inputs or rely too heavily on indirect measures of learning, most have developed assessment strategies that provide useful information for program improvement.

Narrative

Assessment at NC State evolved separately at the undergraduate and graduate levels after a shared beginning. In the early 1990s, the University established a single set of policies requiring assessment plans for each academic program. These policies were developed with guidance and support from the Office of University Planning and Analysis. By the late 1990s, however, it had become clear that a top-down mandate managed centrally by the institutional research office would not lead to sustainable, faculty-owned assessment at the program level. A better strategy would be to incorporate assessment into existing program review processes whose results were used by faculty and academic administrators to improve programs. As a result, the Division of Undergraduate Academic Programs (DUAP), along with the nine undergraduate colleges, and the Graduate School accepted responsibility for outcomes assessment and incorporated it into regular program review processes, encouraging each program to tailor its assessment processes to best meet its needs.

Both undergraduate and graduate processes have continued to develop and change over the last decade. Both involve a combination of *ongoing outcomes assessment* and *periodic program review*. The latter may also include goals and measures of inputs and processes, involve a review of research programs and extension and engagement programs, and/or involve an external or professional accreditation review. Today there remains a wide range of assessment sophistication across the university, with many faculty members demonstrating a high level of understanding and commitment, a few showing signs that they do not embrace the university's expectations for student learning outcomes assessment, and the majority somewhere in between. However, it is clear that the overall level of sophistication is increasing every year with more attention paid to direct and authentic assessment methods, aimed at important student learning outcomes and providing actionable information to the faculty.

To encourage faculty investment in the assessment process as valuable for their programs, the University has been guided by the principle that faculty own the process: determining their own

program outcomes; identifying evidence for assessing the outcomes; collecting, analyzing, and evaluating the evidence; and making evidence-based decisions for improving their programs. Following that principle, the University established assessment procedures and provides extensive collective and individual assistance to programs so that assessment of each program may mature with each cycle:

- The provost and deans consider assessment findings during each planning and budgeting cycle.
- In 2006, assessment directors across the University developed a statement of [Guiding Principles for Assessment at NC State University](#), which was adopted by the associate deans for academic affairs.
- University Planning and Analysis continues to support assessment by administering a [program of freshman, sophomore, graduating senior, and alumni surveys](#); departments are encouraged to include their own assessment-related questions in these surveys to supplement their own assessment activities.

Because NC State encourages faculty to implement assessment plans designed specifically for each program, there are few measures that can be summarized to provide a view of university effectiveness. Nonetheless, excerpts from a [2008 overview of assessment findings](#) show a recent effort to harvest the results for an institutional perspective on the undergraduate experience at NC State.

Undergraduate Programs

At the time of the last Reaffirmation of Accreditation (2004), NC State's undergraduate academic assessment process was governed by the Committee on Undergraduate Program Review (CUPR). CUPR was a faculty committee that reported to the Vice Provost for Undergraduate Affairs and worked closely with the Office of Assessment in the Division of Undergraduate Affairs. In May 2005, undergraduate assessment was decentralized further with a subtle but significant shift in responsibility from CUPR (which was disbanded) to the associate dean for academic affairs in each college. In return for ensuring that appropriate assessment of student learning outcomes (including use of results) is carried out by each program in their respective colleges, the associate deans are given wide latitude to structure the assessment processes, procedures and report formats in their colleges. In addition, the requirement that each undergraduate program undergo a periodic program review at least every eight years was retained.

Ongoing Assessment Process

Each associate dean requests from each program faculty an assessment report summarizing their assessment activities for the previous year, the major findings about student learning, and any actions planned as a result of those findings. These reports are due in May and June. The associate dean then prepares a college overview of the assessment activities that took place; this report also provides an opportunity to comment on best practices and any college or university-level concerns arising from the departmental reports. These reports are then forwarded to the Office of Assessment in DUAP.

The Associate Deans Council reserves at least one meeting each year, typically in August, for a discussion of assessment processes and findings. At this meeting, each associate dean gives a short presentation on program and college assessment activities. Any university-level issues identified are discussed at the meeting. DUAP's assessment director coordinates the discussion of issues and best practices at this meeting and throughout the year, particularly assisting in the identification of cross-college and university-level concerns and opportunities.

DUAP's Office of Assessment staff also reviews every report (college, department, and/or program) and provides written feedback to each program and college aimed at improving their assessment processes. The associate deans are given the opportunity to review and discuss the feedback before it is passed to the department faculty. If a program is identified as needing more intensive or targeted assistance with assessment, the associate dean and DUAP's assessment director work together to provide that assistance to the program. The Director of Assessment reports to the Provost each year on the status of undergraduate academic assessment, particularly noting strengths and weaknesses, identifying trends, and noting any university-level concerns and opportunities.

(Link not available)

Both [department and college assessment reports](#) are available for review. Out of 92 undergraduate degree programs, DUAP has on file 77 assessment reports prepared in 2008-09. Of the remaining 15 programs, 10 are in transition (too new to assess, being phased out, or converting to assessment from professional certification) and 5 have submitted reports in the past but delayed reporting for various reasons.

Periodic Program Review Process

Each undergraduate program is required to undergo a comprehensive review at least every eight years. As in the case of the annual assessment process, the university requirements are flexible enough that each college and program can tailor the process to meet their needs with the proviso that they at least cover the minimum university requirements, which include program objectives and outcomes, assessment results, enrollment trends, retention and graduation rates, and improvements planned as a result of the review. While the specifics differ and the reviews cover many issues not directly related to undergraduate student learning, the department under review must summarize the assessment reports and use of results since the last comprehensive review. This gives the department faculty an opportunity to review trends in assessment results and consider student learning in the context of other department activities.

For programs with professional accreditation, the disciplinary accreditation review typically serves as the university mandated comprehensive review. For example, all departments in the College of Engineering and three engineering departments in other colleges are accredited by ABET on a five-year cycle. All departments in the College of Education and four departments in other colleges that offer degree programs leading to teacher licensure are reviewed by the National Council on the Accreditation of Teacher Education (NCATE) on a seven-year cycle. For programs without disciplinary accreditation, the process differs by college. The College of Agriculture and Life Sciences has a long tradition of bringing external reviewers to campus, at least one of whom is asked to specifically review the undergraduate program. The College of Physical and Mathematical Sciences uses a very similar procedure.

As at most large, complex, research-extensive institutions, NC State is the stage setting for a constant interplay between centripetal and centrifugal forces. To a large extent, the 2005 changes are an attempt to find the optimum balance between centralized and decentralized processes. Although a centralized process can exploit economies of scale and maintain consistency across scores of departments and more than 100 degree programs, in the past it also led to a compliance mentality in which faculty members saw assessment as merely another report to be filled out that was fundamentally unconnected to their work. A decentralized process can appear to be unorganized or "messy" to the casual observer, but it allows faculty members the autonomy to design and implement assessment systems that work for their discipline and curriculum, and which they will support with their time and efforts.

Graduate Programs

The Graduate School has a long history of working with colleges and departments in the evaluation and improvement of graduate programs, including periodic external reviews, exit surveys of graduating students, and extensive statistical information provided to directors of graduate programs (DGPs).

Ongoing Assessment Process

In 2005, the Graduate School expanded its assessment procedures to strengthen the focus on program outcomes. It began this expansion with informational meetings with DGPs and other stakeholders outlining the new procedure. Pilot programs were selected to generate outcomes, new assessment plans, and assessment reports, and then that material was used as a foundation for a series of training workshops for DGPs in spring and fall 2006. On the basis of these workshops, faculty in graduate programs produced new assessment plans and implemented those plans, including the submission of biennial assessment reports. To manage the reporting process, graduate programs were divided into four cohorts, each submitting its reports over a four-semester period, beginning fall 2007 to allow time for gathering data. The last cohort of the first round submitted reports under the new guidelines in spring 2009; the second round began with reports of the first cohort in fall 2009.

The biennial reports address 5 questions, generally what outcomes were assessed, what data were gathered and findings made, what the program faculty learned from the assessment in terms of strengths and areas for improvement, how the areas for improvement were addressed, and what outcomes are to be assessed for the next biennial reporting period. An additional question is related to the implementation of the recommendations from external program reviews. The Graduate School created online tools that DGPs use to post their assessment plans and submit biennial reports. These [postings](#) are archived so that university and college administrators as well as new DGPs have access to them. (Link not available for "postings")

Out of 86 programs (which does not count 4 new ones), 79 (92%) have submitted biennial reports, indicating the completion of at least one assessment cycle under the new procedures. Of the remaining 7 programs, 3 chose instead to revise insufficient assessment plans or create an initial plan, with the expectation that a report would be submitted at the end of the next biennial reporting period. The other 4 have not submitted a report, though each has posted an assessment plan.

Periodic Program Review Process

In addition to, and complementary with, outcomes assessment, improving the quality of graduate programs is accomplished through periodic external reviews. The present policy stipulates reviews at least every 8 years. For the review, program faculty write a comprehensive self-study addressing faculty, students, curriculum, research, extension, accreditation, and strengths and opportunities for improvement. The self-study also includes a section on outcomes assessment, providing a list of program outcomes and a summary of biennial assessment reports. Review teams consist of at least one member from outside the university, an internal reviewer, and a representative of the Graduate School. After the review, the reviewers produce a report that focuses mainly on opportunities for improvement and recommendations for improving the program. Program faculty then respond to each recommendation with, where appropriate, a proposed action for implementation and, where recommendations require funding, the amount and proposed source for the funding. Program administrators meet with college deans to discuss the review in general and a prioritized list of funding needs in particular. The result of this negotiation is included in a preliminary action plan. The process concludes with a meeting of college and program administrators with the

provost, vice chancellor for research and graduate studies, and the dean of the graduate school to consider the results of the review and funding for priorities. The DGP is asked to report on progress toward implementing the recommendations and any obstacles to implementation in the biennial report.

Distance Education Programs

Almost all distance education (DE) programs at NC State are online or off-site versions of an existing, on-campus program delivered face to face. Each of these programs is viewed as a component of a single, integrated program that is delivered in multiple modes.

Online programs have emerged as increasing numbers of on-campus lectures were converted to electronic formats, and as hybrid courses and programs evolved to serve students' needs better. Indeed, more online credit hours are generated by on-campus students than by students who are truly separated geographically from campus.

Accordingly, the assessment of distance education programs is integrated into the review of the whole program using the same assessment and program evaluation procedures described above. However, two online programs—the B.A. in Leadership in the Public Sector (implemented in 2007) and the Master of Engineering (implemented in 1978)—do not have on-campus components. Each has its own assessment plan, separate from any on-campus program.

Improving Assessment

Since 1990, NC State has designed and redesigned its assessment and program review processes three times. In the spirit of continuous improvement, the University will keep looking for ways to make these processes meaningful, useful, and efficient. Although similar, the undergraduate and graduate processes have somewhat different strengths and each can benefit from the other's best practices. The University will consider the following changes this year as a result of this compliance review.

Undergraduate Programs

- Implement a 2005 recommendation to create a Undergraduate Program Review Steering Committee to evaluate the effectiveness of the new procedures implemented in 2006.
- Emulate the Graduate School's approach to using results for undergraduate programs by formalizing action plans at the end of each program review.

Graduate Programs

- Consider changes in the Graduate School's guidelines for assessment to strengthen further the importance of outcomes, rather than inputs.
- Encourage the Graduate School to help departments find more valuable and efficient assessment strategies by providing feedback on assessment reports.
- Ensure that faculty responsible for programs delivered via DE separate and compare assessment results by mode of delivery.

References

1. [Guiding Principles for Assessment at NC State University \[3.3.1.1-3\]](#)
2. [Program of freshman, sophomore, graduating senior, and alumni surveys \[3.3.1.1-4\]](#)

3. [Excerpts from a 2008 overview of undergraduate assessment findings at NC State \[3.3.1.1-5\]](#)
4. [Undergraduate college and department assessment reports \[3.3.1.1-6\]](#) - Link not available
5. [Graduate program assessment reports \[3.3.1.1-7\]](#) - Link not available

CS 3.4.3: Admissions Policies

The institution publishes admissions policies consistent with its mission.

Compliance

North Carolina State University is in compliance with this standard.

Both Undergraduate Admissions and the Graduate School have established admissions policies that are consistent with NC State's land-grant and research university mission, and that conform to widely accepted standards in higher education. These policies are published in hard-copy catalogs and/or online.

Narrative

Three offices handle admissions to NC State: Undergraduate Admissions, the Graduate School, and the College of Veterinary Medicine.

Undergraduate Admissions

The university admits only students with the potential to achieve academic success at NC State University. All undergraduate admissions decisions are holistic in nature. The university is committed to making admissions decisions based on the merits of each individual applicant, to assembling classes that are diverse in perspectives and talents, and to fit the capacity of each college.

Applicants for admissions must submit a complete application and arrange for a transcript to be delivered directly from high school and for SAT or ACT Plus Writing scores to be delivered directly from the College Board. Personal statements are recommended, and teacher or counselor recommendations or any other material are optional. In addition, the College of Design requires a portfolio for admissions to its studio-based programs, and the Professional Golf Management program requires a letter of recommendation and verification of a golf handicap of 12 or less.

Minimum high school course requirements have been established by the UNC Board of Governors (UNC-BOG) for both freshmen and transfers. They include: 4 units of English, 4 units of mathematics, 3 units of science including a lab course, 2 units of a single language, and 2 units of social studies including US history. The UNC-BOG has also established minimum admissions standards for all sixteen UNC institutions: a 2.0 high school GPA and an SAT score (on mathematics and critical reading) of 700 or a composite ACT of 15.

Prospective freshmen may apply either to a particular college within NC State University or to the First Year College. Selectivity varies across colleges. While there are no minimum standards defined by high school GPA or exam score over and above those established by UNC-BOG, successful candidates are typically in the top 25-30% of their high school class, have taken demanding college prep courses, earned a B+ GPA, and have competitive standardized test scores.

The Office of Undergraduate Admissions' [web pages](#) advise students of the factors considered in admissions decisions, including a clear indication of the degree of competition among our varied academic programs, as follows.

New freshmen: The high school academic record is the most important factor. The Admissions Office considers level and difficulty of classes taken, overall GPA, class rank, SAT or ACT Plus Writing scores, and extracurricular activities including leadership and public service.

Transfers: Applicants must demonstrate their capability for college-level work. Competitive applicants will have a strong college GPA, a minimum of 30 semester hours of transferable credits of "C" or better college-level work, and be eligible to return to each institution attended. They must have taken a college English composition course and a college mathematics course applicable to the requested degree program.

International students: Applicants whose native language is other than English must present a score of 79 or better on the Test of English as a Foreign Language (TOEFL). Other English assessment scores may be submitted in lieu of TOEFL. International students accepted to NC State must also demonstrate financial solvency and present an appropriate visa before enrolling.

Special monitoring students: The university has determined that some admitted students are subject to special monitoring after their enrollment. [University policy](#) establishes two categories of students subject to special monitoring:

- those who meet minimum admissions requirements, were judged capable of success at NC State, but who are in the bottom half of their high school graduating class, have a high school GPA less than 2.5, have an SAT total score less than 900, and/or who have an SAT verbal or math score less than 420.
- those who have not met the minimum course requirements.

The director of undergraduate admission consults with appropriate faculty and staff in making admission decisions on students requiring special monitoring. These students' academic progress is closely monitored.

Unclassified students: Students seeking to take courses while not enrolled in a degree program must receive the recommendation of the dean of the college of interest and must meet the same entrance requirements as new freshmen or transfers.

Distance education students: Admissions requirements for distance education programs are the same as for on-campus programs.

In keeping with current cultural trends, NC State University also provides advice on non-public and home school requirements. Information for both traditional and nontraditional students is posted on the [freshman admissions page](#).

Admissions requirements, procedures, and standards are published on Undergraduate Admissions' web site and by the registrar in the [undergraduate catalog \(page 19\)](#).

[Admissions policies](#), which include cover credit by exam, special consideration, readmissions, and transfer credits, are posted on the web.

Besides advice on coursework, NC State University also provides advice on admissions factors related to the university's mission, emphasizing intellectual rigor, strong problem-solving skills, curiosity, leadership, and personal responsibility. For instance, the freshman admissions page advises interested applicants that admissions decisions consider leadership and community service.

Admissions criteria are reviewed yearly by the director of Undergraduate Admissions with the dean of each college. The director reports annually on admissions policies and decisions to the Admissions Committee, which oversees the undergraduate admissions process. Specifically, this committee – comprised of faculty, staff, and student representatives – advises the director of Undergraduate Admissions on undergraduate admissions policy and reviews applications for readmission and continuation by students on or subject to suspension. [Admissions criteria](#), provided in the university Handbook for Advising and Teaching, informs the campus community of the factors and process involved in admissions decisions.

Graduate Admissions

The NC State Graduate School oversees the admissions process for all graduate programs at NC State. Typically, each academic department accepting graduate students forms an admissions committee to review all requests and forwards its recommendations to the Graduate School for final approval and processing. Completed applications include: an application, official transcript, three recommendations from people who know the prospective student's academic record and potential for graduate study, a North Carolina residency form, a list of courses in process, and GRE, TOEFL, and/or other test scores as appropriate. Though the criteria used in making admissions decisions vary according to discipline, all decisions include an evaluation of the applicant's potential for graduate work and the ability of a program to accommodate additional students.

The minimum requirements for admission to the Graduate School are: a baccalaureate degree from an accredited college or university, as determined by a regional or general accrediting agency, and at least a "B" average in the undergraduate major or in the last graduate degree program. The Graduate School may grant exceptions to these standards or offer provisional admission if an acceptable statement of justification (addressing factors such as motivation and perseverance) is provided by the department.

Admissions requirements are published in the [Graduate Catalog \(page 4\)](#) and the [Graduate Handbook \(page 27\)](#).

Individual graduate programs may have more restrictive or additional requirements. The additional requirements are published separately by the individual programs and can be found in the NC State University Graduate Catalog and on the Web.

Doctor of Veterinary Medicine (DVM) Admissions

Admission to NC State's single professional program, the DVM, is the responsibility of the dean of the College of Veterinary Medicine. [Information about admission](#) to the DVM program, including requirements and a description of the process, is posted on the college Web site.

Admission requires successful completion of specific prerequisite undergraduate courses. North Carolina residents must have earned a 3.0 cumulative GPA and a 3.3 GPA in the required prerequisite courses and in the last 45 college-level courses. Non-residents must have a 3.4

cumulative GPA, a 3.4 for the required courses, and a 3.4 for the last 45 hours taken. Both must take the Graduate Record Examination.

Applicants who do not meet these GPA standards may be considered for admission based on alternative evidence of academic qualifications as determined by the Faculty Committee on Admissions. Consideration under “alternative eligibility” helps identify applicants who have had some impediment (such as a medical issue) to meeting minimum academic standards. All standards other than the GPA standards must be met.

Applications are processed by the [Veterinary Medical College Application Service](#) (VMCAS). Applicants must submit a completed VMCAS application, an NC State supplemental application, official transcripts of all college-level work, test scores, and three recommendations.

References

1. [How to apply for admission to NC State, Undergraduate Admissions \[3.4.3-1\]](#)
2. [Factors considered in the admission of new freshmen \[3.4.3-2\]](#)
3. [Factors considered in the admission of undergraduate transfers \[3.4.3-3\]](#)
4. [Factors considered in the admission of international students to undergraduate programs \[3.4.3-4\]](#)
5. [University policy related to special monitoring of some students \(REG02.10.4\) \[3.4.3-5\]](#)
6. [Undergraduate Admissions’ posted advice for non-public and home school applicants \[3.4.3-6\]](#)
7. [Undergraduate catalog copy related to admissions requirements, procedures, and standards \(page 19\)](#)
8. [University policies related to undergraduate admissions \[3.4.3-8\]](#)
9. [Undergraduate admissions criteria provided to faculty in Handbook for Advising and Teaching \[3.4.3-9\]](#)
10. [Graduate School application and admissions information, as published in the Graduate Catalog \(page 4\)](#)
11. [Graduate School application requirements, process, criteria, and guidelines including admissions exceptions or provisional admissions, as published in the Graduate Handbook \(page 27\)](#)
12. [College of Veterinary Medicine admissions information, as published on the college Web site \[3.4.3-12\]](#)
13. [Veterinary Medical College Application Services \(VMCAS\) \[3.4.3-13\]](#)

CS 3.4.11: Academic Program Coordination

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.

Compliance

NC State University is in compliance with this standard.

An academically qualified program coordinator has been appointed for each program.

Narrative

Undergraduate Program Coordination

For each undergraduate program, the college or department has assigned the responsibility for ensuring its effective functioning to a qualified faculty member. A review of undergraduate program coordinator's qualifications indicates that all but six have terminal degrees, and all six have received teaching or other professional awards.

There is some variability in who assumes the program coordination role. For most departments, it is a faculty member whose primary responsibility is teaching. For some colleges, a faculty member with other administrative responsibilities fulfills this role. For example, in the College of Humanities and Social Sciences, the associate head of each department serves as program coordinator for the degree programs in that department. For the College of Management the associate dean of the college fulfills these functions for all undergraduate programs in the college; the college has centralized program coordination to ensure compliance with accreditation requirements from the Association for the Advancement of Colleges and Schools of Business.

The responsibilities of an undergraduate program coordinator also vary slightly from college to college. In general, undergraduate program coordinators at NC State fulfill the following responsibilities.

- Oversee assessment, review and development of undergraduate curricula
- Oversee assessment and development of undergraduate courses
- Work with the departmental scheduling officer to schedule undergraduate courses
- Coordinate and oversee advising of undergraduate majors
- Adjudicate undergraduate grade reviews and student complaints
- Serve on and/or chair departmental curriculum/assessment committees
- Serve on committees that evaluate non-tenure-track faculty teaching in that program
- Serve on college-level curriculum committees
- Coordinate undergraduate student recruitment efforts
- Coordinate commencement activities
- Other duties assigned by the Department Head

Graduate Program Coordination

As described in the [Graduate Handbook](#) “Each department offering graduate study is required to appoint a Director of Graduate Programs (DGP) from among its Graduate Faculty. The Department Head, or Dean in the case of interdisciplinary programs, submits this designation in writing to the Office of the Graduate Dean.” Though there are no explicitly stated minimum qualifications for DGP, the [credentials of current DGPs](#) supply a profile. They tend to be full professors in their departments and full members of the Graduate Faculty, indicating that they have gained the respect of their colleagues for teaching, research, and service. The typical DGP has a doctoral degree in the field, is an active researcher with a long history of productive research, and has extensive experience directing the research of graduate students.

As the summary of credentials shows, there are four notable exceptions to this profile: three DGPs who are Teaching Assistants or Associate Professors and one who is an Adjunct Assistant Professor. All have doctoral degrees and have other qualifications for their positions. The DGP for the non-research Master of Arts in Teaching (the adjunct) has both administrative and teaching experience in a variety of venues. The DGP of Integrated Manufacturing Systems Engineering has extensive industry experience, appropriate for a program that depends heavily on placing its students in internships. The DGP of Statistics has won both teaching and service awards and acts as co-director of the program with a full professor in the department; she is also Assistant Department Head. The DGP for Economics served for eight years as Assistant Director of the graduate program with a full professor as Director; her experience and proven capabilities earned her the position of Director in 2008.

With the exception of two of the DGPs mentioned in the preceding paragraph (Economics and Statistics), all of the DGPs who have Associate Graduate Faculty status lead programs in which the highest degree offered is a master's. Because faculty with associate status may chair master's advisory committees, these DGPs are able to participate fully in their programs. There is no reason they would need full status.

The responsibilities of all Directors of Graduate Program (DGPs) include the following.

- Handles all correspondence between Graduate School and the graduate program
- Initiates program-related proposals to the Administrative Board, either informally through contact with Graduate Deans or formally through written proposals to be considered at Administrative Board meetings; seeks approval of College Graduate Studies Committee and College Associate Dean for Academic Affairs prior to submitting to ABGS
- Manages recruitment of students
- Conducts orientation of new graduate students
- Advises students requesting admission to graduate program
- Recommends admission or denial of graduate applicants
- Conducts the daily administration of departmental graduate programs
- Serves as temporary advisor to new graduate students, providing them information and advice, including but not limited to course selection and scheduling, faculty interests, procedural matters, and University resources
- Appoints graduate students to assistantships and fellowships
- Approves students' plans of work after approval by Graduate Committee; submit plan to Graduate School
- Submits requests for scheduling preliminary and final oral examinations and graduation checkouts
- Transmits information from Graduate School to student
- Monitors graduate students' progress and graduation credits

- Advises students
- Assists new students in selecting major advisor
- Nominates eligible students for individual fellowships and transmits their applications to Graduate School
- Assists Graduate School in conducting the 10-year review of the graduate program by initiating process of self-study upon notification by Graduate Dean
- Assists Graduate School in developing fellowship proposals, including recruitment of Graduate Faculty to draft proposals and participate in proposed fellowship project
- Assists Graduate School in managing fellowship awards to the program's graduate students

References

1. [Undergraduate program coordinators, list and credentials \(3.4.11-1\)](#) Not available
2. [Regulation related to appointment and responsibilities of Directors of Graduate Programs, as published in the Graduate Handbook \[3.4.11-2\]](#)
3. [Directors of Graduate Programs, list and credentials \(3.4.11-3\)](#) Not available

CS 3.10.3: Financial Aid Audit

The institution audits financial aid programs as required by federal and state regulations.

Compliance

NC State University is in compliance with this standard.

The university's financial aid audit is part of the State of North Carolina's OMB A-133 single audit, which meets federal and state expectations. There have been no findings related to the university's financial aid programs.

Narrative

By state law, the State Auditor of North Carolina is responsible for the oversight over and audit of NC State University's financial statements, including internal controls over financial reporting and compliance with state and federal laws and regulations. The State Auditor is also responsible for the OMB A-133 Single Audit of the State of North Carolina. NC State University has a history of no findings in both the Financial Statement Audit and the State's Single Audit.

The [2009 Financial Statement Audit Report](#) by the State Auditor presented a clean opinion with no audit findings.

The Single Audit for fiscal year 2009 is still in progress, but all work related to NC State has been completed. There are no audit findings associated with NC State's expenditures. The actual report for fiscal year 2009 will not be available until shortly after the submission of this compliance report.

The most current, [2008 State of North Carolina Single Audit](#) is available. In this audit, the inclusion of NC State is evidenced by the listing of its programs and expenditures on the Schedule of Expenditures of Federal Awards beginning on page 309 through page 324; its financial programs are listed on pages 322 and 323. The findings are reported by agency on pages 179 through 184; however, the university does not appear on those pages because there were no findings.

References

1. [2009 Financial Statement Audit Report \[3.10.3-1\]](#)
2. [2008 North Carolina OMB A-133 Single Audit \[3.10.3-2\]](#)

CS 3.11.3: Physical Facilities

The institution operates and maintains physical facilities, both on and off campus, that are adequate to serve the needs of the institution's educational programs, support services, and mission-related activities.

Compliance

NC State University is in compliance with this standard.

The volume of the university's facilities is comparable to benchmark institutions'. Facilities are well planned, financed, and maintained to ensure continued compliance with this standard.

Narrative

NC State University is committed to providing sufficient space and to ensuring its facilities are of an appropriate size and quality to adequately support the university's mission.

Current Space

NC State University's three primary campuses in Raleigh—the main campus, the Centennial Campus, and the Veterinary Medicine Campus—and other facilities statewide comprise 1,164 buildings located on a combined 2200 acres. The current replacement value for these buildings and campus infrastructure, including roads, parking, and utilities, is more than \$4 billion. The three campuses contain most of the university's teaching and research activities; however, there are also another 104,978 acres in outlying field laboratories and forest properties held by the university, its endowment, or related foundations.

As of 2008, the university maintained 7,954,688 assignable square feet of space distributed by function as indicated in Table 1. This includes about 1.3 million square feet in off-campus facilities, most of which is assigned to the NC Cooperative Extension Service.

Table 1. 2008 NC State University Space

| Space Type | Assignable Square Feet (ASF) |
|-------------------------|-------------------------------------|
| Classroom Facilities | 272,108 |
| Laboratory Facilities | 1,585,930 |
| Office Facilities | 1,569,699 |
| Study Facilities | 278,796 |
| Special Use Facilities | 1,548,608 |
| General Use Facilities | 619,565 |
| Support Facilities | 424,142 |
| Health Care Facilities | 15,122 |
| Residential Facilities | 1,521,326 |
| Unclassified Facilities | 119,392 |
| Total | 7,954,688 |

Source: The UNC Commission on Higher Education Facilities, Facilities Inventory and Utilization Study (fall 2008). Table 15, pp. 96 and 98

Over this decade, renewal and expansion of instructional spaces was facilitated by the infusion of capital funding received as a result of the 2000 Higher Education Bond Program. More than \$200 million were specifically directed toward instructional spaces and associates support. As a result, there is a greater inventory of high quality instructional spaces. The university currently has a classroom inventory that slightly exceeds the utilization standard set forth by the UNC system. The long list of [capital projects](#) constructed from 2001-2009 illustrates the university's ability to expand and to improve the quality of its facilities.

The considerable facility resources that the university maintains are adequate to support its broad mission. This assertion is supported by a comparison between NC State University's space holdings and those of the University of North Carolina at Chapel Hill (UNC-CH), the only other research university in the UNC system and the only peer for which we have comparable data.

Using the same data as Table 1 (but excluding the College of Veterinary Medicine), Table 2 compares NC State University and UNC-CH on space per student. This evidence suggests NC State University is comparable with UNC-CH in total space per student.

Table 2. Comparison of Assignable Square Feet (ASF) per Student

| Space Type | NC State University ASF ⁽¹⁾ | NC State University ASF/Student ^(1,3) | UNC-Chapel Hill ASF ⁽²⁾ | UNC-Chapel Hill ASF/Student ^(2,4) |
|-------------------------|--|--|------------------------------------|--|
| Classroom Facilities | 272,108 | 8.4 | 280,829 | 11.1 |
| Laboratory Facilities | 1,585,930 | 48.8 | 500,495 | 19.8 |
| Office Facilities | 1,569,699 | 48.3 | 1,457,128 | 57.6 |
| Study Facilities | 278,796 | 8.6 | 634,445 | 25.1 |
| Special Use Facilities | 1,548,608 | 47.7 | 672,037 | 26.6 |
| General Use Facilities | 619,565 | 19.1 | 755,870 | 29.9 |
| Support Facilities | 424,142 | 13.1 | 427,625 | 16.9 |
| Health Care Facilities | 15,122 | 0.5 | 16,564 | 0.7 |
| Residential Facilities | 1,521,326 | 46.8 | 1,912,850 | 75.6 |
| Unclassified Facilities | 119,392 | 3.7 | 211,904 | 8.4 |
| Total | 7,954,688 | 245.0 | 6,869,747 | 271.5 |

Source: The UNC Commission on Higher Education Facilities, Facilities Inventory and Utilization Study (fall 2008), Table 15, pp. 96 and 98.

Notes:

1. ASF do not include the NC State University College of Veterinary Medicine
2. ASF do not include the UNC-Chapel Hill School of Medicine
3. Student enrollment refers to the total enrollment of NC State University for 2008 excluding students enrolled in the College of Veterinary Medicine (N=32,474)
4. Student enrollment refers to the total enrollment of UNC-Chapel Hill for 2001 excluding students enrolled in the School of Medicine, Dentistry, Nursing, and Pharmacy (N=25,302)

Comparisons with UNC-CH within individual space category ratios may be misleading due to the differences in mission and the coding of space. For example, NC State University maintains 48.8 ASF/student of laboratory space, which is consistent with its applied science and agricultural research missions, whereas UNC-CH, a primarily liberal arts and sciences institution, has only 19.8 ASF/student of laboratory space.

NC State offers classes at ten off-campus sites. The [facilities at these sites](#) vary according to distance from the Raleigh campus, program requirements, and the particular needs of the students taking classes there.

Capital Planning

The [NC State University Physical Master Plan](#) guides development of the campus. Subtitled “A Campus of Neighborhoods and Paths,” it represents the university’s commitment to participatory campus planning. The plan is updated every five years and is crafted by numerous members of the University community and friends of NC State. The last update was completed in 2007.

The physical master plan outlines a vision, guiding principles, design guidelines, and construction guidelines for renovations and new construction across campus. Using the master plan and [space standards](#), which the University of North Carolina-General Administration adopted in 1998 for all UNC campuses, the university develops the six-year capital plan based on projected enrollment growth by program.

The six-year capital plan currently focuses on migrating the College of Engineering to the Centennial Campus in newly constructed facilities and renovating vacated space on the main campus to support general instruction requirements. Likewise, a new plant research building on the Centennial Campus will free up space to provide core science classroom space and faculty offices on the main campus. Currently the aggregate space need is 93% met, which is a 2% increase from 2003. The six-year capital plan is provided on pp. 84-85 of the Physical Master Plan.

Maintenance

Typically, NC State University’s program for repair and renovation (R&R) to existing buildings is funded by the NC General Assembly and allocated to the university through a formula used for all public buildings in the state. This formula calls for a legislative appropriation at an amount equal to 3% of the total replacement value of all public buildings. That appropriation is allocated to state agencies and the UNC system on a pro rata, square foot basis, and the UNC system typically receives 50% of the total state R&R appropriation. The UNC Board of Governors allocates this appropriation to the 16 constituents with a formula reflecting quantity and quality of space. NC State University receives about 22% of the UNC appropriation.

To help identify and assign priorities to R&R capital projects, the Facilities Division conducts regular facility audits by inspecting buildings and noting repairs needed. This is done on a three-year rolling cycle. This information is maintained in a database indicating the condition and repair needs of each facility, as well as the estimated cost and a date when needed repairs should be completed. The current value of identified R&R needs is \$435,100,800, including facilities funded through both appropriations and receipts.

Because of the importance of classrooms, regular operating funds are used to make repairs specific to classrooms. Student Educational Technology Fees are also collected and dedicated to technology improvements in instructional spaces. The cost of each project is estimated and compiled for consideration by the Classroom Environment Committee, a broadly representative

team chaired by a faculty member. The committee establishes priorities for an annual budget to be spent on classroom improvements. A sampling of two fiscal years revealed a combined investment from multiple operating fund sources equivalent to \$17.8 million.

The Facilities Division also provides a hotline response where faculty and academic administrators can report immediate repair needs. This hotline is staffed by an administrator who can arrange solutions to reported problems quickly.

Building Maintenance & Operations and Utilities & Engineering use Facilities Management Enterprise (FME) software to schedule and track maintenance tasks, manage building equipment inventories, consumables inventories, time and cost accounting, and individual building and campus-wide maintenance costs. FME is also the tool that the Facilities Operations Service Center uses to distribute emergency and normal response service requests to the appropriate service group. The planner/schedulers use FME to schedule all preventative maintenance tasks and to verify that maintenance has been completed in a timely manner. The planner/schedulers also use FME as a predictive tool for equipment replacement and planned building system upgrade.

References

1. [Capital projects constructed from 2001 to 2009 \[3.11.3-1\]](#)
2. [Off-campus sites: description of facilities \[3.11.3-2\]](#)
3. [Physical Master Plan \(live site\)](#)
4. [University of North Carolina space standards, as published in the UNC Facilities Inventory and Utilization Study \(2008\) \[3.11.3-4\]](#)

FR 4.1: Student Achievement

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

Compliance

North Carolina State University is in compliance with this mandate.

NC State's faculty use course completion, state licensing examination results, and job placement rates to monitor student achievement and to improve program quality.

Narrative

In all programs where appropriate, NC State faculty use results on state and national licensing and pre-licensing examinations and/or job placement rates as part of their *ongoing outcomes assessment* processes. These data, plus course and degree completion rates, are also often used as part of departmental *periodic program review processes* (see [3.3.1.1](#)). In addition, departments and colleges monitor graduation and course completion rates and commission special studies when troubling trends become evident.

Licensing and Pre-Licensing Examinations

All teacher licensure programs track alumni licensing decisions as part of their regular data collection, assessment, and reporting processes. In particular, licensing examination results are collected and used by the programs in Elementary Education and Special Education, primarily because the PRAXIS II is required for licensure in these areas. It should be noted that nearly all students in NC State's teacher education programs are exempted from the PRAXIS I examination because of their SAT scores; 100% of the others pass it.

In the College of Engineering, the following programs collect and use Fundamentals of Engineering (FE) examination results as part of their assessment activities:

- Biological and Agricultural Engineering
- Biomedical Engineering
- Chemical Engineering
- Civil, Construction and Environmental Engineering
- Computer and Electrical Engineering
- Industrial Engineering
- Mechanical Engineering
- Nuclear Engineering
- Paper Science and Engineering (College of Natural Resources)
- Textile Engineering (College of Textiles)
- B.S. Engineering
- B.S. Engineering Mechatronics

Overall, NC State's engineering majors taking the FE exam between April 2006 and October 2009 passed at a rate of 84.5%. This compares to 81.2% of majors from doctoral/research extensive universities nationally, and to 76.5% of majors from all types of institutions.

The College of Veterinary Medicine tracks passing rates on the North American Veterinary Licensing Examination, reports them to the American Veterinary Medical Association (AVMA),

and posts them on its web site. Passing rates have been 95% or above, well above the minimum 80% required by AVMA's Council on Education, as shown below.

Pass Rates on North American Veterinary Licensing Examination

| | |
|---------------|-----|
| Class of 2004 | 99% |
| Class of 2005 | 96% |
| Class of 2006 | 95% |
| Class of 2007 | 95% |
| Class of 2008 | 95% |

NC State College of Veterinary Medicine <http://www.cvm.ncsu.edu/studentservices/faq.html>

Job Placement Rates

1. NC State collects information about post-baccalaureate employment through its annual [survey of graduating seniors](#) and its triennial [alumni survey](#) (response rates 57% and 26%, respectively). Results are posted on the University Planning and Analysis web site for use by departments in assessment and planning. The university survey instruments include common questions about post-baccalaureate employment and education. Furthermore, some academic departments customize these surveys by adding department-specific questions, which gives those departments even richer information about their graduates. The following departments include specific questions about post-baccalaureate employment in these surveys.
 - College of Agriculture and Life Sciences: Agricultural and Resource Economics, Agricultural and Extension Education, Animal Science, Plant Biology, Poultry Science, and Soil Science
 - College of Education: Curriculum and Instruction; Elementary Education; Math, Science and Technology Education
 - College of Natural Resources: Forestry and Environmental Resources
 - College of Humanities and Social Sciences: Communication, Social Work, Sociology and Anthropology
 - College of Physical and Mathematical Sciences: Marine, Earth and Atmospheric Sciences; Mathematics; and Statistics

In addition, the Colleges of Management and Veterinary Medicine administer their own surveys to discover job placement information. The University Career Center makes job-interview and placement data available to the College of Engineering and to other interested departments.

Graduation and Course Completion Rates

Student success is a theme woven through NC State's strategic planning. Retention and persistence rates are among the key performance indicators used in strategic planning, enrollment planning, and various policy discussions related to student success. The University establishes and monitors achievement of [annual goals for improving graduation rates](#).

Departments also monitor course completion rates. When there is evidence of an unusually high number of withdrawals and failing grades, many departments have undertaken special analyses to discover the cause and identify a solution. A few examples follow.

- The College of Engineering has completed many studies to identify factors affecting student success. An extensive analysis of Chemistry 101, a predictor of degree completion, showed that students with a C or below were found to be less likely to stay in Engineering. These students are now advised to take Engineering 298, a course that gives academic and life skills to struggling Engineering majors.
- The First Year College discovered that successful completion of Psychology 200, English 101, and USC 101 is linked to students' successful transitioning to a degree-granting major. Students with a low likelihood of success in these courses receive special advising.
- Correlations between scores on the SAT's Writing and Verbal sections and performance in English 100 and English 101 have been used in to shape admissions policy and advise students about placing themselves in English courses.

References

1. [Compliance report on assessment of educational programs \[3.3.1.1\]](#)
2. [2008 graduating senior survey results related to post graduation plans \(Table 6\) \[4.1-2\]](#)
3. [2009 alumni survey results related to post graduation plans \[4.1-3\]](#)
4. [Annual goals for improving graduation rates \[4.1-4\]](#)

FR 4.2: Program Curriculum

The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded.

Compliance

N C State University is in compliance with this requirement.

The university's degree programs reflect its land grant and research mission. Extensive program approval and review procedures ensure that the curriculum associated with each program is consistent with good practices in higher education.

Narrative

NC State University's programs are grounded in its institutional [mission](#) and designed to prepare students for leadership roles within the state, the nation, and the world. As a land grant institution, NC State is committed to offering programs that are reflective of and responsive to the needs of the people of North Carolina. As a doctoral/research-extensive institution, the university is committed to maintaining excellence in graduate research and education in which graduate students work as partners with faculty in the creation, expansion, conservation, and transmission of knowledge.

Degree Programs

The university offers bachelor's degrees in 102 fields of study, master's degrees in 106 fields, doctoral degrees in 61 fields, and a Doctor of Veterinary Medicine degree. In addition, associate's degrees in 7 academic programs are offered through the College of Agriculture and Life Sciences' Agricultural Institute. These degrees are offered by ten degree-granting colleges:

- Agriculture and Life Sciences
- Design
- Education
- Engineering
- Humanities and Social Sciences
- Management
- Natural Resources
- Physical and Mathematical Sciences
- Textiles
- Veterinary Medicine

Besides these academic units, the Graduate School assists the colleges in administering their graduate programs, while the First Year College offers first year students a course of general study, career counseling, and guidance in selecting a major field of study. Supplementary programs in music, physical education, and Army, Air Force, and Navy ROTC complement a curriculum that emphasizes applied science and technology, critical thinking, and problem solving.

For the future, NC State's strategic plan illustrates the university's commitment to serving the needs of North Carolinians, not only through its traditional disciplines but also through "a

broader, more comprehensive range of disciplines.” The plan points out that “21st century challenges require a broader and deeper knowledge base to be able to effectively address all dimensions of the complex issues of our times.” Traditional land-grant concerns, such as economic development, require an understanding of ethical, aesthetic, environmental, social, and other dimensions not typically addressed in NC State’s traditional core disciplines of science, technology, engineering, and mathematics.

Curricula

The curriculum associated with each degree program is consistent with good practices across higher education. Course requirements for each degree program are displayed in the undergraduate or graduate catalog.

To ensure that NC State University's curricula are comprehensive, appropriate, and current, each is reviewed by numerous institutional committees. The approval process for both new degree programs and proposals for significant change to existing curricula involves two, parallel sets of committees, one for undergraduate programs and one for graduate programs. Each process begins with department and college curriculum committees. The curricular proposals are then reviewed at the university level by either the University Courses and Curricula Committee (UCCC) or the Administrative Board of The Graduate School (ABGS), both standing faculty committees. The UCCC and ABGS examine the curricular proposals to ensure consonance with NC State’s mission, adherence to accepted standards of quality, and adequacy of resources. The approval process for new and modified minors and certificates is identical.

New programs must be then approved by the NC State Board of Trustees. Finally, the University of North Carolina-General Administration (UNC-GA) and the UNC Board of Governors must approve all new programs before students are admitted. As part of this approval process, each proposed curriculum is reviewed by a faculty disciplinary panel. Doctoral programs are also reviewed by a UNC system Graduate Council comprised of graduate deans and faculty.

These program review processes are described in several documents as listed below in references. These processes ensure that each program’s curricula are appropriate for the credential awarded. As described more fully in the report for CS 3.3.1.1, this review often involves external reviewers and professional accreditation reviews, both of which encourage adherence to current standards across higher education.

Distance education programs are developed, approved, and reviewed through the same processes and using the same criteria and standards.

Ultimately, the faculty controls the curriculum. The faculty have a majority presence on all approval bodies from the department to the university, and significant representation at the system level. These extensive approval and review processes ensure that all programs and curricula are directly related and appropriate to NC State’s purpose and goals as well as to current best practices across higher education.

References

1. [University mission \[4.2-1\]](#)
2. Undergraduate program development and approval process

- a. [Guidelines for Developing and Revising Undergraduate Curricula \[4.2-2a\]](#)
 - b. [Instructions for Preparing Undergraduate Curriculum Actions \[4.2-2b\]](#)
3. [Graduate program development and approval process \[4.2-3\]](#)
4. [UNC Board of Governor's guidelines for Academic Program Development \[4.2-4\]](#)
 - a. [Process for developing and approving new on-campus degree programs \[4.2-4a\]](#)
 - b. [Process for developing and approving new distance education programs \[4.2-4b\]](#)
5. [List of undergraduate degree programs, as listed in the catalog \(page 16\) \[4.2-5\]](#)
6. [List of graduate degree programs offered at NC State \[4.2-6\]](#)

FR 4.3: Publication of Policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Compliance

North Carolina State University is in compliance with this mandate.

The University publishes academic calendars, grading policies, and refund policies in multiple locations, both online and in hard copy.

Narrative

NC State University approves and publishes academic calendars three years in advance of the current academic year. This information is available in the [undergraduate catalog](#), [Graduate School Web site](#), [College of Veterinary Medicine Web site](#), and on the [registrar's Web site](#). The registrar's site also features semester registration calendars, which highlight important academic and tuition related dates and which are available about three months in advance of each term.

[Refund information](#), including specific drop dates and the [prorated refund schedule](#), and [refund appeal procedures](#) are available on the university cashier's office Web site.

The university's [undergraduate](#) and [graduate](#) grading policies, including the grading scale, grade points, policy on posting grades, and procedures to correct grading errors, are published on the NC State University Policies, Regulations and Rules Web site. The registrar posts [undergraduate grading information \(page 51\)](#) on its Web site, and the Graduate School publishes information about [grading at the graduate level](#) in the Graduate Handbook. The College of Veterinary Medicine posts its [grading information](#) online as well. Instructors are required to provide detailed grading information in their course syllabi, according to the University's [course syllabus policy](#). Board of Trustees policies, regulations and rules for the formal resolution of [grade grievances](#) are also available to the public online.

References

1. [Academic calendar as published in the undergraduate catalog \[4.3-1\]](#)
2. [Academic calendar as published by Graduate School \[4.3-2\]](#)
3. [Academic calendar as published by the College of Veterinary Medicine \[4.3-3\]](#)
4. [Academic calendar as published on the registrar's website \[4.3-4\]](#)
5. [Refund information \[4.3-5\]](#)
6. [Prorated refund schedule \[4.3-6\]](#)
7. [Refund appeal procedures \[4.3-7\]](#)
8. [University policies on undergraduate grading \[4.3-8\]](#)

9. [University policies on graduate grading \[4.3-9\]](#)
10. [Undergraduate grading information published in the undergraduate catalog \(page 51\)](#)
11. [Graduate grading information published in Graduate Handbook \[4.3-11\]](#)
12. [College of Veterinary Medicine grading information \[4.3-12\]](#)
13. [Course syllabus policy \[4.3-13\]](#)
14. [Grievance policy \[4.3-14\]](#)

FR 4.4: Program Length

Program length is appropriate for each of the institution's educational programs.

Compliance

NC State University is in compliance with this requirement.

The policies governing program length, and the actual length of every degree program offered by NC State, are governed by policy and typical within higher education.

Narrative

The University of North Carolina Board of Governors [regulates](#) the length of academic programs. Program length is the same for on-campus and distance education formats.

Undergraduate Programs

UNC policy requires that baccalaureate programs must be at least 120 semester credit hours in length but no more than 128 semester credit hours. Within these parameters, program faculty determine program scope and length based upon the degree being pursued. All curricula are approved by the respective departmental curriculum committee, the corresponding college curriculum committee, and finally by the University Courses and Curriculum Committee (UCCC). At each stage of approval, the committee involved ensures that the program is of sufficient length to include appropriate course work and to allow students to master all aspects of the subject matter appropriate for baccalaureate degrees while remaining within the UNC-GA regulated limits.

Each baccalaureate curriculum was reviewed during the 2008-09 academic year by the UCCC as part of the implementation of a new general education program. During this review, UCCC determined that every bachelor's programs was between 120 and 128 semester hours in length. The undergraduate catalog includes a list of [degree programs \(page 16\)](#) and describes [credit requirements \(page 49\)](#).

NC State's 7 [associate's degree programs](#) are 64 semester hours.

Graduate and Professional Programs

Currently, NC State University offers master's degrees in 106 fields and doctoral degrees in 62 fields. The Graduate Catalog and the Graduate Handbook state that all [master's programs \(page 42\)](#) require at least 30 semester hours of graduate work, and all [doctoral programs \(page 45\)](#) require at least 72 semester hours. Thus, master's programs at the university require around 1-3 years for completion and doctoral programs around 3-5 years beyond the master's or 4-6 years beyond the baccalaureate. NC State University's graduate programs are outlined in the [graduate catalog \(page 36\)](#) and an [online list of graduate degrees](#).

NC State University's [Doctor of Veterinary Medicine \(page 83\)](#) requires at least 122 credit hours along with 45 hours of clinical rotations and conferences.

To determine the appropriate length for its graduate programs, the university makes use of comparisons with benchmark institutions. The Administrative Board of the Graduate School considers information regarding length of comparable programs from other institutions in its review of proposals for new curricula. Also, during routine program reviews, external faculty reviewers examine curricula in light of current disciplinary standards. The lengths of NC State University's graduate programs are comparable to those of its peers.

References

1. [UNC Board of Governors' policy governing the length of academic programs \[4.4-1\]](#)
2. [List of undergraduate degree programs, as published in the catalog \(page 16\)](#)
3. [Credit requirements for undergraduate degrees, as described in the undergraduate catalog \(page 49\)](#)
4. [Agricultural Institute \(Associate of Applied Science\) degree requirements \(live site\)](#)
5. [Credit requirements for master's degrees, as described in the Graduate Handbook \(page 42\)](#)
6. [Credit requirements for doctoral degrees, as described in the Graduate Handbook \(page 45\)](#)
7. [Graduate programs, as outlined in the Graduate Catalog \(page 36\)](#)
8. [List of graduate degree programs offered at NC State, as described in the Graduate Catalog \[4.4-8\]](#)
9. [Overview of NC State University's Doctor of Veterinary Medicine degree requirements, as described in the College of Veterinary Medicine Catalog \(page 83\)](#)

FM 4.5: Student Complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.

Compliance

NC State is in compliance with this standard.

The University has adequate policies and procedures for addressing written student complaints, which are available online and/or in the Student Handbook. A review of recent cases indicates that the policies and procedures are followed.

Narrative

The University uses a variety of policies and procedures to ensure that written student complaints are addressed. A complete list of the applicable policies is included in this report; some are introduced in this narrative, and all of them are listed under References. Each policy addresses a different type of complaint and includes information about what may be grieved, who may grieve, time limits, confidentiality rules, definitions, and specific steps toward resolution, either informal and/or formal.

As discussed below, the primary policy used to address student written complaints is the student grievance policy. This policy is available online. A summary of, and link to, the policy is distributed in the Student Handbook. Other policies and procedures concerning student written complaints that are not included in this handbook are available online.

Policies and Procedures

The majority of written complaints from students are related to, and often addressed by, the student grievance process. Under the [Uniform Student Grievance Procedure](#), Policy 11.40.1, the Board of Trustees confers on the chancellor the authority to write and implement a single university-wide grievance procedure for students. This policy is written in consultation with student government.

The Uniform Grievance Procedure for Students is the university-wide procedure for resolving grievances against decisions or actions made by either employees or agents of the university. An action or decision is grievable under this procedure if it involves a misapplication or misinterpretation of university policy, regulations, rules, or state or federal law. Examples may include grievances over receipt of academic degrees, grades, admissions decisions, and matters of student conduct, activities, or government. The grievance procedure is a multi-level procedure that includes a process through which initial grievance decisions can be appealed by the student.

While the grievance procedure is the primary method through which student complaints are addressed, it does not cover every type of student complaint. The grievance procedure may not be used to challenge policies or procedures of general applicability. It also does not apply to student complaints regarding disciplinary decisions, to formal complaints of harassment, or in situations addressed by another particular campus policy. The grievance procedure is not used to grieve disciplinary decisions because the Office of Student Conduct administers a separate

procedure for such appeals. Disciplinary decisions are resolved using the [Student Discipline Procedures](#), University Regulation 11.35.2. Harassment and discrimination complaints are adjudicated using the Office for Equity Opportunity's [Resolution Procedures for Discrimination, Harassment and Retaliation Complaints](#), University Regulation 4.25.2. Finally, the grievance procedure may not be used where another university procedure sets out a particular process to address the matter being grieved, such as residency appeals or financial aid decisions.

Policies and Procedures in Practice

Approximately twenty student written complaints were addressed through the student grievance process between 2003 and 2009. Many written student complaints were also addressed by the University's Office of Equal Opportunity. Complaints addressed through the student grievance process and by the Office of Equal Opportunity concern primarily academic or discrimination issues. During this time period, students also submitted written complaints concerning disciplinary issues, which are in the form of an appeal of a disciplinary decision. In addition to these primary sources of student complaints, students sometimes submitted written complaints concerning student fees (such as fees issued by the University's housing department) and other administrative issues.

To determine whether the University remains in compliance with the federal requirement, the Office of Legal Affairs reviewed each written complaint arising through the student grievance process since NC State's last reaffirmation, reviewed other cases of student written complaints, and reviewed each policy or regulation concerning written student complaints. Below are summaries from a sample of the cases reviewed by the Office of Legal Affairs. Examples demonstrating the three primary policies – the student grievance process, the Office of Equal Opportunity review process, and the process through which disciplinary decisions are appealed – are included. These examples demonstrate the University's compliance with the standard.

2009 Student Written Complaint Example

1. Disciplinary Appeal (Code of Student Conduct, REG11.35.1; Student Appeals to the Board of Trustees, POL01.05.11): Student was charged with three violations of the University's Code of Student Conduct. The student pled "not responsible." After a hearing before the student conduct board, the student was determined to be responsible for the violations and the student board recommended expulsion. As required in the case of expulsion, the recommendation of the student board was considered by the Vice Chancellor for Student Affairs, who supported the recommendation and the decision to expel the student was finalized. The student appealed the Vice Chancellor's decision to the University Board of Trustees. The appeal was considered by the Student and Campus Affairs Committee of the Board of Trustees, which affirmed the Vice Chancellor's decision. The student appealed the Board of Trustees decision to the Board of Governors of the University of North Carolina (larger university system). The appeal is pending.

2008 Student Written Complaint Examples

1. Academic (Grievance Procedure for Students – Regulation, REG11.40.1); Student Appeals to the Board of Trustees, POL01.05.11): Student grieved the decision of the Graduate School Dean to deny the student an Optional Practical Training opportunity, alleging that the decision based on an "arbitrary exercise of power: based on personal dislike." The Chancellor designated the Provost to act on the formal grievance instead of the Graduate School Dean since allegations were made against the Dean. The Provost dismissed the grievance for failure to state a grievable subject matter as set out in University Regulation 11.40.1 (Grievance

Procedures for Students). The student appealed the Provost's dismissal of the grievance to the Board of Trustees in accordance with University Policy 01.05.11 (Student Appeals to the Board of Trustees). The Board of Trustees upheld the Provost's decision to dismiss the grievance for failing to state a grievable matter.

2. Athletic Scholarship (Hearing Procedures for the Scholarships and Student Aid Committee, REG11.00.2): Student grieved the decision by the Athletic Department to terminate her athletic scholarship for 2008-09 and beyond. The student was not reinstated as a member of the Women's Volleyball team for violating the Student-Athlete Code of Conduct (alcohol violation) and performance. The student was advised of the procedures to appeal the nonrenewal of athletically related financial aid as set out in University Regulation 11.00.2 (Hearing Procedures for the Scholarships and Student Aid Committee). Instead the student submitted a formal request for grievance hearing to the Chancellor under the student grievance procedures. The request was denied, the student was informed that the deadline for such an appeal had passed, and the Grievance Procedure for Students may not be used as an alternative procedure to review a financial aid decision. The Athletic Department's decision to terminate team membership was based on misconduct and performance. While the Student-Athlete Code of Conduct affords certain rights to athletes accused of misconduct, those rights are limited to discipline for misconduct and do not apply to coaching decisions based on performance. A coach's decision based on performance issues is not a grievable matter because there is no violation of university policy in a coach's discretion of team membership based on performance. The student had previously pleaded guilty to the alcohol violation during a disciplinary hearing with the Office of Student Conduct.

2007 Student Written Complaint Examples

1. Academic/Disciplinary (College of Veterinary Medicine Student Policy): A College of Veterinary Medicine Student was charged with academic misconduct (cheating) on an anatomy quiz and given a grade of "zero" by the Faculty Committee on Academic Performance and Student Conduct (FCAPSC) of the College of Veterinary Medicine. The student contended that she did not cheat and sought to have the charge removed from her academic record. Following a hearing, the FCAPSC found that the student attempted to dishonestly or unfairly advance her academic status, and recommended that the grade of "zero" stand. The student appealed this decision to the College Dean who upheld the finding and recommendation of the FCAPSC, deciding there was sufficient evidence of misconduct on the third anatomy quiz. The student appealed to the Chancellor alleging that "there is not a preponderance of evidence for a charge of academic misconduct." The Chancellor's designee, the Provost, reviewed the record and upheld the Dean and FCAPSC's finding and recommendation, and concurred that the student should receive a grade of "zero" on the third quiz as sanction for cheating.
2. Academic (Grievance Procedure for Students – Regulation, REG11.40.1): Student was terminated from a PhD program in the Animal Science department and filed a grievance with the College Dean to review the termination decision. The graduate advisory committee unanimously agreed that the student should be terminated from the doctoral program for failure to make satisfactory progress towards the PhD degree. The committee further recommended that since the student had successfully met the requirements for completion of non-thesis Master's of Animal Science, that the student should be awarded that degree. The Dean dismissed the

grievance for failure to state a grievable matter as set out in University Regulation 11.40.1 (Grievance Procedures for Students). The student did not appeal this decision.

2006 Student Written Complaint Example

1. Harassment (Office of Equal Opportunity Harassment Policy, REG04.25.2): A student submitted an informal letter to the University alleging harassment, intimidation, and unwanted physical contact by a university administrator. No formal grievance was filed by the student. As set out in the university grievance procedure, when a complaint involves civil rights allegations, the informal resolution should be handled by the Office of Equal Opportunity. The Office of Equal Opportunity conducted a preliminary review of the allegations stated in the informal letter from the student and did not find cause for a harassment or discrimination investigation charge.

2005 Student Written Complaint Examples

1. Academic (Grievance Procedure for Students – Regulation, REG11.40.1): A PhD student failed his oral, doctoral defense exam and filed a grievance against the Graduate Advisory Committee, alleging that he did not receive proper advice and adequate guidance, and that the committee co-chair did not provide timely feedback or facilitate dissemination of information to other committee members. The grievance was filed with the Graduate School Associate Dean who appointed a panel to hear the grievance in accordance with the university's Grievance Procedure for Students. The panel held hearings on two days and found that the evidence did not substantiate the student's claim, and upheld the decision of the Graduate Advisory Committee that the student failed his Final Defense. Upon review of the grievance and the panel's findings, the Graduate School Dean upheld the recommendation of the grievance hearing panel and denied the student's grievance request.
2. Academic (Grievance Procedure for Students – Regulation, REG11.40.1): A student filed a grievance with the College Dean for grades received in two engineering courses, alleging "teaching ineffectiveness." The Dean dismissed the grievance for not being timely filed and failure to state a grievable matter. The student appealed the decision to the Board of Trustees which was denied because the student did not follow the appropriate appeal route and procedures as required by University Regulation 11.40.1 (Grievance Procedure for Students).

2004 Student Written Complaint Examples

1. Academic/Discrimination (Grievance Procedure for Students – Regulation, REG11.40.1; Student Appeals to the BOT, POL01.05.11): A student terminated from the PhD program in the College of Education filed a formal grievance with the Associate Dean of Academic Affairs, alleging "inadequate advising," and race and sex discrimination by the graduate committee and chair. The graduate advisory committee terminated the graduate student from the program because the student's dissertation did not meet with the approval of the graduate committee. A grievance committee was appointed to examine the student's claim. The grievance committee found that there was not inadequate advising, that there was no evidence of racial or sexual discrimination, and that there was no misapplication or misinterpretation of university policy, and recommended that the Dean deny the student's request for

reinstatement. The Dean accepted the findings and recommendations of the grievance committee and dismissed the grievance. The student appealed the Dean's decision to the Graduate School Dean, raising additional complaints of bias, retaliation, violation of equal protection and due process, and violation of procedures, and alleging that the advisory committee chair lied. The Graduate School Dean reviewed the record and found no evidence to support any of the grounds raised in the appeal. The student further appealed to the Chancellor, reiterating the same allegations. The appeal should have been filed with the Provost and was appropriately redirected to that office. Upon review of the appeal, the Provost upheld the decision of the Graduate School Dean. In her appeal to the Board of Trustees, the student alleged that the Graduate School Dean failed to address each of the complaints in detail and sought to have the Board of Trustees reverse the findings made by numerous administrators. As set out in the University Regulation 11.40.1 (Grievance Procedure for Students), the grounds for appeal are the "misapplication or misinterpretation of policy or law." The Board of Trustees concurred with the decision of the College to terminate the student from the graduate program. The student did not exhaust further appeal rights to the Board of Governors as set out in University of North Carolina Code Section 501C(4).

2. Disability Discrimination [Office of Equal Opportunity policy (has been amended and is now: Resolution Procedures for Discrimination, Harassment and Retaliation Complaints, REG4.25.2)]: A student sought informal resolution with the Office of Equal Opportunity based on an alleged failure to provide disability accommodations for CSC-226 (Math Braille textbook). After informal resolution attempts with the Office of Equal Opportunity did not resolve the request, the student sought to file a formal grievance. The Chancellor granted the request for an extension of time to file the formal grievance in accordance with the student grievance procedures. However, the student failed to file the grievance in a timely manner, which prevented the grievance from being processed under the student grievance procedures.

2003 Student Written Complaint Example

1. Academic (Grievance Procedure for Students – Regulation, REG11.40.1): Student filed a grievance with the Dean of the College of Education and Psychology regarding the use of a race-related comment made during her dissertation defense by a member of the graduate advisory committee. The student alleged that the interaction with the committee member did not "provide for the enhanced freedom of inquiry, demonstration of integrity nor the encouragement of mutual respect as provided in the Graduate Student Rights and Responsibilities." The graduate advisory committee was reconstituted and the student was allowed to modify her dissertation based on feedback from the advisory committee. The student received her doctorate in December 2003.

References

Primary policies and regulations, as discussed above:

1. [Uniform Student Grievance Procedure - Policy \(POL11.40.1\) \[4.5-1\]](#)
2. [Grievance Procedure for Students - Regulation \(REG11.40.1\) \[4.5-2\]](#)

3. [Resolution Procedures for Discrimination, Harassment and Retaliation Complaints \(REG04.25.2\) \[4.5-3\]](#)
4. [Code of Student Conduct \(REG11.35.1\) \[4.5-4\]](#)
5. [Student Discipline Procedures \(REG11.35.2\) \[4.5-5\]](#)
6. [Student Appeals to the BOT \(POL01.05.11\) \[4.5-6\]](#)

Other policies and procedures that address student written complaints:

7. [Residency Appeals Procedures \(REG01.25.7\)\[4.5-7\]](#)
8. [Hearing Procedures for the Scholarships and Student Aid Committee \(REG11.00.2\) \[4.5-8\]](#)
9. [Procedures for Reconsideration of Expulsion \(REG11.35.1\) \[4.5-9\]](#)
10. [Billing Procedure \(REG11.45.1\) \[4.5-10\]](#)
11. [Student Comments and Complaints \(REG11.45.7\) \[4.5-11\]](#)
12. [Student-Athlete Code of Conduct \[4.5-13\]](#)
13. [Graduate Student Disciplinary Procedure \(REG11.35.3\) \[4.5-14\]](#)

FR 4.6: Recruitment Materials

Recruitment materials and presentations accurately represent the institution's practices and policies.

Compliance

NC State University is in compliance with this mandate.

Accuracy of recruiting materials is assured through regular, multiple reviews by multiple offices and through prompt updates as policies and practices change.

Narrative

NC State University ensures that its student recruitment materials accurately represent its current practices and its policies. Undergraduate materials are produced and reviewed by the Office of Undergraduate Admissions; graduate materials are produced and reviewed by the Graduate School. Copies of representative university publications are enclosed with this Fifth Year Report.

Individual departments and colleges produce supplemental materials for both undergraduate and graduate programs. Specialized recruitment materials produced by individual academic units are reviewed and for accuracy by the colleges, as certified by the appropriate academic deans. They are updated promptly and redesigned regularly.

Official recruitment materials are posted on the Web and are documents of record for NC State University. These recruitment materials are authoritative and accurate because they are updated as soon as changes in programs and policies are approved. The University's print versions of its undergraduate and graduate catalogs are consistent with online versions.

The following reference to NC State's accredited status is included in both [undergraduate catalog \(page 2\)](#) in both online and hard-copy versions. This reference is also included in the [graduate catalog](#) which is published only online.

NC State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate's, baccalaureate, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of NC State University.

Undergraduate Programs

The [Office of Undergraduate Admissions](#) has primary responsibility for the recruitment of undergraduate students. The office publishes recruitment literature, including specialized targeted publications and admissions Web pages. Both printed information and information on the Web are reviewed for accuracy and updated by the undergraduate admissions office. All admissions presentations to prospective students and parents are developed to provide information that is consistent with print publications and the Web site. Also, its print and online recruitment materials and presentations are reviewed by the university's colleges and schools to ensure that they are consistent with institutional practices and policies.

Graduate Programs

Graduate School recruiters provide general information in several formats, such as the online [Graduate Catalog](#), in addition to the material on the [Graduate School homepage](#). Recruiters distribute the graduate school brochure, a graduate school Web page information sheet, and departmental brochures when available.

The Graduate School reviews and updates all printed recruitment materials before sending orders to the printer. Recruiting materials published by the departments and colleges are reviewed by the respective deans' offices in the same way. In addition, the university posts official recruitment material on the Web; it is updated more quickly and more frequently.

NC State University is committed to educating North Carolina's diverse population, and historically it has focused on science and technology; hence its recruitment materials tend to emphasize these perspectives and practices. Recruitment materials for the graduate [Summer Research Experience](#) target students who are interested in science and technology. Minority students can explore [diversity enhancement programs](#) and [NC State Alliances for Graduate Education and the Professoriate \(AGEP\)](#). All information about these programs is provided through brochures, on the Web and listed in the graduate catalog.

Distance Education

The Distance Education (DE) office also publishes distance education recruitment materials in both print and electronic form. The [DE Web site](#) is regularly reviewed and updated to provide information most pertinent to students who seek educational opportunities for enhanced work skills or to prepare for a new career. DE print marketing materials, electronic advertisements, and online listing services, including [UNC Online](#) and the [Southern Region Electronic Campus](#), are scrutinized by DE administrators, campus entities, and program coordinators. Specific DE program literature – in both print and electronic format – are verified and approved by the appropriate academic department.

References

1. [Undergraduate catalog, reference to NC State's accredited status \(page 2\) \[4.6-1\]](#)
2. [Graduate catalog, reference to NC State's accredited status \[4.6-2\]](#)
3. [Office of Undergraduate Admissions home page \(live site\)](#)
4. [On-line Graduate catalog](#)
5. [The Graduate School home page \(live site\)](#)
6. [Summer Research Experience recruitment materials.\[4.6-6\]](#)
7. [Diversity enhancement programs recruitment materials \(live site\)](#)
8. [Alliances for Graduate Education and the Professoriate \(AGEP\) \[4.6-8\]](#)
9. [Distance Education home page \(live site\)](#)

10. [UNC Online \[4.6-9\]](#)

11. [Southern Region Electronic Campus \[4.6-10\]](#)

FR 4.7: Title IV Program Responsibilities

The institution is in compliance with its program responsibilities under Title IV of the 2008 Higher Education Opportunity Act. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the Secretary of Education.)

Compliance

North Carolina State University is in compliance with this mandate.

NC State has been approved to participate in all federal financial aid programs and recertified without exception or delay. Neither the US Department of Education nor any other oversight entity has raised issues with the university's administration of these programs.

Narrative

NC State University complies with all federal rules and regulations governing the administration of Title IV federal financial aid programs. There have been no issues with NC State's administration of Title IV aid programs, no complaints filed against the university, no audit findings, and no impending litigation issues with respect to financial aid activities. The university does not owe any reimbursement of funding to the Department of Education. The university has been approved to participate in all federal aid programs and recertified as required without exception or delay. The university submits all federal financial aid reports in a timely fashion, receives annual allocations of Title IV Campus-Based Aid funds from the Department of Education, and is audited as required to assure administrative responsibility and appropriate cash management capabilities. The university has received no correspondence from the Department of Education, the state auditor's office, or any other oversight entity to indicate the university has committed any infractions regarding administration of Title IV programs. Accordingly, there is no reason to believe the university is not in full compliance with Title IV programs rules and regulations.

NC State University has consistently demonstrated the ability to use federal aid allocations fully, to award funds within the established rules and regulations for each program, and to be accountable for funds expended. The official FY 2007 Federal Family Education Loan Programs Cohort [Default Rate](#) for NC State University (the most recent official rate available) was 2.2%, following a trend of similarly low rates, which have ranged no higher than 3.5% over the past 10 years. If and when the Department of Education's draft 3-year cohort default rate calculations go into effect, NC State University's default rate, which has been well under 4% for each year, will be viewed as favorable.

In addition to annual audits, NC State University participates in the UNC Finance Improvement and Transformation Project (UNC FIT), a UNC system-wide effort to assure UNC campuses are in compliance with federal and state regulations regarding all financial matters (Payroll, General Accounting, Contracts and Grants, Financial Aid and Purchasing). NC State's Office of Scholarships and Financial Aid was reviewed by the UNC FIT Team during a campus visit in May 2009 and again in [February 2010](#) and was determined to be in compliance with all federal regulations based on those reviews.

References

1. [NCSU Cohort Default Rate History \[4.7-1\]](#)
2. [Preliminary Findings of the UNC FIT Team \[4.7-14\]](#)

Related Correspondence with the US Department of Education

3. [Eligibility and Certification Approval Report, 1/24/07 \[4.7-2\]](#)
4. [Program Participation Agreement Transmittal Letter, 1/25/07 \[4.7-3\]](#)
5. [Program Participation Agreement \(PPA\) \(Expires 12/31/2012\) \[4.7-4\]](#)
6. [Approval Letter, 2/2/07 \[4.7-5\]](#)
7. [Update Approval Notice, 9/16/09 \[4.7-6\]](#)
8. [eCampus-Based Statement of Account, 2005-06 \[4.7-7\]](#)
9. [eCampus-Based Statement of Account, 2006-07 \[4.7-8\]](#)
10. [eCampus-Based Statement of Account, 2007-08 \[4.7-9\]](#)
11. [e-Campus-Based Statement of Account, 2008-09 \[4.7-10\]](#)
12. [e-Campus-Based Statement of Account, 2009-10 \[4.7-11\]](#)
13. [eCampus-Based Institutional Worksheet/Tentative Funding 2010-11\[4.7-12\]](#)
14. [Financial Integrity and Accountability Letter from President Erskine Bowles, 10/15/08 \[4.7-13\]](#)