

North Carolina Central University
University of North Carolina General Administration

Report and Findings
Regarding the Unauthorized Creation and Operation
of the
New Birth Program in Lithonia, Georgia

October 16, 2008

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Exhibit B:	2006 Memorandum of Understanding between North Carolina Central University and New Birth Missionary Baptist Church
Exhibit C:	Report to SACS on the “Status of New Birth Academic Services, Comparability, and Faculty Qualifications” dated September 15, 2008
Exhibit D:	Report to SACS Entitled “Response to Areas of Non-Compliance Regarding the New Birth Site and a Proposed Teach-out Agreement” dated September 19, 2008
Exhibit E:	Letter to NCCU Chancellor Charlie Nelms from SACS President Belle Wheelan dated September 23, 2008

Introduction and Approach

This report from North Carolina Central University and the University of North Carolina General Administration summarizes our collective efforts to resolve issues associated with NCCU's creation and operation of an unapproved distance education program at the New Birth Missionary Baptist Church in Lithonia, Georgia.

NCCU and General Administration have addressed the issues raised by the New Birth Program with the principal immediate goals of assessing and meeting the academic needs of affected NCCU students in Georgia, responding carefully and fully to serious concerns raised by the Southern Association of Colleges and Schools (SACS) and the U.S. Department of Education (DoED), and taking reasonable steps to help ensure that this type of situation never again occurs at NCCU or any other UNC campus. Many of those involved in establishing the New Birth program are no longer employed by NCCU, and documentation regarding the program's beginning and operations is sparse. Once the students' needs have been met, and matters with SACS and the DoED have been resolved, any outstanding issues outside our scope of authority or beyond our jurisdiction will be turned over to the State Auditor for further review and analysis.

Executive Summary of Major Findings and Actions Taken

- The New Birth Program was formally initiated in 2004 in accordance with a Memorandum of Understanding (MOU) reached between the New Birth Missionary Baptist Church and NCCU. Then Chancellor James Ammons signed the MOU on behalf of NCCU, and Elder and Chief Operating Officer Maurice Waddell signed on behalf of the Church. Campus records and documents related to the creation and operation of the New Birth Program are incomplete or could not be located. It is clear that while NCCU sought authorization from the Georgia Nonpublic Postsecondary Education Commission to establish the program, no approval was sought from the NCCU Board of Trustees, the UNC Board of Governors, UNC General Administration, SACS, or DoED.
- There is sufficient documentation that former senior administrators at NCCU were aware that the program required the prior approval of UNC General Administration and SACS, and that clearly established University, SACS, and DoED policies and procedures related to the establishment of distance education programs were ignored or circumvented.

- NCCU permanently shut down all academic operations in Georgia in August 2008 and has severed its business relationship with the New Birth Church.
- Based on a comprehensive report submitted to SACS in September 2008, SACS has affirmed the academic comparability of the coursework delivered at the Georgia site and the full validity of all NCCU degrees conferred.
- A teach-out plan for the 39 remaining New Birth students—developed in collaboration with East Carolina University—is expected to begin in January 2009 and conclude when all eligible students have completed their respective degree programs, but not later than December 2010.
- The program was funded through tuition and fee charges and structured as a self-supporting activity. The majority of New Birth students used federal financial aid to meet their tuition and fee obligations. While state appropriations were not used to directly fund the New Birth Program, NCCU will reimburse the state for employee compensation and operating costs incurred in support of the New Birth Program by the NCCU Business Office, Registrar’s Office, and the Student Financial Aid Office.
- NCCU accounting and tuition-setting processes for the New Birth Program did not conform to accepted state practice. NCCU officials set a tuition rate that did not conform to state requirements and was not approved by the NCCU Board of Trustees, the UNC Board of Governors, or the NC General Assembly. In addition, some payments associated with the New Birth Program were not supported by a contract, active MOU, or adequate documentation for services rendered.
- NCCU failed to notify DoED when it established the New Birth Program. NCCU also included the program in its participation agreement with DoED before receiving required approval for the off-site location from SACS. Therefore, DoED may require NCCU to repay some portion of the federal financial aid provided to the 126 students who enrolled in one or more courses at the New Birth site. Potential sources of funds for repayment, if required, have yet to be determined.

- NCCU and UNC General Administration are further strengthening policies, procedures, and controls related to the establishment and approval of distance education programs. In addition, NCCU will document and test its internal controls over financial reporting during 2008-09 and will implement internal controls to prevent or detect unauthorized program activity and expenses, misclassification of expenses, and other inappropriate fiscal activity, as well as to ensure that no one individual handles a transaction from its inception to its completion. UNC General Administration will monitor the effectiveness of these controls.
- UNC General Administration has conducted a review of all distance education offerings at all UNC institutions to ensure that they are fully in compliance with Board of Governors policy and SACS reporting requirements. While a small number of procedural oversights have been identified, none appear to have been intentional and none are remotely comparable to the New Birth situation.
- UNC General Administration has completed an internal review of the fiscal components of the program and will share that fiscal analysis with the State Auditor for information and further review. UNC General Administration has also kept the NC Attorney General's Office apprised as appropriate.

Background

UNC campuses deliver more than 400 off-campus degree-completion programs in a wide variety of locations across North Carolina. While it is uncommon for UNC campuses to offer degree programs in other states or other countries, it is allowed by UNC Board of Governors policy and there is a long-standing review process within UNC General Administration for evaluating the merits of such proposals. Once an off-site program has been authorized by General Administration, the campus must also secure independent approval from UNC's regional accrediting body, the Southern Association of Colleges and Schools (SACS), before initiating any off-site degree activity. It must also notify the U.S. Department of Education (DoED) prior to releasing Title IV funds.

Beginning in 2004, NCCU entered into an agreement with the New Birth Missionary Baptist Church in Lithonia, GA., to deliver academic degree programs on site at the church. The leader of the church, Bishop Eddie Long, has been a member of the NCCU Board of Trustees since 2002. An initial Memorandum of Understanding between NCCU and the Church was executed on October 14, 2004. Then Chancellor James Ammons signed the MOU on behalf of NCCU, and Elder and Chief Operating Officer Maurice Waddell signed on behalf of the Church. NCCU established this Georgia program without informing or seeking the required approval from General Administration and without complying with SACS or DoED notification requirements.

From 2004 until the program was closed in the summer of 2008, NCCU offered bachelor's degrees in criminal justice, general business administration, and hospitality and tourism administration. In addition, 12 hours of courses were offered from the NCCU School of Education. Condensed eight-week sessions were delivered on-site by regular and adjunct NCCU faculty and utilized the same curriculum that was delivered on NCCU's Durham campus. A total of 126 students enrolled in one or more courses during this four-year period, with 25 of them earning NCCU degrees.

In March 2007—before Chancellor Charlie Nelms' arrival—NCCU stopped admitting new students to the New Birth Program and sought retroactive approval [i.e., a request for substantive change] from SACS for the Georgia site. These actions appear to have been prompted by a prior communication from the U.S. Department of Education seeking documentation that SACS had approved the New Birth site.

On July 1, 2007—shortly prior to his taking office—Chancellor Nelms contacted UNC Senior Vice President for Academic Affairs Harold Martin raising questions about an NCCU program being delivered in Georgia, about accreditation of degree programs in general, and about other unrelated campus issues. Concerned that the campus had apparently failed to notify SACS (as required) before it launched a distance education program in Georgia, Vice President Martin contacted NCCU's (then) Provost, as well as its Director of Accreditation, and was told that NCCU had suspended the admission of new students into the program in March 2007 and was preparing a SACS submission to remedy the matter.

Senior Vice President Martin, who joined UNC General Administration in 2006, was never advised by the Provost or the Accreditation Director that NCCU also had failed to seek General Administration's prior approval of the program in 2004 in accordance with Board of Governors policy or that DoED had prompted the SACS inquiry. President Bowles was subsequently advised by Dr. Martin that the SACS submission was being prepared by NCCU and that the matter was being resolved appropriately. General Administration staff did not immediately recognize that the Georgia program had not received General Administration approval three years earlier because of incomplete and misleading information previously provided by NCCU and confidence that NCCU would have followed established procedures and properly sought General Administration approval for legitimate degree programs to be offered out of state. Former Chancellor Ammons had served on SACS' Commission on Colleges, including its executive committee, and was well versed in SACS and Board of Governors policy.

On July 11, 2008, following review of the substantive change prospectus submitted by the campus, SACS formally denied NCCU's request for approval of the New Birth site, citing the campus's failure to comply with requirements related to learning resources and services, institutional effectiveness, faculty competency, and submission of financial statements. Chancellor Nelms advised President Bowles of the ruling, initiated steps to shut down all academic operations at the New Birth site, and began working with UNC General Administration and SACS to develop appropriate educational options for students who had been enrolled in the New Birth Program and to evaluate the impact of the SACS decision on the 25 NCCU degrees previously conferred through this program. Only at that point were the scope of NCCU's academic operations in Georgia and NCCU's failure to abide by University and SACS protocols fully realized. General Administration staff then began working closely with Chancellor Nelms to examine the various academic, legal, and financial questions associated with the creation and operation of the New Birth program.

On August 12, 2008, NCCU informed all students who had been enrolled in the New Birth Program of the SACS ruling, the resulting closure of the Lithonia site, and its commitment to develop a teach-out arrangement.

Summary of Review Process, Findings, and Conclusions

On August 8, 2008, key staff from NCCU and UNC General Administration met with Chancellor Nelms to make an initial assessment of the nature and scope of issues surrounding the New Birth Program and to develop a collaborative work plan for addressing the varied academic, legal and financial questions raised. This initial meeting was followed by frequent face-to-face meetings and conference calls to review progress, share new information, and define next steps. It was agreed that the review would focus on 1) doing right by affected students; 2) resolving outstanding accreditation issues with SACS; 3) resolving related financial aid issues with the U.S. Department of Education; 4) turning over any findings of potential wrongdoing to proper authorities for further follow-up; and 5) taking reasonable steps to help ensure that a similar situation never occurred on a UNC campus.

Steps taken by the working groups included, but were not limited to:

- Conducting a comprehensive evaluation of fiscal activity associated with the New Birth Program for fiscal years 2003-2008 and the quarter ended September 30, 2008. This evaluation included a review of program revenues and expenses; an analysis of financial aid provided to New Birth students, including eligibility testing; and a completeness search to ensure an accurate accounting of New Birth fiscal activity;
- Conducting an extensive search for documents related to the establishment and operation of the New Birth Program, including contacting former NCCU administrators and officials of the New Birth Missionary Baptist Church;
- Conducting interviews with current and former NCCU employees who may have had first-hand knowledge related to the establishment and operation of the New Birth Program;
- Reviewing relevant North Carolina, Georgia, and federal statutes and regulations, as well as relevant UNC and campus policies and procedures;

- Reviewing credentials of all adjunct faculty who taught at the New Birth site from August 2004 forward;
- Reviewing student transcripts for all students enrolled at the New Birth site from August 2004 forward;
- Obtaining and analyzing data for all New Birth students concerning transfer credits, academic course work, and grades received;
- Reviewing NCCU reports and findings from specialized accreditation and certification site visits in criminal justice, business, and hospitality and tourism administration;
- Holding a series of discussions with SACS President Belle Wheelan and her staff concerning the academic comparability of NCCU coursework delivered at the Georgia site and the validity of the NCCU degrees earned by students enrolled there. On September 19, 2008, NCCU submitted for Wheelan’s review a comprehensive report—one far more detailed and complete than the initial 2007 prospectus that was the basis for SACS’ denial of the site—that assessed the comparability of NCCU programs in business administration, criminal justice, and hospitality and tourism administration offered at the New Birth site with those offered at NCCU’s Durham campus. The report included evaluations by NCCU and General Administration officials, as well as external experts in those three academic fields. The report addressed curriculum, student access to learning resources and support services, and faculty credentials. Also on September 19, NCCU submitted to SACS a proposed teach-out plan (to be delivered in collaboration with East Carolina University) that would begin in January 2009 and conclude when all eligible students have completed their respective degree programs, but not later than December 2010;
- Holding a series of discussions with Department of Education officials concerning applicable financial aid regulations and potential liabilities for non-compliance, and providing financial information and data as requested. DoED guidelines require that

regional accrediting agencies approve off-campus program sites before students enrolled at those locations can be eligible for federal financial aid;

- Reviewing all distance education offerings at all UNC campuses to ensure that all are fully compliant with Board of Governors policy and SACS reporting requirements;
- Consulting with state and legislative leaders, the State Auditor, the Attorney General, and the State Bureau of Investigation;
- Keeping affected New Birth students informed;
- Keeping the UNC Board of Governors and the NCCU Board of Trustees informed. A status report briefing was presented to the Board of Governors Audit Committee on September 10, 2008; and the NCCU Board of Trustees was briefed on September 23, 2008.

The essential findings of these reviews were:

- Most of the senior administrators and key employees who would have played a role in approving and launching the New Birth Program are no longer employed by NCCU. Campus records and documents related to the creation and operation of New Birth are incomplete or could not be located. There were discrepancies in personal recollections and information provided during the course of interviews with current and former NCCU employees, and some individuals disavowed any knowledge of how the program was conceived, approved, and implemented.
- While potential conflicts of interest could have existed, no documents in NCCU's possession indicate that the NCCU Board of Trustees ever considered the New Birth Program or Bishop Long's position.

- There was sufficient documentation that the former NCCU leadership was aware that the New Birth Program required the prior approval of UNC General Administration and SACS.
- Clearly established University, SACS, and DoED policies and procedures related to the establishment of distance education programs were ignored or circumvented.
- NCCU did acquire authorization for the program from the Georgia Postsecondary Education Licensing Commission.
- The New Birth Program was governed by the same policies and procedures for admissions, financial aid, and registration as the main NCCU campus. Admissions and financial aid decisions were administered through the NCCU Office of Undergraduate Admissions and the Office of Financial Aid, respectively. New Birth students were held to the same undergraduate admissions requirements. The program was administered through the University College, a division of NCCU Academic Affairs, and the campus liaison for the New Birth program was a full-time employee in the NCCU University College. The course of study and program content was comparable with corresponding NCCU on-campus programs.
- As affirmed by SACS President Belle Wheelan, all NCCU degrees awarded to students who completed their academic coursework at the New Birth site are academically valid. SACS President Wheelan wrote in a September 23, 2008, letter to Chancellor Nelms: “It is my judgment that, though the site was not reported to the Commission on Colleges, and when it was, was deemed unacceptable, that the students who earned their degrees from the university at that site did indeed receive a comparable education. Further, since the Commission accredits *institutions* and not sites, this documentation supports my belief that the University’s granting of these degrees is appropriate.”

- Pending formal action by the SACS Commission on Colleges in December 2008, SACS President Belle Wheelan has also expressed her support for the teach-out plan submitted to SACS on September 19 and encouraged NCCU to move forward with its implementation.
- State appropriations were not used to directly support the New Birth Program. The program was funded through tuition and fee charges and structured as a self-supporting activity.
- State law stipulates that tuition rates for UNC institutions are to be set by the UNC Board of Governors, not inconsistent with action by the NC General Assembly. NCCU officials set a tuition rate that did not conform to state requirements and was not approved by the NCCU Board of Trustees, Board of Governors, or the General Assembly. For example, the 2007-08 tuition and fee rate charged to New Birth students was \$296.10 per credit hour, whereas the approved tuition and fee rate for non-resident distance education students was \$417.75 per credit hour.
- NCCU accounting processes for the New Birth Program did not conform to accepted state practice. Revenues and expenses for the New Birth Program were accounted for in an institutional trust fund, rather than in a state fund. State statutes regulating institutional trust funds do not provide for the receipt of tuition or other revenues associated with curriculum programs.
- Total revenues for the New Birth Program spanning 2003-08 totaled \$1,879,563.41. Total expenses totaled \$1,756,660.23.
- Some payments associated with the New Birth Program were not supported by a contract, active MOU, or adequate documentation for services rendered. One payment for student support services that should have been made payable to the New Birth Church was instead issued to an individual church employee. In addition, some discretionary expenses paid from the NCCU New Birth account were for goods and services unrelated to the Georgia program (e.g., catering events at NCCU summer camps,

telecommunications center equipment and services, travel costs for professional development). The New Birth Program director said the provost authorized these transactions when funds were limited in other areas. This violates the fund accounting concept and results in the misclassification of expenses.

- The majority of New Birth students used federal financial aid to meet their tuition and fee obligations. During the four-year period the Georgia site was in operation, students received a total of \$546,813 in Pell and SEOG grants and \$2,518,635 in Perkins Loans, Subsidized Stafford Loans, Unsubsidized Stafford Loans, and PLUS Loans. Thirty-three New Birth students have accounts receivable balances at NCCU totaling \$68,598.
- NCCU included the New Birth Program in its participation agreement with DoED before receiving required approval for the off-site location from SACS. Therefore, DoED may require NCCU to repay some portion of the federal financial aid provided to New Birth students.
- NCCU transferred a total of \$55,426 from the New Birth trust fund to other institutional trust funds for services provided to New Birth Program by the Business Office, Registrar's Office, and the Student Financial Aid Office. Because employee compensation and operating costs for these offices were provided from state funds, any reimbursement of expenses should have been made to appropriate state accounts, rather than to other institutional trust accounts.

Actions by the NCCU Chancellor and UNC President:

- NCCU permanently shut down all academic operations in Georgia in August 2008 and has severed its business relationship with the New Birth Church. NCCU's General Counsel has sought the return of all related documents that may be in the possession of church officials and employees.
- All communications regarding the closure of the program and related academic issues are being communicated to students directly from NCCU and not through the New Birth Church.

- NCCU submitted to SACS in September 2008 a more detailed, comprehensive assessment of the New Birth program that included evaluations by external experts in the three academic disciplines offered. Following a review of that report, SACS affirmed the academic comparability of the coursework delivered at the Georgia site and the full validity of all NCCU degrees conferred.
- NCCU has submitted for SACS approval a proposed teach-out plan for the 39 New Birth students who had attempted to register for the fall 2008 semester. The teach-out is set to begin in January 2009 and conclude when all students have completed their respective degree programs, but not later than December 2010. The plan would enable affected students to take needed courses online through NCCU and/or East Carolina University. NCCU already offers an approved online program in criminal justice, and the campus has entered into an agreement with ECU to allow New Birth students to enroll in online ECU courses in business administration and hospitality and tourism administration. Courses taken through ECU will be transferred to NCCU, thereby permitting students to complete all degree requirements. NCCU also plans to establish online courses in business and hospitality and tourism at a future date. Two teach-out options are available to New Birth students, as follows:

Option 1: Students who have completed at least 60% of the degree requirements may select to complete the remaining coursework as follows:

- 1) Complete courses at the Durham campus as an on-campus, non-resident student;
- 2) Complete courses through distance education (online) with NCCU;
- 3) Complete courses through distance education (online) with ECU and transfer the coursework to NCCU to complete the degree. Courses to be taken by students at institutions other than NCCU will be reviewed and approved by appropriate faculty advisors prior to students enrolling in the courses; or
- 4) Complete courses at an accredited two- or four-year college or university in the Atlanta area and transfer the coursework to NCCU to complete the

degree. Courses to be taken by students at institutions other than NCCU will be reviewed and approved by appropriate faculty advisors prior to students enrolling in the courses.

Option 2: Students who have completed less than 60% of the coursework required for the degree may transfer credits to another college or university. Students who transfer will be provided a copy of their NCCU transcript free of charge.

Students who elect to participate in Option 1 must be in good academic standing, have courses approved by an academic advisor prior to registration, and meet federal guidelines for receiving federal financial aid, if applicable.

- NCCU academic advisors in criminal justice, business administration, and hospitality and tourism administration have completed a degree audit for each New Birth student remaining in the program. A team from NCCU met with all affected students in Georgia on October 13, 2008, to discuss their remaining degree requirements and academic options. A separate meeting will be scheduled with graduates of the program.
- UNC General Administration has provided DoED officials with summary data compiled by NCCU regarding federal financial aid received by the 126 students who enrolled in courses at New Birth. In addition, DoED has been provided a copy of SACS President Belle Wheelan's September 23 letter affirming the academic validity of those students' coursework and degrees. Potential sources of funds for repayment, if required, have yet to be determined.
- NCCU will transfer \$55,426 from institutional trust funds to appropriate state accounts to properly reimburse the state for employee compensation and operating costs incurred in support of the New Birth Program by the NCCU Business Office, Registrar's Office, and the Student Financial Aid Office.
- NCCU and UNC General Administration are further strengthening policies, procedures, and controls related to the establishment and approval of distance education programs.

NCCU has restructured its Office of University Accreditation and adopted new protocols to monitor all academic planning and approval processes and ensure that all substantive changes procedures are followed in the future. As part of ongoing training related to accreditation and substantive change, the Office will provide information on accreditation standards and procedures to senior administrators during annual workshops. All required approvals will be secured at the institutional level, the system level, and by SACS prior to any program's initiation.

- NCCU will document and test its internal controls over financial reporting during 2008-09 and will implement internal controls to prevent or detect unauthorized program activity and expenses, misclassification of expenses, and other inappropriate fiscal activity, as well as to ensure that no one individual handles a transaction from its inception to its completion. UNC General Administration will monitor the effectiveness of these controls.
- UNC General Administration has conducted a review of all distance education offerings at all UNC institutions to ensure that they are fully in compliance with Board of Governors policy and SACS reporting requirements. While a small number of procedural oversights have been identified, none appear to have been intentional and none are remotely comparable to the New Birth problem.
- At the appropriate time, any outstanding issues outside our scope of authority or beyond our jurisdiction will be turned over to the State Auditor for further review and analysis.

Conclusions:

We may never answer with certainty all questions related to NCCU's creation and operation of this unapproved distance education program in Georgia because of wholesale changes in campus leadership and personnel, inadequate documentation and record-keeping, and jurisdictional and staffing limitations.

Clearly established University, SACS, and DoED policies and procedures related to the establishment of distance education programs were ignored or circumvented. Accounting and

tuition-setting processes for the New Birth Program did not conform to accepted state and University practice. The academic standing of the 126 students enrolled in the program was temporarily put into question, and the academic and fiscal integrity of NCCU as an institution was jeopardized.

Our collective commitment has been to help NCCU move forward in a stronger position by doing right by the affected students, making amends with SACS, getting related financial issues resolved with the DoED, and taking reasonable steps to help ensure that this never happens again on a UNC campus. We are doing just that.

While the New Birth site failed to gain SACS approval and has been permanently closed, SACS has now publicly affirmed the academic quality of the coursework offered there and the integrity of all NCCU degrees awarded. A teach-out plan for the 39 remaining students—developed in collaboration with ECU—is expected to begin in January 2009. A team from NCCU met with all affected students in Georgia on October 13 to discuss their remaining degree requirements and academic options.

We are still awaiting a determination from DoED.

NCCU is reimbursing the state for employee compensation and operating costs incurred in support of the New Birth Program by the NCCU Business Office, Registrar's Office, and the Student Financial Aid Office. NCCU and UNC General Administration also are further strengthening policies, procedures, and controls related to financial reporting and the establishment and approval of distance education programs.



**MEMORANDUM OF UNDERSTANDING
BETWEEN
NORTH CAROLINA CENTRAL UNIVERSITY AND NEW BIRTH
MISSIONARY BAPTIST CHURCH**

North Carolina Central University (University College) agrees to enter into a preferred educational relationship with New Birth Missionary Baptist Church (New L.I.F.E. College Program).

NOW THEREFORE IN MUTUAL CONSIDERATION, THE PARTIES AGREE AS FOLLOWS:

I. GENERAL PROVISIONS

- a. This Agreement can be altered, or modified at any time by mutual agreement between the parties;
- b. Either party may terminate this Agreement 30 days from the date of a written notice of termination mailed to the other party;
- c. Unless extended by mutual agreement between the parties, this Agreement shall be for the time period August 1, 2004 through September 1, 2005

II. SPECIFIC RESPONSIBILITIES

1. The Responsibilities of the New Birth Missionary Baptist Church

The New Birth Missionary Baptist Church agrees that it will be responsible for the following activities:

- a. Provide facilities for classroom and/or academic use by the North Carolina Central University faculty and representatives
- b. Provide administrative support for faculty and students
- c. Market the program to students and assist North Carolina Central University in identifying faculty members.
- d. Provide tutoring and academic support.
- e. Guarantee a minimum of 15 students per course, and a minimum enrollment of 100 students per year.
- f. If the New L.I.F.E. College Program does not provide the minimum number of students per year, New Birth Missionary Baptist Church agrees to pay \$30.00 per student to cover the shortfall for the Georgia Initial Fee.
- g. Invoice North Carolina Central University after enrollment is verified.

2. The Responsibilities of North Carolina Central University

North Carolina Central University agrees that it will offer the following services to New L.I.F.E. College Program:

- a. Ensure faculty are in compliance with SACS accreditation standards via face-to-face modality.
- b. Provide academic support and advising at least once per semester
- c. Provide virtual library services for students
- d. Provide administrative support at least once per semester
- e. Develop time-sensitive teaching schedules over an eighteen month period
- f. Provide payment for all New L.I.F.E. services thirty days after the invoice is received
- g. Provide access to the College Level Exam Program (CLEP)
- h. Offer the Bachelor of Business Administration, General Business degree and the Bachelor of Science Criminal Justice degree

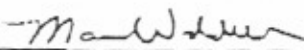
III. PERIOD OF PERFORMANCE

This Agreement shall commence on the date it is executed, **August 2004**, and terminate in **September 2005**, unless otherwise terminated/extended by Agreement.

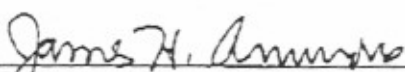
IV. SIGNATURES/CERTIFICATION

By signing this Agreement, all parties agree the provisions contained herein are subject to all applicable Federal, State, and local laws, regulations and/or guidelines relating to equal opportunity, non-discrimination, displacement, privacy rights of participants, and maintenance of records and other confidential information relating to New Birth Missionary Baptist Church, New L.I.F.E. College Program, the University College, and the North Carolina Central University.

By Signature affixed below, the parties specify their Agreement:


Signature: New Birth Missionary Baptist Church
Elder Maurice Waddell
Chief Operating Officer

11/2/04
Date


Signature: North Carolina Central University
James H. Ammons
Chancellor

10/14/04
Date

*MEMORANDUM OF UNDERSTANDING
BETWEEN
NORTH CAROLINA CENTRAL UNIVERSITY
AND
NEW BIRTH MISSIONARY BAPTIST CHURCH*

North Carolina Central University (University College) agrees to enter into a preferred educational relationship with New Birth Missionary Baptist Church (Christian Education Division).

NOW THEREFORE IN MUTUAL CONSIDERATION, THE PARTIES AGREE AS FOLLOWS:

I. GENERAL PROVISIONS

- A. This Agreement can be altered or modified at any time by mutual agreement between the parties.
- B. Either party may terminate this Agreement 30 days from the date of a written notice of termination mailed to the other party.
- C. Unless extended by mutual agreement between the parties, this Agreement shall cover the period of September 1, 2006 through August 31, 2007.

II. SPECIFIC RESPONSIBILITIES

- A. The Responsibilities of the Christian Education Division (North Carolina Central University/New Birth):
 - 1. Serve as the liaison between the Georgia Nonpublic Postsecondary Education Commission and North Carolina Central University (NCCU).
 - 2. Provide classroom facilities (including equipment) and administrative offices on the New Birth campus.
 - 3. Provide administrative support for faculty and students.
 - 4. Identify prospective faculty members and forward the appropriate credentials to the NCCU department chairs for approval/hiring.
 - 5. Provide tutorial and academic support as needed.
 - 6. Schedule student advisement sessions with NCCU representatives.
 - 7. Arrange classes to accommodate the students' academic needs.
 - 8. Arrange and schedule practicum experiences as required for degree completion.
 - 9. Videotape selected sessions (60 minutes) during each semester and submit to NCCU departmental representatives for evaluation. The Student Ratings of Instruction will be administered, per the requirements of the UNC System.
 - 10. Recruit prospective students and forward applications to the NCCU Undergraduate Admission Office.

11. Invoice NCCU after enrollment is verified for payment within 30 days.

B. The responsibilities of North Carolina Central University:

1. Provide quality customer service to students, faculty and administrators on the NCCU/New Birth campus.
2. Provide information as required for NCCU/New Birth administrators to access the Banner system for student information and follow-up.
3. Provide travel support for the NCCU/New Birth administrative staff to attend the Faculty Workshop at NCCU to remain apprised of relevant programmatic/academic changes affecting all students.
4. Expand one new academic program in Elementary Education during 2006-7 with appropriate application and fee submitted to the Georgia Nonpublic Post Secondary Education Commission.
5. Provide an annual assessment to ensure appropriate standards are adhered to as required by the Southern Association of Colleges and Schools (SACS). The NCCU Office of Accreditation will conduct additional assessments.
6. Provide academic support (Academic Checkout forms completed during the student's first semester of enrollment) and advising at least once per semester. Require that all Department Chairs conduct the senior audits two semesters prior to the students' anticipated graduation date.
7. Provide virtual library services for students.
8. Provide blackboard training and toll-free access to the help desk/support center at NCCU.
9. Provide payment for facilities and student support services within 30 days after invoices are received.
10. Offer the Bachelor degrees in General Business, Criminal Justice, Hospitality and Tourism Administration and Education.
11. Provide two scholarships per year to NCCU/New Birth students.

III. PERIODS OF PERFORMANCE

This Agreement shall commence on the date it is executed, September 2006 and Terminated August 2007, unless otherwise terminated/extended by Agreement.

IV. SIGNATURES/CERTIFICATION

By signing this Agreement, all parties agree that the provisions contained herein are subject to all applicable Federal, State, and local laws, regulations and/or guidelines relating to equal opportunity, non-discrimination, displacement, privacy rights of participants, maintenance of records and other confidential information relating to New Birth Missionary Baptist Church and the North Carolina Central University.

By signature affixed below, the parties specify their Agreement:

Maurice Waddell

Maurice Waddell, Chief Operating Officer
New Birth Missionary Baptist Church

10/25/06

Date

James Ammons, Chancellor
North Carolina Central University

Date

Maurice Waddell, Chief Operating Officer
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11/10/06
Date

North Carolina Central University
Durham, North Carolina

**The Status of New Birth Academic Services,
Comparability, and
Faculty Qualifications**

September 15, 2008

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The Status of New Birth Academic Services, Comparability and Faculty Qualifications

I. Introduction

North Carolina Central University (NCCU) has a long history of voluntary institutional accreditation, attaining recognition by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools as an “A” institution in 1937 and membership in 1957. Specialized accreditation has been an institutional priority since the university’s first program, Law, was accredited by the American Bar Association in 1950. The commitment continues as the institution seeks recognition of all accreditable programs. Currently, eighteen NCCU programs are accredited, certified, or approved by twenty-one accreditors in Athletic Training, Business, Chemistry, Criminal Justice, the Child Development Laboratory School, Communication Disorders, Counseling, Dietetics, Education, Geography, Hospitality and Tourism, Law, Library and Information Sciences, Nursing, Parks and Recreation, Public Health Education, Social Work, and Theater. During this academic year, the university expects to host three teams for first time accreditation:

- School of Law with the American Association of Law Schools
- Environmental Science with the National Environmental Health Science and Protection Accreditation Council
- Public Administration with National Association of Schools of Public Affairs and Administration.

This commitment is further realized in the establishment of the Office of University Accreditation, administratively housed in the Office of the Provost. The Director coordinates all specialized accreditation activity including budgeting, preparation of the self-study, arrangements for the site visit, and requisite follow-up to assure compliance with accreditation.

The New Birth program began in fall 2004 as a means to provide access to higher education for persons in the Lithonia, Georgia area. The administrative oversight for the program was provided by NCCU’s Dean of the University College (renamed the Division of Extended Studies) who designated the Assistant Dean of the college to collaborate with the academic units to deliver the three academic programs. The program was designed to accommodate the working adult learner. Classes were offered during two eight-week sessions. Classes met twice a week, Monday through Friday from 5:30 pm to 9:30 pm and Saturdays 10:00 am to 4:00 pm. No courses are being offered at the New Birth site at this time.

The New Birth student population was generally comprised of non-traditional students. The table below provides general demographics of those students.

Table I: Demographic Information of New Birth Students

Females	81%
Male	19%
Average Age	40.9
Average Number of Hours Transferred to NCCU	42.2
Average GPA of New Birth Students (NCCU coursework only)	3.13
Average GPA of NCCU On-Campus Students as of Fall 2008	2.79

To more effectively serve the students, two on-site coordinators were appointed by New Birth Missionary Church to provide day-to-day assistance to students enrolled in the program. The on-site coordinators were Dr. Annette Mitchell and Dr. Gwendolyn Mitchell. Annette Mitchell holds a Ph.D. in Education/Extension Education from Ohio State University and taught research methods and organizational management courses at Morris Brown College. Gwendolyn Mitchell holds a Ph.D. in Educational Studies, Adult Education and Research from Ohio State University and served as an adjunct instructor at Strayer University in Atlanta, Georgia, and as Department Chairperson at American InterContinental University and Morris Brown College in Atlanta, Georgia.

Beginning fall 2005, Kimberly Phifer-McGhee, Director of Distance Education at NCCU, assumed administrative oversight of the program. Program administration included preparing and submitting contracts for faculty teaching in the New Birth program; entering courses in the NCCU Banner system; entering student course schedules; serving as chair of the New Birth Advisory Committee; working with academic advisors and department chairs to ensure that course offerings and faculty recommendations met departmental requirements; preparing and submitting travel authorization forms for NCCU faculty and administrators; preparing check requests and requisitions for processing; and serving as the main point-of-contact for the on-site coordinators and students.

Consistent with all distance education at NCCU, the New Birth program was governed by the same policies and procedures for admissions, financial aid, and registration as the main NCCU campus. Admissions and financial aid decisions were administered through the Office of Undergraduate Admissions and the Office of Financial Aid, respectively. For example, students applying for admissions in the New Birth program were required to complete and submit the undergraduate admissions application to the NCCU Office of Undergraduate Admissions. New Birth students were bound by the same undergraduate admissions requirements as any eligible undergraduate student. Applications were processed and New Birth students notified by the admissions office as to their acceptance status.

The same General Education Curriculum (GEC) that is delivered on campus was taught at the New Birth location. The syllabi correspond with those used on the main campus. Evidence of New Birth students attaining the general education competencies was demonstrated in the completion of course work, assessments, and the ability to meet graduation requirements.

II. Comprehensive Standard 3.7.1 (Faculty Competency)

Every effort was made throughout the duration of the New Birth program to assure the competency of faculty as both professionals and instructors, and to consistently evaluate their effectiveness in the classroom. The information below describes the process the academic units used in selecting and hiring faculty to teach in the New Birth program.

A. Criminal Justice

The Department of Criminal Justice at North Carolina Central University has always sought to recruit and hire highly competent faculty to instruct its students and to help realize its mission, which is “...to prepare students to become leaders, outstanding practitioners, scholars, and advocates for social justice in a diverse and global society.” In the process of determining whether or not to hire faculty consideration was given to a number of factors, including the highest degree earned in a criminal justice or a related discipline, work and professional experience, and other demonstrated competencies and achievements relevant to the learning outcomes of all students.

Faculty teaching at the New Birth site were predominantly adjunct faculty. These individuals were recruited based on needs of the program, course scheduling and their perceived competencies to support student learning and success. Consistent with COC requirements, all faculty applicants were reviewed in light of their academic credentialing and professional experience. It should be noted that the review and selection process of faculty was the same for the New Birth program and the Durham campus. Adjunct professors at the New Birth site were hired in the same manner as adjunct faculty are hired at the Durham campus. The adjuncts at the New Birth site were comparable in education and experience with those hired at the Durham campus. The Criminal Justice Department’s full-time faculty includes two faculty members with a Juris Doctorate degree and two with a Doctorate in Psychology. Online Criminal Justice courses were taught by Wendell Andrews, Coordinator for Distance Education in Criminal Justice, at the Durham campus.

Candidates for faculty positions were jointly identified through the Department of Criminal Justice at NCCU and Co-Coordinator at New Birth. The process of reviewing applicants included the following: 1) submission of a curriculum vitae, a transcript from the institution granting the highest degree earned by the faculty prospect, and the EPA and Faculty Application Data Form; 2) review of the application package by the NCCU Distance Education Coordinator in Criminal Justice; 3) approval by the Chair of the Department of Criminal Justice, and 4) approval by the Dean of the University College or her designee. Upon approval, electronic recommendations were processed by University College staff and forwarded to the Office of EPA Personnel at NCCU. All contracts were submitted for signature, as in the established process on campus, by the Office of EPA Personnel to the Office of the Provost and Vice-Chancellor for Academic Affairs for signature. Consequently, every effort was made to ensure the quality of all faculty and to require that they meet the disciplinary and professional expectations of the Criminal Justice Department. The Department of Criminal Justice strongly asserts the comparability of faculty at both the New Birth site and the Durham campus. As shown in the COC Credentialing Form, all persons teaching Criminal Justice courses possess the requisite academic credentials and relevant practice experience fully documented by NCCU. (Exhibit 2.1: Criminal Justice Faculty Roster for New Birth Instructors)

To assist North Carolina Central University in its assessment of comparability between the New Birth site and its Durham campus, a noted criminologist, Dr. Robert Bing III, was engaged as an external reviewer. Dr. Bing is highly regarded in the field of criminal justice and its national professional and academic organizations. His scholarship and tenure in administration (see attached curriculum vitae) uniquely qualify Dr. Bing to render a credible assessment. Below is a quote from Dr. Bing's statement of findings of the comparability of faculty credentialing at the New Birth and Durham sites.

"In all, New Birth faculty have a range of academic degrees, including the MS in criminal justice, law and doctorate degrees. The degrees in law, political science and education would simply require the host institution to request exception, based upon relevant work experience(s) or academic talents. The critical point here is that the range of academic credentials of the adjunct faculty at New Birth is not uncommon in criminal justice, a multidisciplinary science (Dr. Robert Bing III, August 22, 2008)." (Exhibit 2.2: Vita)

To ensure effective oversight of the Criminal Justice program at the New Birth site, Mr. Wendell Andrews was hired as the Coordinator for Distance Education in Criminal Justice in August 2005. Mr. Andrews worked closely with Dr. Annette Mitchell and Dr. Gwendolyn Mitchell (Co-Coordination at New Birth) to monitor student progress, to manage faculty matters, as well as to assure student retention and success. Mr. Andrews met regularly with Dr. Harvey McMurray, Chair, Department of Criminal Justice, to provide updates on student progress and faculty performance matters related to the New Birth program.

B. General Business Administration

The School of Business at North Carolina Central University recruits and employs competent faculty members qualified to accomplish the mission and the goals of the institution as well as the School of Business. To determine faculty competency, primary consideration was given to the highest degree earned in a relevant discipline by all faculty prospects, where the scope of review included the undergraduate and graduate degree, related work experience, professional licensure and certifications and other demonstrated competencies and achievements. The School of Business is committed to continuous improvement through achievement and demonstration of effective teaching and student learning outcomes consistent with COC, ACBSP and AACSB International accreditation.

The recruiting effort is similar for both the Durham campus and the New Birth site. Further, faculty members in the School of Business can be viewed as either participating or supporting. Participating faculty are employed full-time at the institution and are fully engaged in curriculum development, governance, and activities that help the institution accomplish its academic mission and goals. Faculty members are considered as supporting if they teach less than a full-load and do not fully participate in the governance structure, yet contribute to help support the academic mission through focused instruction for a subset of the program. Both at the Durham campus and the New Birth site, participating and supporting faculty members are deployed based on program needs, academic schedule, strategic and immediate program support needs. Additionally, classes are scheduled and faculty deployed to achieve balance in the mix of academic and professional exposure the students receive. (Exhibit 2.3: School of Business Faculty Roster for New Birth Instructors)

On the Durham campus the discipline lead-faculty solicit, recruit and recommend both full-time (participating) and adjunct (supporting) faculty members. The recommendations are reviewed by the Associate Dean for Academics and contracts are developed for a recommendation for employment to the Provost and the Vice-Chancellor for Academic Affairs. The electronic recommendations (e-rec) and the draft contracts for faculty to be employed at the Durham campus are developed by the Dean's Office and the same is done by the Director of Distance Education for the New Birth site. The New Birth contracts were developed to reflect unique and separate budget lines and not to co-mingle the sources and accountability for both faculty positions and funds. The strength of the business faculty deployed at both the Durham campus and at New Birth is generally comparable and, in most cases the upper division business courses were taught by full-time, participating business faculty from the main campus.

The external reviewer, Dr. Barron H. Harvey, Dean of the School of Business at Howard University, asserted in his report (Exhibit 5.3):

“faculty resources provided at the New Birth program exceeded the standards of the AACSB in terms of participating versus supporting faculty. Most of the faculty at the New Birth campus had similar qualifications to those at the main campus – held advanced degrees in their respective fields.”
(Exhibit 2.4: Vita)

C. Hospitality and Tourism Administration

The Hospitality and Tourism Administration program is administered under the School of Business and follows all policies and procedures established by the university and the School. Faculty members both full-time and part-time are recruited, selected and hired based upon their preparation and academic credentials and their professional experiences in the hospitality and tourism industry.

Faculty selection is undertaken by the Office of the Dean; however, the Hospitality and Tourism Administration faculty members serve as the search committee and are responsible for identification of the top candidates. Top candidates are screened and invited for interviews. Final selection is a joint decision of the Hospitality and Tourism Administration faculty, the Associate Dean for Academics, and the Dean of the School of Business.

Potential part-time and adjunct faculty members supporting the day, evening, weekend, and the New Birth site were identified by faculty, industry partners and/or the Director. Credentials of all prospective faculty members were submitted to the Director of Hospitality and Tourism Administration for review and validation of their academic preparation and professional industry experiences. The selected individuals completed the university faculty application and submitted official transcripts, curriculum vitae and three letters of recommendation to the Director. This packet of information was submitted to the Associate Dean for Academics for review, approval, and processing of a contract for each faculty member selected.

The Director was responsible for assuring that the part-time and adjunct faculty members receive the appropriate support to teach the course and to follow all academic procedures. The Director also provided the necessary coaching for the faculty to be successful and retained. Part-time and adjunct faculty members were encouraged to participate in all activities of the program, including workshops, professional meetings, staff meetings, retreats, and Board of Advisors meetings. The Director maintained open communications with all faculty members to address their concerns and to make recommendations for resolution of any issues.

The New Birth faculty members were provided with an in-depth orientation and training at the New Birth site by three faculty members: Professor Kenneth Ivory, Dr. Berkita Bradford, and Professor Joyce Green. Faculty shared course syllabi, teaching strategies and learning resources. In addition, the Director and Dr. Ivory conducted two information sessions with industry leaders from DeKalb County Convention and Visitors Bureau, Marriott International, and Compass Group for faculty teaching at the New Birth site. A business protocol and dining etiquette seminar was conducted by Dr. Bryant for all New Birth students and videotaped. Several of the courses at New Birth contained a College Success Seminar: Putting Theory to Practice which exposed New Birth Students to representatives from industry consistent with the experience of the on-campus students. Two visits for academic advising and career counseling were conducted by Dr. Beverly Bryant each academic year the same as on-campus advising. New Birth students frequently emailed the Director and communicated by telephone and fax on matters pertinent to the course(s) or their matriculation.

The credentials and professional experiences of all faculty members in the Hospitality and Tourism Administration program are suited to the field and level of instructional assignments, as reflected in Exhibit 2.5: Summary of Faculty Qualifications and Demographics. The instruction at the New Birth site was delivered by a combination of full and part-time faculty. Twenty percent of part-time faculty delivering instruction held the terminal degree, while 80% held the master's degree with requisite industry experience.

A review of the credentials by a team from the Accreditation Commission for Programs in Hospitality Administration (ACPHA) in April of 2008 revealed that: "The preparation and qualifications of all members of the instructional staff are suited to the field and level of their assignments. Most have had experience in related industries. The part-time adjunct faculty members have held positions relevant to the subject matter in which they teach and all have master's degrees. (Standard Met)" Team members from ACPHA included: Drs. Lori Till of Buffalo State College-State University of New York, Cynthia Mayo of Delaware State University and Jeffrey Lolli of Widener University. (Exhibit 2.6: ACPHA Accreditation Findings)

A recent report dated August 29, 2008 by an external reviewer reflected the following about faculty quality and credentials in the Hospitality and Tourism Administration:

"Faculty qualifications are irrefutably in accordance with quality teaching standards. All faculty members have documented Masters Degrees in their area of teaching coupled with substantial professional and technical experience, as indicated by the ACPHA accreditation reviewers. The

utilization of full-time faculty to teach classes at the off-campus location is assurance that the standards of course delivery are consistent with the curriculum goals and objectives. Faculty members are hired by North Carolina Central University and screened according to established NCCU employment criteria.”

The external reviewer concludes by indicating:

“I am in agreement with the ACPHA findings regarding the program at NCCU. The status and caliber of the New Birth Program curriculum offerings is consistent with that of the Hospitality and Tourism Administration program at the main campus. There is overwhelming evidence provided in the documentation to support these findings. The New Birth program is clearly aligned in all areas cited above. The strategies employed to connect both campuses are sound and provided avenues for delivering the Hospitality and Tourism Administration curriculum in an unadulterated manner.”

“There was sufficient evidence that the New Birth Hospitality and Tourism Administration Program is in compliance with established standards of learning existing on the main campus to meet the International Accreditation Commission for Programs in Hospitality Administration requirements”. (Exhibit 2.7: External Evaluator’s Report) The External Reviewer was Dr. Deanne Williams, Director of Hospitality Management at Virginia State University. (Exhibit 2.8: Vita)

The Faculty Roster shows the name of the faculty member, the courses taught, relevant academic degrees, and other qualifications and relevant work experience. This form clearly shows that, all faculty members who taught in the New Birth Program were either academically or professionally qualified to deliver instruction in Hospitality and Tourism Program. (Exhibit 2.9: New Birth Faculty Comparability Report Form)

In a prior report to COC, the university had identified some possible instances of non-compliance for the deployment of qualified faculty to support individual courses taught at New Birth. A thorough review of the faculty members’ academic preparation and industry work experiences confirm that they were qualified to teach. For example: Faculty A has an MBA and is completing a terminal degree in Hospitality and Tourism at Oklahoma State University. This faculty member has over twenty –five years of industry experience in top leadership positions in the hospitality industry including Walt Disney World, Shaw Food Service and SODEXHO to name a few positions. Faculty A also taught full-time in the Hospitality Administration Program for two years. Faculty B has an MBA in Human Resources and worked extensively for Delta Airlines. It is the opinion of the program Director that these two faculty members are qualified to deliver instruction at the New Birth site at the course levels indicated.

III. Core Requirement 2.9 (Learning Resources and Services)

Every student admitted to NCCU, including New Birth students, has access to a variety of learning resources including online resources. When students are admitted, they receive a unique NCCU identification and PIN number that enables them to access the Blackboard Learning Management System as well as the NCCU email system. The Blackboard system provides access to online course content,

course syllabi, virtual classroom, discussion board, assignments, and to submit assignments electronically to the instructor.

Links to electronic databases such as NC Live and Search TRLN are available on the Shepard Memorial Library website. The databases are searchable by subject, full text articles, and an alphabetical listing. The password for the NC Live database was provided from the main campus to the staff at New Birth. The New Birth staff provided the password to New Birth students during student orientation at the beginning of each semester.

The Interlibrary Loan system is a service provided to help NCCU students, faculty, and staff obtain materials unavailable in the NCCU campus libraries. This includes items the libraries do not own as well as items that are currently checked out, lost or missing from the libraries' collection. Patrons receiving loan items, such as books and microfilm, are notified through their NCCU email address that the items have arrived and are available for use. Articles are sent electronically to students unless the lender has provided a paper copy. If the article is in hard copy or a book, the student will be notified and the items can be sent via United States mail. All NCCU Students, including New Birth students, who were enrolled for courses were eligible for Interlibrary Loan Services as well as faculty, administration and staff who are currently employed by NCCU.

Dr. Gwendolyn Mitchell was trained by the Blackboard staff. She in turn, served as the trainer for New Birth students and adjunct faculty. NCCU also trained Ms. Sharmon Monagan, Computer Technology Instructor, who served as a source of support for student learning. Ms. LaToya Parker and Ms. Sharon Alston, Information Technology Support Staff at NCCU, assisted students with questions about the use of the technology.

To further support student access to learning resources, Dr. Mitchell arranged for New Birth students to use library resources at the University of Georgia, Clark Atlanta University, and Emory University. Students were allowed to check out documents, books, and research literature from these institutions. They were required to display their NCCU college identification.

A. Criminal Justice

Students at the New Birth site were provided with information about university resources to support their learning, success, and to achieve student learning outcomes. NCCU faculty traveled to the New Birth site routinely to provide training in the use of university resources, to advise students, and to solicit student feedback about their experiences and needs. Each student was required to take the Dimensions of Learning Course (HUSC 1521) which provided instruction about how to access and use electronic resources such as NC Live and Blackboard. The site co-coordinators at New Birth were also trained in NC Live and by NCCU staff and in turn, trained faculty and other staff at New Birth. Like students at the Durham campus, New Birth students were provided passwords to gain access to electronic resources. Each student was provided an email account to facilitate communication with faculty. Students also had access to information technology support staff at NCCU. This twenty-four hour service provided student support in the areas of Blackboard, NC Live, Banner and other technical support services.

To help ensure the comparability between the New Birth site and Durham campus, faculty at New Birth were issued a handbook developed by University College at NCCU entitled, "Distance Education Faculty Manual", dated Spring/Summer 2004. The manual covered areas such as use of library resources, standards for distance education courses, teaching, and student support.

Course syllabi and books are clear indicators of comparability of learning resources between the New Birth site and the Durham campus. Syllabi and books were recommended by Criminal Justice faculty and the chair. Below is a quote from Dr. Bing concerning his assessment of the books and syllabi used at the New Birth site.

"The books required by instructors at the New Birth campus are excellent. I recognized almost every book as one that was authored by scholars in the discipline of criminology and criminal justice. All books were printed by mainstream publishing companies and are fundamentally important to course instruction. Meanwhile, the books required for course completion on the main campus are similar to the ones used by instructors on the New Birth campus. The point to be made here is that the books on both campuses are excellent.

Having reviewed many programs over the past several years, I can say unequivocally that syllabi at the New Birth campus and the main campus are nearly identical. Both syllabi include a course description, course expectations, and learning objectives for the students. In all, the New Birth campus course syllabi reflect an emphasis on rigor. More generally, course syllabi for both campuses are consistent with course syllabi at mid and top tier criminal justice programs throughout the country (Dr. Robert Bing III, August 22, 2008)."

To ensure the quality of student advisement, student learning and oversight, Mr. Andrews often communicated with New Birth students by email and telephone. Moreover, Mr. Andrews and occasionally Dr. McMurray visited the New Birth site to meet with students and New Birth coordinators to discuss their academic experiences and needs. Listed below are dates that department staff visited the New Birth site for group discussions about their learning experiences, student orientations and student advisement.

2008

April 4-5, 2008	Advisement (Wendell Andrews)
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2007

November 2-3, 2007	Advisement (Wendell Andrews)
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April 14, 2007	Advisement (Wendell Andrews)
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January 13, 2007	Advisement (Wendell Andrews)
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2006

September 9, 2006	Advisement (Wendell Andrews)
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January 30-31, 2006	Met with Site Coordinators and with students: Assessment Dr. Harvey McMurray and Wendell Andrews
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2005

May 21, 2005	Orientation and Advisement
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March 12, 2005 Dr. Harvey McMurray, Joseph Sroka, Wendell Andrews and Robert Gattison
Met with Students and Staff (Joseph Sroka)

2004

November 20, 2004 Orientation and Student Advisement
Dr. Harvey McMurray and University College staff

The department chair often stressed the need to do what was required to ensure that students at the New Birth site had comparable experiences to those students at the Durham campus. For example, two students from the New Birth site attended the Student Summer Criminal Justice Leadership Institute for the two week period of June 24 – July 2, 2006. This was an intensive leadership institute that required students to stay on campus for the duration. Students were paid a stipend for their participation. Two of twenty-four student participants were from New Birth.

Students at New Birth were encouraged to seek membership in criminal justice professional and academic organizations. Indeed, students at New Birth were members of the National Association of Blacks in Criminal Justice (NABCI) student chapter as well as the national honor society in criminal justice (Alpha Phi Sigma). NABCI student members at the New Birth site and the Durham campus were also involved in community service projects and outreach.

B. General Business Administration

The School of Business in partnership with, and with support from, both staff at New Birth and staff and faculty at the Durham campus provided faculty and student access and user privileges to library resources and other learning/information resources consistent with the courses and the degree offered.

Library and Related Academic Resources

Access to library and academic resources were similar for the Durham campus and New Birth students. To ensure New Birth students had the same access to research related resources as students in courses on-site at NCCU, the instructors provided New Birth students with detailed instructions on accessing NC Live and other NCCU library resources. Additionally, New Birth students were provided updated passwords, handouts and detailed instructions on accessing the VLN network at NCCU, which allowed them to access all available electronic library and other resources such as software at NCCU 24 hours a day 7 days a week from any computer with Internet access. Accounts were set up for them on the VLN network by the faculty in the Computer Information Systems (CIS) department of the School of Business.

Academic Advising

The Coordinator for Student Advising traveled at least once each semester to New Birth to advise students regarding their curriculum patterns and course registration. In addition, faculty and staff participated in new student orientation programs. Both the Dean and the Associate Dean visited and participated in new student orientation, class visits, faculty orientation, and in faculty meetings.

Student Organization

Four students from the New Birth site were invited to join the Beta Gamma Sigma Honor Society and were inducted on April 11, 2008. Phi Beta Lambda accepted seven students in 2006-2007 and six students in 2007-2008 into the organization. The processes used for selection were the same for the Durham campus and the New Birth site.

Internship Placement

In the fall 2007 semester, the course entitled MGT 4801 (Field Work – Cooperative Education Program) was offered. A total of nine students were enrolled, eight from the Durham campus and one from the New Birth site. The same syllabus and text book were used by all students. Though face-to-face meetings and conferences were held at NCCU, conferences were also held by telephone with the New Birth student. Faculty traveled to New Birth on two occasions to meet with the student and his internship supervisor while touring the work site. NCCU faculty traveled to the New Birth site and with an audience of New Birth faculty, students, and staff, observed the New Birth student deliver an oral presentation describing his internship activities. Course requirements, contact hours, deliverables, and evaluations were the same for students at the Durham campus and students at the New Birth site.

Other internship opportunities were offered at the New Birth site. However, since most New Birth students were adults employed full time and seeking advancement within their current companies or industries, internship placements were rare.

Career Placement

In March 2007, NCCU's Career Fair information was provided to assist students seeking career placement upon graduation. Four students completed the Senior Exist Survey in May 2008; however, no one reported post graduation plans.

C. Hospitality and Tourism Administration

All Hospitality and Tourism Administration faculty members utilize the Blackboard to support the teaching-learning process. In addition, some faculty members utilize other Internet sites to support their courses. In those instances, faculty post course information, course documents, and grades. The virtual classroom and discussion board features are available for synchronous and asynchronous communication with the instructor and students. Access to external links and other teaching and learning applications for student use is also available through the Blackboard system. The Blackboard staff provides assistance with designing, creating, and managing on-line course information.

The Hospitality and Tourism Administration program utilized experiential learning in the majority of its classes, therefore requiring hands-on experiences provided by the industry. Consistent with practices at the main campus, New Birth faculty members exposed students to the industry through fieldtrips, special projects, work experience, and guest lecturers in classes. A course that required extensive library research was the HADM 4100: Research Techniques in Hospitality and Tourism. Below are the comments from the Professors:

The HADM 4100 Research Techniques in Hospitality and Tourism course for the New Birth Program for spring 2008 closely adhered to the instruction provided for the HADM 4100 course taught on-site at NCCU. First, the same book was used for both courses. Secondly, closely related course projects were required for both courses. Both courses also required students to complete the entire book and demonstrate working knowledge and understanding of basic research techniques in responding to test questions, completing research based pilot study project, and making electronically enhanced presentation of pilot study results to class.

To ensure New Birth students had the same access to research related resources as students in courses on-site at NCCU, detailed instructions on accessing NC Live and other NCCU library resources were provided. In addition, New Birth students received handouts and detailed instructions on accessing the VLN network at NCCU, which allowed them to access all available standard software at NCCU 24 hours a day 7 days a week from any computer with Internet access. Accounts were set up for them on the VLN network by Dr. Cameron Seay of the CIS department of the School of Business at NCCU.

The HADM 4700 Facilities Management course was more project-based. The students had access to NC Live as on-campus NCCU students. In addition, any websites required for the course were posted to the link via Blackboard under "External Links". The students were not completing major research projects in this course due to the nature of the course. The method of delivery for this course was most often via *Elluminate*. (Exhibit 3.1: Email to New Birth Students Regarding Training on *Elluminate*)

The HADM 4600 Senior Seminar introduced New Birth students to the same material as the students at the Durham campus because the course is designed to be taken online. The New Birth students actually performed higher on average on the Certification exam than the students at the Durham campus. (Exhibit 3.2: National Examination Scores for HADM 4600)

The nature of the HADM 3010 course at both NCCU and New Birth did not require the students to conduct any type of research/complete a research project; therefore, they were not required to utilize the library. However, the students had access to NC Live via NCCU's homepage/website.

The Hospitality and Tourism Administration program has a number of discipline specific software packages which were available for use by New Birth faculty. The Cyber Cinema Library is an online library from the Educational Institute (EL) which was available to all faculty and students 24 hours a day. Access was available using a password. Cyber Cinema provides access to EL's entire generic video training library of 100 plus titles covering ten (10) topic areas: (A) Front Office, (B) Housekeeping, (C) Human Resources, (D) Risk Management, (E) Sales and Marketing, (F) Food and Beverage, (G) General Management, (H) Guest Services.

Hospitality and Tourism Administration students and faculty members had access to the collections of all of the academic libraries within the region via the university's formal collaborative agreements. One such agreement is the Triangle Research Libraries Network (TRLN). This is a collaborative organization of North Carolina Central University, Duke University, North Carolina State University, and The University of North Carolina at Chapel Hill. The purpose of this network is to marshal the financial, human, and information resources of the research libraries through cooperative efforts in order to create a rich and

unparalleled knowledge environment that furthers the universities' teaching, research, and service mission.

Program Services to Students

Student Orientation

During the Hospitality and Tourism Administration program orientation, each student is provided with a student resource manual which serves as the guide throughout matriculation in the program. The student resource manual specifically outlines the program's guidelines relative to admission to the program, progression in the program, the university's retention goals and objectives, and an overview of the dismissal policy. Additionally, the manual contains specific information regarding graduation requirements along with an Academic Checklist to monitor the student's matriculation towards the degree. Each student is responsible for carefully monitoring progression with the assistance of an academic advisor. (Exhibit 3.3: Cover of Student Resource Manual and Table of Content of Manual) All New Birth students received a manual and orientation on program requirements and career opportunities by selected industry leaders from the DeKalb County Convention and Visitors Bureau, Marriott International and Compass Group. (Exhibit 3.4: Agenda for the Information Session) New Birth students also received hospitality lapel pins, academic calendars, and books on business etiquette, protocol, and professional business dress as did the students at the Durham campus.

Academic Advising and Career Counseling

All students majoring in Hospitality and Tourism Administration are assigned to an academic advisor who counsels and advises students concerning their career and academic plans. (Exhibit 3.5: Advisee List Cover and Example of Advising Schedule) During the advising and counseling sessions, faculty helped students to focus on their career plans; explore internship opportunities, explore participation in conferences and trade shows; job shadowing experiences; career fairs; and student organizations. Faculty encouraged students to practice good time management skills and to balance family, personal, and academics in order to be successful.

In advising all seniors and New Birth students, the program director evaluates transfer students' transcripts. Following advising, the Director of Distance Education at North Carolina Central University registered each New Birth Student. All Durham campus and New Birth student files are kept in a confidential location and retained for at least three years after graduation.

As a result of advisor counseling efforts, and industry partnerships, the program experienced a positive job placement rate. Currently, the program's job placement rate is 97%.

Membership in Student Organizations

In 2006, eight New Birth students became members of the National Society of Minorities in Hospitality (NSMH) and participated in the national conference in Atlanta, Georgia. (Exhibit 3.6: Memo of Transmittal of Student NSMH Membership Applications) The NCCU Chapter of NSMH hosted a group of New Birth students for homecoming in 2006 and provided a reception at the Crowne Plaza Hotel. One New Birth student was inducted into Phi Beta Lambda and in 2007 four, Hospitality students were inducted. (Exhibit 3.7: Hospitality Majors on National Roster of Phi Beta Lambda) Hospitality students at

New Birth also attended the National Association of Black Hotel Owners and Operators Conference with the program director in Atlanta, Georgia in 2006. One New Birth student was selected among hospitality students to participate in the Beta Gamma Sigma Honor Society. (Exhibit 3.8: Student Wearing Beta Gamma Sigma Stole at Graduation and the Membership Roster) Graduating seniors participated in the School of Business Spring Banquet in which one New Birth student was recognized as the graduating senior with highest grade point average in May of 2008. Both New Birth students participated in May graduation exercises. (Exhibit 3.9: Program of the School of Business Banquet- New Birth Student Participated)

IV. Comprehensive Standard 3.3.1.1 (Institutional Effectiveness)

A. Criminal Justice

The Criminal Justice faculty and chair traveled occasionally to the New Birth site to meet with adjunct faculty to discuss the development of student learning outcomes. Faculty at New Birth were trained in development and assessment of Student Learning Outcomes (SLOs). They were requested, as was the case for faculty at the Durham campus, to incorporate SLOs in their syllabi. The syllabi were then reviewed by faculty at the Durham campus. This process is consistent with efforts to establish SLOs for all Criminal Justice faculty. In addition to student learning outcomes, in 2006 the department pursued the development of "Program Learning Outcomes/PLO" as a means to promote institutional effectiveness.

Program Learning Outcomes (PLOs) guide instruction and advisement practices at both the New Birth site and the Durham campus. Specifically, the Program Learning Outcomes are as follows: 1) To apply their critical and analytical thinking skills in a problem solving capacity articulated in Criminal Justice and related concerns; 2) to have an understanding of the Criminal Justice system and its impact on crime prevention and control; 3) to exhibit qualities that reflect the students' ability to exercise ethical and sound judgment in their personal and professional lives; 4) to acquire real-time experiential learning about the operations of a Criminal Justice or related agency or organization in the public or private sectors; 5) to develop skills, written and oral, to effectively communicate in a diverse and global society; and 6) to acquire the skill and knowledge set to assume a variety of professional and leadership positions in a public or private criminal justice or related organization.

The means of assessing the aforementioned program learning outcomes include exams, class projects, term papers, group discussions, oral presentations, placement in Criminal Justice or related agencies, supervisor assessment, faculty assessment, senior seminar course, faculty assessment and employment in a criminal justice or related agency.

Students gained practical experience through placements in criminal justice agencies such as the DeKalb County State Court Probation, the Georgia Department of Juvenile Justice, Atlanta Police Department, DeKalb County Sheriff Department, DeKalb County District Attorney's Office, Georgia State Bureau of Investigation and others. Leading criminal justice administrators visited the New Birth site to lecture students about contemporary issues and career opportunities.

As previously mentioned, students at the New Birth site were older than their Durham campus counterparts, and therefore, many were currently gainfully employed. They were pursuing postsecondary degree for both personal development and career advancement. For example, three students were seeking law school admission, one was a graduate student in public administration at Jackson State University and another was a graduate student at Argosy University. In terms of employment, one student received a promotion at the General Electric Corporation and another received a promotion at a drug treatment center. Graduates were also employed in law enforcement, corrections and homeland security agencies.

B. General Business Administration

As an accredited institution, the COC requires identification of expected outcomes, assessment of these outcomes, and reporting the use of results of the analysis to improve student learning and program learning outcomes. The School of Business is also committed to blending efforts to both assess and demonstrate “assurance of learning” using the language and principles promoted by the Association to Advance Collegiate Schools of Business International (AACSB). The School of Business has a well developed “assurance of learning” approach and an assessment process that is developed, administered, and analyzed in-house. Beginning next year, major field achievement tests administered by ETS will be used to set national benchmarks and comparison standards.

The students both at the Durham campus and at the New Birth site were administered the same student learning outcome and program assessment tests. The results are similar for both the Durham campus and the New Birth site. In her report, the faculty leading the assessment effort reported that:

“The eight New Birth students provided 26 to 58 correct responses to the SLAE questions, generating a mean of 47.13 and a standard deviation of 10.20. For the ninety-six (96) students who took the same test in the bricks and mortar environment during spring 2007, the scores ranged from 32 to 69 correct responses, generating a mean of 48.26 with a standard deviation of 7.33. Each group of students answered sixty percent of the test questions correctly. This suggests that if a larger number of New Birth students completed the on-line SLAE instrument over time, the performance of the two groups of students would be statistically equivalent. This conjecture is supported by the 2007-08 mean of 45.71 with a standard deviation of 7.225 (on a 78-item test) in the bricks and mortar learning environment.”

In summary, review of (1) the faculty selection process and evaluation of faculty competency, (2) the library and academic resources provided both to faculty and to students, and (3) the assessment of student learning outcomes and program effectiveness for the New Birth and Durham campus students are indeed comparable. This conclusion is similar to the expectation set, and the conclusion reached by the peer reviewers (most of the reviewers were volunteers who were also sitting deans from accredited business schools) from ACBSP and AACSB, International through review of self-study documents and site visits.

C. Hospitality and Tourism Administration

The Hospitality and Tourism Administration program has developed effective means of assessing learning outcomes consistent with the mission and objectives of the program and consistent with the practices of the School of Business in implementing on-going improvements and enhancements to the program.

The program's mission, vision, theme, and core values guide the assessment process. In keeping with the School of Business, the Hospitality and Tourism Administration program engages in a three-pronged approach to assessment: curriculum development, curriculum delivery, and student learning. Curriculum development and delivery are the two primary inputs to the academic program. Results of curriculum delivery assessment are used to improve instructional delivery. Results of student learning assessments are used to improve curricular development.

In order to comprehensively assess its effectiveness, the Hospitality and Tourism Administration program makes use of both primary and secondary assessment measures. Primary assessment measures focus on student performance on tests and activities designed to ascertain mastery of learning objectives. These assessment techniques are typically embedded in courses, and are sometimes administered outside of specific courses. They include case analyses, presentations, performance on projects and examinations, and other embedded assessment techniques. A common primary assessment is national certification examinations administered in courses dealing with certifiable content within Hospitality and Tourism. Currently, approximately 50% of Hospitality and Tourism Administration courses are certification based. One example of such certification is the Food Safety Manager Certification examination. It is administered to all students taking the Applied Sanitation and Safety course. Successful passing of the examination results in students receiving five-year professional certification as Food Safety Manager. (Exhibit 4.1: Examples of National Certificates for New Birth Students)

All Hospitality and Tourism students are required to pass the Senior Exit Examination as a graduation requirement, the first two New Birth graduates took the examination in April 2008, and results are shown in Exhibit 4.2: New Birth Student Scores on Senior Exit Examination. The current percentage rate for passing the examination is 80. New Birth Students also participated in the Demographic Survey. (Exhibit 4.3: New Birth Student Surveys) Secondary assessment involves student perceptions regarding their learning and related experiences. The Hospitality and Tourism Administration program uses results from a number of surveys, including those from the Senior Exit Survey; the two New Birth graduating seniors participated. (Exhibit 4.4: Copy of the New Birth Students Exit Survey) The results of the survey help to guide improvements in overall program implementation. (Exhibit 4.5: Shows examples of the ways the Hospitality and Tourism Administration program ensures assessment coverage of core segments of program instruction and Program Learning Outcomes for Hospitality and School of Business).

The requirement of 1,000 hours of work experience and 120 hours of community service by all hospitality majors has been followed by New Birth students. The various assessment data are utilized to continually pinpoint and highlight needed revisions in the curriculum and other program components, ensuring that every Hospitality and Tourism Administration student is afforded the maximum opportunity to grow and

develop, in breadth and depth, in acquiring and using the skills acquired through Hospitality and Tourism Administration instruction.

V. Specialized Accreditation and Certification

In keeping with the university's strategic plan, NCCU is committed to attaining the accreditation and/or certification of all accreditable degree programs by the most widely respected accrediting body in the discipline. The three degree programs offered at the New Birth location either sought or renewed accreditation or certification during the time the New Birth program was offered. The New Birth location was conveyed to each of the specialized accrediting/certifying agencies during the processes.

The Criminal Justice self-evaluation report from March 23, 2006, section 3H (List any Criminal Justice Courses Taught Off-Campus), page 31, reports the New Birth site as a site where criminal justice courses were taught off-campus. The review team for Criminal Justice did not request to conduct a visit of the New Birth site. However, in the report from the North Carolina Criminal Justice Education and Training Standards Commission, it is stated that the site review team carefully reviewed the Criminal Justice distance education programs (Exhibit 5.1: Program Evaluation Committee of the North Carolina Criminal Justice Education and Training Standards Commission and Exhibit 5.2: External Evaluator's Review).

The School of Business and its programs have successfully gained accreditation for all its programs, including extended education provided at the New Birth site in Georgia. The reviewers for the ACBSP team noted the New Birth site and the assurances included the program in the scope of accreditation review. The AACSB International review included New Birth in the scope of accreditation and thus also described operations, activities, and plans for the future in the self study. During the peer-review team visit, the New Birth site was discussed and a team member paid particular attention to the initiatives, processes, and operations citing the geographical sensitivity of the location. The peer review affirmed the effort, commended the School of Business in five areas of strength including student involvement, faculty preparation and engagement; and also endorsed the capacity to transition to the more stringent new standards of AACSB International. The team did not request to visit the New Birth site (Exhibit 5.3: External Evaluator's Review of School of Business).

The Hospitality and Tourism Administration self-study report included the New Birth site. A review of the credentials by a team from the Accreditation Commission for Programs in Hospitality Administration (ACPHA) in April of 2008 revealed that: "The preparation and qualifications of all members of the instructional staff are suited to the field and level of their assignments. Most have experience in related industries. The part-time adjunct faculty members have held positions relevant to the subject matter in which they teach and all have master's degrees (Standard Met)".

The table below outlines the most recent accreditation and certification for the Department of Criminal Justice, the School of Business, and the Program of Hospitality and Tourism Administration.

Table II: Accreditation and Certification Approval Dates and Periods

Program	Accreditation/Certification Agency	Date of Approval	Accreditation Period
Hospitality and Tourism Administration	Accreditation Commission for Programs in Hospitality Administration	Initial accreditation granted in August 2008	Seven years (summer 2008 – summer 2015)
School of Business	Association to Advance Collegiate Schools of Business (AACSB)	Accreditation granted in 2006	Five years (2006 – 2011)
School of Business	Association of Collegiate Business Schools and Programs (ACBSP)	Regained in 2006	Ten years (2006 – 2016)
Criminal Justice	North Carolina Criminal Justice Education and Training Standards Commission	Certification received in 2006	Ten years (2006 – 2016)

VI. Conclusion

Three corroborating sources of review demonstrate that educational programs provided to the New Birth site were of comparable quality to those offered at the Durham campus:

1. Internal processes of review by the Criminal Justice, Business Administration, and Hospitality and Tourism Administration chairs, deans, and program directors. All faculty and courses were as regularly and rigorously evaluated as any other course on the Durham campus;
2. The conclusions reached by the external reviewers affirm the assertion that the programs offered at the New Birth site are comparable to those offered on the Durham campus; and
3. Each of the three academic programs offered at the New Birth site were included in the self-studies and site visits of specialized accreditation/certification agencies during the life cycle of the New Birth site. These accreditations and certification were obtained with a full knowledge and review of the academic programs, including the New Birth site.

Therefore, NCCU has emphasized the quality and comparability of the three academic programs offered at New Birth and strongly believes that each met the rigorous standards of academic and faculty quality expected on the main NCCU campus and required by the Commission on Colleges, as well as those of the three external agencies that provided specialized accreditation or certification during the period the programs were offered.

North Carolina Central University
Durham, North Carolina

**Response to Areas of Non-Compliance
Regarding the New Birth Site and a Proposed
Teach-Out Agreement**

submitted to
The Commission on Colleges of the
Southern Association of Colleges and Schools

September 19, 2008

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Appendices

- Exhibit 1: General Education Faculty Roster for New Birth Instructors
- Exhibit 2: Criminal Justice Faculty Roster for New Birth Instructors
- Exhibit 3: School of Business Faculty Roster for New Birth Instructors
- Exhibit 4: Hospitality and Tourism Administration Faculty Roster for New Birth Instructors
- Exhibit 5: NC Criminal Justice Education and Training Standards Commission Report
- Exhibit 6: Accreditation Commission for Programs in Hospitality Administration Findings
- Exhibit 7: Substantive Change Transmittal Form
- Exhibit 8: NCCU/New Birth Business Administration Students
- Exhibit 9: NCCU/New Birth Criminal Justice Students
- Exhibit 10: NCCU/New Birth Hospitality and Tourism Administration Students
- Exhibit 11: Letter of Terms of Support from East Carolina University

Response to Areas of Non-Compliance Regarding the New Birth Site and a Proposed Teach-Out Agreement

I. Introduction

North Carolina Central University (NCCU) has a long history of voluntary institutional accreditation, attaining recognition by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools as an “A” institution in 1937 and membership in 1957. Institutional and specialized accreditation have been an institutional priority since the university’s first program, Law, was accredited by the American Bar Association in 1950. The commitment continues as the institution seeks recognition of all creditable programs. Currently, eighteen NCCU programs are accredited, certified, or approved by twenty-one accreditors in Athletic Training, Business, Chemistry, Criminal Justice, the Child Development Laboratory School, Communication Disorders, Counseling, Dietetics, Education, Geography, Hospitality and Tourism, Law, Library and Information Sciences, Nursing, Parks and Recreation, Public Health Education, Social Work, and Theater. During this academic year, the university expects to host three teams for first time accreditation:

- School of Law with the American Association of Law Schools
- Environmental Science with the National Environmental Health Science and Protection Accreditation Council
- Public Administration with National Association of Schools of Public Affairs and Administration.

This commitment is further realized in the establishment of the Office of University Accreditation, administratively housed in the Office of the Provost. The Director coordinates all specialized accreditation activity including budgeting, preparation of the self-study, arrangements for the site visit, and requisite follow-up to assure compliance with accreditation.

The New Birth program began in fall 2004 as a means to provide access to higher education for persons in the Lithonia, Georgia area. The administrative oversight for the program was provided by NCCU’s Dean of the University College (renamed the Division of Extended Studies) who designated the Assistant Dean of the college to collaborate with the academic units to deliver the three academic programs. The program was designed to accommodate the working adult learner. Classes were offered during two eight-week sessions. Classes met twice a week, Monday through Friday from 5:30 pm to 9:30 pm and Saturdays 10:00 am to 4:00 pm. No courses are being offered at the New Birth site at this time.

The New Birth student population was generally comprised of non-traditional students. The table below provides general demographics of those students.

Table I: Demographic Information of New Birth Students

Female	81%
Male	19%
Average Age	40.9
Average Number of Hours Transferred to NCCU	42.2
Average GPA of New Birth Students (NCCU coursework only)	3.13
Average GPA of NCCU On-Campus Students as of Fall 2008	2.79

To more effectively serve the students, two on-site coordinators were appointed by New Birth Missionary Baptist Church to provide day-to-day assistance to students enrolled in the program. The on-site coordinators were Dr. Annette Mitchell and Dr. Gwendolyn Mitchell. Annette Mitchell holds a Ph.D. in Education/Extension Education from Ohio State University and taught research methods and organizational management courses at Morris Brown College. Gwendolyn Mitchell holds a Ph.D. in Educational Studies, Adult Education and Research from Ohio State University and served as an adjunct instructor at Strayer University in Atlanta, Georgia, and as Department Chairperson at American InterContinental University and Morris Brown College in Atlanta, Georgia.

Beginning fall 2005, Kimberly Phifer-McGhee, Director of Distance Education at NCCU, assumed administrative oversight of the program. Program administration included preparing and submitting contracts for faculty teaching in the New Birth program; entering courses in the NCCU Banner system; entering student course schedules; serving as chair of the New Birth Advisory Committee; working with academic advisors and department chairs to ensure that course offerings and faculty recommendations met departmental requirements; preparing and submitting travel authorization forms for NCCU faculty and administrators; preparing check requests and requisitions for processing; and serving as the main point-of-contact for the on-site coordinators and students.

Consistent with all distance education at NCCU, the New Birth program was governed by the same policies and procedures for admissions, financial aid, and registration as the main NCCU campus. Admissions and financial aid decisions were administered through the Office of Undergraduate Admissions and the Office of Financial Aid, respectively. For example, students applying for admissions in the New Birth program were required to complete and submit the undergraduate admissions application to the NCCU Office of Undergraduate Admissions. New Birth students were bound by the same undergraduate admissions requirements as any eligible undergraduate student. Applications were processed and New Birth students notified by the admissions office as to their acceptance status.

The same General Education Curriculum (GEC) that is delivered on campus was taught at the New Birth location. The syllabi correspond with those used on the main campus. Evidence of New Birth students

attaining the general education competencies was demonstrated in the completion of course work, assessments, and the ability to meet graduation requirements.

II. Comprehensive Standard 3.7.1 (Faculty Competency)

Every effort was made throughout the duration of the New Birth program to assure the competency of faculty as both professionals and instructors, and to consistently evaluate their effectiveness in the classroom (Exhibit 1). The information below describes the process the academic units used in selecting and hiring faculty to teach in the New Birth program.

A. Criminal Justice

The Department of Criminal Justice at North Carolina Central University has always sought to recruit and hire highly competent faculty to instruct its students and to help realize its mission, which is "...to prepare students to become leaders, outstanding practitioners, scholars, and advocates for social justice in a diverse and global society." In the process of determining whether or not to hire faculty, consideration was given to a number of factors, including the highest degree earned in a criminal justice or related discipline, work and professional experience, and other demonstrated competencies and achievements relevant to the learning outcomes of students.

Faculty teaching at the New Birth site were predominantly adjunct faculty. These individuals were recruited based on needs of the program, course scheduling and their perceived competencies to support student learning and success. Consistent with COC requirements, all faculty applicants were reviewed in light of their academic credentialing and professional experience. It should be noted that the review and selection process of faculty was the same for the New Birth program and the Durham campus. Adjunct professors at the New Birth site were hired in the same manner as adjunct faculty are hired at the Durham campus. The adjuncts at the New Birth site were comparable in education and experience with those hired at the Durham campus. The Criminal Justice Department's full-time faculty includes two faculty members with a Juris Doctorate degree and two with a Doctorate in Psychology. Online Criminal Justice courses were taught by Wendell Andrews, Coordinator for Distance Education in Criminal Justice, at the Durham campus.

Candidates for faculty positions were jointly identified through the Department of Criminal Justice at NCCU and Co-Coordinator at New Birth. The process of reviewing applicants included the following: 1) submission of a curriculum vitae, a transcript from the institution granting the highest degree earned by the faculty prospect, and the EPA and Faculty Application Data Form; 2) review of the application package by the NCCU Distance Education Coordinator in Criminal Justice; 3) approval by the Chair of the Department of Criminal Justice, and 4) approval by the Dean of the University College or her designee. Upon approval, electronic recommendations were processed by University College staff and forwarded to the Office of EPA Personnel at NCCU. All contracts were submitted for signature, as in the established process on campus, by the Office of EPA Personnel to the Office of the Provost and Vice-Chancellor for Academic Affairs for signature. Consequently, every effort was made to ensure the quality of all faculty and to require that they meet the disciplinary and professional expectations of the Criminal Justice Department. The Department of Criminal Justice strongly asserts the comparability of faculty at both the New Birth site and the Durham campus. As shown in the COC Credentialing Form, all persons teaching

Criminal Justice courses possess the requisite academic credentials and relevant practice experience fully documented by NCCU. (Exhibit 2)

To ensure effective oversight of the Criminal Justice program at the New Birth site, Mr. Wendell Andrews was hired as the Coordinator for Distance Education in Criminal Justice in August 2005. Mr. Andrews worked closely with Dr. Annette Mitchell and Dr. Gwendolyn Mitchell (Co-Coordinator at New Birth) to monitor student progress, to manage faculty matters, as well as to assure student retention and success. Mr. Andrews met regularly with Dr. Harvey McMurray, Chair, Department of Criminal Justice, to provide updates on student progress and faculty performance matters related to the New Birth program.

B. General Business Administration

The School of Business at North Carolina Central University recruits and employs competent faculty members qualified to accomplish the mission and the goals of the institution as well as the School of Business (Exhibit 3). To determine faculty competency, primary consideration was given to the highest degree earned in a relevant discipline by all faculty prospects, where the scope of review included the undergraduate and graduate degree, related work experience, professional licensure and certifications and other demonstrated competencies and achievements. The School of Business is committed to continuous improvement through achievement and demonstration of effective teaching and student learning outcomes consistent with COC, ACBSP and AACSB International accreditation.

The recruiting effort is similar for both the Durham campus and the New Birth site. Further, faculty members in the School of Business can be viewed as either participating or supporting. Participating faculty are employed full-time at the institution and are fully engaged in curriculum development, governance, and activities that help the institution accomplish its academic mission and goals. Faculty members are considered as supporting if they teach less than a full-load and do not fully participate in the governance structure, yet contribute to help support the academic mission through focused instruction for a subset of the program. Both at the Durham campus and the New Birth site, participating and supporting faculty members are deployed based on program needs, academic schedule, strategic and immediate program support needs. Additionally, classes are scheduled and faculty deployed to achieve balance in the mix of academic and professional exposure the students receive.

On the Durham campus the discipline lead-faculty solicit, recruit and recommend both full-time (participating) and adjunct (supporting) faculty members. The recommendations are reviewed by the Associate Dean for Academics and contracts are developed for a recommendation for employment to the Provost and the Vice-Chancellor for Academic Affairs. The electronic recommendations (e-rec) and the draft contracts for faculty to be employed at the Durham campus are developed by the Dean's Office and the same is done by the Director of Distance Education for the New Birth site. The New Birth contracts were developed to reflect unique and separate budget lines and not to co-mingle the sources and accountability for both faculty positions and funds. The strength of the business faculty deployed at both the Durham campus and at New Birth is generally comparable and, in most cases the upper division business courses were taught by full-time, participating business faculty from the main campus.

C. Hospitality and Tourism Administration

The Hospitality and Tourism Administration program is administered under the School of Business and follows all policies and procedures established by the university and the School. Faculty members both full-time and part-time are recruited, selected and hired based upon their preparation and academic credentials and their professional experiences in the hospitality and tourism industry.

Faculty selection is undertaken by the Office of the Dean; however, the Hospitality and Tourism Administration faculty members serve as the search committee and are responsible for identification of the top candidates. Top candidates are screened and invited for interviews. Final selection is a joint decision of the Hospitality and Tourism Administration faculty, the Associate Dean for Academics, and the Dean of the School of Business.

Potential part-time and adjunct faculty members supporting the day, evening, weekend, and the New Birth site were identified by faculty, industry partners and/or the Director. Credentials of all prospective faculty members were submitted to the Director of Hospitality and Tourism Administration for review and validation of their academic preparation and professional industry experiences. The selected individuals completed the university faculty application and submitted official transcripts, curriculum vitae and three letters of recommendation to the Director. This packet of information was submitted to the Associate Dean for Academics for review, approval, and processing of a contract for each faculty member selected.

The Director was responsible for assuring that the part-time and adjunct faculty members receive the appropriate support to teach the course and to follow all academic procedures. The Director also provided the necessary coaching for the faculty to be successful and retained. Part-time and adjunct faculty members were encouraged to participate in all activities of the program, including workshops, professional meetings, staff meetings, retreats, and Board of Advisors meetings. The Director maintained open communications with all faculty members to address their concerns and to make recommendations for resolution of any issues.

The New Birth faculty members were provided with an in-depth orientation and training at the New Birth site by three faculty members: Professor Kenneth Ivory, Dr. Berkita Bradford, and Professor Joyce Green. Faculty shared course syllabi, teaching strategies and learning resources. In addition, the Director and Dr. Ivory conducted two information sessions with industry leaders from DeKalb County Convention and Visitors Bureau, Marriott International, and Compass Group for faculty teaching at the New Birth site. A business protocol and dining etiquette seminar was conducted by Dr. Bryant for all New Birth students and videotaped. Several of the courses at New Birth contained a College Success Seminar: Putting Theory to Practice which exposed New Birth Students to representatives from industry consistent with the experience of the on-campus students. Two visits for academic advising and career counseling were conducted by Dr. Beverly Bryant each academic year the same as on-campus advising. New Birth students frequently emailed the Director and communicated by telephone and fax on matters pertinent to the course(s) or their matriculation.

The credentials and professional experiences of all faculty members in the Hospitality and Tourism Administration program are suited to the field and level of instructional assignments. The instruction at the New Birth site was delivered by a combination of full and part-time faculty. Twenty percent of part-time faculty delivering instruction held the terminal degree, while 80% held the master's degree with requisite industry experience.

A review of the credentials by a team from the Accreditation Commission for Programs in Hospitality Administration (ACPHA) in April of 2008 revealed that: "The preparation and qualifications of all members of the instructional staff are suited to the field and level of their assignments. Most have had experience in related industries. The part-time adjunct faculty members have held positions relevant to the subject matter in which they teach and all have master's degrees. (Standard Met)" Team members from ACPHA included: Drs. Lori Till of Buffalo State College-State University of New York, Cynthia Mayo of Delaware State University and Jeffrey Lolli of Widener University. (Exhibit 2.5: ACPHA Accreditation Findings)

The Faculty Roster shows the name of the faculty member, the courses taught, relevant academic degrees, and other qualifications and relevant work experience. This form clearly shows that, all faculty members who taught in the New Birth Program were either academically or professionally qualified to deliver instruction in Hospitality and Tourism Program. (Exhibit 4)

In a prior report to COC, the university had identified some possible instances of non-compliance for the deployment of qualified faculty to support individual courses taught at New Birth. A thorough review of the faculty members' academic preparation and industry work experiences confirm that they were qualified to teach. For example: Faculty A has an MBA and is completing a terminal degree in Hospitality and Tourism at Oklahoma State University. This faculty member has over twenty-five years of industry experience in top leadership positions in the hospitality industry including Walt Disney World, Shaw Food Service and SODEXHO to name a few positions. Faculty A also taught full-time in the Hospitality Administration Program for two years. Faculty B has an MBA in Human Resources and worked extensively for Delta Airlines. It is the opinion of the program Director that these two faculty members are qualified to deliver instruction at the New Birth site at the course levels indicated.

III. Core Requirement 2.9 (Learning Resources and Services)

Every student admitted to NCCU, including New Birth students, has access to a variety of learning resources including online resources. When students are admitted, they receive a unique NCCU identification and PIN number that enables them to access the Blackboard Learning Management System as well as the NCCU email system. The Blackboard system provides access to online course content, course syllabi, virtual classroom, discussion board, assignments, and to submit assignments electronically to the instructor.

Links to electronic databases such as NC Live and Search TRN are available on the Shepard Memorial Library website. The databases are searchable by subject, full text articles, and an alphabetical listing. The password for the NC Live database was provided from the main campus to the staff at New Birth. The New Birth staff provided the password to New Birth students during student orientation at the beginning of each semester.

The Interlibrary Loan system is a service provided to help NCCU students, faculty, and staff obtain materials unavailable in the NCCU campus libraries. This includes items the libraries do not own as well as items that are currently checked out, lost or missing from the libraries' collection. Patrons receiving loan items, such as books and microfilm, are notified through their NCCU email address that the items have arrived and are available for use. Articles are sent electronically to students unless the lender has provided a paper copy. If the article is in hard copy or a book, the student will be notified and the items can be sent via United States mail. All NCCU Students, including New Birth students, who were enrolled for courses were eligible for Interlibrary Loan Services as well as faculty, administration and staff who are currently employed by NCCU.

Dr. Gwendolyn Mitchell was trained by the Blackboard staff. She in turn, served as the trainer for New Birth students and adjunct faculty. NCCU also trained Ms. Sharmon Monagan, Computer Technology Instructor, who served as a source of support for student learning. Ms. LaToya Parker and Ms. Sharon Alston, Information Technology Support Staff at NCCU, assisted students with questions about the use of the technology.

To further support student access to learning resources, Dr. Mitchell arranged for New Birth students to use library resources at the University of Georgia, Clark Atlanta University, and Emory University. Students were allowed to check out documents, books, and research literature from these institutions. They were required to display their NCCU college identification.

A. Criminal Justice

Students at the New Birth site were provided with information about university resources to support their learning, success, and to achieve student learning outcomes. NCCU faculty traveled to the New Birth site routinely to provide training in the use of university resources, to advise students, and to solicit student feedback about their experiences and needs. Each student was required to take the Dimensions of Learning Course (HUSC 1521) which provided instruction about how to access and use electronic resources such as NC Live and Blackboard. The site co-coordinators at New Birth were also trained in NC Live and by NCCU staff and in turn, trained faculty and other staff at New Birth. Like students at the Durham campus, New Birth students were provided passwords to gain access to electronic resources. Each student was provided an email account to facilitate communication with faculty. Students also had access to information technology support staff at NCCU. This twenty-four hour service provided student support in the areas of Blackboard, NC Live, Banner and other technical support services.

To help ensure the comparability between the New Birth site and Durham campus, faculty at New Birth were issued a handbook developed by University College at NCCU entitled, "Distance Education Faculty

Manual”, dated Spring/Summer 2004. The manual covered areas such as use of library resources, standards for distance education courses, teaching, and student support.

Course syllabi and books are clear indicators of comparability of learning resources between the New Birth site and the Durham campus. Syllabi and books were recommended by Criminal Justice faculty and the chair.

To ensure the quality of student advisement, student learning and oversight, Mr. Andrews often communicated with New Birth students by email and telephone. Moreover, Mr. Andrews and occasionally Dr. McMurray visited the New Birth site to meet with students and New Birth coordinators to discuss their academic experiences and needs. Listed below are dates that department staff visited the New Birth site for group discussions about their learning experiences, student orientations and student advisement.

2008

April 4-5, 2008 Advisement (Wendell Andrews)

2007

November 2-3, 2007 Advisement (Wendell Andrews)

April 14, 2007 Advisement (Wendell Andrews)

January 13, 2007 Advisement (Wendell Andrews)

2006

September 9, 2006 Advisement (Wendell Andrews)

January 30-31, 2006 Met with Site Coordinators and with students: Assessment
Dr. Harvey McMurray and Wendell Andrews

2005

May 21, 2005 Orientation and Advisement

Dr. Harvey McMurray, Joseph Sroka, Wendell Andrews and Robert Gattison

March 12, 2005 Met with Students and Staff (Joseph Sroka)

2004

November 20, 2004 Orientation and Student Advisement

Dr. Harvey McMurray and University College staff

The department chair often stressed the need to do what was required to ensure that students at the New Birth site had comparable experiences to those students at the Durham campus. For example, two students from the New Birth site attended the Student Summer Criminal Justice Leadership Institute for the two week period of June 24 – July 2, 2006. This was an intensive leadership institute that required students to stay on campus for the duration. Students were paid a stipend for their participation. Two of twenty-four student participants were from New Birth.

Students at New Birth were encouraged to seek membership in criminal justice professional and academic organizations. Indeed, students at New Birth were members of the National Association of Blacks in Criminal Justice (NABCIJ) student chapter as well as the national honor society in criminal justice

(Alpha Phi Sigma). NABCJ student members at the New Birth site and the Durham campus were also involved in community service projects and outreach.

B. General Business Administration

The School of Business in partnership with, and with support from, both staff at New Birth and staff and faculty at the Durham campus provided faculty and student access and user privileges to library resources and other learning/information resources consistent with the courses and the degree offered.

Library and Related Academic Resources

Access to library and academic resources were similar for the Durham campus and New Birth students. To ensure New Birth students had the same access to research related resources as students in courses on-site at NCCU, the instructors provided New Birth students with detailed instructions on accessing NC Live and other NCCU library resources. Additionally, New Birth students were provided updated passwords, handouts and detailed instructions on accessing the VLN network at NCCU, which allowed them to access all available electronic library and other resources such as software at NCCU 24 hours a day 7 days a week from any computer with Internet access. Accounts were set up for them on the VLN network by the faculty in the Computer Information Systems (CIS) department of the School of Business.

Academic Advising

The Coordinator for Student Advising traveled at least once each semester to New Birth to advise students regarding their curriculum patterns and course registration. In addition, faculty and staff participated in new student orientation programs. Both the Dean and the Associate Dean visited and participated in new student orientation, class visits, faculty orientation, and in faculty meetings.

Student Organization

Four students from the New Birth site were invited to join the Beta Gamma Sigma Honor Society and were inducted on April 11, 2008. Phi Beta Lambda accepted seven students in 2006-2007 and six students in 2007-2008 into the organization. The processes used for selection were the same for the Durham campus and the New Birth site.

Internship Placement

In the fall 2007 semester, the course entitled MGT 4801 (Field Work – Cooperative Education Program) was offered. A total of nine students were enrolled, eight from the Durham campus and one from the New Birth site. The same syllabus and text book were used by all students. Though face-to-face meetings and conferences were held at NCCU, conferences were also held by telephone with the New Birth student. Faculty traveled to New Birth on two occasions to meet with the student and his internship supervisor while touring the work site. NCCU faculty traveled to the New Birth site and with an audience of New Birth faculty, students, and staff, observed the New Birth student deliver an oral presentation describing his internship activities. Course requirements, contact hours, deliverables, and evaluations were the same for students at the Durham campus and students at the New Birth site.

Other internship opportunities were offered at the New Birth site. However, since most New Birth students were adults employed full time and seeking advancement within their current companies or industries, internship placements were rare.

Career Placement

In March 2007, NCCU's Career Fair information was provided to assist students seeking career placement upon graduation. Four students completed the Senior Exist Survey in May 2008; however, no one reported post graduation plans.

C. Hospitality and Tourism Administration

All Hospitality and Tourism Administration faculty members utilize the Blackboard to support the teaching-learning process. In addition, some faculty members utilize other Internet sites to support their courses. In those instances, faculty post course information, course documents, and grades. The virtual classroom and discussion board features are available for synchronous and asynchronous communication with the instructor and students. Access to external links and other teaching and learning applications for student use is also available through the Blackboard system. The Blackboard staff provides assistance with designing, creating, and managing on-line course information.

The Hospitality and Tourism Administration program utilized experiential learning in the majority of its classes, therefore requiring hands-on experiences provided by the industry. Consistent with practices at the main campus, New Birth faculty members exposed students to the industry through fieldtrips, special projects, work experience, and guest lecturers in classes. A course that required extensive library research was the HADM 4100: Research Techniques in Hospitality and Tourism. Below are the comments from the Professors:

The HADM 4100 Research Techniques in Hospitality and Tourism course for the New Birth Program for spring 2008 closely adhered to the instruction provided for the HADM 4100 course taught on-site at NCCU. First, the same book was used for both courses. Secondly, closely related course projects were required for both courses. Both courses also required students to complete the entire book and demonstrate working knowledge and understanding of basic research techniques in responding to test questions, completing research based pilot study project, and making electronically enhanced presentation of pilot study results to class.

To ensure New Birth students had the same access to research related resources as students in courses on-site at NCCU, detailed instructions on accessing NC Live and other NCCU library resources were provided. In addition, New Birth students received handouts and detailed instructions on accessing the VLN network at NCCU, which allowed them to access all available standard software at NCCU 24 hours a day 7 days a week from any computer with Internet access. Accounts were set up for them on the VLN network by Dr. Cameron Seay of the CIS department of the School of Business at NCCU.

The HADM 4700 Facilities Management course was more project-based. The students had access to NC Live as on-campus NCCU students. In addition, any websites required for the course were posted to the

link via Blackboard under "External Links". The students were not completing major research projects in this course due to the nature of the course. The method of delivery for this course was most often via *Elluminate*.

The HADM 4600 Senior Seminar introduced New Birth students to the same material as the students at the Durham campus because the course is designed to be taken online. The New Birth students actually performed higher on average on the Certification exam than the students at the Durham campus.

The nature of the HADM 3010 course at both NCCU and New Birth did not require the students to conduct any type of research/complete a research project; therefore, they were not required to utilize the library. However, the students had access to NC Live via NCCU's homepage/website.

The Hospitality and Tourism Administration program has a number of discipline specific software packages which were available for use by New Birth faculty. The Cyber Cinema Library is an online library from the Educational Institute (EI) which was available to all faculty and students 24 hours a day. Access was available using a password. Cyber Cinema provides access to EI's entire generic video training library of 100 plus titles covering ten (10) topic areas: (A) Front Office, (B) Housekeeping, (C) Human Resources, (D) Risk Management, (E) Sales and Marketing, (F) Food and Beverage, (G) General Management, (H) Guest Services.

Hospitality and Tourism Administration students and faculty members had access to the collections of all of the academic libraries within the region via the university's formal collaborative agreements. One such agreement is the Triangle Research Libraries Network (TRLN). This is a collaborative organization of North Carolina Central University, Duke University, North Carolina State University, and The University of North Carolina at Chapel Hill. The purpose of this network is to marshal the financial, human, and information resources of the research libraries through cooperative efforts in order to create a rich and unparalleled knowledge environment that furthers the universities' teaching, research, and service mission.

Program Services to Students

Student Orientation

During the Hospitality and Tourism Administration program orientation, each student is provided with a student resource manual which serves as the guide throughout matriculation in the program. The student resource manual specifically outlines the program's guidelines relative to admission to the program, progression in the program, the university's retention goals and objectives, and an overview of the dismissal policy. Additionally, the manual contains specific information regarding graduation requirements along with an Academic Checklist to monitor the student's matriculation towards the degree. Each student is responsible for carefully monitoring progression with the assistance of an academic advisor. All New Birth students received a manual and orientation on program requirements and career opportunities by selected industry leaders from the DeKalb County Convention and Visitors Bureau, Marriott International and Compass Group. New Birth students also received hospitality lapel pins, academic calendars, and books on business etiquette, protocol, and professional business dress as did the students at the Durham campus.

Academic Advising and Career Counseling

All students majoring in Hospitality and Tourism Administration are assigned to an academic advisor who counsels and advises students concerning their career and academic plans. During the advising and counseling sessions, faculty helped students to focus on their career plans; explore internship opportunities, explore participation in conferences and trade shows; job shadowing experiences; career fairs; and student organizations. Faculty encouraged students to practice good time management skills and to balance family, personal, and academics in order to be successful.

In advising all seniors and New Birth students, the program director evaluates transfer students' transcripts. Following advising, the Director of Distance Education at North Carolina Central University registered each New Birth Student. All Durham campus and New Birth student files are kept in a confidential location and retained for at least three years after graduation.

As a result of advisor counseling efforts, and industry partnerships, the program experienced a positive job placement rate. Currently, the program's job placement rate is 97%.

Membership in Student Organizations

In 2006, eight New Birth students became members of the National Society of Minorities in Hospitality (NSMH) and participated in the national conference in Atlanta, Georgia. The NCCU Chapter of NSMH hosted a group of New Birth students for homecoming in 2006 and provided a reception at the Crowne Plaza Hotel. One New Birth student was inducted into Phi Beta Lambda and in 2007 four, Hospitality students were inducted. Hospitality students at New Birth also attended the National Association of Black Hotel Owners and Operators Conference with the program director in Atlanta, Georgia in 2006. One New Birth student was selected among hospitality students to participate in the Beta Gamma Sigma Honor Society. Graduating seniors participated in the School of Business Spring Banquet in which one New Birth student was recognized as the graduating senior with highest grade point average in May of 2008. Both New Birth students participated in May graduation exercises.

IV. Comprehensive Standard 3.3.1.1 (Institutional Effectiveness)

A. Criminal Justice

The Criminal Justice faculty and chair traveled occasionally to the New Birth site to meet with adjunct faculty to discuss the development of student learning outcomes. Faculty at New Birth were trained in development and assessment of Student Learning Outcomes (SLOs). They were requested, as was the case for faculty at the Durham campus, to incorporate SLOs in their syllabi. The syllabi were then reviewed by faculty at the Durham campus. This process is consistent with efforts to establish SLOs for all Criminal Justice faculty. In addition to student learning outcomes, in 2006 the department pursued the development of "Program Learning Outcomes/PLO" as a means to promote institutional effectiveness.

Program Learning Outcomes (PLOs) guide instruction and advisement practices at both the New Birth site and the Durham campus. Specifically, the Program Learning Outcomes are as follows: 1) To apply their critical and analytical thinking skills in a problem solving capacity articulated in Criminal Justice and

related concerns; 2) to have an understanding of the Criminal Justice system and its impact on crime prevention and control; 3) to exhibit qualities that reflect the students' ability to exercise ethical and sound judgment in their personal and professional lives; 4) to acquire real-time experiential learning about the operations of a Criminal Justice or related agency or organization in the public or private sectors; 5) to develop skills, written and oral, to effectively communicate in a diverse and global society; and 6) to acquire the skill and knowledge set to assume a variety of professional and leadership positions in a public or private criminal justice or related organization.

The means of assessing the aforementioned program learning outcomes include exams, class projects, term papers, group discussions, oral presentations, placement in Criminal Justice or related agencies, supervisor assessment, faculty assessment, senior seminar course, faculty assessment and employment in a criminal justice or related agency.

Students gained practical experience through placements in criminal justice agencies such as the DeKalb County State Court Probation, the Georgia Department of Juvenile Justice, Atlanta Police Department, DeKalb County Sheriff Department, DeKalb County District Attorney's Office, Georgia State Bureau of Investigation and others. Leading criminal justice administrators visited the New Birth site to lecture students about contemporary issues and career opportunities.

As previously mentioned, students at the New Birth site were older than their Durham campus counterparts, and therefore, many were currently gainfully employed. They were pursuing postsecondary degree for both personal development and career advancement. For example, three students were seeking law school admission, one was a graduate student in public administration at Jackson State University and another was a graduate student at Argosy University. In terms of employment, one student received a promotion at the General Electric Corporation and another received a promotion at a drug treatment center. Graduates were also employed in law enforcement, corrections and homeland security agencies.

B. General Business Administration

As an accredited institution, the COC requires identification of expected outcomes, assessment of these outcomes, and reporting the use of results of the analysis to improve student learning and program learning outcomes. The School of Business is also committed to blending efforts to both assess and demonstrate "assurance of learning" using the language and principles promoted by the Association to Advance Collegiate Schools of Business International (AACSB). The School of Business has a well developed "assurance of learning" approach and an assessment process that is developed, administered, and analyzed in-house. Beginning next year, major field achievement tests administered by ETS will be used to set national benchmarks and comparison standards.

The students both at the Durham campus and at the New Birth site were administered the same student learning outcome and program assessment tests. The results are similar for both the Durham campus and the New Birth site. In her report, the faculty leading the assessment effort reported that:

“The eight New Birth students provided 26 to 58 correct responses to the SLAE questions, generating a mean of 47.13 and a standard deviation of 10.20. For the ninety-six (96) students who took the same test in the bricks and mortar environment during spring 2007, the scores ranged from 32 to 69 correct responses, generating a mean of 48.26 with a standard deviation of 7.33. Each group of students answered sixty percent of the test questions correctly. This suggests that if a larger number of New Birth students completed the on-line SLAE instrument over time, the performance of the two groups of students would be statistically equivalent. This conjecture is supported by the 2007-08 mean of 45.71 with a standard deviation of 7.225 (on a 78-item test) in the bricks and mortar learning environment.”

In summary, review of (1) the faculty selection process and evaluation of faculty competency, (2) the library and academic resources provided both to faculty and to students, and (3) the assessment of student learning outcomes and program effectiveness for the New Birth and Durham campus students are indeed comparable. This conclusion is similar to the expectation set, and the conclusion reached by the peer reviewers (most of the reviewers were volunteers who were also sitting deans from accredited business schools) from ACBSP and AACSB, International through review of self-study documents and site visits.

C. Hospitality and Tourism Administration

The Hospitality and Tourism Administration program has developed effective means of assessing learning outcomes consistent with the mission and objectives of the program and consistent with the practices of the School of Business in implementing on-going improvements and enhancements to the program.

The program’s mission, vision, theme, and core values guide the assessment process. In keeping with the School of Business, the Hospitality and Tourism Administration program engages in a three-pronged approach to assessment: curriculum development, curriculum delivery, and student learning. Curriculum development and delivery are the two primary inputs to the academic program. Results of curriculum delivery assessment are used to improve instructional delivery. Results of student learning assessments are used to improve curricular development.

In order to comprehensively assess its effectiveness, the Hospitality and Tourism Administration program makes use of both primary and secondary assessment measures. Primary assessment measures focus on student performance on tests and activities designed to ascertain mastery of learning objectives. These assessment techniques are typically embedded in courses, and are sometimes administered outside of specific courses. They include case analyses, presentations, performance on projects and examinations, and other embedded assessment techniques. A common primary assessment is national certification examinations administered in courses dealing with certifiable content within Hospitality and Tourism. Currently, approximately 50% of Hospitality and Tourism Administration courses are certification based. One example of such certification is the Food Safety Manager Certification examination. It is administered to all students taking the Applied Sanitation and Safety course. Successful passing of the examination results in students receiving five-year professional certification as Food Safety Manager.

All Hospitality and Tourism students are required to pass the Senior Exit Examination as a graduation requirement, the first two New Birth graduates took the examination in April 2008. The current percentage rate for passing the examination is 80. New Birth Students also participated in the Demographic Survey. Secondary assessment involves student perceptions regarding their learning and related experiences. The Hospitality and Tourism Administration program uses results from a number of surveys, including those from the Senior Exit Survey; the two New Birth graduating seniors participated. The results of the survey help to guide improvements in overall program implementation.

The requirement of 1,000 hours of work experience and 120 hours of community service by all hospitality majors has been followed by New Birth students. The various assessment data are utilized to continually pinpoint and highlight needed revisions in the curriculum and other program components, ensuring that every Hospitality and Tourism Administration student is afforded the maximum opportunity to grow and develop, in breadth and depth, in acquiring and using the skills acquired through Hospitality and Tourism Administration instruction.

V. Specialized Accreditation and Certification

In keeping with the university's strategic plan, NCCU is committed to attaining the accreditation and/or certification of all accreditable degree programs by the most widely respected accrediting body in the discipline. The three degree programs offered at the New Birth site either sought or renewed accreditation or certification during the time the New Birth program was offered. The New Birth location was conveyed to each of the specialized accrediting/certifying agencies during the processes.

The table below outlines the most recent accreditation and certification for the Department of Criminal Justice, the School of Business, and the Program of Hospitality and Tourism Administration.

Table II: Accreditation and Certification Approval Dates and Periods

Program	Accreditation/Certification Agency	Date of Approval	Accreditation Period
Hospitality and Tourism Administration	Accreditation Commission for Programs in Hospitality Administration	Initial accreditation granted in August 2008	Seven years (2008 – 2015)
School of Business	Association to Advance Collegiate Schools of Business (AACSB)	Initial Accreditation granted in 2006	Five years (2006 – 2011)
School of Business	Association of Collegiate Business Schools and Programs (ACBSP)	Regained in 2006	Ten years (2006 – 2016)

Criminal Justice	North Carolina Criminal Justice Education and Training Standards Commission	Certification received in 2006	Ten years (2006 – 2016)
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A. Criminal Justice

The Department of Criminal Justice achieved certification status with the North Carolina Criminal Justice Education and Training Standards Commission in June 1996 and re-certification in June 2006, the latter expires in May 2016. The Commission's stated purpose of certification for postsecondary criminal justice education programs is to "... officially recognize those academic institutions that have established minimum requirements as set forth by the Criminal Justice Education and Training Standards Commission; improve the quality of criminal justice education in North Carolina; and advance the standards approved by the Commission..." Established in 1985, the Commission standards were subsequently aligned with the Academy of Criminal Justice Sciences. The assessment areas include program objectives, administrative identity, curriculum, faculty qualification, faculty development, faculty utilization, learning resources, financial resources and supportive resources.

The Criminal Justice self-evaluation report of March 23, 2006, section 3H (List any Criminal Justice Courses Taught Off-Campus), page 31, reports the New Birth site as the location where criminal justice courses were taught. The review team for Criminal Justice did not request a visit to the New Birth site. However, the report from the North Carolina Criminal Justice Education and Training Standards Commission, stated that the site review team carefully reviewed the Criminal Justice distance education programs (Exhibit 5). Based on their thorough review, the Criminal Justice program at NCCU was certified by the North Carolina Criminal Justice Education and Training Standards Commission in June 2006.

B. General Business Administration

Consistent with the North Carolina Central University mission, the School of Business is committed to expanding access to higher education for underserved minorities. Thus, it had partnered with the New Birth site to offer selective educational programs in a few disciplines, including an undergraduate program in business administration. The business program accommodated mostly non-traditional students who started, but for a variety of reasons did not complete their college education.

During the period January 2006 and August 2008, the programs in the School of Business were reviewed for initial accreditation by two separate accrediting agencies. These agencies were The Association for Colleges and Schools of Business and Programs (ACSBP) and The Association to Advance Collegiate Schools of Business (AACSB).

The programs successfully gained accreditation, including extended education provided at the New Birth site. The success can be attributed to the belief and adherence to the principle, that students irrespective of where they are located are to be treated the same and held to the same academic standards.

ACBSP

In January 2006, the School of Business sought initial accreditation with ACBSP. The New Birth site was included in the scope of this specialized accreditation review. The accreditation process acknowledged and detailed the operation and the plan for New Birth students. It should be noted that when the self-study report was prepared, students from the New Birth site had mostly taken courses from the general education curriculum and several prerequisites to business courses, but were yet to enroll in upper level business school courses leading to a business degree.

After careful review of the self-study document followed by a peer team visit report and associated recommendation, the Board of Commissioners of Association for Collegiate Business Schools and Programs (ACBSP) accredited the program in the School of Business on April 27, 2006.

AACSB

The AACSB accreditation is considered as “the gold standard” in business school accreditation. The AACSB accreditation process is generally considered more rigorous, with heightened expectations and more stringent requirements for faculty credentials and qualifications. During the 2001- 02 academic year, the School of Business achieved candidacy for initial accreditation. In June 2006, the self-study report was submitted and followed by a site in October 2006. The scope of accreditation included the academic offerings at the New Birth site. Prior to the visit, the team had asked for and received all documentation including “all the plans for the BBA Program at Lithonia”.

During the team visit, the New Birth site was discussed and the team member from Georgia paid particular attention to the initiatives, processes, and operations citing the geographical sensitivity of the location. The peer review affirmed the effort, commended the School on five areas of strength including student involvement, faculty preparation and engagement, and also endorsed the capacity to transition to the more stringent new standards of AACSB, International. The team did not request a visit to the New Birth site.

On April 22, 2007, the School of Business was granted initial accreditation with AACSB “for highest standards in management education through commitment to quality and continuous improvement”. Five areas of strength were uniquely identified and commendations for accomplishments.

C. Hospitality and Tourism Administration

The Hospitality and Tourism Administration program at NCCU is administratively housed in the School of Business. In the United States there are 464 programs in hospitality management, of which fifty-one are accredited by the Accreditation Commission of Programs in Hospitality (ACPHA). North Carolina Central University’s program is the first and only program in the state of North Carolina accredited by ACPHA. The Hospitality and Tourism program gained accreditation after submitting a self-study report in November of 2007, which included a description of the New Birth site (on page 8) and a listing of the credentials for both full-time, adjunct, and part-time faculty inclusive of those at the New Birth site (on page 99) (Exhibit 6). The program hosted a peer-review team in April of 2008. In the section related to faculty, the team concluded:

“The preparation and qualifications of all members of the instructional staff are suited to the field and level of their assignments. Most have experience in related industries. The part-time adjunct faculty members have positions relevant to the subject matter in which they teach and all have master’s degrees”

“At the current time, there appears to be a balance of faculty, both full-time and part-time to adequately teach the required and elective classes.”

Other standards examined by the team included program administration, effectiveness, and learning resources. Based on this review, the Accreditation Commission of Programs in Hospitality accredited the Hospitality and Tourism Administration Program at NCCU in August 2008.

VI. Assurance Process for Future Substantive Changes

North Carolina Central University established an Office of University Accreditation with a Director who monitors all academic planning and approval processes. The Director is a member of both the Undergraduate and Graduate Curriculum Committees. The Office of University Accreditation has developed a process to assure substantive change procedures are followed in the future. As part of the new process, a substantive change template will be developed and integrated into the transmittal form for new and off-site programs, to be distributed to academic units (Exhibit 7). The steps included in the process are listed below:

- Step 1: Planning begins in the academic unit with advisement of the Director of University Accreditation
- Step 2: The planning process for new programs, including distance and online programs requires signature of the Director of University Accreditation affirming review for substantive change, including timelines for submission of documents to UNC General Administration and to the COC
- Step 3: Following approval of a new program by UNC General Administration and the UNC Board of Governors, the Director of University Accreditation initiates submission of notification to the COC under signature of the Chancellor.
- Step 4: Program initiation awaits COC approval. If a prospectus is required, the Director of University Accreditation, along with the academic unit head and dean, prepare the document for submission to COC.

As part of on-going training related to accreditation and substantive change, the Office of University Accreditation will provide information on accreditation standards and updates, including substantive change procedures, to the Vice Chancellors, Deans, and Department Chairs on the importance of at the annual workshop for administrators held prior to the start of each semester.

The anticipated outcomes of this proposed substantive change process for NCCU are that approvals will be secured at the institutional level, system level, and by the COC, when required and prior to program initiation.

VII. Teach-Out Agreement

In June 2008, the Commission on Colleges of the Southern Association of Colleges and Schools denied North Carolina Central University's (NCCU) request for substantive change approval for the New Birth program located at New Birth Missionary Church in Lithonia, Georgia. The procedure for reporting substantive change was not followed when the program was initiated in 2004. Once this oversight was discovered, the required prospectus was submitted to COC earlier this year. The review of NCCU's submission was the basis of the unfavorable decision.

In August 2008, NCCU closed the program and began preparation of a Teach-Out Agreement. Students enrolled in program were notified of the program closing and that a Teach-Out Agreement was under development. Academic advisors in Criminal Justice, Business Administration, and Hospitality and Tourism have completed program completion information for each New Birth student remaining in the program (Exhibits 8, 9, and 10). There are no courses offered at the New Birth site at this time.

The NCCU/New Birth Teach-Out Agreement includes the three academic degree programs that were offered at the New Birth site: Bachelor of Science in Criminal Justice, Bachelor of Arts in Business Administration, and Bachelor of Arts in Hospitality and Tourism.

The Teach-Out Agreement consists of students taking courses online through NCCU and/or East Carolina University (ECU), a constituent institution of the University of North Carolina. NCCU has an online program in Criminal Justice and New Birth students will continue to matriculate in that program. NCCU has made arrangements with ECU to allow New Birth students to enroll in online courses in Business Administration and Hospitality and Tourism Administration. Courses taken through ECU will be transferred to NCCU, thereby permitting students to complete degree requirements. The Provost, Director of Continuing Studies, Dean of the School of Business, and the Dean of the College of Human Ecology at ECU have agreed to enter into a Teach-Out Agreement with NCCU to assist the New Birth students in completing their degree programs (Exhibit 11). NCCU will establish online courses in Business and Hospitality and Tourism Administration in the future.

East Carolina University offers 104 bachelor's degree programs, 74 master's degree programs, 4 specialist degree programs, 1 first-professional MD program, and 17 doctoral programs in professional colleges and schools, Thomas Harriot College of Arts and Sciences, and the Brody School of Medicine. With a mission of teaching, research, and service, East Carolina University is a dynamic institution connecting people and ideas, finding solutions to problems, and seeking the challenges of the future.

The Teach-Out Agreement will begin in January 2009 and conclude when all students have completed their respective degree programs, but not later than December 2010. Options available to students are

- Option 1: Students who have completed at least 60% of the degree requirements may select to complete the remaining coursework as follows:

1. Complete courses at the Durham campus as an on-campus, non-resident student
2. Complete courses through distance education (online) with NCCU
3. Complete courses through distance education (online) with ECU and transfer the coursework to NCCU to complete the degree (courses to be taken by students at institutions other than NCCU will be reviewed and approved by appropriate faculty advisors prior to students enrolling in the courses)
4. Complete courses at a two or four-year college or university in the Atlanta area and transfer the coursework to NCCU to complete the degree (courses to be taken by students at institutions other than NCCU will be reviewed and approved by appropriate faculty advisors prior to students enrolling in the courses)

Option 2: Students who have completed less than 60% of the coursework required for the degree, may transfer credits to another college or university. Students who transfer will be provided a copy of their transcript free of charge

Students who elect to participate in the Teach-Out Agreement (Option 1) must meet the following criteria:

- Be in good academic standing
- Have courses approved by an academic advisor prior to registration
- Must meet federal guidelines for receiving federal financial aid, if applicable

VIII. Conclusion

NCCU is working diligently to: (1) address the needs of remaining New Birth students; 2) reorganize the structure and process of seeking and obtaining approval for new academic initiatives and programs requiring SACS substantive change approval; and (3) assure that these new initiatives and programs obtain the required approvals of the UNC General Administration, UNC Board of Governors, and NCCU Board of Trustees where appropriate.

The institution is seeking validity of the degrees awarded to twenty-five New Birth students based on the internal and external evaluation of the comparability of courses, faculty and degree requirements for the programs at the New Birth site and the NCCU campus. With students as priority, NCCU seeks permission to proceed with the Teach-Out Agreement. This approval will best serve our remaining New Birth students but, more importantly, establish greater effective and efficient processes for assuring that NCCU fully complies with all internal, SACS, GA and UNC requirements for new initiatives and programs.



**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES**

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September 23, 2008

Dr. Charles Nelms
Chancellor
North Carolina Central University
P. O. Box 19617
Durham, NC 27707

Dear Dr. Nelms:

I have received the report entitled "The Status of New Birth Academic Services, Comparability, and Faculty Qualifications" you submitted pursuant to our agreement regarding the three (3) North Carolina Central University (NCCU) programs offered at the New Birth site in Lithonia, GA. The report identifies individuals from outside of the University with expertise in the program areas of Business, Criminal Justice, and Hospitality and Tourism Administration who evaluated the programs.

I found the report to be thorough as it examined curricular issues, areas of student support, and credentials of the faculty who provided the instruction. I appreciate the time the reviewers took to examine the program with independent eyes to ensure the comparability of the programs with those offered at the University itself.

It is my judgment that, though the site was not reported to the Commission on Colleges and, when it was, was deemed unacceptable, that the students who earned their degrees from the University at that site did indeed receive a comparable education. Further, since the Commission accredits *institutions* and not sites, this documentation supports my belief that the University's granting of these degrees is appropriate.

Thanks to you and your staff for all of the work you put into responding to my request for this information. I look forward to continuing a long and collegial relationship with you and the University.



Dr. Charles Nelms
September 23, 2008
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Please let me know if I can be of further assistance.

Sincerely,

Belle S. Wheelan, Ph.D.
President
Commission on Colleges

BSW:rb

cc: Dr. Tom E. Benberg
Dr. Pauletta Brown Bracy
Dr. Lenneal Henderson
Dr. Alan Mabe
Dr. Harold Martin, Sr.
Ms. Kimberly Phifer-McGee
Dr. Phillip C. Stone
Dr. Donna K. Wilkinson