

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY (NC A&T) HISTORY PRACTICE EXAM (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	9
Explanations	11
Next Steps	17

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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1. What were the 'Adams states'?

- A. Adams states were ten states that continued to operate segregated institutions and continued to receive federal funds
- B. Adams states were five states that had desegregated higher education
- C. Adams states were nine states with no federal funds
- D. Adams states were all southern states with segregated and non-segregated systems

2. Describe how NC A&T's history demonstrates the potential for education to drive social mobility?

- A. By enabling access to in-demand technical fields, graduates achieved professional success and improved economic prospects for themselves and their communities.
- B. By limiting access to education to preserve existing power structures.
- C. By encouraging graduates to leave the region for all opportunities.
- D. By focusing only on theoretical knowledge without job prospects.

3. The founding era sought to educate which population?

- A. White farmers
- B. African American students
- C. International students
- D. Native American students

4. How can NC A&T's model of collaboration inform current university-industry partnerships?

- A. It demonstrates the value of aligned curricula, co-op programs, and shared research to drive regional economic development and student readiness.
- B. It suggests universities should avoid industry partnerships to maintain academic purity.
- C. It shows partnerships work best when industry dictates all curricula without student involvement.
- D. It indicates collaboration harms regional development.

- 5. How does NC A&T's history demonstrate the interplay between higher education and economic development?**
- A. By educating a skilled labor force, conducting applied research responsive to industry, and transferring knowledge to support business growth and job creation.
 - B. By focusing exclusively on theoretical knowledge with no economic impact.
 - C. By restricting degrees to a few sectors only.
 - D. By isolating university research from industry.
- 6. Which element best encapsulates NC A&T's strategy to combine education and regional development through collaboration?**
- A. Investing exclusively in on-campus lab facilities.
 - B. Relying solely on state funding with no external partnerships.
 - C. Creating a cross-disciplinary innovation hub with industry partnerships aimed at inclusive access and regional development.
 - D. Eliminating co-op programs to reduce administrative complexity.
- 7. What is the purpose of extension activities in land-grant universities like NC A&T?**
- A. To translate research into practical improvements for agriculture, business, and communities
 - B. To publish journals
 - C. To fund sports programs
 - D. To recruit faculty
- 8. What governance or policy story does NC A&T's history illustrate in the U.S.?**
- A. The transition from segregated Black higher education to integrated, multi-discipline public universities
 - B. The shift from private to public funding with no integration
 - C. The expansion of online learning replacing campus centers
 - D. The conversion of public universities to private status

- 9. Which statement best describes NC A&T's role as a land-grant university in NC's economy?**
- A. It balances teaching, applied research, and public service through extension.
 - B. It operates as a private research institution with no outreach.
 - C. It focuses solely on athletics and entertainment.
 - D. It is a vocational school with limited research.
- 10. NC A&T graduates have made notable contributions in broad sectors; which group is specifically highlighted as a STEM contributor?**
- A. Black engineers and scientists
 - B. White engineers and scientists
 - C. Hispanic engineers and scientists
 - D. Asian engineers and scientists

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Answers

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1. A
2. A
3. B
4. A
5. A
6. C
7. A
8. A
9. A
10. A

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Explanations

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1. What were the 'Adams states'?

- A. Adams states were ten states that continued to operate segregated institutions and continued to receive federal funds
- B. Adams states were five states that had desegregated higher education
- C. Adams states were nine states with no federal funds
- D. Adams states were all southern states with segregated and non-segregated systems

The question tests how the federal government used funding to push desegregation in higher education. The Adams states come from the Adams v. Richardson situation, where the court and federal authorities wrestled with how to enforce desegregation in public colleges and universities. Because some states continued to operate segregated institutions while still accepting federal funds, a group of ten states was identified as Adams states. This designation reflects the reality that, even as desegregation was being pursued, these states maintained separate Black and white higher-education systems and received federal support, illustrating the tension between federal civil rights policy and state practices at the time.

2. Describe how NC A&T's history demonstrates the potential for education to drive social mobility?

- A. By enabling access to in-demand technical fields, graduates achieved professional success and improved economic prospects for themselves and their communities.
- B. By limiting access to education to preserve existing power structures.
- C. By encouraging graduates to leave the region for all opportunities.
- D. By focusing only on theoretical knowledge without job prospects.

The main idea is that education becomes a powerful tool for social mobility when it gives people practical, in-demand skills that lead to good jobs and economic advancement. NC A&T's history shows this by focusing on technical and applied disciplines—engineering, agriculture, technology, and related fields—that prepared graduates for high-demand roles in industry and government. This emphasis helped individuals achieve professional success and higher incomes, which strengthens not only their own economic prospects but also those of their families and communities. Over time, access to market-ready education at NC A&T opened pathways that supported upward mobility in a way that aligns with the university's mission as a historically Black land-grant institution. The other options describe barriers to access, leaving the region for opportunities, or pursuing theory without job prospects—stances that don't reflect NC A&T's practical, community-focused legacy.

3. The founding era sought to educate which population?

- A. White farmers
- B. African American students**
- C. International students
- D. Native American students

During the founding era, the priority was to educate African American students, equipping them with practical higher education to uplift the Black community after emancipation. North Carolina A&T began as the Agricultural and Mechanical College for the Colored Race of North Carolina in 1891, created under the land grant system specifically to train Black students in agriculture and engineering trades. That explicit aim to serve the colored race makes African American students the correct focus. The other populations—white farmers, international students, and Native American students—were not the chartered beneficiaries of this institution at its founding; they were served by different schools or programs.

4. How can NC A&T's model of collaboration inform current university-industry partnerships?

- A. It demonstrates the value of aligned curricula, co-op programs, and shared research to drive regional economic development and student readiness.**
- B. It suggests universities should avoid industry partnerships to maintain academic purity.
- C. It shows partnerships work best when industry dictates all curricula without student involvement.
- D. It indicates collaboration harms regional development.

Successful university-industry partnerships hinge on aligning what students learn with current industry needs, providing work-integrated learning through co-op programs, and pursuing shared research that translates into benefits for the region. This combination ensures that curricula reflect real-world practices, students gain hands-on experience that makes them job-ready, and researchers tackle problems that matter to local employers. When curricula are aligned, students enter the workforce with relevant skills and updated knowledge. Co-op terms give them practical context, professional networks, and a clearer path to employment. Shared research brings together academic expertise and industry challenges, accelerating innovations that can boost regional companies and attract investment. Together, these elements create a feedback loop: industry needs shape education and research; students gain meaningful experiences; and regional economic development is supported through skilled graduates and applicable discoveries. Other options miss the collaborative, mutually beneficial dynamic. Avoiding industry partnerships neglects the value of real-world preparation and problem solving. Letting industry dictate curricula without student involvement bypasses essential educational inquiry and training. Claiming that collaboration harms regional development runs contrary to the evidence that such partnerships typically enhance local opportunities, innovation, and economic growth.

5. How does NC A&T's history demonstrate the interplay between higher education and economic development?

- A. By educating a skilled labor force, conducting applied research responsive to industry, and transferring knowledge to support business growth and job creation.**
- B. By focusing exclusively on theoretical knowledge with no economic impact.
- C. By restricting degrees to a few sectors only.
- D. By isolating university research from industry.

The main idea is that higher education drives economic development when it combines preparing a skilled workforce, conducting applied research that meets real industry needs, and transferring those discoveries into business growth and jobs. NC A&T's history embodies this: as a land grant institution founded in 1891, it focused on practical education in agriculture, engineering, and the sciences, producing graduates who could immediately contribute to local and regional industries. Its research programs have targeted concrete industry challenges—improving crops, advancing manufacturing, and developing new technologies—while extension services spread knowledge to farmers and businesses, boosting productivity and competitiveness. Partnerships with industry and effective knowledge transfer helped turn discoveries into new products, processes, and job opportunities, fueling regional economic development. In short, the university's approach shows how education, applied research, and knowledge dissemination work together to advance the economy. The other options miss this integrative, impact-driven model by emphasizing theory, limiting sectors, or separating research from industry.

6. Which element best encapsulates NC A&T's strategy to combine education and regional development through collaboration?

- A. Investing exclusively in on-campus lab facilities.
- B. Relying solely on state funding with no external partnerships.
- C. Creating a cross-disciplinary innovation hub with industry partnerships aimed at inclusive access and regional development.**
- D. Eliminating co-op programs to reduce administrative complexity.

This item tests how education can fuse learning with regional growth through real-world collaboration. The best choice imagines a cross-disciplinary innovation hub that brings together multiple fields—engineering, sciences, business, and public policy—and orients them around partnerships with industry. This setup enables students and faculty to work on tangible, market-relevant problems, speeds research from idea to impact, and expands access so a broader segment of the community can participate in STEM and related fields. The emphasis on inclusive access ensures opportunities reach diverse students, not just a select group, while industry partnerships provide practical experiences—co-ops, internships, joint projects, and shared resources—that strengthen both education and the local economy. The hub becomes a driver of regional development by aligning academic work with employer needs and community priorities. Why the other directions fit less well: focusing exclusively on on-campus lab facilities ignores external collaboration and the broader regional impact; relying solely on state funding without external partnerships misses the sustained resources and real-world connections that fuel growth; eliminating co-op programs removes a crucial bridge between learning and work, weakening ties to the local economy and the practical training students gain.

7. What is the purpose of extension activities in land-grant universities like NC A&T?

- A. To translate research into practical improvements for agriculture, business, and communities**
- B. To publish journals
- C. To fund sports programs
- D. To recruit faculty

Extension activities at land grant universities are about translating research into practical improvements for agriculture, business, and communities. They connect scientists with farmers, small businesses, families, and local organizations through extension agents, demonstrations, workshops, and programs like 4 H, helping people apply new techniques, boost productivity, cut costs, and enhance quality of life. This outreach embodies the university's mission to serve the public by turning lab discoveries into real world benefits, especially in places like NC A&T where agricultural and community development are key focus areas. Other tasks like publishing journals, funding sports, or recruiting faculty are important parts of university work, but they don't capture the primary aim of extension, which is to bring knowledge out of the university and into the hands of those who can use it.

8. What governance or policy story does NC A&T's history illustrate in the U.S.?

- A. The transition from segregated Black higher education to integrated, multi-discipline public universities**
- B. The shift from private to public funding with no integration
- C. The expansion of online learning replacing campus centers
- D. The conversion of public universities to private status

Public higher education policy in the United States moved from maintaining separate Black colleges to building integrated, multi-discipline public university systems. NC A&T began in 1891 as a land grant college for Black students in North Carolina, focusing on agriculture, engineering, and teacher training within a segregated system funded to serve only African Americans. As civil rights protections and federal enforcement grew in the 1950s and 1960s, states reorganized governance to create unified public university systems that offered a broad range of programs to all students, regardless of race. NC A&T's trajectory fits this shift: it remained a public, land grant institution but expanded within a more inclusive system, becoming part of a larger, multi discipline university framework while preserving its identity as a historically Black institution. This illustrates how governance and policy moved higher education away from race-segregated models toward integrated access. The other options don't capture this desegregation and integration pattern, as they describe scenarios of no integration, online-only shifts, or moving public universities to private status.

9. Which statement best describes NC A&T's role as a land-grant university in NC's economy?

- A. It balances teaching, applied research, and public service through extension.
- B. It operates as a private research institution with no outreach.
- C. It focuses solely on athletics and entertainment.
- D. It is a vocational school with limited research.

Land-grant universities connect classroom learning with real-world problem solving through extension services, applied research, and public service. NC A&T, as North Carolina's land-grant institution, carries out teaching that prepares students for local and regional jobs, conducts applied research that addresses farmers, industries, and communities, and uses extension programs to share discoveries—giving farmers, small businesses, and local governments practical, science-based guidance. This outreach is exactly how the state economy benefits: research moves from the lab to the field, innovations improve productivity, and education builds a skilled workforce that supports both rural and urban communities. The other descriptions miss essential parts of this mission: they imply no public outreach, or reduce the university to a private entity or a narrow focus on athletics or vocational training, which doesn't align with the land-grant model of broad public service and economic development.

10. NC A&T graduates have made notable contributions in broad sectors; which group is specifically highlighted as a STEM contributor?

- A. Black engineers and scientists
- B. White engineers and scientists
- C. Hispanic engineers and scientists
- D. Asian engineers and scientists

The focus is on recognizing which group is highlighted for STEM contributions by NC A&T graduates, reflecting the university's long history of empowering Black students in science and engineering. NC A&T is a historically Black university, and its alumni have been leaders across technology, industry, and research, illustrating how Black engineers and scientists have shaped many sectors. The question points to this group's prominent role within the school's legacy, rather than implying equal emphasis on other demographic groups. While Black engineers and scientists are the emphasis in this context, the contributions from other groups are also important in the broader story of STEM.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://ncathistory.examzify.com>

We wish you the very best on your exam journey. You've got this!

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