Preparing for the HLC Campus Visit

A team of five reviewers from the Higher Learning Commission will visit UNC March 9-11, 2015. While at UNC, the team will hold scheduled meetings with individuals and campus groups and may also talk with members of the campus community as they move around campus. You can contribute to a positive accreditation outcome in many ways:

1. Review UNC’s mission, vision, values, and goals (www.unco.edu/pres/mission.html)
2. Read UNC’s self-study report (www.unco.edu/hlc).
3. Become familiar with UNC’s strategic planning priorities and processes (http://www.unco.edu/provost/).
4. Be available when the HLC team is on campus. Although we will have a formal schedule prior to the visit, this schedule may change as the team develops additional questions while here at UNC.

Possible Questions the Team May Ask
The following lists provide examples of the types of questions review teams are likely to ask. These lists are not exhaustive, and you should expect the team to ask additional general and UNC-specific questions. Please answer all questions candidly and thoughtfully. UNC’s self-study report identifies and discusses UNC’s strengths and challenges, and the evaluation team will be aware of these. Your interactions with the evaluation team will reinforce our self-study findings and provide strong evidence that we meet the Criteria for Accreditation.

Questions for Everyone
1. What do you know about accreditation?
2. What do you know about the Higher Learning Commission?
3. Have you seen or read UNC’s self-study?
4. How would you describe UNC’s mission? Do you know where you would find the official statement?
5. How does your department contribute to UNC’s mission?
6. How do you contribute to the university’s mission?
7. What are the university’s current strategic planning priorities?
8. What are UNC’s greatest strengths?
9. What are the biggest challenges facing UNC? How about challenges specific to your department?
10. What makes UNC unique in your state and among higher education universities in general?
11. How would you describe the campus climate for diversity?
12. What is it like to work at UNC? How is morale on campus?
13. Do you think that academics are the top priority at UNC? Why or why not?
14. Describe any campus processes that could be improved or made more efficient.
15. What kind of changes are taking place at UNC? Do you see these as positive or not?

Questions for Faculty
1. What are the characteristics of a UNC education?
2. What is your department’s vision for the future? How does this relate to the university’s vision?
3. Can you describe the tenure and promotion process? What is your impression of the process?
4. Talk about shared governance and how faculty participate in decision-making at different levels of the university (department, college, institution).

5. How would you describe the relationship between faculty and administration? What works and what needs improvement?

6. Describe the relationship between UNC’s colleges. What collaborations currently exist?

7. What resources are available to support faculty (e.g., library, internal grants, external grant support, faculty development, travel, etc.)? Are these sufficient in meeting faculty needs?

8. Is your department actively involved in assessing student learning? How has your department used its assessment findings? What evidence do you have that students achieve your program’s intended learning outcomes?

9. How are your students doing once they graduate?

10. Are you involved in research? How does the university’s focus on research further UNC’s mission?

11. What opportunities do students in your program have to gain experience with research? Community or civic engagement? Diversity or multiculturalism?

12. What is the purpose of UNC’s general education program (Liberal Arts Core)? In what ways does the program achieve its goals for students? How could it be improved?

13. For some common faculty issues (workload, salary, sabbatical leaves, etc.), what works well and what needs to be improved?

14. What is the role of faculty in ensuring academic quality?

15. Does your department offer courses or programs via distance education? If so, how does the department ensure the quality of the curriculum regardless of how or where it is delivered?

Questions for Staff

1. How does your department support the academic mission of the university?

2. What is it like to be a staff member at UNC?

3. What opportunities do you have for professional development? Are staff members treated equitably in their access to these opportunities?

4. How are staff evaluated at UNC? What is your impression of the evaluation process?

5. How are staff involved in campus decision-making processes? Do you think that staff have sufficient input into decisions that affect them?

6. How would you describe the relationship between staff and administration? What works and what could be improved?

7. What are some important benefits about working at UNC? What do you like best about your job? What would you change if you could?

8. How do units across campus work collaboratively? What works well and what could be improved?

9. Do you feel that the work you do is valued by administration? Faculty? Other staff members? Students?

10. How does your department contribute to student learning and development? How does your department assess or evaluate effectiveness?

Questions for Students

1. Why did you choose to enroll at UNC? Have your expectations been met?

2. What do you think is special about a UNC education?

3. Would you recommend UNC to other students?

4. What do you like best about UNC? What would you change if you could?

5. Have you experienced any problems getting the courses you need in a timely manner?
6. Describe your experiences with academic advising.
7. Do you know where to go for help with the following? (a) academic support; (b) career planning; (c) personal counseling; (e) making a complaint; (f) technology support.
8. Do you use any of the following: library, tutoring services, dining services, the health center, recreational facilities? If yes, what has been your experience?
9. How is the relationship between students and faculty?
10. What opportunities do you have to conduct research? Participate in community or service learning experiences? Interact with people and cultures different from your own? Gain real world experience related to your educational and career goals?
11. If you have transferred in credits, what was the experience like for you?
12. Do you think the university is clear in its communication with students about topics such as financial aid, student conduct, costs, and graduation requirements? What improvements would you recommend?