Program Review Process and Self-Study Guide – Non-Accredited Programs

Section 1: Program Review Report and Process

Definition of a Program

A program is an organizational unit that is responsible for delivering an approved plan of study leading to completion of any one or more of the following: undergraduate degree, graduate degree, and/or licensure or certification. An academic unit is an organizational and budgetary unit comprised of one or more programs. For purposes of program review, faculty within each college, working collaboratively with unit leaders and the Dean, determine whether comprehensive program review will be conducted at the program or academic unit level. This collaborative process provides flexibility for faculty and college administrators to organize the review process so that it produces meaningful contributions to budget and strategic planning decisions. Note: the standards described herein use the term "academic unit" throughout. For academic units who choose to conduct separate reviews of one or more of their programs, the standards would refer to the program under review.

Final Report Format and Required Documents

The final Comprehensive Program Review self-study consists of a narrative report and supporting documentation. The narrative report should be 25-30 pages and is comprised of the following sections:

1. Program description (mission, degree programs offered, number and rank of faculty, unique program features, significant changes since the last program review)
2. Outcomes for the goals/action plan identified in the last program review
3. Program's strengths and areas for improvement based on the extent to which the program meets the standards described herein
4. An action plan for next review cycle that at a minimum addresses the following:
   a. Future actions the program will pursue based on the results of the self-assessment;
   b. Strategies for supporting Rowing, Not Drifting 2030, specifically in the areas of new and transfer student enrollment, retention, completion, and closing equity gaps;
   c. Curriculum revisions/enhancements and pedagogical strategies to improve learning and student success; and
   d. Goals for ongoing faculty and staff professional development and scholarly activity.

In addition to the narrative report, programs should provide the following supporting documents:

1. Faculty evaluation criteria[1]
2. Completed self-assessment guide representing findings of the self-study team
3. External reviewer report
4. College's Program Review Committee recommendations (if applicable)
5. Dean's memo
6. Program's assessment plan, curriculum map, and assessment results from the review period (assessment plan and curriculum map templates available from the Office of Assessment)

---

[1] See Board Policy 2-3-801 (3)(a)

Self-Study Process
Prior to beginning the program review, the program's leader meets with the Assistant Provost for Academic Effectiveness, the Director of Assessment, and the College Dean or designee. The purpose of this meeting is to review the program review process, requirements for external review, timelines, and information about accessing the academic program data provided by the Office of Institutional Research and Effectiveness and institutional dashboards. After the meeting, programs complete the program review by following the procedures outlined below.

Step 1: Plan the Self-Study
The program conducts an initial meeting with all faculty and staff to plan the program review self-study. Prior to the meeting, faculty and staff should read the program review guidelines and requirements, self-assessment guide, and the program's last program review self-study. Important questions to consider include the following:

1. Who will lead the program's self-study?
2. Who else will be involved and in what ways? Consider how to involve students or other stakeholders in the self-study.
3. If everyone in the program will not be directly involved in the self-study, how will the program ensure sufficient input from all faculty and staff?
4. When will the self-study be conducted (e.g., spread out over several months or condensed into a shorter time period)?
5. Are there opportunities to embed the self-study into regularly scheduled meetings, or will additional meetings need to be scheduled?
6. How will tasks associated with the program review be managed (e.g., gathering evidence and documents, selecting an external reviewer, writing/revising the report, etc.)?

The Director of Assessment is available to meet with the program to assist with this step upon request.

Step 2: Identify, Collect, and Review Evidence and Documentation
Institutional data for program review are provided by the Office of Institutional Research and Effectiveness (OIRE). Programs should review and analyze data trends for the previous five years. UNC has developed a program review report in Insight that is updated annually (ACD002 Departmental Data Report). Programs may access the report on their college-view tab. The report includes data that is useful for understanding enrollment, retention, and completion trends, student demographics, contributions to student credit hour generation, and other information. UNC also provides a variety of reports and dashboards online at www.unco.edu/data. Anyone having issues accessing the dashboards can contact the Technical Support Center for assistance.

The self-study team identifies and collects additional evidence and documentation maintained by the program and other relevant sources. A list of recommended evidence is provided in the self-assessment guide. Evidence and documentation should be made available to all members of the self-study team.

Step 3: Complete the Self-Assessment Guide
Each member of the self-study team independently completes the self-assessment guide. The team then meets to discuss members' perspectives and reach agreement on a final score.

Step 4: Analysis and First Draft of Report
The self-study team analyzes the results of the self-assessment to identify program strengths and areas for improvement. After completing this analysis, the team prepares a first draft of sections 1-3 of the self-study report. An outline of the program review report sections can be found on page 1 of this document.

Step 5: External Review
External review of programs is required and provides objective, external evaluation of the program's curriculum, assessment practices, faculty qualifications, and research, scholarship, and creative works (RSCW). External review is conducted by disciplinary experts via an electronic document review and conference calls or virtual meetings as needed.

Programs should consult with the Dean to determine and select an appropriate reviewer based on the following criteria: (1) reviewer's qualifications, experience, and disciplinary expertise; and (2) reviewer's ability to provide an objective review of the program. It is the responsibility of all involved to avoid conflicts of interest that would prevent an objective review of the program. The program should provide the Dean a list of three to five potential reviewers. Upon approval of the list, programs should select and contract with a reviewer using the University's Independent Contractor Procedures. See the External Review Process and Payment Guidelines and the External Reviewer Scope of Work Sample for additional information.

The Office of Assessment will provide an honorarium in the amount of $1,000 for the external reviewer. Programs who select a reviewer whose costs exceed this amount will need to cover additional expenses from their own budgets.

Upon selecting a reviewer, the program should complete the following steps:

1. Prepare and complete a signed agreement specifying the scope of work, confidentiality of the review process, work product to be delivered, and timelines. A sample scope of work agreement is available from the Office of Assessment.
2. Compile an electronic file of the following documents:
   a. Final self-assessment guide results and self-study draft report;
   b. Current curriculum, course descriptions and syllabi, and courses offered over the review period;
   c. Assessment plan, curriculum map, and assessment results;
   d. De-identified samples of senior-level papers for undergraduate students and theses, capstone projects, or dissertations for graduate students;
   e. Faculty CVs downloaded from Digital Measures; and
   f. Any other materials requested by the reviewer and/or determined by the program as beneficial for completing the evaluation.

Provide the electronic file to the reviewer at least two months before the reviewer's report is due.

Reviewers should provide the program with a written evaluation that describes strengths and recommendations for improvement of the program's (1) curriculum, (2) assessment practices, and (3) faculty qualifications and contributions in the areas of teaching, RSCW, and service. Payment of the honorarium will be issued upon receipt of the written report from the reviewer.

Step 6: Develop Action Plan
Based on the program's analysis and external reviewer's report, the program develops an action plan for the next review period (section 4 of the report as described on page 1).

Step 7: Prepare the Penultimate Draft of the Report
The program revises the self-study report as necessary, incorporating the external reviewer's findings where relevant.

Step 8: Internal Review
Programs submit the report and additional documentation to the College Dean in electronic format. The dean distributes the report to the college's program review or assessment committee (if applicable) and, for graduate programs, the Graduate Council. The college committee, Dean, and, where relevant, the Graduate Council, will review the self-study and provide written feedback with questions for clarification and recommendations for improvement. The Dean, and in some colleges, the college committee, will meet with the program to share feedback and discuss the self-study findings, goals, and resource needs.

Step 9: Final Report and Meeting with the Provost
The program uses the feedback from the internal review to prepare the final program review report. The final report and supporting documents (see page 1) are submitted electronically to the Assistant Provost for Academic Effectiveness by October 15.

The Assistant Provost, Associate Provost and/or AVP for Research/Dean of the Graduate School, and Provost will review the comprehensive program review report and meet with the College Dean and the program's unit leader and faculty to discuss the comprehensive review. Following the meeting, the Assistant Provost will prepare a memorandum that documents the outcomes of this meeting. This meeting will occur by the end of the fall semester.

Step 10: Follow Up
Program faculty and academic administrators use the results of the program review to guide actions taken during the next program review period. Outcomes from the program's action plan are reported in the next comprehensive review.

Section 2: Program Review Standards for Non-Accredited Programs

Standard 1: Mission

The academic unit's mission articulates a clear purpose and is aligned to the institution's mission and priorities. The mission is used as the basis for decisions about academic program goals, student learning outcomes, faculty workload assignments and resource decisions and requests. It is broadly disseminated and understood by faculty, students, and other stakeholders.

1.A. Alignment with institutional mission
1. The mission aligns to UNC's mission, vision, values, and institutional learning outcomes.
2. The academic unit demonstrates a commitment to diversity, equity, and inclusion.
3. The academic unit emphasizes the preparation of students for future careers.
4. The academic unit demonstrates a commitment to the public good through its contributions to research, scholarship, and creative works.
5. The academic unit provides opportunities to students for civic and community engagement.

1.B. Purpose, scope, and students served
1. The mission is current.
2. The mission clearly articulates the academic unit's purpose.
3. The mission is appropriate for the students and communities served by UNC.

1.C. Mission implementation
1. Decisions about the academic unit's curriculum and other activities are based on its mission.
2. The mission is broadly shared with students and other stakeholders through public information.
3. The mission is regularly reviewed and revised when needed to reflect current priorities and contexts.

Standard 2: Curriculum

The academic unit's curricular programs are intentionally designed to provide equitable opportunities for student learning and future success. The curriculum students experience is consistent with published requirements. It is sufficiently rigorous for the degree level offered and aligns with disciplinary and/or professional standards.

2.A. Curriculum design
1. The academic unit's degree programs have articulated learning outcomes and, where applicable, differentiate the learning outcomes for its undergraduate, graduate, and certificate programs.
2. The curriculum provides sufficient opportunities for students to achieve the program learning outcomes.
3. Co-curricular experiences, if offered, reinforce the academic program learning outcomes.
4. The curriculum addresses human and cultural diversity.
5. The curriculum engages students in scholarship, creative work, and/or the discovery of knowledge consistent with disciplinary practice.
6. The curriculum is designed to prepare students for future careers and/or advanced study.

2.B. Curriculum delivery
1. Delivery of the curriculum is consistent with the stated catalog requirements.
2. Students are able to complete degree requirements in a timely manner without undue reliance on waivers, substitutions, non-scheduled courses, or directed studies.
3. For academic programs offered via different modalities, the curriculum is the same (or equivalent) whenever and however it is delivered.

2.C. Rigor and currency
1. Curricular requirements demonstrate the appropriate depth, breadth, and challenge for the discipline and the degree level.
2. Academic program learning outcomes require students to demonstrate a level of proficiency appropriate to the discipline and degree level.
3. The curriculum reflects current developments in the discipline and prepares students for future careers and/or advanced study.
4. The curriculum aligns with relevant professional and/or disciplinary standards.

2.D. Assessment
1. The academic unit has an effective assessment process for evaluating its academic program-level learning outcomes.
2. Students, upon program completion, demonstrate appropriate levels of proficiency on all academic program learning outcomes.
3. The academic unit uses assessment data to determine and refine curricular content, pedagogy, and other improvement actions.
4. The academic unit ensures that evidence is available to support any claims it makes regarding student learning outcomes and the success of its alumni.

Standard 3: Faculty and Staff
The academic unit's faculty and staff are well qualified. Faculty are effective teachers and scholars and maintain currency in their disciplines. Faculty engage in appropriate levels of research, scholarship, and/or creative works, and their service activities contribute to the discipline and benefit the students enrolled in the program.

3.A. Faculty/staff qualifications
1. All instructors meet minimal qualifications via credential or tested experience for the content and degree level of courses taught.
2. Staff possess appropriate credentials and/or experience relevant to job responsibilities.
3. Faculty specializations are appropriate to the academic unit's mission, curriculum, degrees offered, and learning outcomes.

3.B. Diversity and equity
1. Hiring, evaluation, and promotion practices are equitable and non-discriminatory.
2. Workload assignments are equitable and provide sufficient opportunities for faculty to pursue and grow in their professional endeavors.
3. The academic unit employs proactive strategies to ensure that the overall composition of its faculty and staff reflects human diversity and is representative of the students enrolled at UNC.

3.C. Quality
1. Faculty participate in sufficient professional development to remain current in the discipline and effective in their instructional responsibilities.
2. Faculty maintain appropriate levels of engagement in research, scholarship, and creative works.
3. Students express satisfaction with the quality of instruction.

Standard 4: Resources
The academic unit has sufficient human and other resources, including support for professional development. The academic unit uses its resources effectively and efficiently.

4.A. Human resources
   1. The academic unit is adequately staffed to deliver the curriculum and accomplish other academic unit activities.
   2. There is a balanced representation of faculty across rank and tenure status as well as specializations required to deliver the curriculum.
   3. Workload assignments reflect effective allocation of instructional staff resources appropriate to current fiscal conditions and enrollment trends.
   4. Workload assignments are structured to support the research, scholarship, and creative works of faculty as appropriate to their rank within the parameters of needs and resources within the academic unit.
   5. Faculty, staff, and student employees, including graduate assistants, have access to resources, professional development, and mentoring.

4.B. Technology, facilities, and equipment
   1. The academic unit has sufficient technology, facilities, and equipment to support achievement of its mission, instruction, and research, scholarship, and creative works.
   2. Technology used for instructional purposes is current and prepares students for the types of technology they will use after graduation.
   3. The academic unit provides professional development when new discipline-specific technologies are adopted.

Standard 5: Students
The academic unit has sufficient enrollment to support consistent and timely delivery of the curriculum. Students enrolled in the academic unit's programs reflect the demographic diversity of the institution's student body. Student enrollment, persistence, and completion rates are robust and stable. Students report satisfaction with the academic unit's *programs and interactions with faculty, staff, and other students.*

5.A. Enrollment
   1. Enrollment in the academic unit's programs reflects the demographic diversity of the UNC student body.
   2. Enrollment is stable and sufficient for supporting timely delivery of the curriculum without overreliance on waivers, directed studies, unscheduled courses, or substitutions.

5.B. Student persistence and completion
   1. The academic unit uses institutional and other relevant data to develop strategies for improving or maintaining student persistence and completion rates.
   2. Student persistence and graduation rates in the academic unit's programs contribute to the college's overall retention and graduation targets.
   3. The academic unit is proactive in its efforts to eliminate equity gaps among students enrolled in its degree programs.
   4. The academic unit's strategies are effective in achieving and maintaining target levels of persistence and completion rates.

5.C. Student experience
   1. The academic unit provides effective advising and mentoring of students.
   2. Students have sufficient opportunities to interact with faculty in and out of class.
   3. Students report high levels of satisfaction with their interaction with faculty.
   4. Students report high levels of satisfaction with the climate fostered within the academic unit and respect for individuals with different backgrounds, cultures, and perspectives.
   5. Students receive sufficient guidance in academic integrity and the use of information resources.

5.D. Alumni success
1. Alumni are able to advance into careers or graduate study within a year of completing any of the academic unit's programs.
2. Alumni report that their program within the academic unit prepared them well for moving into careers or future study.

Section 3: Self-Assessment Guide
Instructions: Each member of the self-study team should complete the self-assessment guide independently. Academic units may ask other stakeholders to complete all or part of the guide if desired.

Review the criteria for each standard and assign a score using the rubric provided. Write a brief rationale to explain the assigned score. After all team members have completed the independent scoring, meet as a team to discuss member perspectives and reach a consensus. The discussion questions can help facilitate reaching a final determination. A final version representing the final determination should be submitted as part of the program review documents.

Standard 1: Mission
The academic unit's mission articulates a clear purpose and is aligned to the institution's mission and priorities. The mission is used by the academic unit as the basis for decisions about goals, learning outcomes, and resources. It is broadly disseminated and understood by faculty, students, and other stakeholders.

Suggested Evidence and Documentation
1. Current mission statement, description of how and when it was developed, and date of last review/revision
2. Additional mission-related documents (e.g., vision statement, purpose, values, goals, student learning outcomes, etc.)
3. Description and copies, where applicable, of where the mission is available (e.g., faculty and/or student handbooks, policy documents, website, brochures, poster in office, etc.)
4. UNC mission statement, vision, strategic plan, institutional learning outcomes
5. Any professional or disciplinary standards used by the program to inform the mission
6. Institutional and program enrollment data, student characteristics, alumni placement, recruitment areas, etc.

Scoring Rubric

IE	0	1	2	3
Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Score	Criteria
	1.A. Alignment with institutional mission 1. The mission aligns to UNC's mission, vision, values, and institutional learning outcomes. 2. The academic unit demonstrates a commitment to diversity, equity, and inclusion. 3. The academic unit emphasizes the preparation of students for future careers. 4. The academic unit demonstrates a commitment to the public good through its contributions to research, scholarship, and creative works. 5. The academic unit provides opportunities to students for civic and community engagement.
Rationale for Rating:	

	1.B. Purpose, scope, and students served
	   1. The mission is current.
	   2. The mission clearly articulates the academic unit's purpose.
	   3. The mission is appropriate for the students and communities served by UNC.

Rationale for Rating:	

	1.C. Mission implementation
	   1. Decisions about the academic unit's curriculum and other activities are based on its mission.
	   2. The mission is broadly shared with students and other stakeholders through public information.
	   3. The mission is regularly reviewed and revised when needed to reflect current priorities and contexts.

Rationale for Rating:	

Standard 2: Curriculum
The academic unit's curricular programs are intentionally designed to provide equitable opportunities for student learning and future success. The curriculum students experience is consistent with published requirements. It is sufficiently rigorous for the degree level offered and aligns with disciplinary and/or professional standards.

Suggested Evidence and Documentation
1. Program documents
   a. Current catalog requirements
   b. Course syllabi
   c. Assessment plan and last 5 years of assessment results
   d. Curriculum map
   e. Surveys administered by the program (e.g., exit surveys)
   f. Course schedule for last 5 years
   g. Course evaluations
2. Program data
   a. Percent of students using waivers, substitutions, non-scheduled courses, and directed studies to meet program requirements for graduation
   b. Frequency of required and elective course offerings
   c. DWF rates for required courses, disaggregated by student demographic characteristics
   d. Institutional survey results (e.g., NSSE, Graduate Survey, etc. where response rates are sufficient)
   e. Alumni data
3. External documents and resources
   a. Curriculum requirements from peer/competitor programs
   b. Licensure/certification requirements and pass rates
   c. Professional and/or disciplinary standards
   d. Internship/practicum supervisor evaluations
   e. [Degree Qualifications Profile](#)

Scoring Rubric

IE	0	1	2	3
Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Score	Criteria
	2.A. Curriculum design 1. The academic unit's degree programs have articulated learning outcomes and, where applicable, differentiate the learning outcomes for its undergraduate, graduate, and certificate programs. 2. The curriculum provides sufficient opportunities for students to achieve the program learning outcomes. 3. Co-curricular experiences, if offered, reinforce the academic program learning outcomes. 4. The curriculum addresses human and cultural diversity. 5. The curriculum engages students in scholarship, creative work, and/or the discovery of knowledge consistent with disciplinary practice. 6. The curriculum is designed to prepare students for future careers and/or advanced study.
Rationale for Rating:	
	2.B. Curriculum delivery 1. Delivery of the curriculum is consistent with the stated catalog requirements. 2. Students are able to complete degree requirements in a timely manner without undue reliance on waivers, substitutions, non-scheduled courses, or directed studies. 3. For academic programs offered via different modalities, the curriculum is the same (or equivalent) whenever and however it is delivered.
Rationale for Rating:	
	2.C. Rigor and currency 1. Curricular requirements demonstrate the appropriate depth, breadth, and challenge for the discipline and the degree level. 2. Academic program learning outcomes require students to demonstrate a level of proficiency appropriate to the discipline and degree level. 3. The curriculum reflects current developments in the discipline and prepares students for future careers and/or advanced study. 4. The curriculum aligns with relevant professional and/or disciplinary standards.
Rationale for Rating:	
	2.D. Assessment 1. The academic unit has an effective assessment process for evaluating its academic program-level learning outcomes. 2. Students, upon program completion, demonstrate appropriate levels of proficiency on all academic program learning outcomes.

	3. The academic unit uses assessment data to determine and refine curricular content, pedagogy, and other improvement actions.
	4. The academic unit ensures that evidence is available to support any claims it makes regarding student learning outcomes and the success of its alumni.
Rationale for Rating:	

Standard 3: Faculty and Staff

The academic unit's faculty and staff are well qualified. Faculty are effective teachers and scholars and maintain currency in their disciplines. Faculty engage in appropriate levels of research, scholarship, and/or creative works, and their service activities contribute to the discipline and benefit the students enrolled in the program.

Suggested Evidence and Documentation
1. Curriculum vitae/resumes
2. Awards and recognition
3. Tested experience minimum qualifications
4. Faculty handbooks and program policy manuals
5. Hiring documents
6. Strategies employed to increase diverse representation among faculty
7. Professional development, including participation in faculty development focused on teaching and learning
8. Teaching evaluations
9. Research, scholarship, and/or creative works

Scoring Rubric

IE	0	1	2	3
Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Score	Criteria
	3.A. Faculty/staff qualifications
	1. All instructors meet minimal qualifications via credential or tested experience for the content and degree level of courses taught.
	2. Staff possess appropriate credentials and/or experience relevant to job responsibilities.
	3. Faculty specializations are appropriate to the academic unit's mission, curriculum, degrees offered, and learning outcomes.
Rationale for Rating:	
	3.B. Diversity and equity
	1. Hiring, evaluation, and promotion practices are equitable and non-discriminatory.
	2. Workload assignments are equitable and provide sufficient opportunities for faculty to pursue and grow in their professional endeavors.

	3. The academic unit employs proactive strategies to ensure that the overall composition of its faculty and staff reflects human diversity and is representative of the students enrolled at UNC.
Rationale for Rating:	

	3.C. Quality
	  1. Faculty participate in sufficient professional development to remain current in the discipline and effective in their instructional responsibilities.
	  2. Faculty maintain appropriate levels of engagement in research, scholarship, and creative works.
	  3. Students express satisfaction with the quality of instruction.

Rationale for Rating:	

Standard 4: Resources

The academic unit has sufficient human and other resources, including support for professional development. The academic unit uses its resources effectively and efficiently.

Suggested Evidence and Documentation
1. Faculty by rank and tenure status
2. Adjunct and graduate assistant allotments
3. Non-instructional staff FTE
4. Faculty-to-student ratio
5. Faculty workload data
6. Number of faculty with course reassignments/overloads
7. Number of 1- and 2-term sabbaticals
8. Research, scholarship and creative works activity
9. Service activity
10. Number of students advised
11. Service on thesis/dissertation committees
12. Professional development opportunities and participation rates
13. Mentoring opportunities
14. Technology and equipment inventory
15. Replacement schedule for technology

Scoring Rubric

IE	0	1	2	3
Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Score	Criteria
	4.A. Human resources 1. The academic unit is adequately staffed to deliver the curriculum and accomplish other academic unit activities.

	2. There is a balanced representation of faculty across rank and tenure status as well as specializations required to deliver the curriculum. 3. Workload assignments reflect effective allocation of instructional staff resources appropriate to current fiscal conditions and enrollment trends. 4. Workload assignments are structured to support the research, scholarship, and creative works of faculty as appropriate to their rank within the parameters of needs and resources within the academic unit. 5. Faculty, staff, and student employees, including graduate assistants, have access to resources, professional development, and mentoring.
Rationale for Rating:	
	4.B. Technology, facilities, and equipment 1. The academic unit has sufficient technology, facilities, and equipment to support achievement of its mission, instruction, and research, scholarship, and creative works. 2. Technology used for instructional purposes is current and prepares students for the types of technology they will use after graduation. 3. The academic unit provides professional development when new discipline-specific technologies are adopted.
Rationale for Rating:	

Standard 5: Students
The academic unit has sufficient enrollment to support consistent and timely delivery of the curriculum. Students enrolled in the academic unit's programs reflect the demographic diversity of the institution's student body. Student enrollment, persistence, and completion rates are robust and stable. Students report satisfaction with the academic unit's programs and interactions with faculty, staff, and other students.

Suggested Evidence and Documentation
1. Enrollment (total and disaggregated by demographic characteristics and campus)
2. Enrollment by emphasis area where relevant
3. Fall-to-fall persistence
4. Graduation rates
5. DFW rates
6. Percent of students using waivers, substitutions, non-scheduled courses, and directed studies to meet program requirements
7. Institutional survey results (e.g., NSSE, Climate, Alumni, where available)
8. Exit surveys
9. Strategies adopted to improve student success and close equity gaps where present
10. Advising records
11. Internship/practica supervisor evaluations
12. Student participation in research, scholarship, and/or creative works
13. Written correspondence from students
14. Recruitment materials
15. Student handbooks and policies
16. Strategies adopted to improve

Scoring Rubric

IE	0	1	2	3
Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Score	Criteria
	5.A. Enrollment 1. Enrollment in the academic unit's programs reflects the demographic diversity of the UNC student body. 2. Enrollment is stable and sufficient for supporting timely delivery of the curriculum without overreliance on waivers, directed studies, unscheduled courses, or substitutions.
Rationale for Rating:	
	5.B. Student persistence and completion 1. The academic unit uses institutional and other relevant data to develop strategies for improving or maintaining student persistence and completion rates. 2. Student persistence and graduation rates in the academic unit's programs contribute to the college's overall retention and graduation targets. 3. The academic unit is proactive in its efforts to eliminate equity gaps among students enrolled in its degree programs. 4. The academic unit's strategies are effective in achieving and maintaining target levels of persistence and completion rates.
Rationale for Rating:	
	5.C. Student experience 1. The academic unit provides effective advising and mentoring of students. 2. Students have sufficient opportunities to interact with faculty in and out of class. 3. Students report high levels of satisfaction with their interaction with faculty. 4. Students report high levels of satisfaction with the climate fostered within the academic unit and respect for individuals with different backgrounds, cultures, and perspectives. 5. Students receive sufficient guidance in academic integrity and the use of information resources.
Rationale for Rating:	
	5.D. Alumni success 1. Alumni are able to advance into careers or graduate study within a year of completing any of the academic unit's programs. 2. Alumni report that their program within the academic unit prepared them well for moving into careers or future study.
Rationale for Rating:	