

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

Section 1: Program Review Report and Process  
Definition of a Program

### Self Study Process

Prior to beginning the program review, the program 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, timeline 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



*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, 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.

## 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.

## 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 apphD20.6 (p4) 1 (2.2 (a) 6 (2.7 (2.3 (1.5 (3 (1 (0.6 (3.3ld*

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

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#### 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:

- 1.B. Purpose, scope, and students served
  1. The mission is current.

## Scoring Rubric

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

Score	Criteria
	<p>2.A. Curriculum design</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The curriculum provides sufficient opportunities for students to achieve the program learning outcomes.</li> <li>3. Cocurricular experiences, if offered, reinforce the academic program learning outcomes.</li> <li>4. The curriculum addresses human and cultural diversity.</li> <li>5. The curriculum engages students in scholarship, creative work, and/or the discovery of knowledge consistent with disciplinary practice.</li> <li>6. The curriculum is designed to prepare students for future careers and/or advanced study.</li> </ol>
	<i>Rationale for Rating:</i>
	<p>2.B. Curriculum delivery</p> <ol style="list-style-type: none"> <li>1. Delivery of the curriculum is consistent with the stated catalog requirements.</li> <li>2. Students are able to complete degree requirements in a timely manner without undue reliance on waivers, substitutions, non-scheduled courses, or directed studies.</li> <li>3. For academic programs offered via different modalities, the curriculum is the same (or equivalent) whenever and however it is delivered.</li> </ol>
	<i>Rationale for Rating:</i>

### 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.



	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.
<i>Rationale for Rating:</i>	
	3.C. Quality <ol style="list-style-type: none"> <li>1. Faculty participate in sufficient professional development to remain current in the discipline and effective in their instructional responsibilities.</li> <li>2. Faculty maintain appropriate levels of engagement in research, scholarship, and creative works.</li> <li>3. Students express satisfaction with the quality of instruction.</li> </ol>
<i>Rationale for Rating:</i>	

**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

2. There is a balanced representation of faculty across rank and tenure status as well as specializations required to deliver the curriculum.
- 3.

Scoring Rubric

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IE	0	1	2	3
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