

PROGRAM REVIEW AT UNC-CHAPEL HILL

CONDUCTED BY THE OFFICE OF THE PROVOST AND THE GRADUATE SCHOOL

~ REVISED DECEMBER 2003 ~

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PROGRAM REVIEW AT UNC-CHAPEL HILL

Conducted by the Office of the Provost and The Graduate School

“The primary purpose of all program review is the improvement of . . . programs as measured by the quality of the faculty, the students, library and other educational resources, the curriculum, available facilities, and the academic reputation of the program among its peers . . . It helps set goals and directions for the future . . . [and] also provides a mechanism for change”

Academic Review of Graduate Programs (Washington, DC: Council of Graduate Schools, 1990), p. 3

Program review is:

- Internal, initiated and administered by the university
- Evaluative, not just descriptive
- Forward-looking, directed toward program improvement, not simply assessment
- Based on academic criteria
- As objective as possible
- Independent of other reviews (e.g., accreditation, licensing), with recommendations directed to faculty and university administrators
- Intended to result in action – a plan to implement desired changes, if possible on a specific agreed-upon timetable.

Program Review provides answers to the following kinds of questions:

- Is the program advancing the state of the discipline or profession?
- Is its teaching or training of students useful and effective?
- Does the program meet the institution’s goals?
- Does it respond to the profession’s needs?
- How is the program assessed by experts in the field?

Academic Review of Graduate Programs, pp. 6-7

I. ELEMENTS OF THE PROGRAM REVIEW

THE SELF STUDY

- What do you do?
- Why do you do it?
- How well do you do it?
- What difference does it make whether you do it or not?
- How well does what you do relate to why you say you do it?

Academic Review of Graduate Programs, p. 17

A complete description of the suggested substance of a program's self-study comprises Part II of this document, "Instructions for Implementing a Self-Study." The self-study process usually takes approximately a year to complete, and involves a significant amount of planning, meeting, data collecting, discussing, writing, reviewing, and editing. It is strongly suggested that a schedule for various components of the review be developed early in the process in order to facilitate accountability and avoid placing an inordinate amount of the work for the self-study on any one person or administrative office. Optimal implementation of the process is genuinely collegial, embracing all actors and perspectives.

TEN copies of the self-study are to be delivered to the graduate school **NO LATER THAN THREE WEEKS PRIOR TO THE FRIDAY PRIOR TO THE SCHEDULED ON-CAMPUS VISIT** of the External Review Team. At that time, the Graduate School will FedEx the self-study to the homes of all reviewers, and deliver them to UNC administrative officials involved in the review. These copies should be complete, including all appendices. The self-study should be bound or in ring binders, with a table of contents, and tabbed (or otherwise easily identifiable) sections.

THE ON-CAMPUS VISIT

SELECTING THE TEAM

The External Review Team comprises two or three highly qualified individuals, external to the campus. An additional member, from the UNC-Chapel Hill faculty, is appointed for reviews of all programs based in the College of Arts and Sciences, and for other reviews at the discretion of the respective Deans. Criteria for selecting team members include a history of involvement and success in scholarship or research, and experience in both graduate and undergraduate teaching.

The program submits a prioritized list of proposed reviewers to the Graduate School, taking care to cover the different areas of expertise necessary to provide a complete and knowledgeable assessment of the program. Usually, these are faculty members from other academic institutions, who are well respected in the field, but without direct connection to the program. Program alumni, former faculty, and research collaborators are usually not appropriate choices. Occasionally, in fields in which certain kinds of technical expertise are critical, an "industry" representative may be included.

The respective Dean's office and the Graduate School review the proposed names, and an agreement is reached between the latter on a priority list for extending invitations. Attention is given to selecting individuals from public institutions, where possible, and for maintaining diversity of reviewers and perspectives. The Graduate school takes responsibility for inviting individuals to participate and for appointing them to the team.

Once the team is finalized, and in consultation with the program chair, the Graduate School selects a team member to serve as chair of the team and to act as a liaison between the team and the university. The team chair provides input into the development of the on-campus visit schedule, coordinates the preparation of the team's report, and is responsible for submitting the final report to the Graduate School.

The Graduate School pays travel expenses and a modest honorarium for the two or three external team members. If the program wishes to invite an additional reviewer, the invitation process remains as above, but the program assumes all of the costs of the extra team member.

ELEMENTS OF THE REVIEW AND PREPARATION OF THE SCHEDULE

After reviewing the self-study, the external team of reviewers visits the Chapel Hill campus to assess the program. This assessment is based in part on the self-study, with particular attention to the strength of the instructional and research programs, and the resources available to the program. In departments where there is an undergraduate program, it is expected that the undergraduate and graduate program will each be evaluated on its own merits before an assessment of the department of a whole is made.

The on-campus visit opens with a working dinner where the team meets with the program chair and often another program faculty member. The next day, there is a breakfast meeting with the review team, along with representatives of the Provost's Office, the Dean's office of the respective school, and the Graduate School. Representatives from the program being reviewed are not present at the Breakfast. The visit closes with an exit interview with the team and this same group. The program chair, in consultation with the chair of the review team plans the remainder of the visit.

During their visit, the team typically interviews program faculty and students, and often alumni, as well as meeting with key external constituents or internal working groups. Unless there are specific requests by the team, it is at the program's discretion to determine how to select and group individuals for these meetings. These participants may include directors of department degree programs (e.g., master's, doctoral), research groups, key committees, and/or representatives of other units or groups that play a critical role in the program's work. (See attached sample schedules.)

In some cases, it is appropriate for the team to visit off-campus facilities, e.g., the Institute of Marine Sciences in Morehead City (Department of Marine Sciences), Art Lab Facility and Hanes Art Center (Department of Art). The team may ask to examine sample student files, or dissertations and theses, or to review other additional material/data.

Social events should not be scheduled, as the team typically uses evenings to work, in order to produce the beginnings of a draft of its report by the end of the on-campus visit.

OTHER LOGISTICS OF THE ON-CAMPUS VISIT

Reviewers are asked to arrive on campus in time for a dinner the night before the start of the review. The on-campus visits usually last one full day, and half of a second day (depending on the size and complexity of the program being reviewed). Reviewers are usually able to depart from campus in the afternoon or early evening of the second day of the review.

The unit being reviewed is expected to arrange to have the external team members met at the airport and taken to the airport for their return, and to handle all other transporting or escorting of team members to meetings, on-campus and off.

The Graduate School hosts the welcoming dinner and the breakfast meeting on the first day, with the program assuming the costs of other events (e.g., lunches, breakfast the second day, dinner the first full day). (Note: the Graduate School is unable to pay for alcoholic beverages.)

THE EXTERNAL REVIEW TEAM'S REPORT

On the second day of the on-campus visit, the External Review Team participates in an exit interview, making an oral report to representatives of the Provost's Office, the Dean's office of the respective school, and the Graduate School. The team is requested to have a written report to the Graduate School, detailing their findings and recommendations, within a month of their on-campus visit. The report should reflect an assessment of mission, curriculum, faculty, students, leadership, support and resources, and strategy for the future, and typically is ten to fifteen pages long. (Most teams try to have a draft of the report before they leave campus. If a team does not have its own computer, the Graduate School – or the program – will make one available upon request, as this usually facilitates production of the draft.)

Once received by the Graduate School, copies of the report are forwarded to the program chair and to representatives of the Provost's Office and the Dean's office of the respective school. It is expected that the program chair will share the report with program faculty.

THE PROGRAM'S RESPONSE TO THE REVIEW TEAM'S REPORT

The program chair prepares a written response to the External Review Team's report, reflecting the deliberations of the faculty in response to the report, which is subsequently sent to the Graduate School. Once reviewed by the Graduate School, copies of the response are forwarded to representatives of the Provost's Office and the Dean's office of the respective school.

THE CLOSURE MEETING

THE MEETING

After receiving the program's response to the external team's report, a meeting is scheduled by the Graduate School. Attending that meeting are the program chair (and others whom s/he may wish to involve), and representatives of the Provost's Office, the Dean's office of the respective school, and the Graduate School. The purpose of the meeting is for the program to discuss the report of the External Review Team and the program's response, to provide an update on changes since the report and the response were written, to respond to questions, and to develop a shared understanding of the steps needed to address any concerns raised by the review, including improvement of the educational program. This meeting is the time when an agenda for the future may be established.

THE MINUTES

The minutes of the closure meeting are prepared by the Graduate School's Senior Associate Dean, who circulates a draft among all official participants at the meeting. Once finalized, the minutes are distributed to the Office of the Provost, the Dean of the respective school, and the program chair; they are also placed in the program file at the Graduate School, so that they may serve as a reference for subsequent program reviews, and for any interim deliberations regarding program expansion or new degree initiatives.

II. INSTRUCTIONS FOR IMPLEMENTING A SELF-STUDY

A NOTE ON COMBINED GRADUATE AND UNDERGRADUATE PROGRAM REVIEWS

A combined review of both graduate and undergraduate programs of a school, department, or curriculum offers the opportunity to evaluate each degree level within the context of its own needs, goals, and objectives, as well as within the context of the department's overall mission and strengths. When preparing the self-study in such a case, it is important to provide assessment and commentary on each degree level separately, wherever possible. This is done in order to conduct a meaningful evaluation of the teaching, research and training activities of each degree level on its own merits. Afterwards, an assessment of the programs together should focus on the dynamic relationship between the undergraduate and graduate degree levels. The combined review should also address the department's effectiveness in representing the discipline on campus.

PROGRAM OVERVIEW

The program overview presents a comprehensive assessment of the program's degree offerings, within the parameters of its stated mission, goals, and objectives, and its position within the history of the discipline (past, present, projected), as well as within the family of its peer institutions and research centers. This is an opportunity for the program to reassess itself, restating or modifying its mission and the consequent goals and objectives. This statement serves as the framework for the evaluation process. Specifically, the reviewers will be charged to assess whether the stated mission is realistic and feasible, and whether it meets the needs of the profession for both scholarship and research.

The following suggestions may help in developing this section:

MISSION, GOALS, AND OBJECTIVES

- State the unit's overall mission and goals – as well as the distinct mission and goals of the graduate and undergraduate programs, if appropriate – and the objectives to achieve those goals. There should be reference to the program's position within the university's mission (e.g., the Academic Plan), including the role of the undergraduate major and minor in relation to the program's other functions (graduate program, research mission, service courses and activities). A description of the program's organization, and policies which guide its operations, is essential.

Units with both graduate and undergraduate programs should organize subsequent materials into separate sections for each level, and then proceed to develop

mission/goal/objective statements for each level, as well as for different degree programs within each.

NEED/DEMAND

- For each graduate degree or area of concentration within a degree program, as well as for the undergraduate major (if any), please provide evidence concerning the need and/or demand for the program

INTERDISCIPLINARY ACTIVITIES

- Comment on the degree of rapport and exchange that exists with related programs, and on any means for encouraging students to take courses in other programs. Note joint faculty appointments, joint or dual degree programs, and participation by program faculty in curricula outside the program. Comment on the program's involvement in research centers and institutes.

INTERINSTITUTIONAL PERSPECTIVE

- Summarize evidence that compares the quality of your program with those on other campuses within the state, the region, and the nation.

PREVIOUS EVALUATIONS

- Include a synopsis of any previous evaluations or accreditation reviews of the program.

CURRICULUM

The section on curriculum is to describe the design and requirements of all degree programs, and to correlate these with the educational goals they are intended to achieve for the students – content knowledge, thinking and expression skills, and professional skills.

Specifically, the reviewers will be charged to assess the curriculum in terms of the stated mission of the program and their understanding of the needs of the profession. They will look at the breadth and depth of content, integration, opportunities for practice and research, and preparation for professional life in the 21st century. Among other things, they will look for balance between course work and research for each concentration area, as well as balance between required and elective courses; the progression of courses, seminars, research opportunities, and integrative projects; the length and size of the program relative to its stated goals; the balance between graduate and undergraduate programs; and the timeliness of course offerings. Figure 1, “Curricular Matrix,” may help in developing this section.

For programs offering courses for General College students: Explain the program's role in the university's undergraduate general education program for nonmajors. How do undergraduate courses that enroll general education students differ from those aimed predominately at majors or minors? How are faculty made aware of these differences? How does the program ensure that it offers general education courses in sufficient numbers to satisfy demand and to attract majors?

FACULTY

This section is to frame the discussion by the faculty and the program's administration of the faculty's strengths and areas of concern in research, teaching, mentoring/advising, and participating in professional, program/department, and university committees and activities. This should be accomplished by:

- Stating the goals for research, teaching, mentoring/advising, and participation in professional activities,
- Determining the means to assess how well these goals are being met, and
- Discussing how to improve in each of these areas

The External Review Team will be asked to look at faculty size, quality and distribution by field of expertise, in relation to your program's stated mission, and to identify priority areas of scholarship and research. We will ask them to look at how the faculty portrait relates to the university's commitment to maintain a diverse population (e.g., women, underrepresented populations). They will consider both students and faculty evaluations of teaching, as well as whether there are sufficient opportunities for faculty to improve their teaching skills. They will look at research strength as compared to that of facilities at peer institutions, and will assess whether faculty research is effectively integrated into their teaching. We will ask them whether faculty compensation and rewards are appropriate in comparison to peer institutions. Finally, they will take into account the morale of the faculty and collegiality within the program.

It may be useful to organize the information into sections addressing overall assessment, research activities, and teaching responsibilities:

OVERALL ASSESSMENT OF THE FACULTY

The overall assessment should include descriptive statements, supported by both aggregate data and individual data:

- Begin with a brief assessment of the state of the faculty, including a description of its organization and committee activities, interactions among faculty of the various curriculum tracks/concentrations (if any), and a report of the results of any faculty surveys conducted as part of the self-study. Include an assessment of faculty strengths and areas of concern.

- Provide data on faculty distribution over ranks, including relevant comments and assessment.
- Describe how the salary range at each rank in the program compares with that in the discipline at comparable institutions.
- Indicate the age distribution of the faculty, along with projected faculty retirements. What is the expected impact of these retirements, and what are the program's plans to address this impact?
- Comment on the racial, ethnic, and gender diversity in the program's faculty. Note any significant trends in the last five years. Be certain to present the programs' recruitment, retention, and support procedures for racial and ethnic minority faculty and other underrepresented populations within the program.
- An assessment by and of faculty with administrative responsibilities (e.g., chairs, deans, directors) –their role and their effectiveness-is encouraged.
- Include (an appendix is preferable) an **abbreviated** curriculum vitae for each faculty member which summarizes publications; honors and awards; participation in national and international societies and meetings; editorial responsibilities; university, regional, national and/or international committees; research grants and/or contracts during the past *five* years.

FACULTY RESEARCH

State the research goals of the faculty in each program area, including standards of quality and quantity. What are the rewards and results of meeting or exceeding these goals? How do these goals compare to those of similar programs at peer institutions?

- Begin by describing arrangements for research or study leaves, or alternative means by which faculty are encouraged to broaden their perspectives and to renew their qualifications for teaching and research. Comment on the success of faculty in obtaining outside or competitive funding for leaves – Guggenheim, Fulbright, etc.
- Comment on faculty grants held in the program over the last *five* years.
- Provide a précis of honors and distinctions of the faculty for the last *five* years.

TEACHING

Describe and discuss the program's policies on teaching, (supplementing with data, as shown in Figure 2, "Teaching Activities," and Figure 3, "Teaching Activities/Faculty Member):

- Describe the policy for the distribution of teaching loads *during the most recently completed academic year*. Distinguish between the teaching of graduate and undergraduate courses when possible, but include both when applicable.
- Discuss the rationale for this policy, and how it responds to the program's curricular goals.
- Describe who does the undergraduate teaching (if any) in the program. If graduate students teach undergraduate courses, describe the process by which

they are selected, trained, supervised, and evaluated. Describe, and comment upon the adequacy of, the compensation they receive.

- Describe the program's process for evaluating teaching, and explain the evaluations that are used. Present evidence regarding instructional effectiveness as indicated by student evaluations.
- Describe the program's efforts to assist faculty to improve their teaching.
- State the program's goals and policies for faculty advising/mentoring of graduate students, undergraduate majors and minors, and postdoctoral fellows, and describe how this is accomplished.

For each faculty member individually, indicate:

- # completed master's theses/papers chaired/advised last *five* years
- # completed dissertations chaired/advised last *five* years
- noncommittee involvement in supervision of doctoral students or postdoctoral fellows
- active involvement in improvement of undergraduate instruction
- whether s/he has undertaken course development work (developing new courses, revising courses, preparing new course materials), either independently or in conjunction with programs in the Center for Teaching and Learning, various course development awards. Please describe any significant achievements in detail.

STUDENTS

This section is to summarize data about and by the students in the program, for the most part separating the presentation for graduate and undergraduate students. The External Review Team will be asked to assess the standards of the program's student scholarship and research, as well as the placements of graduates, as compared to peer institutions. They will consider the adequacy of student funding, the quality of advising and mentoring of students, student morale, and the distribution of student's in relation to the university's commitment to maintain diversity (e.g., women, underrepresented populations). They will talk with students and they will assess whether students feel that they can participate effectively to improve or revise the program.

To assist in preparing this section, the Graduate School will provide you with information on how you can obtain several types of data. The program being reviewed should then comment on the trends revealed by those data. Information should be obtained for the past five years and includes various configurations of data on enrollment; graduate applications and acceptances; credit hours generated; and degrees conferred.

You may want to present quantitative data in the format of figure 4, "Demographics profile of Undergraduate Majors." Please note significant trends. In addition, the following descriptive information should be included:

- Describe the criteria by which graduate applicants are chosen for offers of admission.
- Comment on the racial, ethnic, and gender diversity in the program's graduate, and undergraduate, student populations. Note any significant trends in the last five years. Present the program's recruitment, retention, support and placement procedures for racial and ethnic minority students and other underrepresented populations within the discipline.
- From what sources (e.g., federal funds, training grants, university awards and assistantships, program assistantships), and in what amounts, are graduate students supported financially? What proportions are currently supported, and what is the average rate of support/student? If 5-year data are available, please provide; otherwise note trends.
- How does the program seek to ensure a hospitable environment for all of its students?
- Describe procedures for evaluating the progress of graduate students during the course of their training.
- Provide any available statistics and an analysis of those data for matriculated students who left before completion of their program.
- Identify significant professional or intellectual contributions by graduate students while in training or after completion of training (e.g., faculty ratings, awards and honors, notable publications, leadership roles in professional organizations, etc.).
- Provide a detailed record of the employment placement or further advanced studies of graduates upon completion of the program for the most recent *five* years, for each graduate degree or area of concentration.
- Provide a précis of initial post baccalaureate pursuits of undergraduate majors and minors. Are the program's baccalaureate graduates well prepared for graduate and/or professional studies and employment in their specialty? Are they aided in obtaining employment? If so, describe how.

In preparing this section, please obtain student input and evaluations of all phases of the program; this is typically accomplished through the use of program-generated assessment tools and surveys. Comment on the results of any such assessments. Include a discussion of the impact of teaching by graduate student teaching assistants (GTAs) on the effectiveness of the undergraduate curriculum. Summaries and representative samples of student comments are encouraged. Comment on the legitimacy of student criticisms.

LEADERSHIP, ADMINISTRATIVE SUPPORT, FACILITIES AND EQUIPMENT, INSTITUTIONAL RELATIONSHIPS

The goal of this section is to assess the effectiveness of the program's governance and administration, and the adequacy, currency, and distribution of space, equipment, and support services, especially as related to achieving the program's stated mission.

LEADERSHIP

Describe the program's internal organization for governance and administration. Include an organization chart, if available.

ADMINISTRATIVE SUPPORT

Comment on the adequacy of staff support, or support of others that may be appropriate, indicating the financial base of this support and clearly delineating state versus nonstate support levels. This should include technical, clerical, secretarial, and administrative support.

Facilities and Equipment

Comment on the status and adequacy of physical facilities, including:

- physical space for teaching, research, and administration;
- instructional, research, and administrative equipment;
- library holdings both within the program and university wide;
- computer capacity available to the program from the campus and/or from other agencies.

INSTITUTIONAL RELATIONSHIPS

Delineate relationships with other academic and research units.

THE FUTURE

The program is asked to engage in an intellectual five-to ten-year planning process, taking into account the self-study data generated. This section should also share with the review team the vision that the program faculty and administration hold for the discipline. Where is the program going? Stimulate faculty dialogue and report both *majority* and *minority* views.

Discuss how the program integrates an ongoing assessment of its progress toward its stated goals into planning for the future. How does the program recognize its strengths and concerns, and how is this recognition translated into planning? Where applicable, delineate between undergraduate and graduate aspects of program planning.

The External Review Team will be asked whether the program's plans for the future, and its new initiatives, are realistic, and reflect the needs of the discipline. They will be asked to provide insights as to significant new developments in education and/or research that they see as likely to occur in the next five years, and to assess whether the program is positioned to capitalize on these developments. They will be asked for recommendations for program growth, retraction, and/or other changes.

In preparing this section, the program may wish to address the following questions (among others):

- What are the major disciplinary subspecialties represented in the program, and what are their strengths and the program's concern's regarding them?
- Which of these subspecialties are likely to remain vigorous, and which are likely to be de-emphasized in the future, especially as current faculty retire? Are there subspecialties that should be eliminated or, perhaps, merged with others?
- Develop and comment on graduate student enrollment projections for each subspecialty.
- Are there subspecialties not currently represented in the program for which development should be initiated? If so, what resources would be needed to mount such initiatives?
- Given that the total faculty size at Chapel Hill is likely to remain fixed in the future, and that graduate student enrollment has historically been most influenced by the ability of a program to support its students, what do you project for the size of your program (faculty, staff, graduate students, undergraduate majors) in the next five years? . . . ten years? Explain. How does undergraduate enrollment affect the program?
- Are there specific resource needs, *other than* additional faculty slots and graduate student stipends, which might inhibit nourishment of current subspecialties or the initiation of new ones? Explain.
- Are there important graduate curricular changes that are to be made, or which should be made, during the next five years? If so, what are the plans for their implementation?
- How can the quality of graduate and undergraduate education be improved? What steps would be of assistance in enhancing the quality of the program in comparison to those of other programs in the state. The region, and the nation- both short-term and long-term?
- What are the plans to attract graduate students with higher academic qualifications than those presently enrolled in the program?
- What plans exist to attract highly performing undergraduate majors?
- What plans have been made to ensure and enhance racial, ethnic, and gender diversity in the graduate and undergraduate programs?
- Does the program have or intend to have a postdoctoral program that will prepare new doctorates from diverse backgrounds to enter and remain in the professorate?
- What plans have been made to recruit, support, and retain minority and underrepresented faculty?

III. SUGGESTIONS FOR A SELF-STUDY OUTLINE

- PROGRAM OVERVIEW
 - MISSION, GOALS, AND OBJECTIVES
 - NEED/DEMAND
 - INTERDISCIPLINARY ACTIVITIES
 - INTERINSTITUTIONAL PERSPECTIVE
 - PREVIOUS EVALUATIONS

- CURRICULUM
 - FIGURE 1, *CURRICULAR MATRIX*
 - EDUCATIONAL GOALS/SKILLS ACQUISITION: DOCTORAL PROGRAM, MASTER'S PROGRAM, UNDERGRADUATE MAJOR, UNDERGRADUATE MINOR
 - DEGREE REQUIREMENTS: DOCTORAL, MASTER'S, MAJOR, MINOR
 - ADVISING/MENTORING: DOCTORAL, MASTER'S, MAJOR, MINOR

- FACULTY
 - OVERALL ASSESSMENT OF THE FACULTY
 - FACULTY RESEARCH
 - TEACHING
 - FIGURE 2, *TEACHING ACTIVITIES*
 - TEACHING LOAD BY RANK
 - IMPROVEMENT OF TEACHING
 - FIGURE 3, *TEACHING ACTIVITIES/FACULTY MEMBER*

- STUDENTS
 - FIGURE 4, DEMOGRAPHIC PROFILE OF GRADUATE STUDENTS (@ 5 YEARS)
 - ENTERING STUDENTS
 - GRADUATE STUDENTS
 - FIGURE 5, DEMOGRAPHIC PROFILE OF UNDERGRADUATE STUDENTS (@ 5 YEARS)
 - ENTERING STUDENTS
 - GRADUATE STUDENTS

- LEADERSHIP, ADMINISTRATIVE SUPPORT, FACILITIES AND EQUIPMENT, INSTITUTIONAL RELATIONSHIPS
 - LEADERSHIP
 - ADMINISTRATIVE SUPPORT
 - FACILITIES & EQUIPMENT
 - INSTITUTIONAL RELATIONSHIPS

- THE FUTURE

FIGURE 1: CURRICULAR MATRIX

	Doctoral Program	Master's Program	Major	Minor
<p>Educational Goals/Skills Acquisition</p> <ul style="list-style-type: none"> • Areas of content knowledge students are expected to master • Thinking, writing, and laboratory research skills students should acquire • Professional skills students are expected to acquire (e.g., teaching skills, presentation skills) • Mechanisms to achieve these goals • Mechanisms to determine when and how these goals are being met 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Degree Requirements</p>				
<ul style="list-style-type: none"> • Describe the structure and requirements of the program, and relate these to the educational goals/skills acquisition listed above. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • Provide course descriptions, frequency with which each course is offered, and enrollment data for each course during the past <i>five</i> years. Describe and explain any significant trends. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> • Provide any course enrollment statistics for the past <i>five</i> years that reflect attendance by undergraduate minors in the program. Describe and explain any significant trends. 				<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • Indicate procedures by which thesis and dissertation proposals are reviewed and evaluated, including internal policies used to appoint committees for master's and doctoral students. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> • Describe the process and policies that govern the administration of comprehensive examinations. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> • Describe other procedures for evaluating the progress of graduate students during the course of their training. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> • Does the program have an honors option? If so, describe its purpose, and the requirements for admission and completion. 			<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> • Describe where the program is placed with respect to the structure of programs nationally – on a continuum from highly structured to unstructured. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> • For each graduate degree, or area of concentration within a degree program, provide evidence concerning the need or demand for the program. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> • Describe the program's process for course and program review and development. Explain how new developments in the discipline are integrated into course offerings. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Advising/Mentoring</p> <p>Describe and evaluate current procedures for:</p> <ul style="list-style-type: none"> • student orientation • advising • mentoring <p>How and how often does the program evaluate the quality of these activities?</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

FIGURE 2: TEACHING ACTIVITIES, 20__ - 19__ *

	Total	Prof	Assoc Prof	Asst Prof	Instructor	Fixed Term ** Full-Time	Fixed Term ** Part-Time	Graduate Student
Teaching Load								
Number & (%) of undergraduate courses taught/rank	#(100%):							
Number & (%) undergraduate students taught/rank	#(100%):							
Improvement of Teaching								
Number of faculty active in training and supervision of GTAs								
Number of faculty awarded undergraduate teaching prizes								
Number of faculty awarded other teaching prizes								
Number of faculty involved in teaching-award selection committees								

* From most recent, complete academic year (AY1) through four years prior to AY1

** Fixed-term positions comprise lecturer and equivalents –viz., artist in residence, writer in residence, and any other faculty rank designations with the prefix qualifier “adjunct,” “clinical,” or “research.”

FIGURE 3: TEACHING ACTIVITIES/FACULTY MEMBER, 20__ - 19__*

	# COMPLETED MASTER'S THESIS/PAPERS CHAired/ADVISED	# COMPLETED DISSERTATIONS CHAired/ADVISED	OTHER MASTER'S/DOCTORAL COMMITTEE SERVICE	NON-COMMITTEE SUPERVISION OF DOCTORAL STUDENTS/POSTDOC FELLOWS	ACTIVE INVOLVEMENT IN IMPROVEMENT OF UNDERGRADUATE EDUCATION **	UNDERTAKEN COURSE DEVELOPMENT WORK**
FACULTY						

* From most recent, complete academic year (AY1) through four years prior to AY1

** Describe significant achievements in detail.

FIGURE 4: DEMOGRAPHIC PROFILE OF GRADUATE STUDENTS, 20__ - 19__*

	AY1	AY2	AY3	AY4	AY5
ENTERING STUDENTS					
² Mean GRE score					
² Mean entering GPA					
^{1,2} Racial distribution					
^{1,2} Gender distribution					
² Undergraduate institutions					
GRADUATING STUDENTS					
¹ Number/Degree Awarded					
Mean length of time-to-degree for master's graduates					
Mean length of time-to-degree for doctoral graduates					
Details on employment placement or advanced study of graduates upon completion					

* From most recent, complete academic year (AY1) through four years prior to AY1

¹ Data collected from Datamart

² Data collected from WebFOCUS

FIGURE 5: DEMOGRAPHIC PROFILE OF UNDERGRADUATE MAJORS, 20__ - 19__*

	AY1	AY2	AY3	AY4	AY5
ENTERING STUDENTS					
² Mean GRE score					
² Mean entering GPA					
^{1,2} Racial distribution					
^{1,2} Gender distribution					
GRADUATING STUDENTS					
¹ Number of graduating majors, and minors					
² Mean graduating GPA					
Number graduating with significant honors, i.e., program honors, Phi Beta Kappa or other honorary societies, special awards					

* From most recent, complete academic year (AY1) through four years prior to AY1

¹ Data collected from Datamart

² Data collected from WebFOCUS - 22 -

V. INSTRUCTIONS FOR DATA COLLECTION FROM DATAMART

As part of the program review, the Graduate School requests that departments and academic programs provide enrollment statistics. In the past, the Graduate School provided departments with demographic and enrollment data that

are included in the program review. To streamline the review process and take advantage

of the technology systems in place, each department are now asked to obtain this data

directly. The instructions that follow explain the process departments should use to obtain

and present this data.

Departments will need to obtain the following information from Datamart:

1. Degrees Awarded Statistics
2. Enrollments in department by term and demographic
3. Credit Hours by term and demographic
4. Course Enrollment by term and level

The department is asked to obtain each of these items for the previous five years (May 1998-

December 2002). These reports can be generated from any computer on the UNC network.

The Program Review folder contains figures for the presentation of the data (see Figures 4

and 5). Additionally, the Graduate School requests electronic copies of all items (MS Excel

format) be submitted with the Program Review.

AN OVERVIEW OF DATAMART

Datamart Statistics is the database system that will be used to generate most of the information for Program Reviews. Below is the homepage to this system which can be found at the Registrars website.

<http://regweb.unc.edu/stats/datamart.php>

The screenshot shows a Microsoft Internet Explorer browser window displaying the Datamart Statistics homepage. The browser's address bar shows the URL <http://regweb.unc.edu/stats/datamart.php>. The page header includes the text "OFFICE of the UNIVERSITY REGISTRAR" and "UNC" with navigation links for "Transcripts", "Proof of Enrollment", and "Search". The main content area is titled "Datamart Statistics" and features a central image of a computer monitor displaying "1751 OPS/SECOND". The page is organized into a sidebar on the left with categories like "Home", "Student Services", "Faculty/Staff Services", "Courses", "Calendars", "FAQs", "Residency", "Statistics and Reports", "Registrar's Resources", "UNC Links", "About the Registrar", and "Contact Us". The main content area contains a description of the Student Academic Information Datamart (SAID) and a list of available reports under "Statistics and Reports". A right sidebar lists "MONTHLY FEATURES", "RELATED LINKS", and "SITE TOOLS". The footer includes the University Registrar's Office contact information and the UNC logo.

OFFICE of the UNIVERSITY REGISTRAR <http://regweb.unc.edu>

UNC [Transcripts](#) [Proof of Enrollment](#) [Search](#)

Datamart Statistics

Student Academic Information Datamart ([SAID](#)) is a datamart storing historic student records from the Student Information System (SIS) of the University of North Carolina at Chapel Hill.

You can generate statistics reports as shown below from this datamart. (For data fields where you can choose multiple selections, you must hold down the "control" button on the keyboard and then "click" the left button on your mouse.) More reports will be available later. [Suggestions and comments](#) are welcomed.

- [Enrollment Statistics - Census Date](#)
- [Enrollment Statistics - End of Term](#)
- [Course Enrollment and Credit Hours](#)
- [Degrees Awarded Statistics](#)
- [Course Enrollment Planning Information](#)
- [Cross Divisional Registration Report](#)
- [Subject GPA Report](#)

MONTHLY FEATURES

- [Audit a Course](#)
- [Your Privacy Rights](#)
- [Update Your Address](#)

RELATED LINKS

- [Web Focus Reporting](#)

SITE TOOLS

- [Contact Webmaster](#)

University Registrar's Office: UNC-Chapel Hill; 105 Hanes; CB 2100; Chapel Hill, NC 27599-2100

1. DEGREE AWARD STATISTICS

Overview: This report shows the degrees the department awarded each semester over the past 5 years. It is produced using Datamart and can be made with any computer on the UNC network. Click Degree Award Statistics on Datamart home page or use link below.

http://regweb.unc.edu/stats/degree_stats.php

Please follow instructions below for the criteria to be selected:

(Screen shots from actual form follow.)

1. At the top of the page select the dates for the time period of review.
2. Degree: select as Column, click and drag to highlight all options.
3. Career (U, G, P only) : select as column, check all applicable boxes.
4. Major1: Not Selected, Enter the department major four letter code (If there is more than one major in the department create a separate report for each major.)
5. Click Submit. This may take several minutes.

DATE SCREEN EXAMPLE

1. Select the dates for the period of review usually five years.

UNIVERSITY REGISTRAR <http://regweb.unc.edu>

Transcripts Proof of Enrollment Search

Degrees Awarded Statistics

You can generate statistics report of degrees awarded by UNC Chapel Hill. Specify the fields you want to include in the report and click at the **Submit** button to generate the report. This form will access the [Student Academic Information Datamart](#) implemented by the Office of the University Registrar.

Please specify degree received date range:

From May August December

To May August December

Please specify conditions below (see the [instructions](#) on how to use this form):

Fields	Display as	Order	NOT	Restriction (Multiple selection is possible)
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CRITERIA SCREEN EXAMPLE

If there is more than one major in the department create a separate report for each major.

2. **Degree:** Select as column, click and drag to highlight all options.

3. **Career:** Select (U, G, P only) as column, check all applicable boxes.

4. **Major:** Not Selected, enter department major four letter code.

5. Click Submit.

Fields	Display as			Order	NOT	Restriction (Multiple selection is possible)
Academic Unit	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/> Undergraduate & Graduate Credit <input type="checkbox"/> Dental School (DDS Program) <input type="checkbox"/> Law School (JD Program) <input type="checkbox"/> Medical School (MD Program)
Degree	<input type="radio"/> Not Selected	<input type="radio"/> Row	<input checked="" type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	AB: Bachelor of Arts ABED: AB in Education ABJM: AB in Journalism & Mass Comm
School	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	AS: College of Arts & Sciences BA: Business CS: Continuing Studies
Career (detailed)	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	GA: Graduate Masters of Accounting GB: Graduate MBA GR: Graduate
Career (U, G, P only)	<input type="radio"/> Not Selected	<input type="radio"/> Row	<input checked="" type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input checked="" type="checkbox"/> Professional
Ethnic	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/> Asian or Pacific Islander <input type="checkbox"/> Black, Non-Hispanic <input type="checkbox"/> Hispanic <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> White, Non-Hispanic
Gender	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/> Female <input type="checkbox"/> Male
Foreign	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/> Non-resident Alien <input type="checkbox"/> Resident Alien <input type="checkbox"/> U.S. Citizen
Citizenship	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Major 1	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	GREK
Major 2	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Minor	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Certificate	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
CIP 4	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

OUTPUT SCREEN EXAMPLE

After submitting the information, an output, shown below, will appear. Click and drag to highlight the entirety of the table. With the table highlighted, either right click on highlighted field and select “Copy” or press Ctrl-C to copy the table. Open Microsoft Excel. Click on cell A1. Either right click and select paste or press Ctrl-V to paste the table into Excel. Save the file.



STATISTICAL REPORTS

<http://regweb.unc.edu>

Degrees Awarded Statistics (1998 May - 2002 December)

Restriction:

Degree = AB, ABED, ABJM, ABJO, BACH, BFA, BMED, BMUS, BS, BSADJ, BSASC, BSBA, BS BIO, BSBOT, BSCH, BSCLS, BSCS, BSDAT, BSDEN, BSDH, BSENS, BSGEO, BSIR, BSMAT, BSMDS, BSMED, BSMS, BSMT, BSN, BSPH, BSPHR, BSPHY, BSPSY, BSPT, BSRs, BSST, BSZOO, CASIL, CERT, CGRED, DDS, DPHAR, DRPH, EDD, JD, LICDA, MA, MAC, MACOM, MACT, MAT, MBA, MD, MED, MFA, MHA, MMUS, MPA, MPH, MPT, MRP, MS, MSA, MSENDV, MSIS, MSLS, MSN, MSPH, MSRA, MSW, NONDG, PD, PHD, UNK

Career = U, G, P

Major 1 = ENGL

Date	Degree						Total
	Career						
	AB		MA		PHD		
	U	G	U	G	U	G	
1998-05-17	148	0	0	12	0	7	167
1998-08-17	28	0	0	1	0	4	33
1998-12-31	36	0	0	4	0	7	47
1999-05-16	126	0	0	15	0	6	147
1999-08-17	18	0	0	0	0	6	24
1999-12-30	20	0	0	2	0	8	30
2000-05-21	119	0	0	18	0	10	147
2000-08-21	12	0	0	1	0	3	16
2000-12-29	26	0	0	4	0	8	38
2001-05-20	132	0	0	13	0	13	158
2001-08-20	27	0	0	3	0	3	33
2001-12-31	21	0	0	3	0	5	29
2002-05-19	130	0	0	12	0	8	150
2002-08-19	15	0	0	0	0	2	17
2002-12-31	16	0	0	5	0	2	23
Total	874	0	0	93	0	92	1059

2. ENROLLMENTS IN THE MAJOR BY TERM DEMOGRAPHICS

Overview: This series of reports shows the enrollments in the department for each semester over the past 5 years. It is produced using Datamart and can be made with any computer on the UNC network. Click Enrollment Statistics – End of Term on Datamart home page or use link below.

http://regweb.unc.edu/stats/end_term.php

Repeat creating this report for each semester for the past five years (20 total reports).

Please follow the instructions below for the criteria to be selected:

(Screen shots from actual form follow)

1. Select Term: Choose each term (Fall, Spring, Summer I, Summer II) once for each of the past five years (20 total runs through the system)
2. Generate Statistics for: Select Head Count.
3. Classification: Not selected. Click and drag to highlight all options.
4. Career (U, G, P only) Column, select all options.
5. Ethnic: Row, select all.
6. Gender: Row, select all.
7. Foreign: Row, select all.
8. Major1: Not selected, Enter department's major's four letter code. If there is more than one major in the department create a separate report for each major.
- 9. Check box to include all students.**
10. Click submit. This may take a few seconds to process.

CRITERA SCREEN EXAMPLE

If there is more than one major in the department create a separate report for each major.

1. **Select Term:**
Choose each term once for the past 5 years.
2. **Generate Statistics for:**
Select Head Count

Please select term:

Generate statistics for: Head Count Standard Enrollment FTE

Please specify conditions below (see the [instructions](#) on how to use this form):

3. **Classification:**
Not Selected.
Click and drag to highlight all options.

4. **Career (U, G, P only):** Column, select all options.

5. **Ethnic:**
Row, select all.

6. **Gender:** Row, select all.

7. **Foreign:** Row, select all.

8. **Major1:** Not Selected, enter department major four letter code.

Fields	Display as			Order	NOT	Restriction (Multiple selection is possible)
Academic Unit	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/> Undergraduate & Graduate Credit <input type="checkbox"/> Dental School (DDS Program) <input type="checkbox"/> Law School (JD Program) <input type="checkbox"/> Medical School (MD Program)
Degree	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	AB: Bachelor of Arts ABED: AB in Education ABJM: AB in Journalism & Mass Comm
School	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	AS: College of Arts & Sciences BA: Business CS: Continuing Studies
Classification	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	4TH: Fourth Year Professional SPP: Special Professional PC: Professional Certificate
Career (detailed)	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	GA: Graduate Masters of Accounting GB: Graduate MBA GR: Graduate
Career (U, G, P only)	<input type="radio"/> Not Selected	<input type="radio"/> Row	<input checked="" type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input checked="" type="checkbox"/> Professional
Ethnic	<input type="radio"/> Not Selected	<input checked="" type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Asian or Pacific Islander <input checked="" type="checkbox"/> Black, Non-Hispanic <input checked="" type="checkbox"/> Hispanic <input checked="" type="checkbox"/> American Indian/Alaskan Native <input checked="" type="checkbox"/> White, Non-Hispanic
Gender	<input type="radio"/> Not Selected	<input checked="" type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male
Foreign	<input type="radio"/> Not Selected	<input checked="" type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Non-resident Alien <input checked="" type="checkbox"/> Resident Alien <input checked="" type="checkbox"/> U.S. Citizen
Major 1	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="text" value="ENGL"/>
Major 2	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

CRITERA SCREEN EXAMPLE CONTINUED

8. **Major1:** Not Selected, enter department major four letter code.

Major 1	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="text" value="ENGL"/>
Major 2	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Registration Type	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/> Continuing <input type="checkbox"/> Intra-University Transfer <input type="checkbox"/> New <input type="checkbox"/> Readmit <input type="checkbox"/> Transfer
Residency	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/> Out-of-state <input type="checkbox"/> In-state Residency
Site Code	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Enroll Status	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/> No Registration Transactions <input type="checkbox"/> Enrolled <input type="checkbox"/> Not enrolled <input type="checkbox"/> Disenrolled/Cancelled

9. **Check box to include all students.**

10. Click Submit

Check this box to include all students. Otherwise, only enrolled non-visiting students and who are not in the classification of PF, PR, MED and FX will be included.

OUTPUT SCREEN EXAMPLE

An output, shown below, will appear. Click and drag to highlight the entirety of the table. With the table highlighted, either right click and select “Copy” or press Ctrl-C to copy the table. Open Microsoft Excel. Click on cell A1. Either right click and select paste or press Ctrl-V to paste the table into Excel. Save the file. I suggest creating a new sheet in your Excel workbook for each table.

Repeat instructions to create this report for each semester for the past five years (20 total reports).



Enrollment(End of Term) Statistics for Spring 1998: Head Count

Restriction:

Classification = FR, SO, JR, SR, FYR, SPU, MED, FX, SDS, II, IS, GPB, GM, GPM, GD, GMD, GPD, SPG, 1ST, 2ND, 3RD, 4TH, SPP, PC, PF
 Career = U, G, P
 Ethnic = A, B, H, I, W
 Gender = F, M
 Major 1 = ENGL
 Foreign = N, R, U

Ethnic	Gender	Foreign	Career		Total
			U	G	
A	F	R	3	0	3
A	F	U	8	2	10
A	M	U	4	1	5
A	M	N	1	2	3
B	F	U	42	9	51
B	M	U	6	4	10
H	F	U	3	1	4
H	M	U	0	1	1
I	M	U	1	0	1
W	F	R	4	0	4
W	F	U	403	87	490
W	F	N	2	0	2
W	M	R	2	0	2
W	M	U	205	71	276
Total			684	178	862

3. CREDIT HOURS BY TERM AND DEMOGRAPHICS

Overview: This series of reports shows the credit hours in the department for each semester over the past 5 years. It is produced using Datamart and can be made with any computer on the UNC network. Click Enrollment Statistics – Enrollment Credit Hours on Datamart home page or use link below.

http://regweb.unc.edu/stats/end_term.php

Repeat creating this report for each semester for the past five years (20 total reports).

Please follow the instructions below for the criteria to be selected:

(Screen shots from actual form follow)

1. Select Term: Choose each term (Fall, Spring, Summer I, Summer II) once for each of the past five years (20 total runs through the system)
2. Generate Statistics for: Credit Hours
3. Subject: Not Selected, enter department's four letter major code. N.B. for some departments and majors, you may need to enter this code at Department instead of Subject.
4. Subject Number: Not selected, click and drag to highlight all.
5. Course level: Not selected, check all boxes
6. Activity type: Not selected, check all boxes
7. Student Career (U, G, P Only): Column, check all boxes
8. Student Ethnic: Row, check all boxes
9. Student Gender: Row, check all boxes
10. Click Submit.

DATE SCREEN EXAMPLE

1. Select Term:

Choose each term once for the past five years.

2. Generate Statistics for: Credit Hours

Course Enrollment and Credit Hours

You can generate statistics report of credit hours attempted by the UNC students. Specify the fields you want to include in the report and click at the submit button to generate the report. This form will access the [Student Academic Information Datamart](#) implemented by the Office of the University Registrar.

Please select term:

Generate statistics for: Number of Student Course Enrollments Credit Hours

Please specify conditions below (see the [instructions](#) on how to use this form):

Fields	Display as	Order	NOT	Restriction (Multiple selection is possible)
--------	------------	-------	-----	--

CRITERIA SCREEN EXAMPLE

For some departments and majors, you may need to enter major code at Department instead of Subject.

3. **Subject:** Not Selected, enter four letter major code.
 4. **Subject Number:** Not Selected, click and drag to highlight all.

5. **Course level:** Not selected, check all boxes.

6. **Activity Type:** Not Selected, check all boxes.

7. **Student Career (U, G, P Only):** Column, check all boxes.

8. **Student Ethnic:** Row, Check all boxes.

9. **Student Gender:** Row, check all boxes.

Fields	Display as	Order	NOT	Restriction (Multiple selection is possible)
Subject	<input checked="" type="radio"/> Not Selected <input type="radio"/> Row <input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	ENGL
Subject Number	<input checked="" type="radio"/> Not Selected <input type="radio"/> Row <input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> Or choose the ranges shown below: 700-799 <input type="text"/> 800-899 <input type="text"/> 900-999 <input type="text"/>
Section Number	<input checked="" type="radio"/> Not Selected <input type="radio"/> Row <input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> Or choose the course types shown below: On Campus Lectures Courses(001-299) <input type="text"/> On Campus Web Delivery Crs.(01W-09W) <input type="text"/> Summer Bridge Programs (300-399) <input type="text"/>
Academic Unit	<input checked="" type="radio"/> Not Selected <input type="radio"/> Row <input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> GU <input type="checkbox"/> DN <input type="checkbox"/> LW <input type="checkbox"/> MD
Degree	<input checked="" type="radio"/> Not Selected <input type="radio"/> Row <input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	AB: Bachelor of Arts <input type="text"/> ABED: AB in Education <input type="text"/> ABJM: AB in Journalism & Mass Comm <input type="text"/>
Course School	<input checked="" type="radio"/> Not Selected <input type="radio"/> Row <input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	AS: College of Arts & Sciences <input type="text"/> BA: Business <input type="text"/> CS: Continuing Studies <input type="text"/>
Department	<input checked="" type="radio"/> Not Selected <input type="radio"/> Row <input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Course Level	<input checked="" type="radio"/> Not Selected <input type="radio"/> Row <input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> G0 <input checked="" type="checkbox"/> G1 <input checked="" type="checkbox"/> G2 <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> U0 <input checked="" type="checkbox"/> U1 <input checked="" type="checkbox"/> U2
Activity Type	<input checked="" type="radio"/> Not Selected <input type="radio"/> Row <input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> COR <input checked="" type="checkbox"/> INT <input checked="" type="checkbox"/> LAB <input checked="" type="checkbox"/> LEC <input checked="" type="checkbox"/> REC
Student Classification	<input checked="" type="radio"/> Not Selected <input type="radio"/> Row <input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	FR: First Year Undergraduate <input type="text"/> SO: Sophomore <input type="text"/> JR: Junior <input type="text"/>
Student Career (detailed)	<input checked="" type="radio"/> Not Selected <input type="radio"/> Row <input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	GA: Graduate Masters of Accounting <input type="text"/> GB: Graduate MBA <input type="text"/> GR: Graduate <input type="text"/>
Student Career (U, G, P only)	<input type="radio"/> Not Selected <input type="radio"/> Row <input checked="" type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input checked="" type="checkbox"/> Professional
Student School	<input checked="" type="radio"/> Not Selected <input type="radio"/> Row <input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	AS: College of Arts & Sciences <input type="text"/> BA: Business <input type="text"/> CS: Continuing Studies <input type="text"/>
Student Ethnic	<input type="radio"/> Not Selected <input checked="" type="radio"/> Row <input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Asian or Pacific Islander <input checked="" type="checkbox"/> Black, Non-Hispanic <input checked="" type="checkbox"/> Hispanic <input checked="" type="checkbox"/> American Indian/Alaskan Native <input checked="" type="checkbox"/> White, Non-Hispanic
Student Gender	<input type="radio"/> Not Selected <input checked="" type="radio"/> Row <input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male

OUTPUT SCREEN EXAMPLE

After clicking Submit. An output, shown below, will appear. Click and drag to highlight the entirety of the table. With the table highlighted, either right click and select "Copy" or press Ctrl-C to copy the table. Open Microsoft Excel. Click on cell A1. Either right click and select paste or press Ctrl-V to paste the table into Excel. Save the file. I suggest creating a new sheet in your Excel workbook for each table.

Repeat instructions to create this report for each semester for the past five years (20 total reports).



Course Statistics for Spring 1998: Credit Hours

Restriction:

Subject = ENGL

Subject Number = 001-049, 050-099, 100-199, 200-299, 300-399, 400-499, 500-599, 600-699, 700-799, 800-899, 900-999

Course Level = G0, G1, G2, P, PD, U0, U1, U2

Activity Type = COR, INT, LAB, LEC, REC

Career = U, G, P

Ethnic = A, B, H, I, W

Gender = F, M

Ethnic	Gender	Career		Total
		G	U	
A	F	36	414	450
A	M	10	270	280
B	F	61	1323	1384
B	M	18	522	540
H	F	18	87	105
H	M	6	66	72
I	F	0	51	51
I	M	0	42	42
W	F	357	8643	9000
W	M	269	5085	5354
Total		775	16503	17278

4. COURSE ENROLLMENT BY TERM AND LEVEL

Overview: This series of reports shows the enrollments by course level for each semester over the past 5 years. It is produced using Datamart and can be made with any computer on the UNC network. Click Enrollment Statistics – Course Enrollment and Credit Hours on Datamart home page or use link below.

http://regweb.unc.edu/stats/end_term.php

Repeat creating this report for each semester for the past five years (20 total reports).

Please follow the instructions below for the criteria to be selected:

(Screen shots from actual form follow)

1. Select Term: Choose each term (Fall, Spring, Summer I, Summer II) once for each of the past five years (20 total runs through the system).
2. Generate Statistics for: Number of Student Course Enrollments.
3. Subject: Not Selected, enter department's four letter major code. N.B. for some departments and majors, you may need to enter this code at Department.
4. Subject Number: Row, click and drag to highlight all.
5. Course Level: Not selected, check all boxes.
6. Activity Type: Not Selected, check all boxes.
7. Student Career (U,G,P only): Column, check all boxes.
8. Click Submit.

CRITERIA SCREEN EXAMPLE

For some departments and majors, you may need to enter major code at Department instead of Subject.

1. **Select Term:**
Choose each term once for each of the past five years.
2. **Generate Statistics for:**
Number of Student Course Enrollments.
3. **Subject:** Not Selected, enter four letter major code.
4. **Subject Number:** Row, click and drag to highlight all.

5. **Course Level:** Not Selected, check all boxes.
6. **Activity Type:** Not Selected, check all boxes.
7. **Student Career (U, G, P Only):** Column, check all boxes.

8. Click Submit.

Please select term:

Generate statistics for: Number of Student Course Enrollments Credit Hours

Please specify conditions below (see the [instructions](#) on how to use this form):

Fields	Display as			Order	NOT	Restriction (Multiple selection is possible)
Subject	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	ENGL
Subject Number	<input type="radio"/> Not Selected	<input checked="" type="radio"/> Row	<input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> Or choose the ranges shown below: 700-799 800-899 900-999
Section Number	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> Or choose the course types shown below: On Campus Lectures Courses(001-299) On Campus Web Delivery Crs.(01W-09W) Summer Bridge Programs (300-399)
Academic Unit	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> GU <input type="checkbox"/> DN <input type="checkbox"/> LW <input type="checkbox"/> MD
Degree	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	AB: Bachelor of Arts ABED: AB in Education ABJM: AB in Journalism & Mass Comm
Course School	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	AS: College of Arts & Sciences BA: Business CS: Continuing Studies
Department	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Course Level	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> G0 <input checked="" type="checkbox"/> G1 <input checked="" type="checkbox"/> G2 <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> U0 <input checked="" type="checkbox"/> U1 <input checked="" type="checkbox"/> U2
Activity Type	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> COR <input checked="" type="checkbox"/> INT <input checked="" type="checkbox"/> LAB <input checked="" type="checkbox"/> LEC <input checked="" type="checkbox"/> REC
Student Classification	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	FR: First Year Undergraduate SO: Sophomore JR: Junior
Student Career (detailed)	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	GA: Graduate Masters of Accounting GB: Graduate MBA GR: Graduate
Student Career (U, G, P only)	<input type="radio"/> Not Selected	<input type="radio"/> Row	<input checked="" type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input checked="" type="checkbox"/> Professional
Student School	<input checked="" type="radio"/> Not Selected	<input type="radio"/> Row	<input type="radio"/> Column	<input type="checkbox"/>	<input type="checkbox"/>	AS: College of Arts & Sciences BA: Business CS: Continuing Studies

OUTPUT SCREEN EXAMPLE

An output, shown below, will appear. Click and drag to highlight the entirety of the table. With the table highlighted, either right click and select “Copy” or press Ctrl-C to copy the table. Open Microsoft Excel. Click on cell A1. Either right click and select paste or press Ctrl-V to paste the table into Excel. Save the file. I suggest creating a new sheet in your Excel workbook for each table.

Repeat instructions to create this report for each semester for the past five years (20 total reports).

STATISTICAL REPORTS

<http://>

Course Statistics for Spring 1998: Number of Student Course Enrollments

Restriction:

Subject = CLAS

Subject Number = 001-049, 050-099, 100-199, 200-299, 300-399, 400-499, 500-599, 600-699, 700-799, 800-899, 900-999

Course Level = G0, G1, G2, P, PD, U0, U1, U2

Activity Type = COR, INT, LAB, LEC, REC

Career = U, G, P

Subject Number	Career		Total
	G	U	
026	1	96	97
029	0	16	16
030	0	201	201
030A	0	36	36
034	0	42	42
035	1	35	36
042	0	43	43
062	0	33	33
064	0	28	28
077	0	138	138
098	0	1	1
118	2	23	25
Total	4	692	696

VI. INSTRUCTIONS FOR DATA COLLECTION FROM WEBFOCUS

The second outside source that departments and academic programs will use to gather information as part of the program review is WebFOCUS. WebFOCUS is a powerful tool for generating, scheduling and distributing reports. Authorized UNC-CH employees can use WebFOCUS to create ad hoc or standard reports using this easy-to-learn web-based system.

For more information on WebFOCUS please refer to this address,
<http://help.unc.edu/?id=3095>.

A valid User Name and Password are required to access this system. These must be obtained from Administrative Information Systems (AIS). To contact AIS the address is <https://www-s1.ais.unc.edu/>. It usually takes three weeks to establish WebFOCUS access.

Departments will need to obtain the following information from WebFOCUS:

1. Previous Institutions of enrolled graduate students.
2. Average GRE Scores by Division
3. Average GRE Scores within Division
4. Average GPA by Division
5. Average GPA within Division

The department is asked to obtain each of these items for the previous five years (May 1998-

December 2002). The Program Review folder contains figures for the presentation of the

data mentioned in these instructions. Additionally, the Graduate School requests hard copies

as well as electronic copies of all items (MS Excel format) be submitted with the Program

Review.

SAMPLE CAMPUS VISIT SCHEDULES

Department of Physics and Astronomy
(College of Arts & Sciences)

Department of Health Policy and Administration
(School of Public Health)

School of Social Work



EXTERNAL REVIEW COMMITTEE SCHEDULE

Arrive: Sunday, March 24.

Designated faculty will pick up our guests. Early arrivals may be given a tour of TUNL on the way from the airport to campus.

Esther Conwell	3:10p (US Air 891/Philadelphia)
Paul Steinhardt	5:30p (US Air 2406/Philadelphia)
Joe Miller	6:39p (United 7882/Chicago)

8:00 Dinner in The Piedmont Room at the Carolina Inn Crossroads Restaurant with Bruce Carney, Chair and Professor Laurie McNeil, Assistant Chair of the Physics and Astronomy Department.

Monday, March 25.

8:00-9:00	Breakfast in the Piedmont Room at the Carolina Inn Crossroads Restaurant with Robert Shelton, Doug Kelly, Linda Dykstra & Arne Kalleberg.
9:00-10:00	Undergraduate Program (Champagne et al.) 258 Phillips Hall
10:00-10:15	Break
10:15-11:00	Meet with Graduate Students
11:00-11:45	Graduate Program (Karwowski et al.)
11:45-12:00	Department Staff (Braxton et al.)
12:00-01:00	Catered Lunch
1:00-1:45	High-energy Physics (Frampton, Ng, Van Dam, et al.)
1:45-2:30	String Theory (Dolan et al.)
2:30-2:45	Break



- 2:45-3:45 Nuclear Physics (Ludwig, Clegg, Karwowski, Champagne, Engel Iliadis et al.)
- 3:45-4:15 Tour of Goodman Laboratory
- 4:15-5:15 Astronomy & Astrophysics (Christiansen, Carney, Rose, Cecil, Evans, Clemens)
- 5:15-6:00 Committee “Reflections”
- 6:30 Committee Dinner

Tuesday, March 26.

- 8:30-9:15 Gravity Physics
- 9:15-10:00 CM Physics Labs Tour & Demos
- 10:00-10:15 Break
- 10:15-11:15 Condensed Matter Physics
- 11:15-12:15 Questions from committee. Summary of actions from previous review. Needs and plans for the future.
- 12:15-2:00 Lunch & Discussions
- 2:00-3:00 Exit Interview, 104 Bynum Hall, including Robert Shelton, Doug Kelly, Linda Dykstra, Arne Kalleberg.

Steinhardt & Conwell to airport for 5:30p and 5:40p flights
Miller to airport Wednesday morning for 8:12a flight

October 18, 2001

SITE VISIT AGENDA

Department of Health Policy and Administration
School of Public Health
University of North Carolina at Chapel Hill

Program Review and ACEHSA Site Visit

Sunday, October 28, 2001

6:30 PM Dinner, Carolina Inn, Blue Ridge Room

From the Department – Kilpatrick and Files
For the Reviews – Richardson, Clement, Earp, White

Monday, October 29, 2001

All meetings are in 1101F McGavran-Greenberg unless otherwise noted.

7:45 AM Breakfast – Carolina Inn, Blue Ridge Room

From the Provost's Office – Exec. Assoc. Provost Bernadette Gray-Little
From the Graduate School – Dean Linda Dykstra, Prof. Arne Kalleberg
From the School of Public Health – Associate Dean James Thomas
For the Program Review- Richardson, Clement, Earp
For ACEHSA Review - Richardson, White

9:00 AM Meet with Dean William L. Roper, MD, MPH
170 Rosenau Hall
Richardson, Clement, Earp, and White

9:40 AM Review of BSPH Program: Deborah Bender, PhD, presenting
Richardson, Clement, and Earp

10: 50 AM Review of MPH Programs: Bruce Fried, PhD, and James Porto, PhD,
presenting

Noon Lunch with Doctoral Students and Doctoral Alumni

1:30 PM Review of PhD Program: Edward Norton, PhD, presenting

2:30 PM Meetings with area concentration faculty
Economics: Domino, Dow, Norton
Organization Behavior: Files, Fried, Jain, Kaluzny, Lee, Upshaw, Weiner

Health Services Research: Bender, Biddle, Kilpatrick, Mebane, Ricketts, Rozier, Veney, Weinberger, Zelman

- 4:30 PM Program Review Executive Session
Richardson, Clement, Earp
- 6:30 PM ACEHSA Site Visit Team Dinner and Executive Session
Location tba
Richardson, McCutcheon, White

Tuesday, October 30, 2001

All meetings are in 1101F McGavran-Greenberg unless otherwise noted.

- 8:00 AM ACEHSA Review Begins
Review of Department Mission, Organizational Structure, and Resources
Kerry Kilpatrick, MBA, PhD, and Laurel Files, PhD, MBA, presenting
For the Commission: Richardson, McCutcheon, White
For the Program Review: Richardson, Clement, Earp
- 9:00 AM Two-year Master's Degree Program Structure
MHA, Residential - Bruce Fried, PhD, presenting
MHA, Executive Master's Program – James Porto, PhD, presenting
MSPH - Bruce Fried, PhD, presenting
- 10:00 AM Break
- 10:15 AM Departmental Core Courses – core course faculty presenting
HPAA 220 (Brooks), 240 (Savitz), 250 (Thomas), 260 (Ricketts), 270 (Domino), 281 (Harris)
- 11:20 AM Professional Development, Internships, and Career Placement – Oscar Aylor, MSHA, presenting
- Noon Lunch with Master's Students
- 1:00 PM School of Public Health Core Courses – core course faculty presenting
1:00 PM HPAA 144 (Veney)
1:15 PM HBHE 131 (Earp)
1:30 PM EPID 160 (Schoenbach, Alexander)
1:45 PM ENVR 101(Fox)
- 2:00 PM MHA Degree Core Courses – core course faculty presenting
HPAA 130 (Kaluzny), 155 (Yarbrough), 230 (Fried), 241 (Kilpatrick), 251 (Zelman)

- 3:00 PM MSPH Degree Core Courses – core faculty presenting
HPAA 271 (Norton), 272 (Biddle), 110 (Jain), 125 (Silberman)
- 4:00 PM Integrative Courses and Comprehensive Examination
HPAA 106 (Fried/Aylor), 390 (Porter), 391 (Biddle)
- 5:00 PM Meeting with Master’s Alumni and Preceptors
Both site visit teams
- 6:30 PM ACEHSA Site Visit Team Dinner and Executive Session
Location tba

WEDNESDAY, OCTOBER 31, 2001

All meetings are in 1101F McGavran-Greenberg unless otherwise noted.

- 8:00 AM Site visitors meet with other faculty as needed
- 9:00 AM Site visitors meet with interdisciplinary program directors
9:00 AM Sheps Center for Health Services Research (Carey)
9:15 AM Carolina Population Center (Tsui)
9:30 AM Pharmaceutical Policy and Evaluative Sciences (Christensen)
9:45 AM Program and Health Outcomes (Tolleson-Rinehart)
- 10:00 AM Executive session
Lunch served at 11:30 AM
- 1:00 PM Exit Session for Program Review – Executive Assoc. Provost Gray-Little
and Deans Dykstra, Kalleberg, and Thomas
214 Bynum Hall
- 2:30 PM Exit Session for ACEHSA Accreditation – Chair and faculty

Final Schedule
School of Social Work, Doctoral Program Site Visit
April 29 – May 1, 2002

Rick Barth, Doctoral Program Chair, will pick up team members at airport

Dr. Midanik Sunday, Southwest (Baltimore), arrives 5:45 PM

Dr. Tucker Monday, Northwest (1418), arrives 12:03PM

Monday, April 29

7:00- Dinner with: Rick Barth, Jack Richman (Interim Dean) and/or Vanessa Hodges (Associate Dean), Gary Bowen, and Site Visit Team (David Tucker, Lorraine Midanik & Dixie Spiegel) at La Residence, 202 West Rosemary Street

TUESDAY, APRIL 30

8:00-9:00 Breakfast Meeting at the Carolina Inn Crossroads Restaurant, Blue Ridge Room (Site Visit Team, Arne Kalleberg, Bernadette Gray-Little)

9:15-11:45 Meet with Doctoral Committee, Room 302 (Dean's Conference Room)

12:00-1:30 Lunch with Faculty Teaching Doctoral Program Courses (DPC: Mark Fraser, Marie Weil, Dean Duncan, Maeda Galinsky, Kathleen Rounds, Lynn Usher), Crossroads Restaurant Lounge

1:30-2:30 Continue discussion with Doctoral Teaching Faculty and with Rick Barth, Room 302

2:30-3:00 Meet with Assistant Professors (Paul Smokowski, Amelia Roberts), Room 302

3:00-4:30 Meet with Doctoral Students (Room 532 – Fifth Floor Lounge)

4:30-5:00 Meet with School's Administrative Team (Jack Richman, Interim Dean; Vanessa Hodges, Associate Dean; and Nancy Dickinson, Jordan Institute for Families) to discuss resources for the Doctoral Program

5:00-5:45 Meet with Ph.D. graduates (Denise Gammonley, Mimi Chapman, Natasha Bowen, Andrea Meier), (Room 302)

Dinner Site Review Team meets to discuss report (Carolina Inn or other local restaurant)

Wednesday, May 1

8:00-9:00 Breakfast with Rick Barth, former Dean Dick Edwards and others requested by Site Team

9:15-10:30 Meeting between site team and faculty and students (teaming up for mentoring of teaching or research) Room 302

Sheryl Zimmerman (Faculty), Nan Park, Sophia Smith, Jean Munn, Kristin Presnell (Research); Mark Fraser (Faculty) and Craig Schwalbe (Research); and Natasha Bowen (Faculty) and Nan Park (Teaching)

11:00 Exit Interview (104 Bynum Hall)

Lunch: Arrangements to be determined

Flights Home (transportation to airport by Rick Barth)

Midanik 2:55 PM

Tucker 4:05 PM