**Coordinated EPR Form**

**NOTE: This form should be completed if you are due for an EPR and you wish to coordinate your specialized accreditation with your EPR.**

Please indicate which option you prefer and submit this form to the Office of Institutional Effectiveness and Accreditation (IEA). If you would like to discuss these options, please contact Sara Mahuron at sara@uidaho.edu or Dale Pietrzak at dalepietrzak@uidaho.edu.

 **Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

[ ]  We would like to coordinate our EPR in preparation for a specialized national accreditation (typically one or two years in advance of the accreditation timeline). On the attached form we have specified the areas in our accreditation guidelines which address UI’s External Program Review requirements.

[ ]  We would like to coordinate our EPR jointly with a specialized national accreditation and host a simultaneous visit. On the attached form we have specified the areas in our accreditation guidelines which address UI’s External Program Review requirements.

[ ]  We would like to coordinate our EPR as a follow-up to our specialized national accreditation process and have parts of the EPR waived (typically within two years of the accreditation site visit). On the attached form we have specified the areas in our accreditation guidelines which address UI’s External Program Review requirements. Areas not included in the accreditation will be addressed in a separate Self-Study.

Please provide the following information:

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| --- | --- |
| Your name and position |  |
| Please indicate the accreditation cycle dates. |  |
| Which program(s) were reviewed by the outside accreditor? |  |
| Did the review include UG/GRAD programs, (or both)? |  |

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 Department Chair/Program Head Date

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dean/Dean of Record Date

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| --- | --- |
| **University of Idaho EPR GUIDELINES**(Refer to “Questions for Academic Self Study” for a more complete description of these categories.) | **Indicate location in your specialized accreditation guidelines for each item.** |
| 1. **Mission and Goals**
	1. Mission, goals, vision, objectives; fit with UI Strategic Plan; most important changes since last EPR
	2. Unique role in UI, state, region; factors impacting future demand; how to position program to respond to changes in demand
 | 1.2. |
| 1. **Teaching/Undergraduate Education**
	1. Description and evaluation of general education requirements relative to your program; plans for future changes
	2. Analysis of curriculum changes; supporting evidence; plans for future; involvement of students in changes
	3. Use of multidisciplinary courses; how you ensure quality; changes planned
	4. Opportunities for experiential learning; planned changes
	5. Opportunity for students to engage in undergraduate research experiences, if applicable
	6. Engaging students in mentoring and academic advising; enhanced understanding of diverse and global community; planned changes
	7. Quality of undergraduate program; what distinguishes from others
 | 1.2.3.4.5.6.7. |
| 1. **General Education Requirements**
	1. Contribution to UI General Education Requirements; integration of active learning
	2. Contribution to General Education Curriculum
	3. Quality of service courses; contribution to breadth of student knowledge
 | 1.2.3. |
| 1. **Graduate Education and Research**
	1. Curriculum changes; evidence; role of students; planned changes
	2. Review of joint and cross listed courses; planned changes
	3. Research initiatives and partnerships which align with UI strategic research themes; plans for future
	4. Competition for external funding; enhanced faculty competitiveness
	5. Grants to support interdisciplinary activities; plans to expand
	6. Integration of grad programs with scholarly/creative activities of faculty
	7. Overall quality of graduate program; distinction from others; planned improvements
 | 1.2.3.4.5.6.7. |
| 1. **Outreach, Extension and Engagement**
	1. Outreach, extension, and engagement activities of faculty
	2. Outreach and service learning activities of students, if applicable
	3. Outreach scholarship
	4. Outcomes of outreach and impacts on stakeholders
	5. How is your program distinguished from others
	6. Changes in last several years and reasons
	7. Plans for strengthening and expanding outreach
	8. Evaluation and reward for outreach
 | 1.2.3.4.5.6.7. |
| 1. **Enrollment Management—Recruitment and Retention**
	1. Demand for your program; market trends and indicators
	2. Recruitment geography; marketing efforts; Articulation Agreements
	3. Analyze trends in applicants; improvement plans
	4. Analyze retention; advising efforts; efforts with at-risk students
	5. Role of Summer Programs and Concurrent Enrollment
	6. Funding sources for students (UG and Grad); criteria/application process
	7. Capacity and comparison to demand; assets and barriers
 | 1.2.3.4.5.6.7. |
| 1. **Assessment**
	1. Effectiveness of assessment plan for student learning outcomes
	2. Use of assessment information to improve learning; modifications
 | 1.2. |
| 1. **Personnel**
	1. Productivity and quality of faculty and staff
	2. Faculty and staff resources; efforts toward competitiveness; changes
	3. Policies and procedures; effects; interdisciplinary scholarship; safety
	4. Procedures to improve diversity; planned changes
	5. Work climate; barriers to desired climate
 | 1.2.3.4.5. |
| 1. **Finances**
	1. Sources and amounts of budget; priorities for meeting future needs
	2. Plans for resource enhancement
 | 1.2. |
| 1. **Facilities and Equipment**
2. Space, facilities, technology and equipment; safety and security
3. Changes needed to improve quality and productivity
 | 1.2. |
| 1. **Innovation and Distinction**
	1. Differentiation from peers; trends and innovative changes to adapt
 | 1. |
| 1. **Closing the Loop**
	1. Summarize how you are meeting goals; new goals, objectives, action strategies which have been or should be developed
 | 1. |