**Major Components:**

1. Mission alignment and impact/essentiality **(Current EPR I)**

**Narrative Section**

* 1. Mission, vision, goals
	2. Connection to U of I strategic plan and Core Themes
	3. Other (options)
		1. Statewide responsibility
		2. External reputation
		3. Geographic uniqueness
		4. Relationship to national research agenda
		5. Outreach and extension
		6. Contribution to Idaho’s economy

**Data Components with Narrative Summary**

1. Quality of program outcomes and how data are used to improve programs/curricula/ experiences.  **(Current EPR IV)**
	1. Program learning outcomes assessment (PLOs, data collected, results, changes made based on results) based on direct and indirect measures of student learning
	2. Other performance measures to include (currently optional):
		1. Graduate satisfaction
		2. Graduate placement
		3. Employer satisfaction
2. Demand for programs and productivity **(Current EPR VI and VIII)**
	1. Internal Demand
		1. Enrollments in major
		2. Graduates in major
		3. Credits generated for major, minor, general education, service courses (contribution)
		4. Formal interdisciplinary programs
	2. External Demand
		1. Market demand
		2. Students transferring in (include 2+2, articulation agreements)
	3. Productivity
		1. Course fill rates
		2. Faculty contribution margin
		3. Retention (@30, 60, 90 credits)
		4. Graduation rate (UG: 4- and 6-year)
		5. Sponsored projects/grants/research
		6. Clients served (optional)
3. Financial health (cost/revenue) **(Current EPR IX)**
	1. Costs
		1. TBD
	2. Revenue
		1. Tuition
		2. Grant funding and F&A
		3. Gifts/donations
		4. State funding
		5. Other (optional)
			1. Revenue (clinics, centers, workshops, etc.)
			2. Special program fees
			3. Online revenue

**EPR Meeting Plan (Flexible!):**

1. Need for new process that connects other processes (PLO assessment, EPR, planning)
2. Feedback from recent EPR departments:
	1. What was beneficial about the process?
	2. What changes resulted from the process?
	3. How could the process be strengthened?
	4. What’s the value added of having external reviewers?
3. From this year’s EPR departments:
	1. What kind of process would help you better understand the strengths and opportunities for your programs? What do you hope to get from the process?
	2. What are you concerned about, related to the process?
4. Roll out major components for this year’s process, connecting to old process.
	1. Show connection to old
	2. Show new areas
	3. Describe differences between narrative and data sections (explain how data will be generated/provided)
	4. Get feedback for gaps, additions.
5. Timeline/Expectations
	1. Self-study year:
		1. Departments work on Components 1 and 2 and some sections of 3 and 4 (TBD)
		2. Departments review provided data for 3 and 4, write summaries
		3. Group comes together to talk about process, what’s been learned, gaps, revisions to process

**Takeaways (share with your department!):**

* This year’s process is new and it’s iterative; you’re all part of our alpha test.
* We want the process to be meaningful and not overwhelming
* We’re going to help you, and we will provide data where you need it
* Work on sections 1 and 2 **with your faculty**! There will be other info you’ll need to provide, such as what your service courses are (if any), your interdisciplinary programs, your 2+2 (and similar) programs, sponsored projects/grants/research, clients served (if applicable), and a few revenue items.
* If there are redundancies or missing pieces, let us know

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| --- | --- | --- | --- |
|  | **Summer 2018** | **August-October****2018** | **November****2018** |
| **Department Chair** | Gather internal documents | Provide Cher/IEA info on service courses, interdisciplinary programs, articulation agreements, sponsored projects, research, gifts/donations | Complete Components 1 & 2 |
| **Department Faculty** |  | Review documents |
| **Cher/Sara/Dale** | Generate data for Component 3 |
| **Budget/Finance** | Determine methods for gathering/reporting data for Component 4 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **January 2019** | **February – March 2019** | **April 2019** |
| **Department Chair** | Review data for Components 3 & 4 | Complete Narrative for Components 2, 3, & 4 | April 1: Submit final Program Review |
| **Department Faculty** |  |
| **Cher/Sara/Dale** | Department training | By April 30: regroup with chair/faculty to discuss process |