With the Educational Effectiveness Plan (EEP), departments develop and maintain an ongoing inquiry into the effectiveness of their undergraduate program that can support and inform their efforts to enhance the educational experience of their students. The plan has four components (1-4 below) that each department should review and address on a regular basis. EEP results provide departments with current information they can use for Unit Planning, Annual Budget Planning, Academic Quality Assessment and Development (AQAD) self-studies, Accreditation, and other improvement efforts on an ongoing basis (see mapping of EEP components to Planning and Budgeting and AQAD criteria below).

### EEP Components for Departments

1. **Clear Intentions** for student learning and experiences, shared by faculty and with students.
   - Learning Objectives (Department-Specific, University-Wide)
   - Goals for Pedagogy and Curriculum
   - Goals for Student Experiences and Support

2. **Alignment** of intentions with the department’s instructional, curricular support and guidance, and co-curricular offerings/activities.
   - Program, Instruction, and Curricular Design/Structure
   - Curricular Mapping

3. **Evidence-Based Inquiry:** Priorities for advancing undergraduate education in your department
   - **3a. Identify Your Inquiry Focus. It should focus on aspects of student Learning and Experiences...**
     - Where current evidence suggests improvement is needed;
     - Of high priority/concern to the department, with particular attention to maximizing student learning/achievement.
   - **3b. Identify and Collect Evidence**
   - **3c. Analyze and Interpret, Together.**

4. **Take Action Based on Results, Together**

### Academic Quality Assessment and Development (AQAD)

Excerpts from "Campus Procedures for Academic Quality Assessment and Development (AQAD)" (September 2018)

- **Appendix 1: Core Criteria for the Self-Study**
  - 1. Programs shall ensure that their goals and objectives are linked to the campus mission and strategic priorities, and to their strategy for improving their position within the discipline.
  - 2. Programs shall ensure that curriculum is relevant, rigorous, current and coherent.
  - 3. Programs shall ensure faculty quality and productivity.
  - 4. Programs shall ensure that the program provides opportunities for student success. Students are expected to learn both content and skills appropriate to the discipline. The program should include clear expectations for student learning outcomes. The learning environment should be accessible to all students, should include a variety of instructional methodologies, and should provide timely feedback to students.

- **Appendix 2: Core Criteria for Departments**
  - 1. Programs shall provide learning environments that promote student success. Students are expected to learn both content and skills appropriate to the discipline. The program should include clear expectations for student learning outcomes. The learning environment should be accessible to all students, should include a variety of instructional methodologies, and should provide timely feedback to students.
  - 2. Programs shall ensure that faculty quality and productivity.
  - 3. Programs shall ensure that the program provides opportunities for student success. Students are expected to learn both content and skills appropriate to the discipline. The program should include clear expectations for student learning outcomes. The learning environment should be accessible to all students, should include a variety of instructional methodologies, and should provide timely feedback to students.

- **Appendix 3: Core Criteria for Programs**
  - 1. Programs shall ensure that their goals and objectives are linked to the campus mission and strategic priorities, and to their strategy for improving their position within the discipline.
  - 2. Programs shall ensure that curriculum is relevant, rigorous, current and coherent.
  - 3. Programs shall ensure faculty quality and productivity.
  - 4. Programs shall ensure that the program provides opportunities for student success. Students are expected to learn both content and skills appropriate to the discipline. The program should include clear expectations for student learning outcomes. The learning environment should be accessible to all students, should include a variety of instructional methodologies, and should provide timely feedback to students.
  - 5. Programs shall ensure that the program provides opportunities for student success. Students are expected to learn both content and skills appropriate to the discipline. The program should include clear expectations for student learning outcomes. The learning environment should be accessible to all students, should include a variety of instructional methodologies, and should provide timely feedback to students.

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