

## Inventory of Educational Effectiveness Indicators (IEEI)

The IEEI requests brief narrative information for each degree program, for general education (if applicable), and for the institution as a whole. The IEEI provides a comprehensive overview of the institution's assessment processes that teams, the Commission, and the institution itself may use to evaluate educational effectiveness.

\*The relevant definition of "program" as presented in the glossary of the *2013 Handbook* is "a systematic, usually sequential, grouping of courses that forms a considerable part, or all, of the requirements for a degree in a major or professional field."

**How can institutions use this exhibit?** Institutions will want to be explicit about expectations for student learning and to ensure that every degree program has in place a quality assurance system for assessing, tracking, and improving the learning of its students. This exhibit can assist institutions in determining the extent to which they have assessment systems in place, and what additional components or processes they may need to develop. Institutions may draw upon or reference this document in preparing institutional reports.

**Why is WSCUC interested in this information?** An institution committed to student achievement and educational effectiveness will have in place a system for collecting and using evidence to set standards of student performance and to improve learning. The indicators asked for in this exhibit reflect how an institution approaches quality assurance and improvement systematically. Institutions submit the IEEI to WSCUC as follows:

- **Reaffirmation and Seeking Initial Accreditation** - The evaluation team will review the institution's IEEI to help understand how comprehensively and successfully the institution addresses both the quality of its students' learning and the quality of the learning and assessment infrastructure. Teams and institutions are encouraged to treat this exhibit as a developmental document: the institution can indicate what activities it already engages in and what remains to be done.
- **Mid-Cycle Review** – Institutions submit an update of their IEEI with the Annual Report in the year of the institution's Mid-Cycle Review as a set of indicators related to educational effectiveness and student achievement.
- **Interim Reports** – Institutions submitting Interim Reports concerned with educational effectiveness submit an updated IEEI with their report when requested by the Commission.

### What 2013 Standards are addressed by this exhibit?

The indicators listed in this exhibit collectively demonstrate an institution's commitment to quality assurance and improvement of educational results over time (CFRs 4.1, 4.3, and 4.4). Specific standards related to academic quality and effectiveness are addressed by the IEEI as follows:

- Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved (CFR 1.2)
- All degrees have clearly defined levels of student achievement (CFR 2.2)
- Undergraduate programs ensure the development of core competencies (CFR 2.2.a)
- Graduate programs establish clearly stated objectives (CFR 2.2.b)
- Student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level (CFR 2.3)
- Learning outcomes and standards of performance are developed by faculty, who take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards (CFR 2.4)
- The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance (CFR 2.6)
- All programs offered by the institution undergo systematic program review, which includes analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations (CFR 2.7).

Category	(1) Have formal learning outcomes been developed?  Yes/No	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
At the institutional level:	Yes, in the form of Section 2. Academic Goals within our Mission Statement.	As page within main <a href="http://www.sdsu.edu">www.sdsu.edu</a> , specifically <a href="http://newscenter.sdsu.edu/home/mission_and_goals.aspx">http://newscenter.sdsu.edu/home/mission_and_goals.aspx</a>	Departments and programs use different measures and data depending on their assessment plans.	Departments and programs through periodic Academic Program Review process, which is in turn evaluated by a review team (two external disciplinary experts, one internal faculty from another college) and leadership team.	Chairs/directors develop an action plan in collaboration with university leadership team via the capstone discussion of the Academic Program Review process.	N/A
For general education if an undergraduate institution:	Yes, in the form of seven “Essential Capacities” and various “Area Goals” within GE.	SDSU General Catalog and as standard language for all GE Syllabi as provided in the SDSU Curriculum Guide and the SDSU General Catalog.	Our decentralized approach to GE assessment includes, as outlined in the Institutional Report, efforts in oral communication (p. 43), written communication (p. 48), and quantitative reasoning (p. 45). In addition, programs are encouraged to include GE courses in their assessment efforts to the degree that such courses are required for their majors.	The involved parties and process vary by GE area as outlined in Section IV.A. of the Institutional Report. For example, oral comm. is assessed by a common student- and stakeholder-based indirect measure instrument, while written comm. is assessed through pairs of readers/scorers of student papers based on a developed common rubric.	Findings have been used to identify opportunities to improve student achievement through curricular changes, revise placement tests to promote student success, and recognize and develop opportunities to share common learning resources across the broader campus.	N/A
List each degree program:	Yes, in the form of Degree Learning Outcomes (DLOs) for each degree (and emphases within degrees).	WEAVE and, for many programs, their departmental websites. Weave entities for all degrees are available in read-only mode at <a href="https://app.weaveonline.com/sdsu/login.aspx">https://app.weaveonline.com/sdsu/login.aspx</a> with login of wreviewer and password of WASC2016.	Each program develops specific <i>Measures</i> designed to assess student achievement with respect to DLOs. University requires direct measures, and welcomes indirect measures. Section IV.B. of Institutional Report provides examples of assessment from across the university.	Each program reflects on the <i>Findings</i> (i.e., evidence of student achievement) with respect to an assessed <i>Measure</i> for a DLO. Specific process varies across programs and by virtue of the nature of the <i>Measure</i> . See WEAVE for all degree-level <i>Findings</i> for specific <i>Measures</i> .	<i>Findings</i> (as recorded in WEAVE) are used to develop and, where merited, <i>Action Plans</i> designed to improve program effectiveness and increase student achievement, with “loop-closing” expected in order to determine effectiveness of implemented changes.	A list of the most recent program reviews for all degree programs is appended to this document.



<b>Program</b>	<b>Degree</b>	<b>Last APR</b>
Accountancy	MS	2007/2008
Africana Studies	BA	2010/2011
American Indian Studies	BA	2003/2004
Anthropology	BA-MA	2013/2014
Applied Social Science with Emphasis in Substance Abuse	PhD	New Program
Art	MFA	2007/2008
Art	BA-MA	2009/2010
Asian Studies	BA-MA	2007/2008
Astronomy	BA-BS-MS	2012/2013
Athletic Training	BS	2012/2013
Audiology	AuD	2013/2014
Bioinformatics and Medical Informatics	PhD	2014/2015
Biology	BA-MA	2006/2007
Biology	BS-MS-PhD	2006/2007
Biology	MS 2012	2006/2007
Biology, Evolutionary	PhD	2006/2007
Biology, Microbiology	BA-MS	2015/2016
Biology, Microbiology	BS	2006/2007
Business Administration	BS-MS-MBA	2013/2014
Chemistry	BA-MA	2013/2014
Chemistry	BS-MS	2013/2014
Chemistry	PhD	2013/2014
Chicana and Chicano Studies	BA-MA	2010/2011
Child and Family Development	BS-MS	2007/2008
City Planning	MCP	2012/2012
Classics	BA	208/2009
Clinical Psychology	PhD	2010/2011
Communication	BA-MA, PhD	2013/2014
Comparative International Studies	BA	New Program
Comparative Literature	BA	2009/2010



Computational Science	MS-PhD	2010/2011
Computer Engineering	BS	2006/2007
Computer Science	BS-MS	2005/2006
Construction Engineering	BS	2012/2013
Counseling	MS	2007/2008
Criminal Justice	BS	N/A
Criminal Justice and Criminology	MS	N/A
Dance	BA-BFA	2008/2009
Ecology	PhD	2006/2007
Economics	BA-MA	2011/2012
Education	MA	2007/2008
Education	MA-MAT- PhD	2007/2008
Educational Leadership	EdD	2007/2008
Engineering, Aerospace	BS-MS	2012/2013
Engineering, Bioengineering	MS	2012/2013
Engineering, Bioengineering	PhD	2012/2013
Engineering, Civil	BS-MS	2012/2013
Engineering, Electrical	BS-MS	2012/2013
Engineering, Electrical and Computer	PhD	2012/2013
Engineering, Environmental	BS	2012/2013
Engineering, Manufacturing and Design	MEng	2012/2013
Engineering, Mechanical	BS-MS	2012/2013
Engineering, Mechanical and Aerospace	PhD	2012/2013
Engineering, Structural	PhD	2012/2013
English	BA-MA	2009/2010
English, Creative Writing	MFA	2009/2010
Environmental Sciences	BS	New Program
European Studies	BA	2008/2009
Exercise Physiology	MS	2012/2013
Film, Television, and Digital Media	MFA	New Program



Foods and Nutrition	BS	2012/2013
French	BA-MA	2008/2009
Geography	BA-MA	2010/2011
Geography	BS-MS	2010/2011
Geography	PhD	2010/2011
Geological Sciences	BS-MS	2007/2008
Geophysics	PhD	2007/2008
German	BA	2008/2009
Gerontology	BA-MS	2013/2014
Graphic Design	BFA 2012	2009/2010
Health Communication	BA	N/A
Health Science	BS	N/A
Hearing Science	PhD 2014	2006/2007
History	BA-MA	2014/2015
Homeland Security	MS	2014/2015
Hospitality and Tourism Management	BS-MS	2011/2012
Humanities	BA	2008/2009
Information Systems	MS	2008/2009
Information Systems	PhD	2008/2009
Interdisciplinary Studies	BA-MA-MS	2007/2008
Interdisciplinary Studies, Urban Studies	BA	2007/2008
International Business	BA	N/A
International Security and Conflict	BA	2007/2008
Japanese	BA	2012/2013
Journalism	BA	2015/2016
Journalism	BS	2015/2016
Kinesiology	BA-MA	2012/2013
Language and Communicative Disorders	PhD	2006/2007
Latin American Studies	BA	2012/2013
Latin American Studies	BA-MA	2012/2013
Latin American Studies/Business Administration	MA/MBA	2012/2013
Learning Design and Technology	MA	New Program



Lesbian, Gay, Bisexual, and Transgender Studies	BA	N/A
Liberal Arts and Sciences	MA	2011/2012
Liberal Studies	BA	2009/2010
Linguistics	BA-MA	2012/2013
Math, Applied Mathematics	MS	2012/2013
Mathematics	BA-MA	2012/2013
Mathematics	BS	2012/2013
Mathematics and Science Education	PhD	2012/2013
Medical Physics	MS	New Program
Jewish Studies	BA	N/A
Music	BM-MM	2008/2009
Music	BA-MA	2014/2015
Nursing	BS-MS	2009/2010
Nursing Practice	DNP	2009/2010
Nutritional Science	MS	2012/2013
Nutritional Science/Exercise Physiology	MS/MS	2012/2013
Philosophy	BA-MA	2012/2013
Physical Therapy	DPT	2012/2013
Physics	BA-MA	2011/2012
Physics	BS-MS	2011/2012
Physics, Chemical	BS	2013/2014
Physics, Physical Science	BA	2011/2012
Political Science	BA-MA	2014/2015
Psychology	BA-MA	2010/2011
Psychology	MS	2010/2011
Public Administration	BA-MPA	2012/2012
Public Administration/Latin American Studies	MPA/MA	2011/2012
Public Health	MS-MPH-PhD	2009/2010
Public Health/Latin American Studies	MPH/MA	2009/2010
Public Health/Social Work	MPH/MSW	2009/2010
Recreation Administration	BS	2011/2012



Regulatory Affairs– ONLINE	MS	2012/2013
Rehabilitation Counseling	MS	2007/2008
Religious Studies	BA	2006/2007
Rhetoric and Writing Studies	BA-MA	2012/2013
Russian	BA	2008/2009
Russian and Central European Studies	BA	2008/2009
School Psychology	EdS	2007/2008
Social Science	BA	New Program
Social Work	BA-MSW	2007/2008
Sociology	BA-MA	2012/2013
Spanish/Portuguesse	BA-MA	2014/2015
Special Education	EdD	New Program
Speech, Language, and Hearing Sciences	BA-MA	2006/2007
Statistics	BS-MS	2012/2013
Sustainability	BA	New Program
Television, Film, and New Media Production	BS-MA	2005/2006
Theatre Arts	BA-MA	2005/2006
Theatre Arts	MFA	2005/2006
Translation and Interpreting	MA	New Program
Women's Studies	BA-MA	2013/2014