

**APPENDIX H**  
**Inventory of Concurrent Accreditation and Key Performance Indicators**

(1) Name of accredited or certificated program	(2) Accreditation agency for program	(3) Date of most recent accreditation action	(4) Summary (“bullet points”) of key issues for continuing institutional attention identified in agency action letter or report	(5) One performance indicators as required by agency or selected by program	(6) For one indicator, provide 3 years trend data. Institution may wish to link cell to a graph or other format.
Art	National Association of Schools of Art and Design	June 2005	Facilities : Ventilation, acoustics, studio space and gallery signage insufficient. Improved resources needed for graduate assistants, undergrad program, gallery, digital equipment, technical staff and faculty development. Long range planning of department priorities and goals Communication at all levels.	<b>MA Art History</b> Ability to produce graduate level thesis. <b>BA Studio:</b> Mastery of technical skills in a single medium. <b>MFA</b> Graduates able to produce professional creative work, and generate a cohesive body of work.	MA:2007: Six students met standard 2006: Three students met standard 2005: Three students met standard BA:2007: Met standard 2006: Met standard 2005: Met standard MFA:2007: 4 students met or exceeded standard 2006: 4 students met or exceeded standard 2005: 9 students met or exceeded standard
Business and Hospitality Management	AACSB International	June 2005	Actual Academically Qualified (AQ) and Professionally Qualified (PQ) faculty do not meet standard of 50% AQ and 90% AQ or PQ	Students will be able to demonstrate appropriate written and oral communication competencies to create and exchange meaning in various business contexts.	No data available
Chemistry	Committee on Professional Training, American Chemical Society	Feb 2004	Formal response from agency pending (6/08)	Department in process of establishing SLOs	No data to report
Clinical Laboratory Scientist (internship)	National Accrediting Agency for Clinical Laboratory Sciences	October 2006	Program met all accrediting standards	Understand and interpret clinical significance of laboratory assays and test results.	2007: Met standard 2006: Met standard 2005: No data available
Computer Science	Computing Accreditation Commission of the Accreditation Board for Engineering and Technology	May 2007	Pending meeting in July 2008	Students will be able to design, develop, document and test software using current techniques	2007: Satisfactory: Students need to do more class work on inheritance and application of principle of suitability 2006: No data available

					2005: Satisfactory achievement
Counseling	Council for Accreditation of Counseling and Related Educational Programs	July 2004	Provide documentation of how students' concerns about program flexibility and how the program accommodates differences in students' knowledge, and competencies. Document curricular activities in career development programming, planning, organization, implementation, administration and evaluation. Revise internship policies to meet CACREP standards for required hours with clients.	Overall rating of students' current skills relative to expectations for a graduating student.	MS Counseling 2007: Meets or exceeds standards 2006: Meets or exceeds standards 2005: Exceeds standards  MS Marriage, Family and Child Counseling 2007: Meets or exceeds standards 2006: Meets or exceeds standards 2005: Exceeds standards
Dietetics	Commission on Accreditation for Dietetics Education, American Dietetic Association	December 2002	Program shall seek advice in an ongoing basis from individuals or groups outside the program. Administrators, faculty, students and other appropriate constituencies shall participate in systematic planning, implementing and evaluation of the program on a regular and continuous basis. Continuous program evaluation shall address achievement of the measurable goals for the program. Data shall be analyzed to the extent to which measurable goals for the program are being achieved.	Students will develop professional skills and knowledge in Dietetics.	2007: Mean knowledge score 4.01 (knowlegible) out of 5 2006: Mean knowledge score 3.81 (knowlegible) out of 5 2005: No data available
Drama and Theatre Arts	National Association of Schools of Theatre	May 1999	Adequacy of production budgets Timetable to address facilities issues.	A thorough understanding of basic acting theory and the relationship of theory to the art form as a whole. ( <i>New criteria are being developed</i> )	2007: Developing new SLOs 2006 Met objective noted 2005 Met objective noted
Education and Special Education	Unit Accreditation Board, National Council for	October 2007 with stipulations	<i>Stipulations</i> That the Unit provide evidence	<b>Administration and Interdisciplinary Studies:</b>	<b>Administration and Interdisciplinary Studies:</b>

	<p>Accreditation of Teacher Education</p>		<p>that institutional leadership supports a vision for professional preparation programs with clear communication and articulation among all programs within the unit.</p> <p>That the unit ensures cohesive management with clear lines of authority and responsibility among all programs within the unit.</p> <p>That the unit provides evidence of the implementation of a comprehensive program evaluation system involving program participants, graduates, and local practitioners.</p> <p>That the Unit provide evidence that every program has a systematic fieldwork sequence that meets the program standards and that district and university field supervisors are carefully selected, trained, oriented and assessed.</p> <p>That the Unit provide evidence that all program standards less than fully met are now met.</p> <p>That the Unit provide evidence that the institution provides sufficient resources to the unit in relation to the student population it is required to serve.</p>	<p><u>Adult Education:</u> Students will be able to demonstrate they can analyze significant adult learning theories and apply them.</p> <p><u>Equity and Social Justice:</u> To be able to develop a critical perspective on race, class, gender, ability and sexual orientation and how they affect their work in community organizations, schools, government and corporate settings</p> <p><u>Educational Administration:</u> No specific SLOs</p> <p><u>Special Interest:</u> No specific SLOs</p> <p><b>Elementary Education</b> <u>Early Childhood Education:</u> Students will understand theory and research behind the cognitive, linguistics, social, emotional, and physical development of children 0-8 years</p> <p><u>Elementary Education:</u> Students will be able to read and interpret research that informs best practice in curricula and instruction</p> <p><u>Language and Literacy:</u> Students develop indepth theoretical foundations in</p>	<p><u>Adult Education</u> 2007: No data 2006: Met standard 2005 nothing to report</p> <p><u>Equity and Social Justice:</u> 2007: no data 2006: met standard 2005: met standard</p> <p><u>Educational Administration:</u> No data to report</p> <p><u>Special Interest:</u> No data to report</p> <p><b>Elementary Education</b> <u>Early Childhood Education:</u> 2007: No data 2006: Improvement in rigor of academic preparation and level writing as evidenced in field studies and products from coursework 2005: no data</p> <p><u>Elementary Education:</u> 2007: no data 2006: Students have improved over time 2005: No data</p> <p><u>Language and Literacy:</u> 2007: no data 2006: Students continue to improve 2005: No data</p> <p><u>Mathematic educations:</u> No data</p> <p>Instructional Technologies</p>
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				<p>the field of readings and language arts.</p> <p><u>Mathematic educations:</u> No SLOs</p> <p><b>Instructional Technologies</b> <u>Instructional Technologies:</u> Students will be able to perform performance analyses as needed to determine the need for instruction in an authentic context.</p>	<p><u>Instructional Technologies:</u> 2007: no data 2006: Met standard 2005 no data</p>
<p>Engineering (Civil Engineering; Electrical Engineering; Mechanical Engineering; Computer Engineering)</p>	<p>Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology</p>	<p>Sept 2005</p>	<p>Insufficient evidence of appropriate assessment and evaluation used to improve effectiveness of program. Insufficient evidence that program is using assessment process to make specific changes in any of the programs.</p>	<p><b>1. Civil Engineering</b> Produce graduates who effectively engage their skills in analysis, design, communication, teamwork and professional practice.</p> <p><b>2. Electrical Engineering</b> Graduates will use the analysis and design skills that they have acquired in their education to become productive, contributing engineers.</p> <p><b>3. Mechanical engineering</b> Graduates will employ skills in analysis, design, communication and teamwork to advance in the engineering profession, and will engage in lifelong learning in order to maintain currency in their field.</p>	<p>2007: No major deficiencies or problems. 2006: No major deficiencies or problems. 2005: No major deficiencies or problems.</p>

Family and Consumer Sciences; Dietetics; Interior Design; Apparel Design and Merchandising	Council for Accreditation, American Association of Family and Consumer Studies	July 2003	No issues noted. Recommendations are to work toward more equitable student-faculty ratio, and work with Office of Research and Sponsored Projects to identify sources of external funding.	Graduates will exhibit professional skills and knowledge associated with the Family and Consumer Sciences discipline	2007: Eighty-six percent of portfolios evaluated as professional of very professional. 2006: Ninety percent of portfolios evaluated as professional of very professional. 2005: Eighty-five percent of portfolios evaluated as professional of very professional
Journalism	Accrediting Council on Education in Journalism and Mass Communications	May 2008 provisional	Adoption and implementation of an assessment plan	Critical Thinking: graduates know how to think through problems using inference	Nothing to report New assessment process in development
Music	National Association of Schools of Music	Spring 2008	Report pending	To demonstrate acquired knowledge in student's chosen degree and emphasis.	2007: met standard 2006: met standard 2005: no data available
Nursing	Commission on Collegiate Nursing Education	October 2003	Found to be in full compliance, no concerns noted.	Synthesize critical thinking and knowledge from nursing and related sciences in the application of the nursing process for individuals, families and groups through RN licensure by the California BRN.	For BSN 2007: 88.78 % overall pass rate on State Board licensing exam (NCLEX) 2006: 76.34 % overall pass rate 2005: 91 % overall pass rate For MSN 2007: 90.9 % overall pass rate 2006: 80 % overall pass rate 2005: 67 % overall pass rate
Physical Therapy	Commission for Accreditation in Physical Therapy Education, American Physical Therapy Association	May 2002	Program in full compliance	MSPT: Prepare the PT graduate as a clinician capable of screening, assessing, preventing, correcting and /or remediating acute and chronic movement dysfunction.	2007: Met standard 2006: 74% of responses on clinical skills rated as good or very good 2005: 75% of responses on clinical skills rated as good or very good
Public Administration	National Association of School of Public Affairs and Administration	August 2006	Internship experience does not follow required time necessary. Number of faculty does not meet criteria for faculty nucleus. Adequate office space not available for faculty.	Provide students with substantive knowledge about the depth and breath of Public Administration today.	2007: 79 % had acquired good to excellent working knowledge 2006: Met standard 2005: No data available

			<i>(All concerns addressed and are no longer issues)</i>		
Public Health	Council on Education for Public Health	October 2003	All criteria for accreditation met	Students will demonstrate competence in the nationally developed set of competencies required for an entry level health education professional.	2007: Met objective 2006: Met objective 2005: Met objective
Recreation & Leisure Studies	Council on Accreditation, National Recreation and Park Association/ American Association for Leisure & Recreation	May 2006 (conditions) Conditions lifted Dec. 06	No Major concerns noted <i>Secondary concerns:</i> Need for more specific long range planning Appropriateness of assessment methods related to specific accreditation standards. Student involvement in aspects of the academic unit policy formulations which affect their professional preparation Student participation and involvement in professional organizations and activities <i>(Conditional status lifted in 12/06)</i>	Theory of program planning and conference event planning	2007: Met standard 2006: None available 2005: None available
Rehabilitation Counseling	Council on Rehabilitation Education	July 2005	Improve program evaluation efforts including gathering all data Develop and implement formal recruitment and retention plan that focuses on local community agency needs. Need to gather results of employer evaluations regarding graduates performance	Overall rating of students' current skills relative to expectations for a graduating student.	2007: Met or exceeded standard 2006: Met or exceeded standard 2005: Met or exceeded standard
Social Work	Commission on Accreditation, Council on Social Work Education	February 2005	Insufficient assessment plan and procedures for evaluating the outcome of each program objective. Concerns: Sufficient support staff, other personal and technological resources to support function Faculty size commensurate with number and type of curricular	Students have an understanding and sufficient factual knowledge in foundation areas necessary to engage in entry level generalist social work.	2007: Met objective 2006: 80 % of students rated outstanding or very good 2005: No data

			offerings.		
Special Education Communicative Disorders	Council of Academic Accreditation in Audiology and Speech Language Pathology, American Speech Language Hearing Association	March 2001	Evaluation of academic and clinical programs by students, clients, alumni and employers seems sporadic. Praxis scores in audiology show a pass rate of only 61% (increased to 83% in 04-05) Scheduling of clinical experiences within clinic does not meet ASHA Supervision standards.	Demonstrate skills in evaluation with individuals across all 9 disorders area.	No direct measures available
Student Health and Counseling and Psychological Services	The Accreditation Association for Ambulatory Health Care (AAAHC)	June 2008	Report pending	No information available	No information available
University Police Department	Commission on Accreditation of Law Enforcement Agencies (CALEA) AND The International Association of Campus Law Enforcement Administrators (IACLEA)	Nov. 2006  May 2007	CALEA: Site found to be in compliance  IACLEA: Found to be in compliance. Revisions required to Daily Crime Log	No information available	No information available