

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 indicator as required by agency or selected by program	(6) For one indicator, provide three years of 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.	<u>MA Art History</u> Ability to produce graduate level thesis <u>BA Studio</u> Mastery of technical skills in a single medium <u>MFA</u> Graduates able to produce professional creative work, and generate a cohesive body of work	<u>MA 2007</u> : Six students met standard 2006: Three students met standard 2005: Three students met standard <u>BA 2007</u> : Met standard 2006: Met standard 2005: Met standard <u>MFA 2007</u> : 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	March 2009	Issues related to distance of downtown campus from central campus Needs of international students	Functional knowledge, as measured in Cal State Standardized summative examination	2009: 88% standard met 2008: 58% standard met 2007: 50% standard met
Chemistry	Committee on Professional Training, American Chemical Society	Renewal submitted July 2010	Report currently in review	1. Are chemical concepts taught in lower division courses retained by students when they reach the appropriate upper division course? 2. Is student learning of these concepts reinforced in the up	1. Students do retain knowledge taught in the lower division course and needed for the upper division course, but the amount of knowledge retained correlates to student grade in the lower division course. Students who had grades of A/A- in lower division courses scored an average of 70% and

				per division course?	73% on the exams given in the two upper division courses, while C/C- students scored 50% and 58%. 2. Student knowledge of the concepts does improve in the upper division course, although similar trends in scores as a function of grade in the lower division courses were seen. The A/A- group of students had average scores of 73% and 86%, while the average score for the C/C- group of students improved to 56% and 66%.
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 (ABET)	November 2009	Accredited till September 2014	Students will be able to design, develop, document and test software using current techniques	2009: Satisfactory achievement 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	February 2010	All standards met. Make information regarding training sites to 1 st year students at the time of admission. Faculty should evaluate and monitor the impact of the new LPCC licensure on program requirements, experience requirements and student needs.	Uses knowledge appropriately	<u>MS Counseling</u> 2010: Meets or exceeds standards 2009: Meets or exceeds standards 2008: Exceeds standards <u>MS Marriage, Family and Child Counseling</u> 2010: Meets or exceeds standards 2009: Meets or exceeds standards

					2008: Exceeds standards
Dietetics	Commission on Accreditation for Dietetics Education, American Dietetic Association	December 2009	3.6.2.7 A Verification Statement must be provided to all graduates who meet program completion requirements. The program will need to establish procedures to ensure that all students completing DPD requirements receive a verification statement. The program must provide additional information to address criterion 3.6.2.7 to demonstrate compliance with criterion 3.6.2 CADE required policies and procedures. (These have already been provided; no other recommendations.)	Students will develop professional knowledge in Dietetics.	2010 Mean knowledge score of 4.03 out of 5 2009: Mean knowledge score of 4.00 out of 5 2008: Mean knowledge score of 3.90 out of 5 2007: Mean knowledge score 4.01 out of 5 2006: Mean knowledge score 3.81 out of 5 <u>Note:</u> Data are for academic years 2009-2010 (listed as 2010), 2008-2009 (listed as 2009), and 2007-2008 (listed as 2008)
Dietetics (Certificate/ Internship)	Commission on Accreditation for Dietetics Education, American Dietetic Association	December 2009	(1) Tracking to ensure each intern meets all core and emphasis competencies as required by CADE/ADA (2) Each learning outcome must have a target/benchmark identified	The DI Program will successfully prepare interns for entry-level practice as Registered Dietitians. Over a 5-year period, the pass rate of first-time test takers on the RD registration examination will be at least 80%.	Pass rate for first-time test takers on the RD registration exam: 2007: 9 out of 9 students passed on first attempt 2008: 8 students out of 10 passed on first attempt 2009: 9 students out of 11 passed on the first attempt 87% of interns passed the RD exam on their first attempt over the last 3 years
Drama and Theatre Arts	National Association of Schools of Theatre	May 1999 Asked for extension on accreditation report (2010)	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, Health & Human Services & Behavioral & Social Sciences Credential Programs	Unit Accreditation Board, National Council for Accreditation of Teacher Education (NCATE) & Committee on Accreditation of California Commission on Teacher Credentialing (COA/CTC)	November 2009	None; all standards fully met for all credential programs offered by COE, HHS & BSS; full accreditation approved by NCATE & COA/CTC	Standard 2. Assessment System and Unit Evaluation: The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs (NCATE).	<p>Table 10: Changes in Scores Over Time</p> <table border="1" data-bbox="1549 277 1850 724"> <thead> <tr> <th>Semester</th> <th>Percent of Cases with 100% of Scores of 3 or 4</th> </tr> </thead> <tbody> <tr> <td>Spring 2008</td> <td>71%</td> </tr> <tr> <td>Summer 2008</td> <td>67%</td> </tr> <tr> <td>Fall 2008</td> <td>27%</td> </tr> <tr> <td>Spring 2009</td> <td>48%</td> </tr> </tbody> </table> <p>For a complete set of data collected in response to Standard 2, see http://coe.sfsu.edu/ncate/data</p>	Semester	Percent of Cases with 100% of Scores of 3 or 4	Spring 2008	71%	Summer 2008	67%	Fall 2008	27%	Spring 2009	48%
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Engineering (Civil Engineering, Electrical Engineering, Mechanical Engineering, Computer Engineering)	Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology	September 2005	<p>Insufficient evidence of appropriate assessment and evaluation used to improve effectiveness of program</p> <p>Insufficient evidence that program is using assessment process to make specific changes in any of the programs</p>	<p>1. <u>Civil Engineering</u> Produce graduates who effectively engage their skills in analysis, design, communication, teamwork and professional practice.</p> <p>2. <u>Electrical Engineering</u> Graduates will use the analysis and design skills that they have acquired in their education to become productive, contributing engineers.</p> <p>3. <u>Mechanical Engineering</u> Graduates will employ skills in analysis, design,</p>	<p>2007: No major deficiencies or problems</p> <p>2006: No major deficiencies or problems</p> <p>2005: No major deficiencies or problems</p>										

				communication and teamwork to advance in the engineering profession, and will engage in lifelong learning in order to maintain currency in their field.	
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	2009: 98% of portfolios evaluated as very professional or acceptable 2008: No data collected 2007: 86% of portfolios evaluated as professional of very professional 2006: 90% of portfolios evaluated as professional of very professional 2005: 85% of portfolios evaluated as professional of very professional
Journalism	Accrediting Council on Education in Journalism and Mass Communications	May 2010	Adoption and implementation of an assessment plan - Done	Critical Thinking: Graduates know how to think through problems using inference.	Nothing to report New assessment process Developed and implemented
Music	National Association of Schools of Music (NASM)	Spring 2008 Report updating progress with the new Creative Arts building will be submitted by 10/21/10	For the BM in Jazz Studies, three transcripts examined by the accreditors contained a large percentage of independent study courses in lieu of listed course work. NASM standards indicate that in certain cases, independent study may not substitute for more than 20% of required courses. The Commission could not verify adherence to the listed curriculum for this degree or	To demonstrate acquired knowledge in student's chosen degree and emphasis	2008: documents sent to NASM on October 15, 2010 2007: Met standard 2006: Met standard 2005: No data available

			how independent study policies and procedures ensured that all competencies of a course replaced by independent study are met.		
Nursing	Commission on Collegiate Nursing Education	February 2010	Did not meet Standard IV: Demonstrate that surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Follow up report send in May 2010. Met Standard	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	<u>For BSN</u> 2009: 84% overall pass rate on NCLEX 2008: 86% overall pass rate on NCLEX 2007: 88.78% overall pass rate on NCLEX 2006: 76.34% overall pass <u>For MSN</u> 2008: 86% overall pass rate 2007: 90.9% overall pass rate 2006: 80% overall pass rate
Physical Therapy	Commission for Accreditation in Physical Therapy Education, American Physical Therapy Association	May 2002	Program in full compliance	<u>MSPT</u> : Prepare the PT graduate as a clinician capable of screening, assessing, preventing, correcting and /or remediating acute and chronic movement dysfunction.	2009: Met standard 2008: Met standard 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	July 2007	Recommended that dept. refine course content as well as assessment of new internship. Recommended program follow through on all elements of it faculty diversity. Recommended creation of an external advisory board.	Provide students with substantive knowledge about the depth and breath of Public Administration today.	2008: Data not available 2007: 79% acquired good to excellent working knowledge 2006: Met standard

Public Health	Council on Education for Public Health	November 2009	All criteria for accreditation met.	Students will demonstrate competence in the nationally developed set of competencies required for an entry-level health education professional.	2009: Met objective 2008: Met objective 2007: Met objective
Recreation, Parks, and Tourism	Council on Accreditation, National Recreation and Park Association	May 2006 Conditions lifted December 2006	No major concerns noted Secondary concerns: 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 that affect their professional preparation. Student participation and involvement in professional organizations and activities (Conditional status lifted in December 2006)	Theory of program planning and conference event planning	2007: Met standard 2006: None available 2005: None available
Rehabilitation Counseling	Council on Rehabilitation Education	February 2010	Recommended making funding regarding scholarship more readily available.	Overall rating of students' current skills relative to expectations for a graduating student.	2009: Met or exceeded standard 2008: Met or exceeded standard 2007: Met or exceeded standard
Social Work	Commission on Accreditation, Council on Social Work Education	December 2009	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, support for junior faculty in terms of mentoring	Students have an understanding and sufficient factual knowledge in foundation areas necessary to engage in entry-level generalist social work.	2009: LCSW 44% pass rate vs. 45% pass rate for all universities participating 2008: Data not available for this standard 2007: Met objective 2006: 80% of students rated outstanding or very good 2005: No data

Special Education Communicative Disorders	Council of Academic Accreditation in Audiology and Speech Language Pathology, American Speech Language Hearing Association	October 2008	Review involves 6 standards with 31 sub-objectives. CD Program received full accreditation with two technical stipulations: (a) need to increase the number of tenure-track faculty; (b) need to increase the number of clinical supervision experiences for students.	ASHA #5.1 The program conducts ongoing and systematic formative and summative assessment of the performance of its current students.	Summative evaluation system initiated with direct measures collected on key assignments in all courses each term starting spring, 2008. Data show that students scored 3 or 4 on 4-point scale with 4 as the highest score for each semester since inception.
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