

D.8.1 Inventory of Concurrent Accreditation and Key Performance Indicators

(1) Professional, special, State, or programmatic accreditations currently held by institution (By agency and program name)	(2) Date of most recent accreditation action by each listed agency	(3) Summary (“bullet points”) of key issues for continuing institutional attention identified in accreditation action letter or report	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	(5) For at least one indicator for each program, provide up to 3 years of trend data. Institution may wish to link cell to a graph or other format.
American Chemical Society-Committee on Professional Training (ACS-CPT) - CHEMISTRY DEPARTMENT	2002	Neither a certification action letter nor a report from the ACS-CPT was received after the 2002 review. However, yearly updates as to names and numbers of faculty, courses taught, and enrollments have been submitted. The guidelines for certification are currently undergoing revision (2007); the revised guidelines are still in draft form. We have not been informed as to the new date for our re-certification; 2007 was to be our re-certification year.	1) courses taught must contain the material recognized as necessary by the ACS-CPT and must correspond to the list of courses previously approved by the ACS-CPT 2)faculty teaching the courses must have a maximum number of contact hours per week	Not available.
National Association of Schools of Music (NASM) - MUSIC	2000	Clarify credit hours/units in University & Department publications (DONE)	No indicators required by NASM or selected by department.	N/A

DEPARTMENT		<p>Apply NASM 3:2 ratio for applied music instruction (HSU uses 2:1)</p> <p>Continue oversight of Music Academy through INDEMS (DONE)</p> <p>Enforce Recital attendance policy (IN PROGRESS)</p> <p>Review Ensembles (IN PROGRESS)</p> <p>Review Advising Process (DONE)</p> <p>Increase advertising & promotion of music department events (DOING OUR BEST – HIRED A PUBLICIST)</p> <p>Clarify Degree titles in printed materials (DONE)</p> <p>Require an audition tape for initial admission (AGAINST CSU POLICY)</p>		
National Association of Schools of Art and Design (NASAD) - ART DEPARTMENT	October, 2005 Next Review 2014/15	Provide evidence that Art Dept missions, goals and objectives are included in appropriate published materials including the institutions web site	Program substance and enrichment opportunities for majors, the university community and the general populace	
		The institution is asked to provide documentation that it either has completed or is in the process of completing all projected	Dept size and number of majors	The Dept has experienced a great degree of growth relative to the number of art majors in recent year. And, with 450 majors the dept. Is now considered to be one of the 2 largest academic units in the institution.

		actions associated with safety and maintenance, repair and replacement of equipment and technology		See NASAD Self Study
		Further clarification is needed regarding the status and purpose of the Certificate of Study in Art Museum and Gallery Practices. Additionally, the progress report should document that published material regarding this program is consistent with actual practice.	Faculty qualifications, number of faculty and distribution of expertise	New tenure track faculty hires sent previous review cycle in 1996/97. All permanent faculty have terminal degrees See NASAD Self Study
		The institution is asked to provide a status report regarding continuing efforts to plan and evaluate for the purpose of making the best possible preparations for the next decade. The process should indicate how the art dept. is continuing to develop strategies with specific timetables for program development and quality enhancement, and for allocating resources that address long-term concerns identified in the NASAD re-accreditation process. As these planning	Governance and Administration	Improvement in department strategic planning, and that the planning is aligned with the institution See NASAD Self Study

		procedures continue, the Commission suggests that the department concentrate on future development based on thorough analysis of current strengths, potentials for new human, material, and fiscal resources, and the need of the institution as related to the institutional mission, size, and scope.		
			Teaching Loads and class sizes	Ratio exceeds NASAD Operational norms
			Facilities, Equipment and Safety	See NASAD self-study
			Library	See NASAD self-study
			Recruitment, Admission, and Retention	See NASAD Self Study
			Published Materials	See NASAD self-study
			Community Involvement and Articulation with Other Schools	See NASAD self-study
			Curriculum	See NASAD self-study
			Visiting Team's Evaluation of Student Work	See NASAD self-study
California Board of Registered Nursing - NURSING DEPARTMENT	March 2003	In full compliance	At least a 70% annual pass rate of first time takers of NCLEX for last 2 years Persistent, substantive pattern of student satisfaction with program	Program outcome benchmark is a first time NCLEX pass rate of 85%. See attached spreadsheet for NCLEX pass rate data

			<p>based on periodic anonymous student surveys</p> <p>Persistent, substantive pattern of employer's satisfaction with graduates of program passed on periodic surveys of employers</p> <p>Evidence of action taken on problems identified in program's total evaluation plan; provide explanation for attrition rate >25%</p> <p>More full time faculty than part time faculty (by head count)</p>	
<p>Commission on Collegiate Nursing Education / American Association of Colleges of Nursing - NURSING DEPARTMENT</p>	<p>Dec. 25, 1999 Interim report: December 2005, Interim report response: March 2006</p>	<p>Demonstrate that resources including support services and technological support, are sufficient to enable the program to fulfill its mission, philosophy, and goals/ objectives (Key Element II-B)</p>	<p>Degree completion rates for the program are >80% per year</p> <p>NCLEX pass rate for all test takers over 3 year period is >80%</p> <p>Job placement rates for program within 12 months following degree completion re >80%</p> <p>Faculty members are qualified & sufficient in number to accomplish the mission, philosophy, goals/ objectives, and expected results of the program.</p>	<p>See above</p>

<p>American Holistic Nursing Certification Corporation - NURSING DEPARTMENT</p>	<p>April 28, 2006</p>	<p>In full compliance</p>	<p>Holistic standards incorporated into all courses with outcomes evaluated Curriculum based on holistic nursing model. At least one faculty member with AHNA certification</p>	
<p>Council on Social Work Education - SOCIAL WORK (Baccalaureate program) - SOCIAL WORK (Masters program)</p>	<p>BASW – 10/07 MSW – 10/07</p>	<p>None: BASW received reaffirmation in 2006 and fully clear after submission of a one-year report October 2007 MSW initial accreditation with no concerns, accredited October 2007</p>	<p>BASW: Field performance evaluations Alumni survey MSW: Field Evaluations Comprehensive Exam outcome As a new program, the MSW will initiate employer survey and alumni survey in 2008</p>	<p>BASW program: See attached MSW program See attached</p>

<p>ABET – EAC, Accreditation Board for Engineering and Technology – Engineering Accreditation Commission - ENVIRONMENTAL RESOURCES ENGINEERING DEPARTMENT</p>	<p>8/8/07 – Accredited to September 30, 2011</p>	<p>Criterion 6 -Facilities and Criterion 7 - Institutional Support and Financial Resources were cited as a concern. Overall institutional financial support for the program appeared to be severely limited.</p> <p>Criterion 3 – Program Outcomes Assessment was cited as a concern. Achievement of outcome “k” “the ability to use the techniques, skills and modern engineering tools necessary for engineering practice,” has been increasingly difficult due to the long-term lack of adequate programmatic funding for updating equipment and facilities.</p>	<p>Pass rates of the Fundamentals of Engineering Exam</p> <p>Rate at which graduates are employed or in graduate school in a field related to their major (see Table 1: ERE Undergraduate Employment Summary at the end of Appendix D)</p>	<p>Assessment of Performance</p> <p>ERE program performance criteria state 80% of graduates will be employed or continuing education in a field related to environmental engineering within 3 months after graduation. This criterion is met in years 1999, 2000, 2001, and 2002. No data is available beyond 2002.</p> <p>See Figure 1: Passing rate of the Fundamentals of Engineering (FE) exam for environmental engineering majors at HSU (ERE), in California (State) and national for 1997-2004.</p> <p>Assessment of Performance</p> <p>Upon review of the results for each subject, the following recommendations were made in 2004.</p> <ul style="list-style-type: none"> • Instruction in the Computers subject area is currently effective and should not be changed. • Instruction in the Mathematics subject area is currently effective and should not be changed. • Instruction in the Electrical Circuits subject area is currently effective and should not be changed. • Instruction in the Ethics subject area is currently effective and should not be changed. • Instruction in the Dynamics, Fluid Mechanics, and Thermodynamics subject areas is effective and should not be changed. • Instruction in the Engineering Economics subject area requires moderate improvement and should be more fully integrated throughout the upper division curriculum. • Instruction in the Statics subject area requires moderate improvement. The department should consider requiring Phyx 109 as a prerequisite for Engr 210 Statics. • Instruction in the Materials Science/Strength of Materials subject area requires some improvement. The department should review the role of this subject area in our curriculum.
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<p>National Association for the Education of Young Children (NAEYC) - Child Development Laboratory, CHILD DEVELOPMENT DEPARTMENT</p>	<p>Accreditation under new standards July 2007</p> <p>We received commendations for</p> <p>Relationships (91%); Teaching (100%), Teachers (100%), Families (relationships with families and family involvement) (100%).</p>	<ul style="list-style-type: none"> • 82% rating in Curriculum: improvement in specific subjects • 80% rating in Assessment: improvement in child assessment • 100% rating in Health: improvement in Nutrition (we don't serve meals) • 80% rating in Community Relationships: we do not co-sponsor or co-fund community activities for financial reasons • 90% rating in Physical Environment: improvement in building and physical plant 94% rating in Leadership and Management: improvement in program evaluation 	<p>There are 10 program standards (number of performance criteria for each in parentheses):</p> <ul style="list-style-type: none"> • Relationships (32) • Curriculum (70) • Teaching (56) • Assessment of Child Progress (25) • Health (27) • Teachers (14) • Families (27) • Community Relationships (18) • Physical Environment (44) • Leadership and Management (51) <p>Criteria involve multiple performance indicators including documentation, self-study reports and family and teacher surveys.</p>	<p>NAEYC does not track specific performance criteria on an annual basis and requires that data provided for accreditation be no more than one year old. Annual reports are provided to the accrediting body updating program activities, but not tracking specific performance criteria. Every five years a complete re-accreditation is required. Consequently performance criteria trend data are not available.</p>
<p>National Association of School Psychologists (NASP) (SPA for NCATE) - School Psychology Program, PSYCHOLOGY DEPARTMENT</p>	<p>June 19, 2006 Result: Full Approval through 12/31/2010</p>	<p><u>Summary of Program Strengths</u></p> <ul style="list-style-type: none"> • The program prepared a very well organized portfolio that reflected careful and impressive planning and attention to national and relevant state standards. • There is obvious pride in the program and a commitment to 	<ul style="list-style-type: none"> • Assessment 1 (Required): CONTENT KNOWLEDGE: National School Psychology Credentialing Exam • Assessment 2 (Required): CONTENT KNOWLEDGE: Program Embedded Assessment of Candidate Knowledge • Assessment 3 (Required): 	<ul style="list-style-type: none"> • National Exam Results • Graduation & Employment Trend Data

		<p>students, schools, and school psychology training.</p> <ul style="list-style-type: none"> • There have been strong recent efforts to revise program curriculum and assessment methods based on national standards with input from various constituencies. • The program is commended for these efforts and planning, and the folio reflects the strength of that work. <p><u>Summary of Areas for Program Improvement:</u></p> <ul style="list-style-type: none"> • All domains of knowledge and practice are addressed and assessed. Due to recent program implementation of requirements for the PRAXIS Exam and the portfolio, there is a resulting lack of attainment data for these two assessments. • It appears that there may still be a dominance of traditional assessment and a need to continue to expand opportunities for students to learn more about and practice assessment linked to intervention and data- 	<p>PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS</p> <ul style="list-style-type: none"> • Assessment 4 (Required): PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Intern Evaluations by Field Supervisors • Assessment 5 (Required): PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Comprehensive, Performance-Based Assessment of Candidate Abilities Evaluated by Faculty during Internship • Assessment 6 (Required): EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING 	
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		<p>based decision making throughout the intervention process.</p> <ul style="list-style-type: none"> • Program faculty acknowledge needs for continued improvement, including continued implementation of assessment methods that focus on impacting the students served. 		
<p>Commission of Accreditation of the Athletic Training Education</p> <p>- KINESIOLOGY AND RECREATION ADMINISTRATION DEPARTMENT</p>	9/20/2007	<p>Non-compliance of Standard A3.</p> <p>Incomplete clinical education site table on annual report</p> <p>Progress Report demonstrating compliance with Standard A3, included completed clinical education site table.</p>	<p>Results on Certification Examination</p> <p>Employment rates</p>	<p>Graduates since <u>accreditation in 2004</u>: <u>12</u></p> <p>Passed exam- 3</p> <p>One attempt - 4</p> <p>Two attempts - 1</p> <p>Nov, 2007 exam - 1</p> <p>Not taken - 3</p>
<p>Commission on Applied and Clinical Sociology</p> <p>- SOCIOLOGY DEPARTMENT</p>	5 year accreditation 8/15/04	None	None	<p>Degrees awarded:</p> <p>2007 – 14</p> <p>2006 – 10</p> <p>2005 - 6</p>
<p>California Commission on Teacher Credentialing (CCTC)</p> <p>- Multiple Subjects Credential Programs, Elementary Education</p>	2004 through 2013-2014	<p>For CCTC Standard 6, Opportunities to Learn, Practice, and Reflect on Teaching in All Subject Areas, the following element was initially indicated as not met.</p> <p>6(c) In the program, formative and summative assessment</p>	<p><u>Response to Panel Comment:</u> The following summative assessments are used to address the pedagogical competencies:</p> <ul style="list-style-type: none"> • Signature assignments • Journal assignments 	<p>Like most CCTC accredited programs, our credential program faculty and staff have considered outcomes assessment in making decisions about needed program improvements. All programs collect a lot of data and they discuss it thoroughly.</p> <p>However, our faculty and staff have yet to establish a system for analyzing the data over time nor have they created systems for reporting trend data. This situation will change when our programs are fully linked with the PACT teacher performance assessment system. Contingent on legislative funding above the</p>

		<p>tasks that address the full range of pedagogical competencies that comprise the program are part of the fabric of ongoing coursework and field experiences.</p> <p><u>Panel Comment:</u> Could you please specifically address what the summative assessments are that address the pedagogical competencies?</p>	<ul style="list-style-type: none"> • Examinations • Fieldwork performance • Coursework assignments <p>Detailed descriptions of the above assessments are located in the program's original documents and addenda for its accreditation site visit and follow-up institutional responses.</p> <p>See assessment forms for the EED credential program at: http://www.humboldt.edu/~educ/credentials/eed/forms.html</p>	<p>current Compact, we are planning to appoint a part-time PACT Assessment Coordinator in the School of Education who will coordinate the PACT teacher performance assessment activities. At that time, trend data will be routinely summarized and reported.</p>
<p>California Commission on Teacher Credentialing (CCTC) - Single Subjects Credential Programs, Secondary Education</p> <p>Adapted Physical Education, School Psychology</p> <p>Art Education, Business Education , English/Language Arts Education,</p>	<p>2004 through 2013-2014</p> <p>through 2009</p>	<p>A few years ago, the Secondary Education (SED) program faculty recognized a concern about students' preparation for classroom management.</p>	<p>SED created a new required course for the fall semester of the program as well as a recommended follow-up elective course for the spring semester. Since instituting these changes, students report that they feel well prepared in classroom management.</p>	<p>As required by CCTC, all aspects of credential candidates' performance is carefully assessed and evaluated. See electronic copies of forms used for assessments at: http://www.humboldt.edu/~educ/credentials/sed/forms.html. The EED and SED programs plan to implement pilots as part of Performance Assessment for California Teachers (PACT) in spring 2008 and to engage in a full PACT implementation contingent on State legislative funding in 2008-2009. See the web site for the PACT Consortium located at http://www.pactpa.org/.</p>

Spanish, German, French Education, Industrial Technology Education, Mathematics Education, Music Education, Physical Education , Science Education (Biology, Chemistry, Geoscience, Physics), Social Science Education				
California Commission on Teacher Credentialing (CCTC) - Education Specialist Credential Programs, Special Education	2004 through 2013-2014	The Special Education Program at HSU prepares candidates for credentials to work with K-12 students in Mild/Moderate and Moderate/Severe classroom environments. Recent legislation required programs to incorporate content and fieldwork experiences related to the needs of English-language learners.	SPED successfully addressed the new CCTC standards for the English Learner Authorization Amendment. SPED candidates routinely are assessed and evaluated on their proficiency in supporting English-language learners in the special education environment.	As in the EED and SED credential programs, decisions about SPED program content and fieldwork experiences regularly are based on candidates' assessments on explicit criteria. Select the Special Education program link and review assessment forms for the SPED credential program at: http://www.humboldt.edu/~educ/ .
California Commission on Teacher Credentialing (CCTC) - Administrative Services Credential Programs	2004 through 2013-2014	The AS program recently addressed a question from a CCTC reviewer concerning the balance between theory and practice in preparing K-12 principals for their work as instructional leaders.	Based upon results of self-assessments and the nature and types of administrative work in each school district, both theoretical and practical applications of theory are identified for growth plans.”	Professional growth opportunities in the Administrative Services Credential Program become part of the interns' comprehensive professional growth plans and are intended to provide multiple and systematic opportunities to learn more about theory and to combine theory with practice. To review the AS performance assessment forms, select the program link at the top of the School of Education web site at: http://www.humboldt.edu/~educ/ .

CCTC -Reading Certificate Program	2004 through 2013-2014	The Reading Certificate Program was suspended temporarily due to resource constraints at HSU.	N/A	N/A
Society of American Foresters (SAF) -FORESTRY DEPARTMENT	2003	-Maintain minimum of 8 FTEF teaching Forestry -Continue filling vacant faculty positions as allowed -Recover lost square footage of teaching space and office space -Department web site for promotional and recruitment materials	1998-2002 Career Center Survey <ul style="list-style-type: none"> • Forestry=84% • Range=83% 	See Table 2 presented to the Forestry Advisory Committee, October 2007 (FWR STATISTICS BY SEMESTER--YEAR--AREA).

<p>State Board of Forestry (BOF) -FORESTRY DEPARTMENT</p>	<p>Periodic Registered Professional Foresters (RPF) Examinations</p>	<p>Pass rate on RPF Exam provided by California Licensed Foresters Association and Board of Forestry Licensing Board.</p>	<p>2001-2005 RPF Exam Pass Rate</p> <ul style="list-style-type: none"> • 55% from HSU • 8% from CalPoly • 8% from UCB • 29% from outside California 	<p>See Table 3: RPF EXAMINATION SUMMARY</p>
<p>Federal Office Personnel Management (OPM) -FORESTRY DEPARTMENT</p>	<p>Application for evaluation for Federal Series: 430-Botanist 454-Rangeland Specialist 457-Soil Conservationist 460-Forester 470-Soil Scientist 1315-Hydrologist</p>	<p>-Meet qualifications as specified by OPM Basic Requirements</p>	<p>Entry level at 90 for Rangeland Specialist is met by HSU curriculum</p>	<p>See USAJobs: http://jobsearch.usajobs.opm.gov/series_search.asp</p>

Society of Range Management (SRM-applying) -RANGELAND RESOURCES	Standards have been revised which will allow HSU to apply	Maintain minimum of 2 FTEF	1998-2002 Career Center Survey <ul style="list-style-type: none"> • Forestry=84% • Range=83% 	See: http://www.rangelands.org/srm.shtml
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Environmental Resources Engineering Undergraduate Employment Summary

The HSU Career Center conducted an annual survey. The survey was mailed to recent graduates 3 months after graduation. Attached is a summary of positions and employers by the graduates responding to the survey. *Note: Due to recent budget cutbacks, 2001-2002 was the last year the Career Center was able to conduct this survey.*

Table 1: Environmental Resources Engineering Undergraduate Employment Summary

Year	Employed in Position Related to Major	Employed in Position Unrelated to Major	Enrolled in Educational Institution	Seeking Employment	Other
1998-1999	11 (73%)	2 (13%)	2 (13%)	0 (0%)	0 (0%)
1999-2000	17 (89%)	0 (0%)	1 (5%)	0 (0%)	1 (5%)
2000-2001	12 (80%)	1 (7%)	2 (13%)	0 (0%)	0 (0%)
2001-2002	6 (86%)	0 (0%)	1 (14%)	0 (0%)	0 (0%)

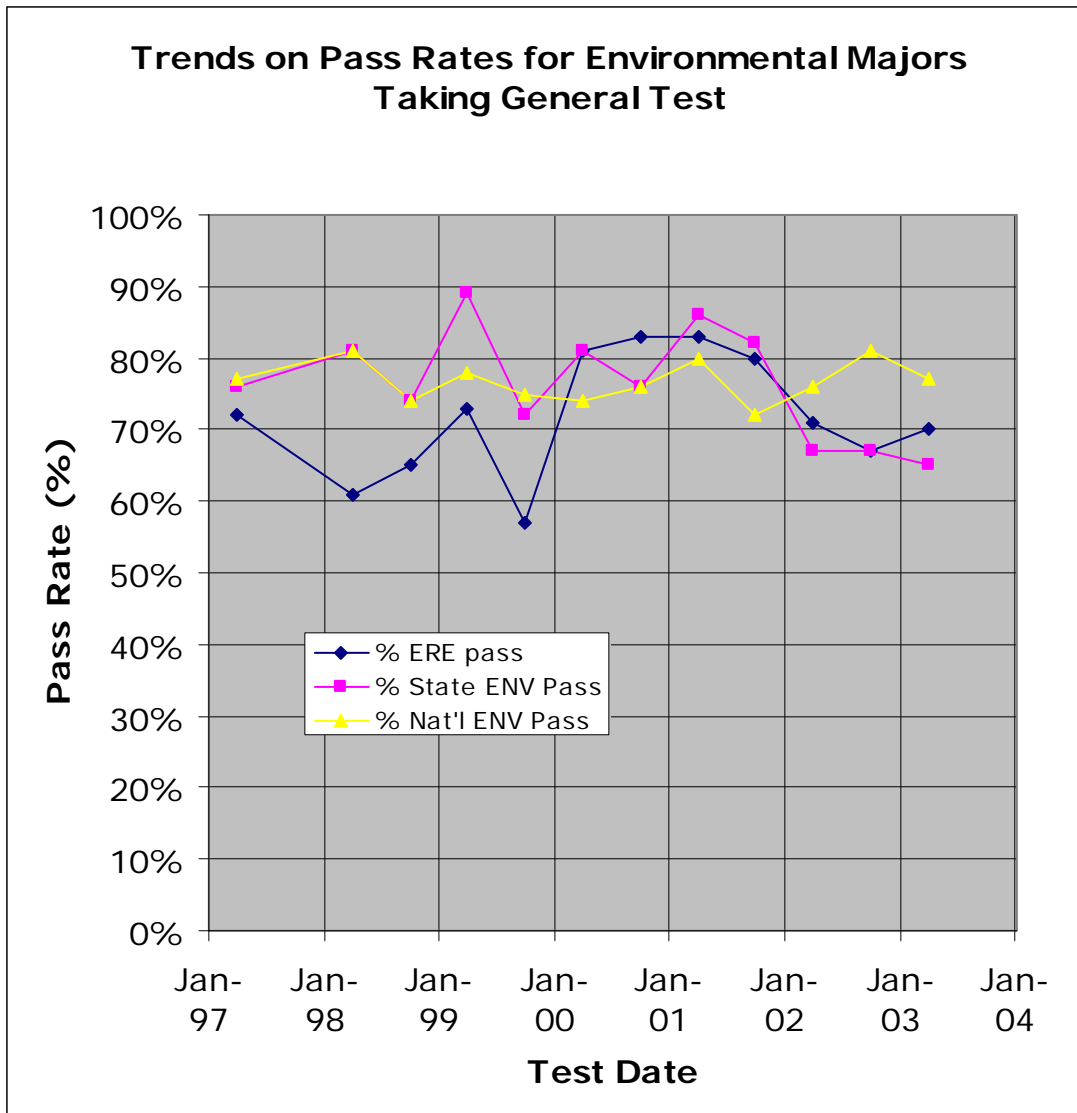


Figure 1: Passing rate of the Fundamentals of Engineering (FE) exam for environmental engineering majors at HSU (ERE), in California (State) and national for 1997-2004.

Table 2: Forestry Wildland Resources Statistics By Semester – Year – Area

FTES BY SEMESTER-YEAR-AREA												
AREA	F1996	F1997	F1998	F1999	F2000	F2001	F2002	F2003	F2004	F2005	F2006	F2007
FOREST	120.3	129.2	119.1	129.2	95.1	95.5	91.5	115.8	113.2	98.5		
RANGE	10.8	8.4	11.5	10.9	11.0	8.8	6.9	11.3	13.2	9.7		
SOILS	17.1	19.3	18.9	22.9	16.3	17.5	16.1	17.3	17.4	16.1		
WATER	10.4	13.5	13.7	16.5	14.4	12.3	21.4	17.9	14.5	13.9		
TOTAL	158.6	170.4	163.2	179.5	136.8	134.1	135.9	162.3	158.3	138.2	131.9	173.6
AREA	S1997	S1998	S1999	S2000	S2001	S2002	S2003	S2004	S2005	S2006	S2007	S2008
FOREST	119.0	112.6	102.6	97.7	93.9	87.5	94.9	94.2	79.1	78.7		
RANGE	4.9	2.0	6.3	4.9	2.3	5.1	4.1	8.8	3.5	6.0		
SOILS	25.0	31.6	31.5	27.6	20.9	21.2	22.1	30.2	26.9	25.0		
WATER	17.5	18.7	15.7	15.8	16.6	18.1	16.6	23.7	13.9	10.7		
TOTAL	166.4	164.9	156.1	146.0	133.7	131.9	137.7	156.9	123.4	120.4	138.6	0.0
HEADCOUNT BY SEMESTER-YEAR-AREA												
AREA	F1996	F1997	F1998	F1999	F2000	F2001	F2002	F2003	F2004	F2005	F2006	F2007
FOREST			251	225	191	182	157	156	155	145	145	159
RANGE			18	21	22	26	28	36	43	35	24	23
WATER			5	3	2	4	5	9	8	7	3	5
TOTAL	0	0	274	249	215	212	190	201	206	187	172	187
AREA	S1997	S1998	S1999	S2000	S2001	S2002	S2003	S2004	S2005	S2006	S2007	S2008
FOREST		246	217	207	190	164	157	158	139	132	141	
RANGE		17	20	21	22	21	30	41	44	30	27	
WATER		8	5	4	2	4	5	9	9	6	4	
TOTAL	0	271	242	232	214	189	192	208	192	168	172	0

Table 3: Demographics – 2001-2005 RPF Examinations

Exam Attempts	Fail	Pass	Total	% Pass
First Time	52	69	121	57%
Retake	111	35	146	24%
Grand Total	163	104	267	39%
Education	Fail	Pass	Total	% Pass
Cal Poly	9	8	17	47%
UC Berkeley	4	8	12	67%
HSU	86	58	144	40%
Ed. not used to qualify	15	5	20	25%
B.S. Degree - Related	6	3	9	33%
A.S. Degree - Forestry	10	1	11	9%
A.S. Degree - Related	0	1	1	100%
Non-CA, B.S. Forestry	30	17	47	36%
Non-US BS Forestry	3	3	6	50%
Grand Total	163	104	267	39%
Recent Employer	Fail	Pass	Total	% Pass
Industry	78	61	139	44%
Consulting	60	23	83	28%
State	17	19	36	53%
Federal	6	0	6	0%
County	2	1	3	33%
Grand Total	163	104	267	39%