

## Data Exhibit 8.1

### Inventory of Concurrent Accreditation and Key Performance Indicators Sonoma State University

(1) Name of accredited or certificated program	(2) Professional, special, state <sup>1</sup> , or programmatic accreditation agency for this program	(3) Date of most recent accreditation action by agency	(4) Summary (“bullet points”) of key issues for continuing institutional attention identified in agency action letter or report	(5) One performance indicator accepted by the agency; selected by program	(6) For one indicator, provide 3 years’ trend data. Use link to cell for graph if desired.
Multiple Subjects	CCTC	<a href="#">Spring 2005</a>	No Issues identified; see attached letter	Candidate success on CBEST, Subject Matter and RICA tests	<a href="#">Exam Pass Rates</a>
Single Subjects	CCTC	<a href="#">Spring 2005</a>	No Issues identified; see attached letter	Candidate Success on CSET	<a href="#">Exam Pass Rates</a>
Education Specialist I	CCTC	<a href="#">Spring 2005</a>	No Issues identified; see attached letter	Candidate Success on CSET	<a href="#">Exam Pass Rates</a>
Education Specialist II	CCTC	<a href="#">Spring 2005</a>	No Issues identified; see attached letter	<a href="#">Applied Field Project</a>	<a href="#">Applied Field Project</a>
PASC I	CCTC	<a href="#">Spring 2005</a>	No Issues identified; see attached letter	<a href="#">Exit Evaluation</a>	<a href="#">Exit Evaluation</a>
Reading Certificate	CCTC	<a href="#">Spring 2005</a>	No Issues identified; see attached letter	<a href="#">Advanced Credential Assessments</a>	<a href="#">Student Performance on Key Assessments</a>
Reading Specialist	CCTC	<a href="#">Spring 2005</a>	No Issues identified; see attached letter	<a href="#">Advanced Credential Assessments</a>	<a href="#">Student Performance on Key Assessments</a>
Music	NASM	8/07	*Increase number of full time faculty	*Superior Curriculum	Full Time Equivalents

<sup>1</sup> Within the WASC region only

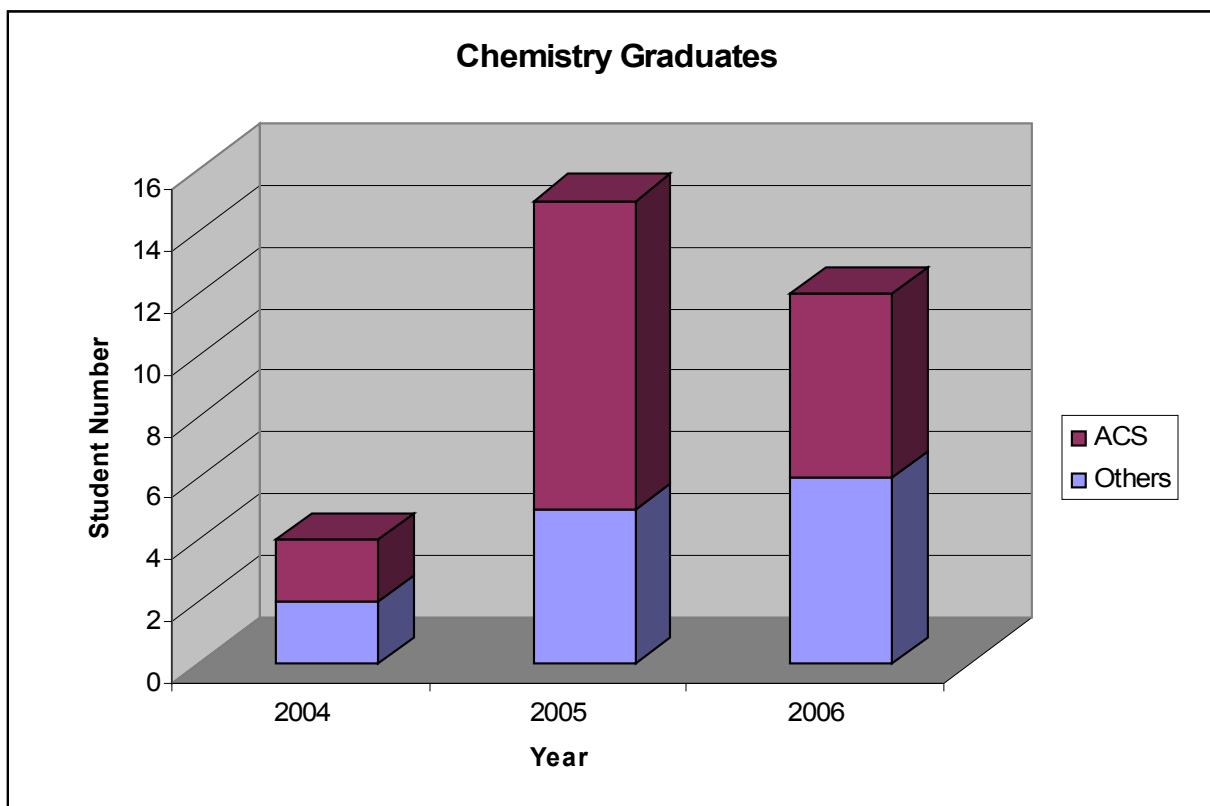
			<ul style="list-style-type: none"> <li>*Obtain funding for necessary private instruction</li> <li>*Facility renovation of Ives Hall</li> <li>*Address complex organizational structure</li> </ul>	<ul style="list-style-type: none"> <li>*Dedicated Faculty</li> <li>*Talented students</li> </ul>	<p style="text-align: center;">7 8.9 8.1 At SSU – similar sized schools are 12 FTEF</p>
BS Chemistry degree	American Chemical Society	2007 (pending) 2001	<ul style="list-style-type: none"> <li>• A course on instrumental analysis</li> <li>• More TT faculty</li> </ul>	Number of students completed the certified degree	See graph below
Art History Art Studio Bachelor of Fine Arts: Studio	NASAD NASAD NASAD	2000	<ul style="list-style-type: none"> <li>• There are unmet personnel needs in sculpture and ceramics. Additionally, there is serious need to hold on to faculty and staff positions, which may soon become vacant.</li> <li>• The art and art history unit is currently meeting its objectives, however, the extent to which the department can achieve its aspirations will be dependent upon additional resources in the broad categories of staffing, equipment, technology, and faculty development.</li> <li>• Noting that resources are tight and the funding needs are great, it appears that perhaps more attention to analyzing and evaluating priorities would benefit the overall fiscal operation of the department.</li> <li>• While computer technology is funded through the University Instructional Technology division, increases in number of workstations, power and capacity will be an ongoing need to meet instructional</li> </ul>	The agency does not mandate any particular quantitative assessment indicator.	The university's response to the accreditation agencies concern of underfunding, is tracked in the chart below.

			<p>demands.</p> <ul style="list-style-type: none"> <li>The department would benefit by clearly identifying the steps, timetable and resources needed to reach its goals</li> </ul>		
Department of Nursing Undergraduate and Graduate Programs	National League for Nursing Accreditation Commission	October 2005 (Reaffirmation of Accreditation)	<ul style="list-style-type: none"> <li>Identify strategies to include the nurse administrator in faculty evaluation process</li> <li>Review and refine the curriculum to demonstrate clear differentiation/progression from undergraduate to graduate terminal objectives</li> <li>Review and revise documents (paper and electronic) to ensure they are current, accurate, complete, clear, and consistent including: course syllabi, presentation of semester units, contact hours, and course titles and numbering</li> </ul> <p>No sanction imposed and no withdrawal of accreditation</p>	Pass Rate on National Council of State Boards of Registered Nursing NCLEX-RN (National Council Licensing Examination for Registered Nurses)	See below.
Business Administration	AACSB	2006	<ul style="list-style-type: none"> <li>Maintain faculty qualifications and sufficiency</li> <li>Resource deployment and development relative to enrollments and mission</li> <li>Annual Maintenance Reports to monitor</li> </ul>	Business Administration Test (disciplinary knowledge test)	see spreadsheet below.

			issues including the two above		
Marriage and Family Therapy (MFT)*	Board of Behavioral Science (State of California)	2007	Annual program certification of graduating students must be in accord with CA Business and Professions Codes for MFT training.	Program certification forms consistently completed for each graduate.	No change (all graduates in the MFT program received program certification).
Community Counseling Program*	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2006	Curriculum must meet CACREP's professional standards. (1) Reduce overall SFR to 10:1 (2) Reduce SFR in all clinical internship supervision classes 10 or less:1 (3) Reduce SFR in all practicum supervision classes to 6 or less:1	Curriculum was approved. (1) Reduced overall SFR to 11.85:1 (down from 14.69 two yrs. ago). (2) Successfully reduced SFR in all internship classes to 10 or less:1 (3) Successfully reduced SFR to 6 or less in all practicum classes.	See graph below.
School Counseling Program	National Council for Accreditation of Teacher Education (NCATE) California Commission on Teacher Credentialing (CCTC) CACREP	2005  2005  2006	NCATE: Curriculum must meet professional standards for Pupil Personnel Services Credential (PPSC) CCTC: Curriculum revision was undertaken and approved as meeting professional standards for the PPSC. CACREP: Curriculum must meet CACREP's professional standards; same SFR concerns as noted above for the Community Counseling Program.	Curriculum was approved for NCATE, CCTC, and CACREP. SFR reductions are the same as above.	See graph below.

\* The MFT and Community Counseling MA programs consist of the same students, faculty, and curriculum; however, the curriculum is partitioned differently for local state accreditation by the Board of Behavioral Science for students working toward eventual licensure in CA as Marriage and Family Therapists. The national accreditation by CACREP confers on these same students certification that they have also completed training in Community Counseling. This becomes especially useful for students who leave California and seek licensure or certification in other states (e.g., as a Licensed Professional Counselor).

# CHEMISTRY: AMERICAN CHEMICAL SOCIETY



**ART AND ART HISTORY: NASAD**

	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
<b>OE Budget</b>	18,990	18,990	15,192	15,192	15,192	16,711	16,711
<b>Ext. Ed</b>	2,479	1,341	2,183	2,472	0	0	0
<b>Total</b>	21,469	20,331	17,375	17,664	15,192	16,711	16,711

Operating Expense Budgets, Dept. of Art and Art History

**NURSING: NLNAC**

3 years of trend data on indicator:

Academic Year	NCLEX-RN Pass Rate
2004-2005	81.82
2005-2006	79.07
2006-2007	95.65

**BUSINESS ADMINISTRATION: AACSB**

**Business Administration Test (BAT) Results**

<b>BAT Subject Area</b>	<b>BAT 2007</b>	<b>BAT 2004-2005</b>	<b>ETS Major Field Test 2004</b>
Management	57.21%	49.65%	57.2%
Accountancy	47.71%	50.00%	48.1%
Business Law (ETS: Legal & Social Environment)	47.84%	49.57%	49.1%
Statistics (ETS: Quantitative Business Analysis)	34.08%	49.23%	59.7%
Finance	37.85%	37.18%	43.2%
Economics	49.47%	52.99%	44.2%
Marketing	55.54%	54.62%	47.3%
Management Information Systems	61.50%	62.39%	n/a

We used the ETS Major Field Test up through 2004 and then switched to the Business Administration Test, which was created and is administered by the CSUs.

**COUNSELING: CACREP**

SFR area	Sp 2005	Fall 2005	Sp 2006	Fall 2006	Sp 2007	Fall 2007
Overall SFR	13.24	14.69	9.19	15.44	11.03	11.85
514A	0	11	0	10	0	8
514B	10	0	11	0	10	0
510B	5	0	5	0	5	0

**SFR Values from Spring 2005 to  
Fall 2007**

