

University of California, Riverside

**Educational Effectiveness Report
Inventory of Concurrent Accreditation and Key Performance Indicators
Data Exhibit Table 8.1**

-1	-2	-3	-4	-5
Professional, special, State, or programmatic accreditations currently held by institution	Date of most recent accreditation action by each listed agency	Summary (“bullet points”) of key issues for continuing institutional attention identified in accreditation action letter or report	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	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.
1. ABET: Chemical Engineering	ABET Accreditation Visit: 10/(08-10)/06	Findings & Reponses are available at the BCOE in, either, electronic or hard copy format.	ABET Accreditation focuses on eight evaluation criteria, involving: 1. Students 2. Program Educational Objectives 3. Program Outcome & Assessment 4. Professional Components 5. Faculty 6. Facilities 7. Institutional Support & Financial Resources 8. Specific Program Criteria	Hard copy documentation of EBI Engineering Exit Assessments are available for the last three years in the Bourns College Of Engineering administration office.
2. ABET: Computer Engineering				
3. ABET: Computer Science				
4. ABET: Electrical Engineering				
5. ABET: Environmental Engineering				
6. ABET: Mechanical Engineering				

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A.Gary Anderson Graduate School of Management (AACSB, The Association to Advance Collegiate Schools of Business)	2003	<ul style="list-style-type: none"> • Reorganization of the Undergraduate Business Program so that it is under the control of AGSM • Hiring tenure track faculty, especially at the senior level • Hiring a permanent dean • Resolution of unusual department structure • Resolution of an existing budget deficit • Updates on new program initiatives • Development of a long term strategic plan. 	NA	Growth of full time MBA program from 59 in 2006 to 64 in 2007 to 80 in 2008; on track to enroll 100 students in the fall of 2009; average GMAT has increased each year; have completed a strategic plan; have developed and launched an Executive MBA with plans to seat a first class in the fall of 2009; have recently had Ph.D. programs approved and expect to admit first students in fall of 2010; undergraduate program has been reorganized and is now under full control of school of management; 19 new faculty members hired since 2006.

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American Psychological Association (APA): School Psychology Ph.D. program	11/22/2004	(1) Add to curriculum on Social Aspects of Behavior and in Supervision; (2) Formalize procedures for training students to supervise other practitioners	Completion of internship; employment as school psychologist or university faculty	NA
California Commission on Teacher Credentialing (CCTC): All Multiple Subject (including BCLAD), Single Subject, Education Specialist, and Pupil Personnel Services - School Psychologist credentials	Full Review and Site Visit May 18-21, 2008	All programs received full accreditation with no stipulations. The follow-up report due June 2009 requested to include submission of response to newly adopted BCLAD (bilingual authorization) standards.	Pass all relevant competencies, Pass relevant state tests, e.g. RICA, PRAXIS: Employment as teachers, administrators, or school psychologists, passage of TPA for teaching credential candidates as of AY 2008/2009	See attached Title II reports for past three years.
National Association of School Psychologists (NASP): School Psychology Ph.D. program	12/17/2004	None	Completion of internship; APA accreditation; passing score on PRAXIS II School Psychology Examination	NA

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American Psychological Association (APA): School Psychology Ph.D. program	11/19/2008	(1) Add to curriculum on Social Aspects of Behavior and in Supervision; (2) Formalize procedures for training students to supervise other practitioners (1) specify student grievance policies specific to school psychology. (2) Update syllabi for selected courses. (3) Update website to match APA requirements.	Completion of internship; employment as school psychologist or university faculty	NA
National Association of School Psychologists (NASP): School Psychology Ph.D. program	12/17/2004	None	Completion of internship; APA accreditation; passing score on PRAXIS II School Psychology Examination	NA

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UCR/UCLA Thomas Haider Program in Biomedical Sciences	2005 (accreditation is to the David Geffen School of Medicine at UCLA)	The UCR/UCLA Thomas Haider Program in Biomedical Sciences is responsible for delivery of the first 2 years of medical school, in conjunction with its affiliation with the David Geffen School of Medicine at UCLA. Our 24 medical students then continue their 3rd and 4th years of medical training resulting in the receipt of their MD. Medical school education requires accreditation by the Liaison Committee on Medical Education and the UCR/UCLA Thomas Haider Program, housed within the Division of Biomedical Sciences at UC Riverside, by way of the David Geffen School of Medicine has been continuously accredited by the LCME since its inception and was last reviewed in 2005 receiving full accreditation for the next 7-8 years. Joyce Fried is the liaison/contact person between UCR/UCLA Thomas Haider Program in Biomedical Sciences and the David Geffen School of Medicine at UCLA.		