

**8.1 LOMA LINDA UNIVERSITY, SCHOOL OF ALLIED HEALTH PROFESSIONS
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 (a)required by agency or (b)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.
<p>Clinical Laboratory Science, Bachelor of Science</p> <p>National Accrediting Agency for Clinical Laboratory Sciences</p> <p>State of California</p>	<p>February, 2008</p> <p>initial (1966) and ongoing program approval</p>	<p>1. The majority of the test questions in microbiology, urinalysis, and hematology were written consistently at level 1.</p> <p>2. Lecture and lab objectives for courses are provided as individual handouts which can make it difficult to correlate with terminal objectives found in the syllabi.</p>	<p>(b)</p> <p>1) Pass rate on NAACLS certification exam.</p> <p>2) Program retention/graduation rates.</p>	<p>Reference performance indicator 1). See Table and Figure 8.1.a.</p>
<p>Cytotechnology, Bachelor of Science,</p> <p>American Society of Cytopathology</p>	<p>October, 2003</p>	<p>No deficiencies or recommendations noted. All standards met.</p>	<p>(a)</p> <p>1) Graduation Rate</p> <p>2) Job Placement rate</p> <p>3) Registry Pass rate</p> <p>4) Graduate Survey return rate</p> <p>5) Graduate Satisfaction</p> <p>6) Employer Survey return rate</p> <p>7) Employer Satisfaction</p>	<p>Reference all performance indicators. See Table 8.1.b.</p>

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<p>Health Information Management, Bachelor of Science</p> <p>Commission on Accreditation for Health Informatics and Information Management Education</p>	<p>February, 2005</p>	<p>1) Monitor faculty travel plans to include educational sessions. 2) Schedule special tutor sessions for students in research and statistics. 3) Encourage seniors to take the RHIA exam as soon as possible following graduation. 4) Schedule exam review sessions. 5) Expand marketing plan to include more colleges. 6) Continue to expand recruitment efforts to surrounding states. 7) Continue to pursue plans for a distance education format for all programs.</p>	<p>(b) 1) Program Retention rate 2) Successful Completion of the National Credentialing Exam for Registered Health Information Administrators (RHIA)</p>	<p>Reference all performance indicators. 3-year trend data not available when this document was produced. The AHIMA (American Health Information Management Association) National Mean Pass Rate on the RHIA (Registered Health Information Administrator) certification exam for 2006-07 was 66; LLU program pass rate for same period was 71.</p>
<p>Medical Radiography, Associate of Science</p> <p>Joint Review Committee on Education in Radiologic Technology</p> <p>State of California, Dept. of Public Health, Radiologic Health Branch</p>	<p>September, 2006</p> <p>Initial and ongoing program approval</p>	<p>No deficiencies or recommendations noted. All standards met.</p>	<p>(b) 1) Credentialing Exam pass rate 2) Job Placement rate 3) Program Completion 4) Attrition Rate 5) Employer Satisfaction</p>	<p>Reference performance indicator 1). See Figure 8.1.c.</p>

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<p>Occupation Therapy, Master of Occupational Therapy</p> <p>Accreditation Council for Occupational Therapy Education</p>	<p>August 2003</p>	<p>1) Documentation shall be provided that each memorandum of understanding is reviewed at least every five years by both parties.</p> <p>2)Documentation must be provided that the program director has senior faculty status (Note: ACOTE nullified this issue and did not require it until after January 1, 2008)</p>	<p>(a)</p> <p>1) Board exam pass rate percentage. Pass rate for first-time takers must be above 70%.</p> <p>(b)</p> <p>1) Fieldwork pass rates Employment rates Employer Satisfaction surveys</p>	<p>Reference performance indicator 1) See Table 8.1.d.</p>
<p>Nutrition & Dietetics, Associate of Science</p> <p>Commission on Accreditation for Dietetics Education of The American Dietetic Association</p>	<p>October 2002</p>	<p>No deficiencies or recommendations noted. All standards met.</p>	<p>(b)</p> <p>1)Board exam pass rate. 2) Employment rate 3) Employer Satisfaction survey</p>	<p>Reference performance indicator 2) Raw data not available. Program reports all graduates employed in the profession, or accepted to a graduate program within three months of graduation.</p>

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<p>Nutrition & Dietetics, Bachelor of Science</p> <p>Commission on Accreditation for Dietetics Education of The American Dietetic Association</p>	<p>October 2002</p>	<p>No deficiencies or recommendations noted. All standards met.</p>	<p>(b) 1) Board exam pass rate. 2) Employment rate 3) Employer Satisfaction survey</p>	<p>Reference performance indicator 2) Raw data not available. Program reports all graduates employed in the profession, or accepted to a graduate program within three months of graduation.</p>
<p>Nutrition & Dietetics, Master of Science</p> <p>Commission on Accreditation for Dietetics Education of The American Dietetic Association</p>	<p>October 2002</p>	<p>No deficiencies or recommendations noted. All standards met.</p>	<p>(b) 1) Board exam pass rate. 2) Employment rate 3) Employer Satisfaction survey</p>	<p>Reference performance indicator 2) Raw data not available. Program reports all graduates employed in the profession, or accepted to a graduate program within three months of graduation.</p>

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<p>Nutrition & Dietetics, Master of Science, online Commission on Accreditation for Dietetics Education of The American Dietetic Association</p>	<p>October 2002</p>	<p>No deficiencies or recommendations noted. All standards met.</p>	<p>(b) 1) Board exam pass rate. 2) Employment rate 3) Employer Satisfaction survey</p>	<p>Reference performance indicator 2) Raw data not available. Program reports all graduates employed in the profession, or accepted to a graduate program within three months of graduation.</p>
<p>Physician Assistant Sciences, Master of Science Accreditation Review Commission on Education for the Physician Assistant</p>	<p>March, 2005</p>	<p>1) Increased level of support from key individuals at the LLU School of Medicine. 2) Increased level of support from key individuals at the VA Hospital. 3) A constructive professional/educational relationship with LLU School of Nursing 4) More potential rotation sites for inpatient Pediatrics and inpatient Internal Medicine. 5) Additional clinical affiliations for added depth and breadth to the clinical phase.</p>	<p>(b) <u>Quantitative Evals:</u> 1) Course success/failure rates 2) End of rotation/program examinations 3) Objective Standardized Clinical Evaluation (OSCE) 4) PACKRAT (Physician Assistant Clinical Knowledge Rating Assessment Tool) <u>Qualitative evals:</u> 5) Physician Assistant National Certifying Examination</p>	<p>Reference performance indicator 5) See Table 8.1.e.</p>

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			<p>6) End of course student evaluations by PA faculty 7) Decision Points Survey 8) Student Clinical Performance Evaluations 9) Student End of Rotation Evaluation 10) Clinical Faculty Evaluations 11) Clinical Site Evaluations 12) Graduate Exit Survey</p>	
<p>Physical Therapist Assistant, Associate of Science Commission on Accreditation in Physical Therapy Education</p>	<p align="center">October 2002</p>	<p>1) Provide evidence of written documentation and timely distribution of information to students regarding the background check on each student required by clinical facilities. 2) Provide evidence that students are competent and safe prior to clinical experiences and that students are aware of the process (pertained specifically to laboratory safety regulations) 3) Provide policies and procedures related to faculty development and evidence of a link between faculty development activities, faculty evaluation, and the needs of the program. 4) Provide evidence of ongoing development process for clinical faculty, provided by the</p>	<p>(b) 1) State licensure to practice as a PTA 2) National PTA exam passing rates 3) Employer satisfaction surveys 4) Alumni surveys 5) Exit surveys of new graduates 6) Employment rates</p>	<p>Reference performance indicator 2) See Table & Figure 8.1.f.</p>

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		<p>program, based on the needs of the program and of the clinical faculty that have been identified in the evaluation of the clinical faculty and the evaluation of the program.</p> <p>5) Clarify the role of the advisory committee in development of the program’s curriculum plan.</p> <p>6) Provide evidence that the curriculum appropriately prepares the student to work under the directions and supervision of the PT and that learning activities are appropriate for the role of the PTA.</p> <p>7) Provide evidence of the documented policies and procedures that substantiate the assessment process and assure that the process is implemented by the program.</p> <p>a) Provide evidence that the process includes specific timelines for the initiation and completion of the individual aspects of the assessment process and that the thresholds have been established that would trigger action for each of the assessment activities.</p> <p>b) Describe mechanisms used to link the various assessment processes to allow for triangulations of data once collected.</p> <p>c) Provide examples of program changes that have been made as a result of the implementation of the assessment process and describe how these changes have resulted in program enhancement.</p>		

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<p>Physical Therapy, Master of Physical Therapy Commission on Accreditation in Physical Therapy Education (CAPTE)</p>	<p>April, 2003</p>	<p>1) Develop procedure to insure confidentiality when discussing student issues during open faculty meetings. 2) Develop a procedure to insure complaints against the program are thoroughly documented . Document follow-up and resolution. 3) Put in place a policy to insure communication with CAPTE is dealt with in a timely manner. 4) Develop a tenure policy for Physical Therapy faculty.</p>	<p>(b) 1) National Physical Therapy Examination (NPTE) pass rate. 2) Six month employment rate.</p>	<p>Reference performance indicator 2) Raw data not available at this time. Program states the following regarding 6-month employment rates: 2005 – 100% 2006 – 100% 2007 – 98%</p>
<p>Physical Therapy, Doctor of Physical Therapy Commission on Accreditation in Physical Therapy Education (CAPTE)</p>	<p>April 2003</p>	<p>1) Develop procedure to insure confidentiality when discussing student issues during open faculty meetings. 2) Develop a procedure to insure complaints against the program are thoroughly documented . Document follow-up and resolution. 3) Put in place a policy to insure communication with CAPTE is dealt with in a timely manner. 4) Develop a tenure policy for Physical Therapy faculty.</p>	<p>(b) 1) National Physical Therapy Examination (NPTE) pass rate. 2) Six month employment rate.</p>	<p>Reference performance indicator 2) Raw data not available at this time. Program states the following regarding 6-month employment rates: 2005 – 100% 2006 – 100% 2007 – 98%</p>

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<p>Radiologist Assistant, Bachelor of Science, <u>online</u></p> <p>The American Registry of Radiologic Technologists</p>	<p>January 2008</p>	<p>No deficiencies or recommendations noted. All standards met.</p>	<p>(b)</p> <ol style="list-style-type: none"> 1) Pass rate on the Registered Radiologist Assistant (RRA) exam 2) Maintenance of professional portfolio 3) Number of graduates who conduct research, publish articles, tech and participate in professional organizations 4) Effectiveness and efficiency studies conducted through professional surveys 5) Number of graduates who maintain the RRA credential. 	<p>Reference performance indicator 1)</p> <p>State and National data not available at this time. Program states the following regarding pass rates on the RRA exam:</p> <p>2006 – 83.3% (n=6) 2007 – 80% (n=5) 2008 – 100% (n=7)</p>

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<p>Respiratory Care, Bachelor of Science</p> <p>Commission on Accreditation of Allied Health Education Programs (CAAHEP), Committee on Accreditation for Respiratory Care (CoARC)</p>	<p>October 2000</p>	<p>No deficiencies or recommendations noted. All standards met. However, there were “Suggestions for Enhancement” to the standards:</p> <ol style="list-style-type: none"> 1) Upgrade to state of the art equipment in laboratory and educational technology in classrooms. 2) Continue resource assessment with CoARC instruments. 3) Provide additional incentives to clinical preceptors, e.g., library privileges, bookstore discounts, CEU courses. 4) Under Instruction Plan Implementation/Integration, consider addition of intubation rotation. 5) Under Instruction Plan Student Evaluation/Methods, consider utilizing course evaluations to insure teaching competencies. 	<p>(b)</p> <ol style="list-style-type: none"> 1) CRT (Certified Respiratory Therapist) Exam pass rate. 2) Employer Surveys 3) Graduate Surveys 4) Program enrollment and attrition 	<p>This program is just beginning the process of organizing trend data. Results will be supplied at a future date.</p>
<p>Speech-Language Pathology, Master of Science</p> <p>American Speech-Language Hearing Association</p> <p>California State Commission on Teacher Credentialing</p>	<p>August, 2004</p> <p>June, 2008</p>	<p>ASHA:</p> <ol style="list-style-type: none"> 1) University/program website inconsistent and difficult to navigate. 2) Create a master calendar for the program 3) Standardize course syllabi. 4) Space for teaching and research is inadequate. Need to address impact of insufficient classroom space on student learning. 	<p>(b)</p> <ol style="list-style-type: none"> 1) Employment rates in field of profession 2) Pass Rates for PRAXIS (National exam). 	<p>Reference performance indicators 1) and 2)</p> <p>Program reports the following relative to employment rates:</p> <p>2005 – 100% (n=14)</p> <p>2006 – 100% (n=13)</p> <p>2007 – 100% (n=16)</p> <p>Program reports the</p>

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				<p>following relative to PRAXIS pass rates::</p> <p>2005 – 100% (n=12)</p> <p>2006 – 100% (n=11)</p> <p>2007 – 85.7% (n=14)</p> <p>State/national comparative data not available at this time.</p>

Table and Figure 8.1.a. Comparison of the Number and Percent of examinees sitting for and passing the National Accrediting Agency for Clinical Laboratory Science (NAACLS) Exam during the years 2004 – 2007. Comparison is made between Loma Linda University graduates, graduates of other university-based Clinical Laboratory Science programs, and total number of individuals sitting for the exam nationally.

	2004	2005	2006	2007
# LLU CLS Examinees	7	10	11	1
# Other University Examinees	810	961	1063	246
# Total National Examinees	1425	1618	1717	348
# LLU Examinees Passing	7	7	9	1
# Other University Examinees Passing	645	782	888	199
# Total National Examinees Passing	1156	1317	1418	269
Percent LLU CLS Examinees Passing	100	70	82	100
Percent Other University Examinees Passing	80	81	84	81
Percent Total National Examinees Passing	81	81	83	77

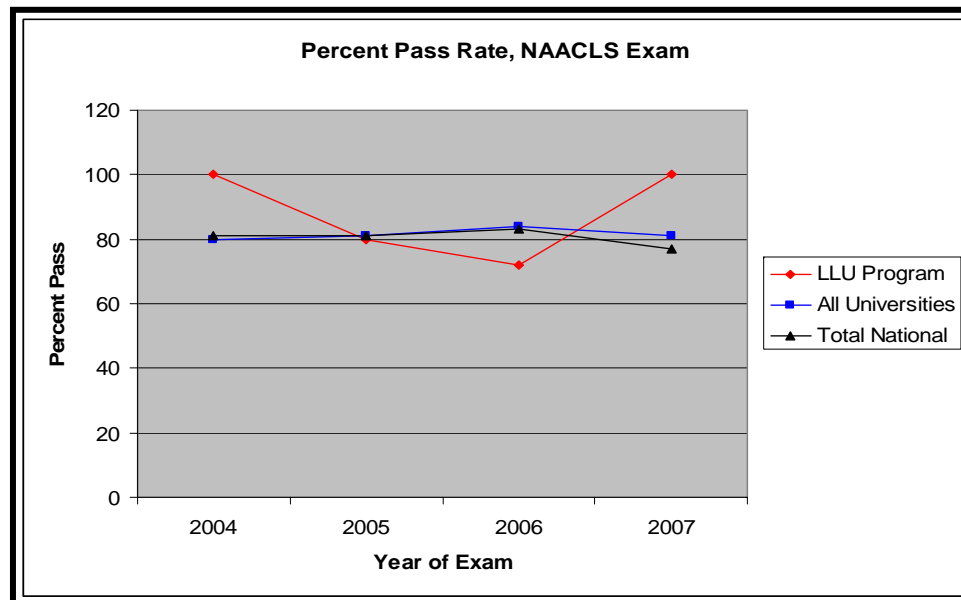


Table 8.1.b. Data for American Society of Cytopathology, required performance indicators, during the years, 2003-2007. Data is presented for individual years, as well as for three-year averages. Threshold values are equal to the national percent score in each category. The Loma Linda University, Cytotechnology fifteen-year retention rate is 96%.

OUTCOME	Individual Year Data (%)					Threshold** (%)	3-year Averages (%)			Out Of Range
	2007	2006	2005	2004	2003		2007-2005	2006-2004	2005-2003	
1. Student Retention / Graduation Rate (%)	100	100	67	100	100	80	89	89	89	
2. Job Placement Rate (%)	100	75	100	67	83	75	91.6667	80.667	83.333	
3. Registry Pass Rate (%)	100	100	100	100	100	80	100	100	100	
4. Graduate Surveys Return Rate (%)	100	100	100	67	100	50	100	89	89	
5. Employer Survey Return Rate (%)	100	100	100	100	100	50	100	100	100	
* 6. Graduate Survey Satisfaction Rate (%)	100	100	100	100		80	100	100	100	
* 7. Employer Survey Satisfaction Rate (%)	100	100	100	100		80	100	100	100	

* Values for graduate and employer survey satisfaction rate is defined as total # Responses "≥3" and may be obtained from last column in Section 6 & 7 (Part I) below, after initial data is entered.

** Values listed under "Threshold" in each "Outcome" category represent the National average in that category

Figure 8.1.c. Percent pass rates of Loma Linda University Medical Radiography students on the American Registry of Radiologic Technologists (ARRT) credential exam during the period, 2001-2007. The Joint Review Committee on Education in Radiologic Technology (JRCERT) requires a 75% average pass rate over any 5-year period.

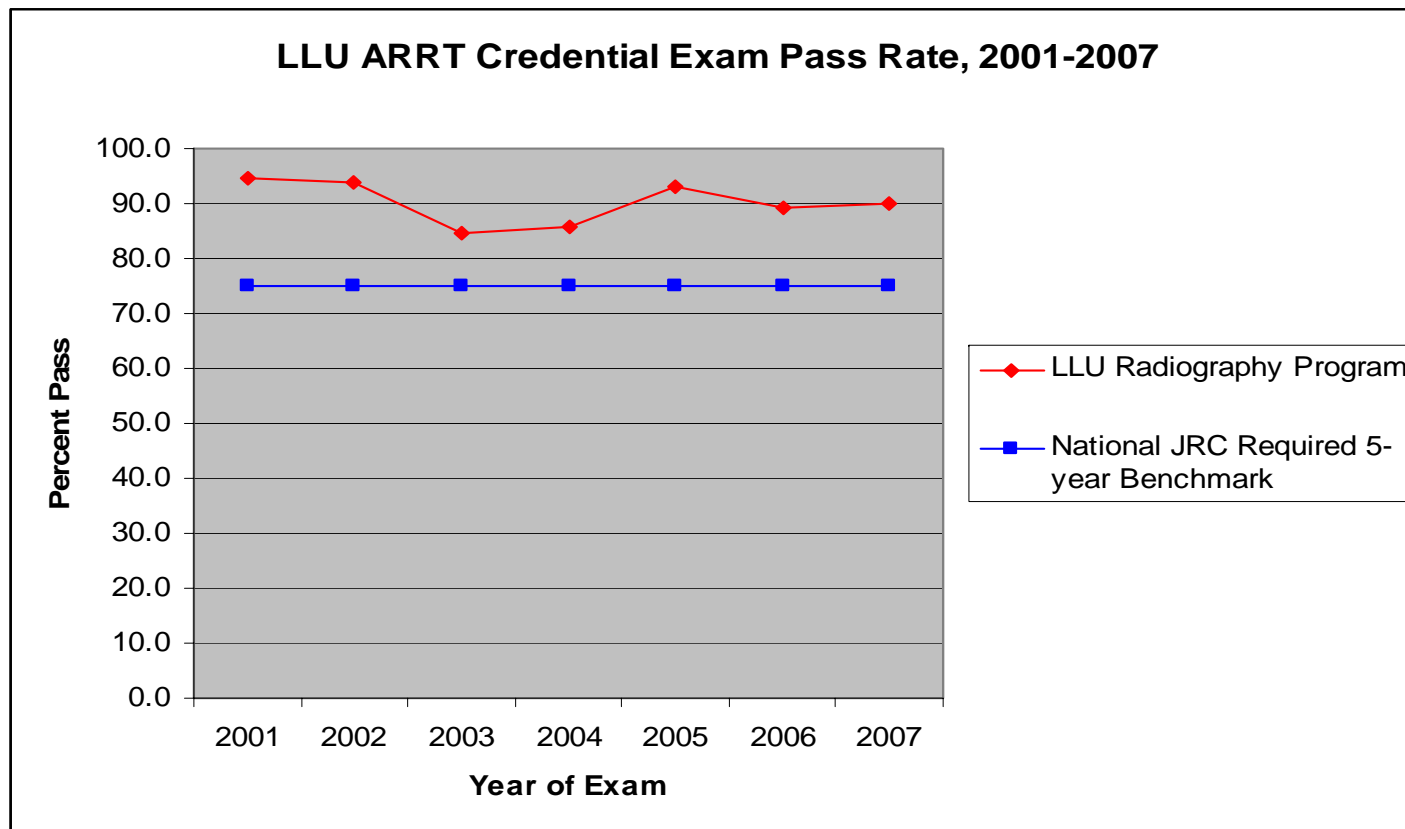


Table 8.1.d. Raw data and percent pass rates for Loma Linda University MOT students sitting for the National Board for Certification in Occupational Therapy (NBCOT), licensing exam. Data is for the period 2005 – 2007. National performance data for comparison was not available at the time this document was generated.

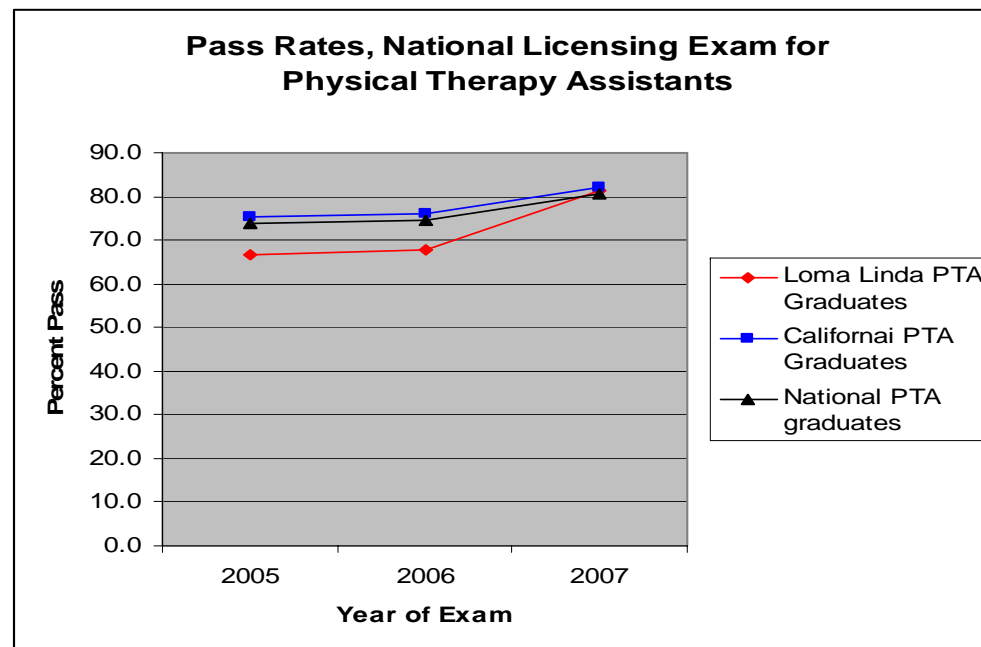
Year	# Loma Linda Students Taking Exam First Time	# Loma Linda Students Passing Exam First Time	Loma Linda Percentage Pass Rate
2005	11	9	81.8%
2006	11	11	100%
2007	10	10	100%

Table 8.1.e. Raw data and percent pass rate for Loma Linda University, Master of Physician Assistant graduates on the Physician Assistant National Certification Exam (PANCE) during the period 2002-2007. National trend data was not available for comparison at the time this chart was generated.

Graduating Cohort	Number of Students	LLU Pass Rate
2002	13	92.3%
2003	13	84.6%
2004	17	94.1%
2005	19	94.7%
2006	24	95.8%
2007	21	91.3%

Table and Figure 8.1.f. Comparison of pass rates of Loma Linda University, Physical Therapy Assistant graduates with other PTA graduates from the State of California and the United States, on the Federation of State Boards of Physical Therapy (FSBPT) licensing exam. Data is for the period 2005-2007.

Year of Exam	Program Pass Rate	State Pass Rate, %	National Pass Rate, %
2005	66.67% (n=39)	75.2%	73.68%
2006	67.86% (n=28)	75.89%	74.52%
2007	81.48% (n=27)	82.14%	80.53%

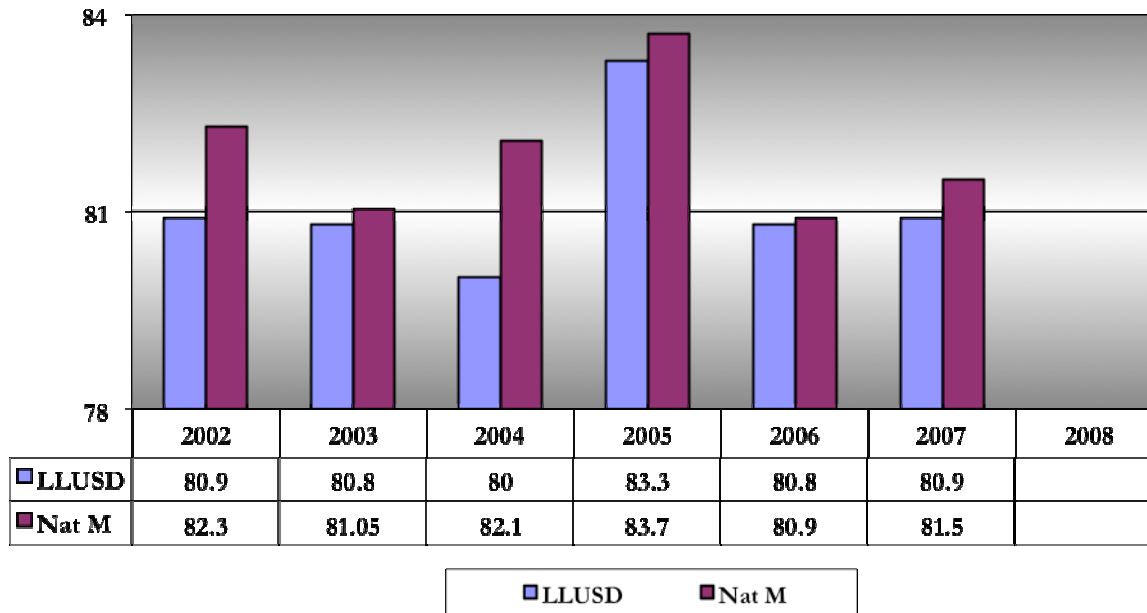


**TABLE 8.1 LOMA LINDA UNIVERSITY SCHOOL OF DENTISTRY
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Commission on Dental Accreditation	February 2002 Oral & Maxillofacial Surgery program – is on a 5-year accreditation cycle and was site visited in Feb 2007	The Commission on Dental Accreditation site visit reviewed all eight programs linked to a diploma at Loma Linda University School of Dentistry. The evaluation resulted in <i>no</i> recommendations (except for two clerical modifications). At the same site visit the eight programs received a total of twenty-six (26) commendations. The February 2007 site visit of the Oral & Maxillofacial Surgery program resulted in one recommendation: all first-year residents must be certified in Advanced Cardiac Life Support (ACLS).	School of Dentistry students have consistently scored within one standard deviation of the mean or higher on the national dental boards.	See Table and Figures 8.1a, b, c

Table 8.1a

National Board Part II Averages - 4 Year Program



National Board Part II Pass Rate - 4 Year Program

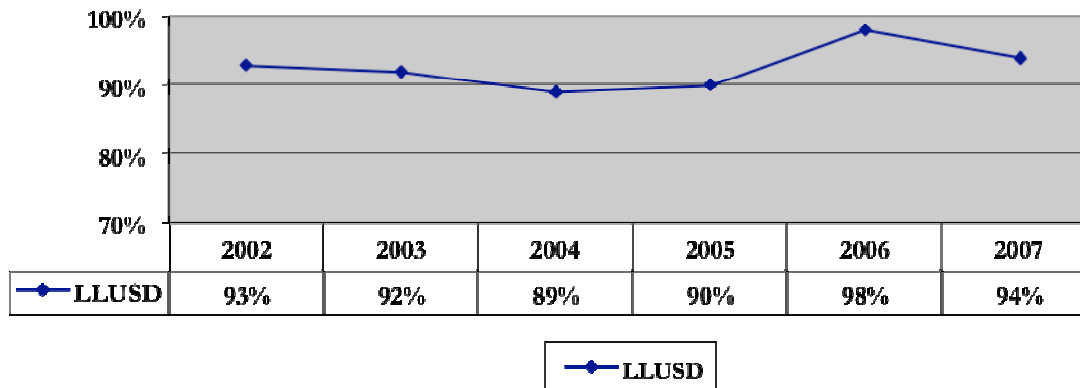
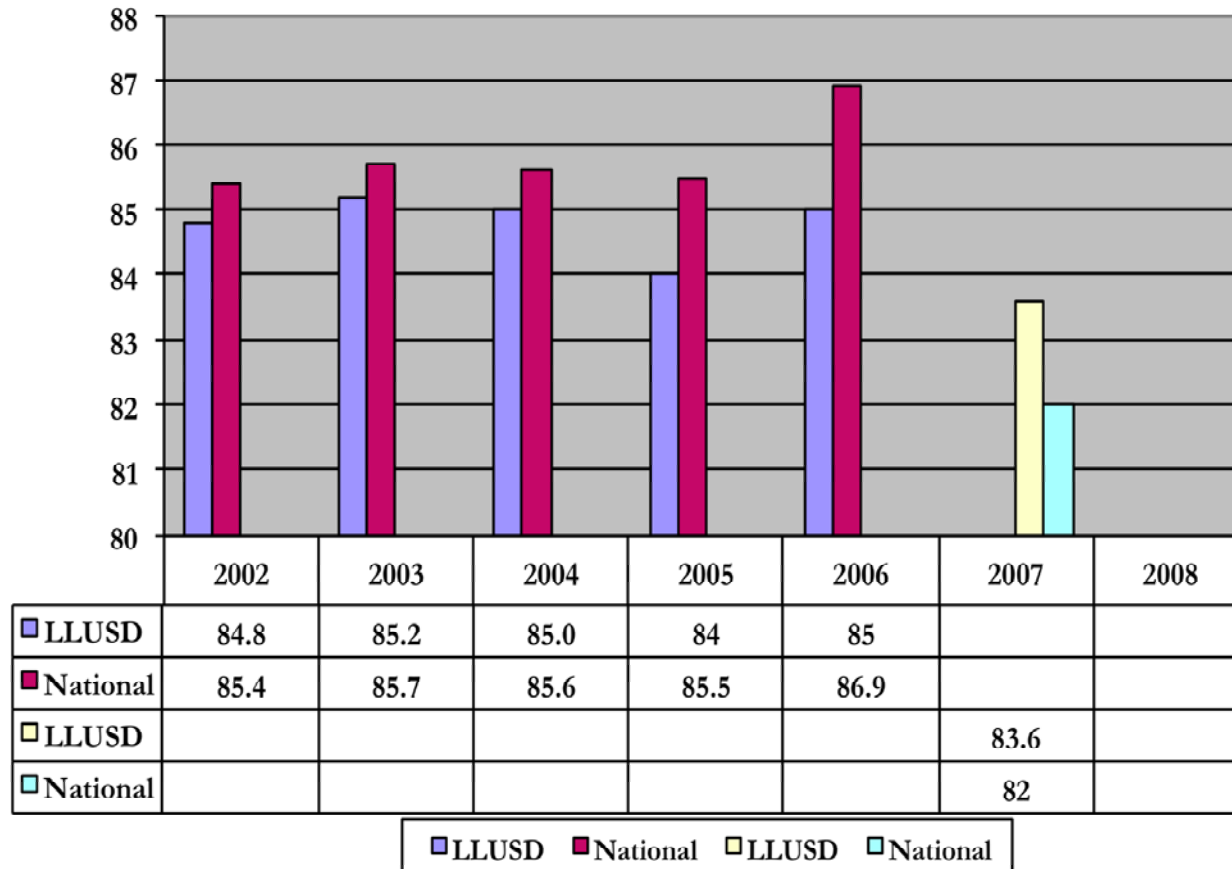


Table 8.b

National Board Part I Averages

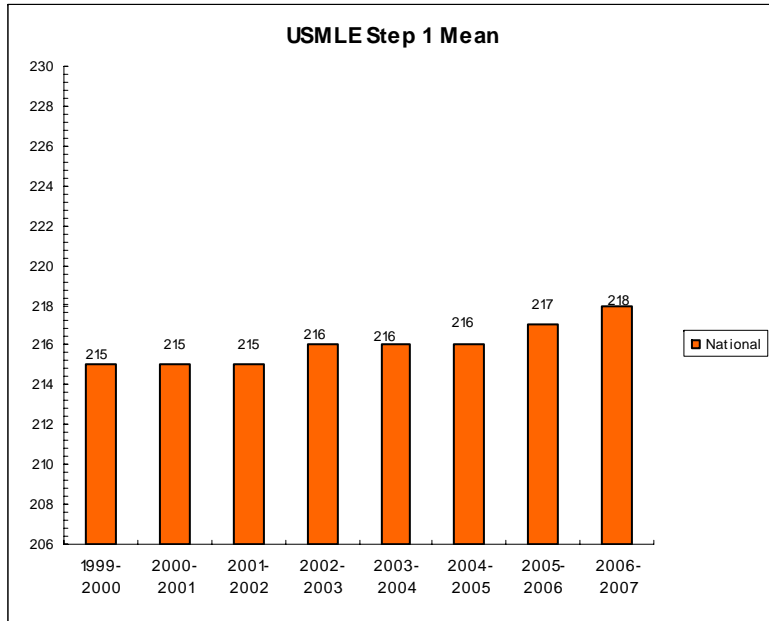


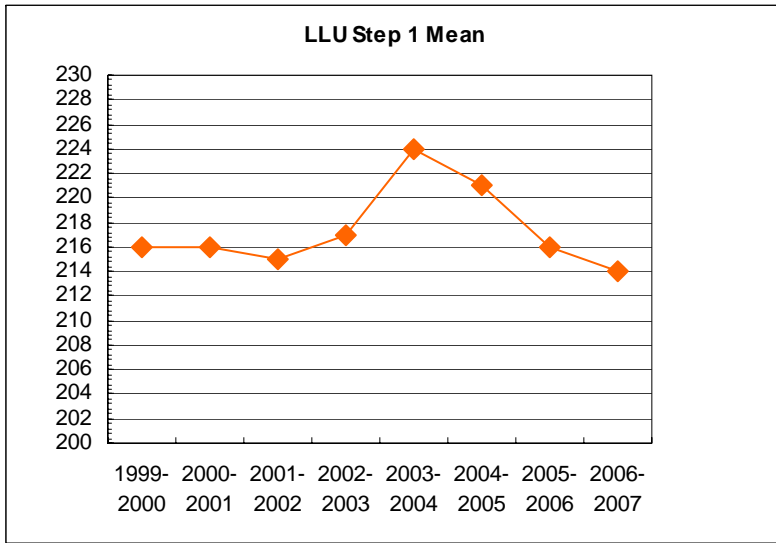
**TABLE 8.1 LOMA LINDA UNIVERSITY SCHOOL OF MEDICINE
MD PROGRAM
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Liaison Committee on Medical Education (LCME)	June 16, 2008 Accredited	Summary of key issues: (awaiting report from LCME)	<p>Performance Indicator:</p> <p>Medical students must pass Step 1 of the USMLE to be promoted into the junior year.</p> <p>United States Medical Licensing Exam:</p> <p>USMLE Step 1 assesses concepts of the sciences basic to the practice of medicine and foundational for the safe and competent practice of medicine</p>	<p>See attached tables for means and pass rates for Step 1.</p> <p>Students have consistently performed near or above the national average on Steps 1 and 2 for the past five years.</p>

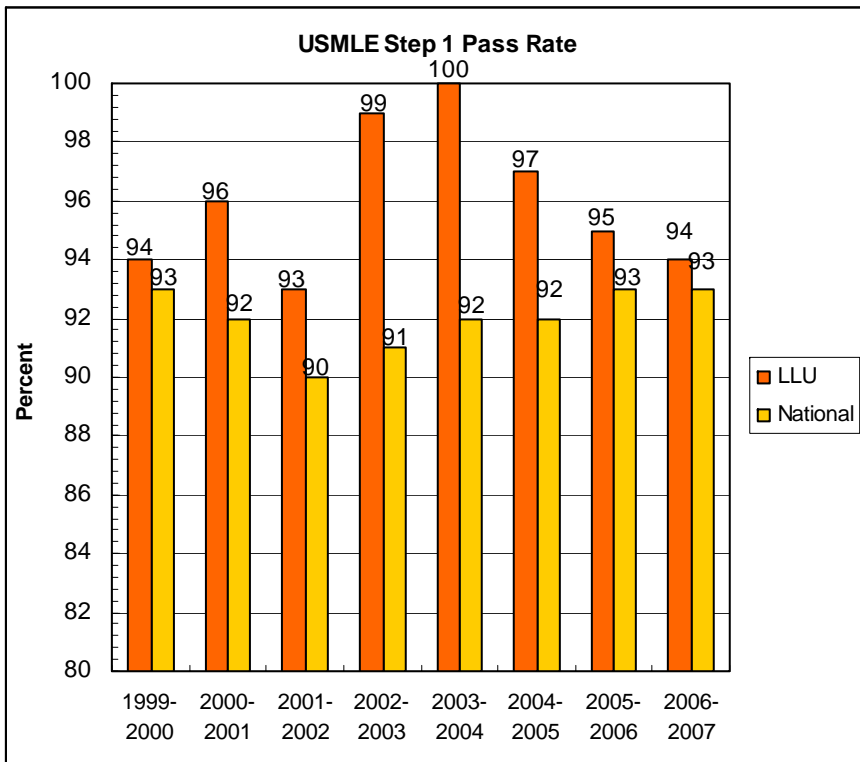
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			<p>Performance Indicator:</p> <p>Medical students must pass Step 2 of the USMLE to graduate.</p> <p>United States Medical Licensing Exam:</p> <p>USMLE Step 2 assesses the application of clinical knowledge and skills for supervised patient care.</p>	<p>See attached tables for means and pass rates for Step 2.</p> <p>Loma Linda’s pass rate on the USMLE Step 2 Clinical Skills examination is above the national average (99% in the 2005 – 2006 academic year versus 98% nationally).</p>

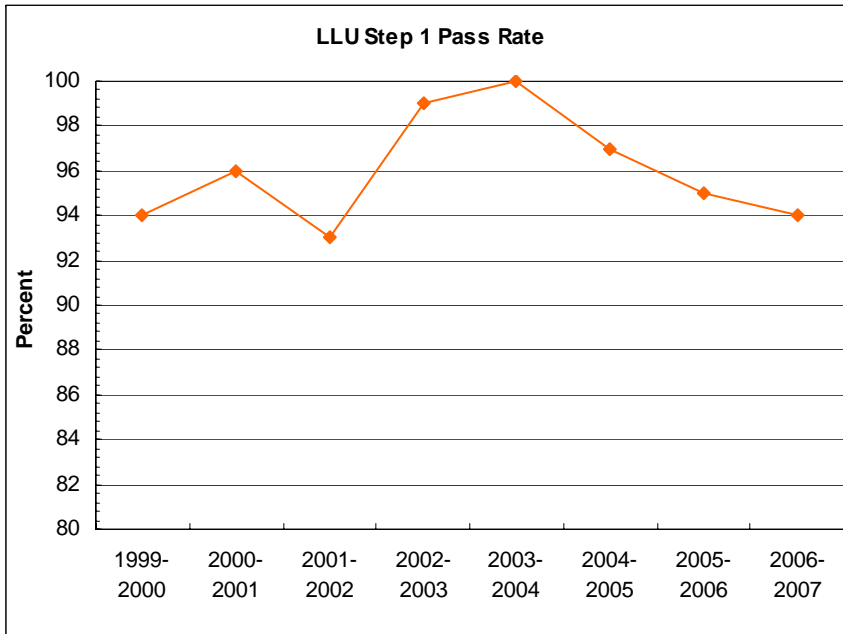
Step 1 Means	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
LLU	208	215	217	216	216	215	217	224	221	216	214
National	210	212	215	215	215	215	216	216	216	217	218





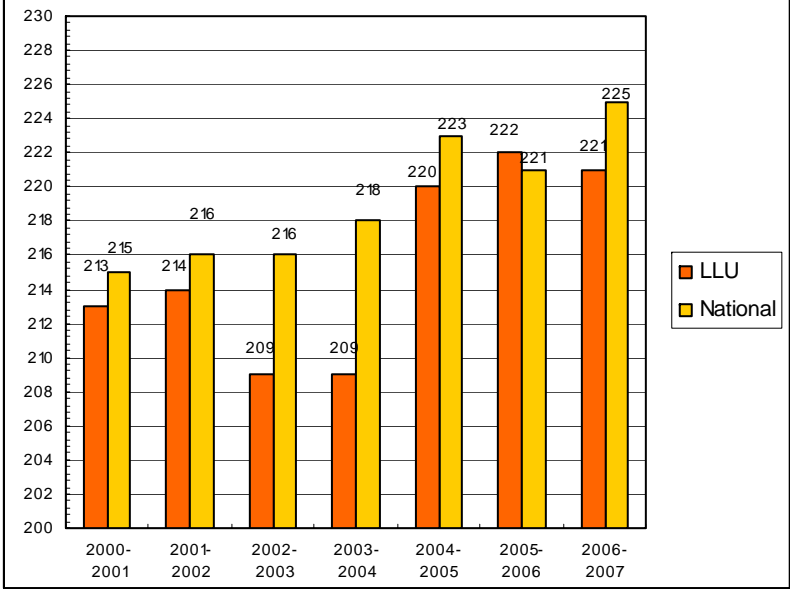
Step 1	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Pass Rate	93	98	97	94	96	93	99	100	97	95	94
LLU National	93	94	95	93	92	90	91	92	92	93	93



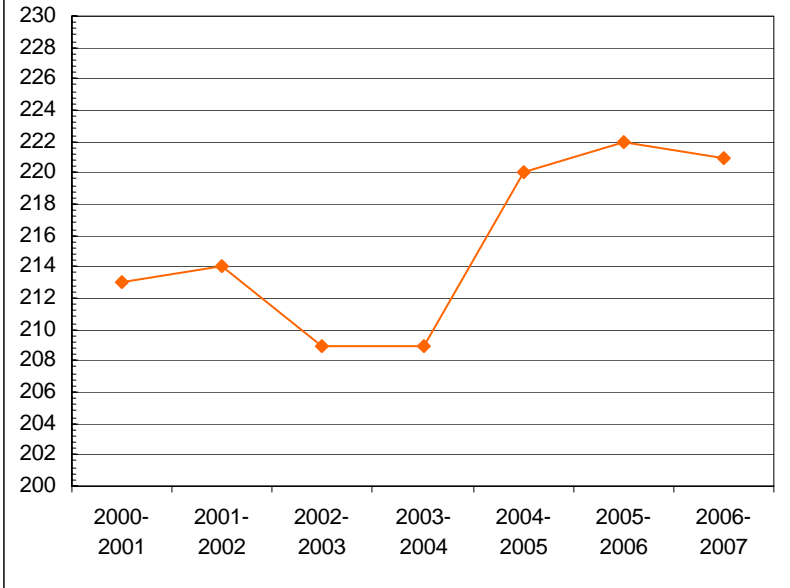


Step 2	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Mean	207	210	209	209	213	214	209	209	220	222	221
LLU	207	209	210	213	215	216	216	218	223	221	225

USMLE Step 2 Mean

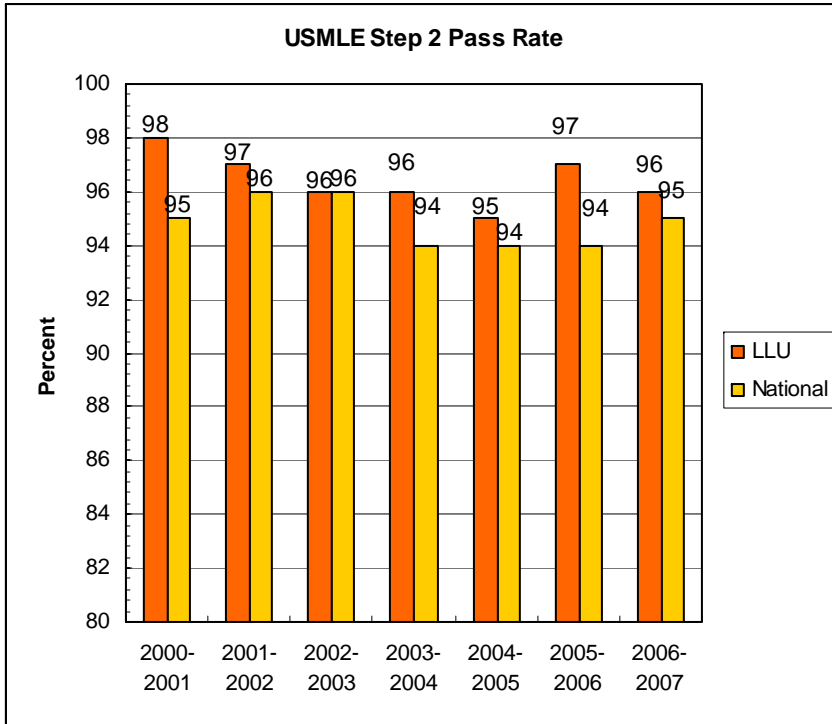


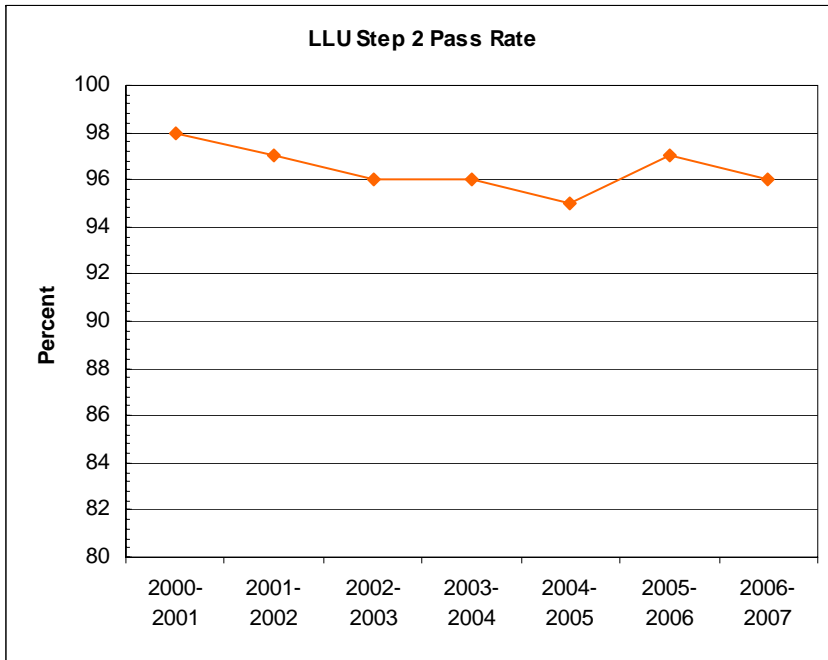
LLU Step 2 Mean



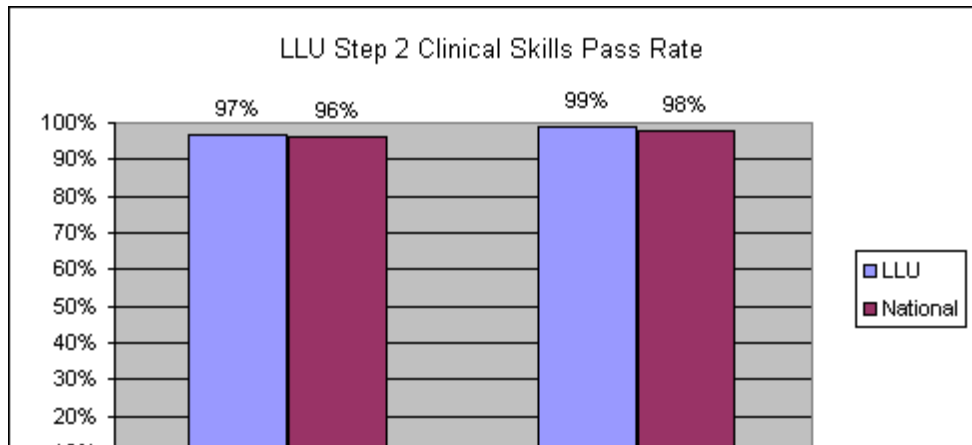
Step 2

Pass Rate	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
LLU	99	98	97	94	98	97	96	96	95	97	96
National	94	95	95	95	95	96	96	94	94	94	95





Clinical Skills Step 2	2004-2005	2005-2006
LLU	97%	99%
National	96%	98%



**DATA EXHIBIT 8— LOMA LINDA UNIVERSITY SCHOOL OF NURSING
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.
California Board of Registered Nursing (BRN)	Visited April 15-15, 2008 (found in compliance for all standards: to be presented 8/21/08 to Board Committee)	<p>The following recommendations have been addressed and this has been accepted by the BRN as meeting the recommendations.</p> <p>Recommendations for Undergraduate Department:</p> <ul style="list-style-type: none"> • Review syllabi for clarity of clinical requirements and testing expectations (Kaplan) • Develop criteria to document currency of clinical competency for faculty <p>Recommendations for the Graduate Department:</p> <ul style="list-style-type: none"> • Strengthen the system to document clinical experiences, preceptor records, contracts, and faculty evaluation of student experiences • Increase content related to standardized procedures throughout all courses 	NCLEX-RN	For NCLEX-RN pass rate for the last 5 years see table below:
Commission on Collegiate Nursing Education (CCNE)	<p>Visited: November 15-17, 1999</p> <p>Accreditation granted on March 3, 2000 until June 30, 2010</p> <p>Visit Scheduled for October 19, 20, 21, 2009</p>	Continuous improvement progress report accepted on April 15, 2005 with no further recommendations.	<i>The Essentials of Baccalaureate and Master’s Education</i>	See Educational Benchmarking (EBI) comparison data in the second table below. This data has also been collected this year by the Graduate Department, but the results have not been sent to the School yet.

Table 1 Comparison of NCLEX-RN Pass Rates for LLUSN Graduates and US Educated Nurses for the Last Five Years

Graduates	2004		2005		2006		2007		2008**	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All US*	87,117	85.3	99,187	87.3	133,187	82.4	153,347	78.1	36,576	79.4
LLUSN	81	72.8	105	81	115	87.8	135	84.4	74	95.9

*Quarterly Examination Statistics, Volume, Pass Rates and 1st International educated Candidates' Countries *NCSB*

** First Two Quarters only

Table 1 (above) as bar graph.

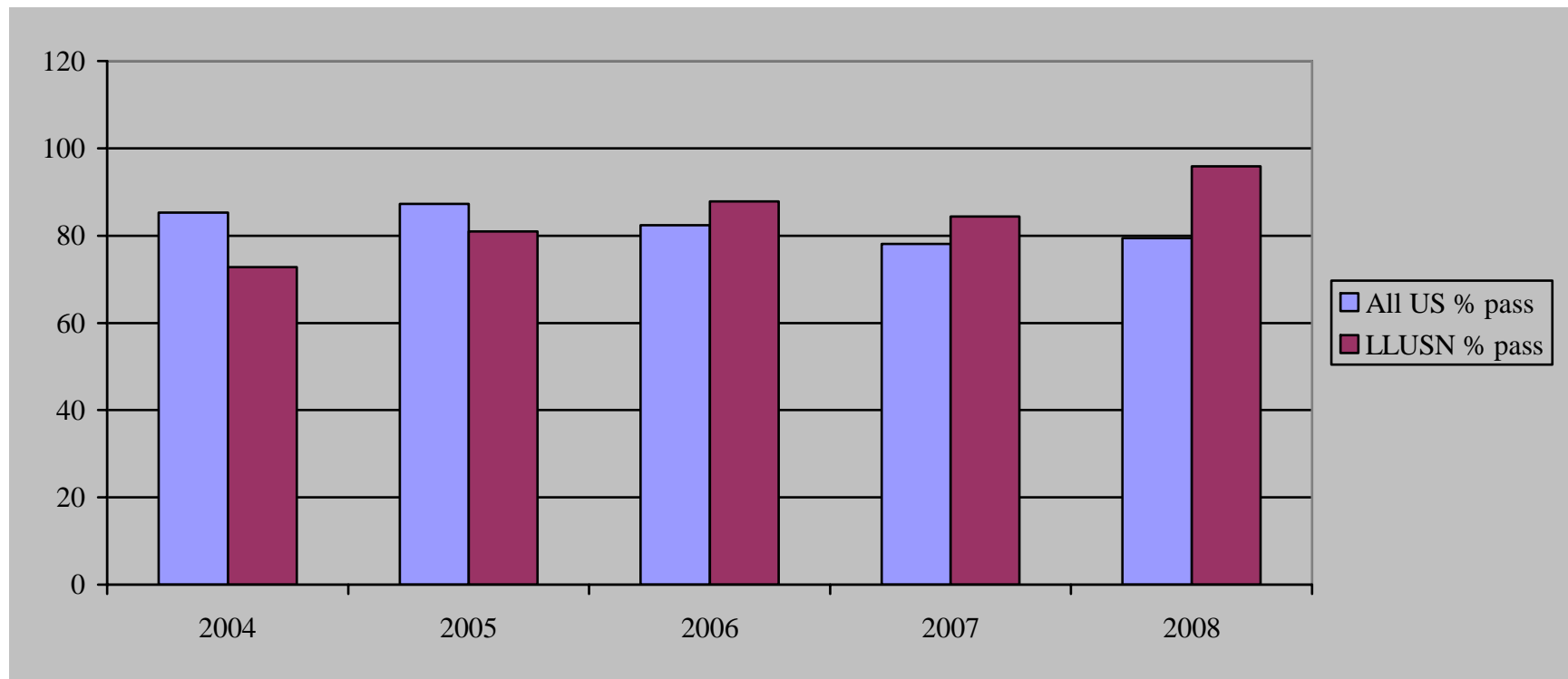


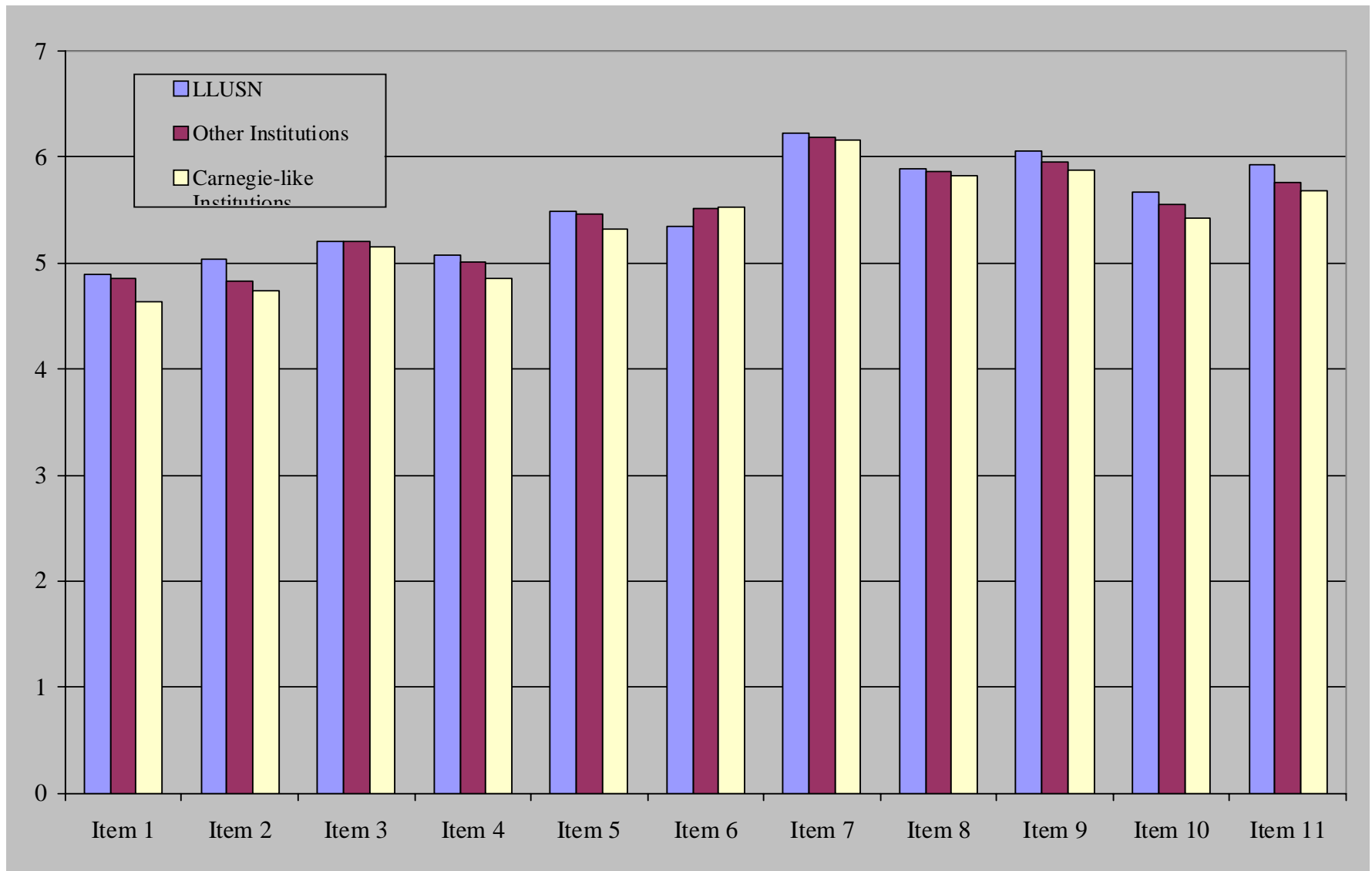
Table 2 Comparison of EBI 2007 Data for LLUSN BS Graduates* with 104 Other Institutions, and 14 Similar Carnegie Classified Like Institutions on Ten Factors**

Factors	LLUSN	Other Institutions	Carnegie Like Institutions
Overall Program Effectiveness ¹	4.89	4.86	4.64
Facilities and Administration ²	5.04	4.83	4.74
Work and class Size ³	5.20	5.21	5.15
Quality of Nursing Instruction ⁴	5.07	5.01	4.86
Courses Lecture and Interaction ⁵	5.49	5.46	5.32
Classmates ⁶	5.34	5.52	5.53
Professional Values ⁷	6.23	6.18	6.16
Core Competencies ⁸	5.89	5.87	5.83
Technical Skills ⁹	6.06	5.96	5.88
Core Knowledge ¹⁰	5.67	5.56	5.42
Role Development ¹¹	5.93	5.76	5.68

*N=92

**Scale from 1 to 7, with 1=very dissatisfied, 2=moderately dissatisfied, 3=slightly dissatisfied, 4=neutral, 5=slightly satisfied, 6=moderately satisfied,7=very satisfied.

Table 2 (above) as bar graph.



**TABLE 8.1 – LOMA LINDA UNIVERSITY SCHOOL OF PUBLIC HEALTH
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.
<p>Council on Education for Public Health</p> <p>School of Public Health</p>	<p>October 17-19, 2002</p>	<ul style="list-style-type: none"> • Provide evidence that the school has countered the downward trend in numbers of full-time faculty • Provide evidence that the school has implemented an explicit process for planning and evaluation, including tracking of outcome measures 	<ul style="list-style-type: none"> • There shall be procedures for assessing and documenting the extent to which each student has demonstrated competence in the required areas of performance. <ul style="list-style-type: none"> ○ Description of the procedures used for monitoring and evaluating student progress in achieving the expected competencies. ○ Identification of outcomes that serve as measures by which the school will evaluate student achievement in each program, and presentation of data assessing the school’s performance against those measures for each of the last three years. 	<p>Health Education graduates can take the National Commission for Health Education Credentialing Examination. In 2005 75% of SPH alumni who took the exam passed it, vs. an 80% national pass rate. In the year 2007 80% of our alumni passed the exam, vs. 77% at the national level.</p>

<p>(1) Professional, special, State, or programmatic accreditations currently held by institution (By agency and program name)</p>	<p>(2) Date of most recent accreditation action by each listed agency</p>	<p>(3) Summary (“bullet points”) of key issues for continuing institutional attention identified in accreditation action letter or report</p>	<p>(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)</p>	<p>(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.</p>
			<ul style="list-style-type: none"> ○ If the outcome measures selected by the school do not include degree completion rates and job placement experience, then data for these two additional indicators must be provided, including experiential data for each of the last three years. If degree completion rates, in the normal time period for degree completion, are less than 80%, an explanation must be provided. If job placement, within 12 months following award of the degree is less than 80% of the graduates, an explanation must be provided. ○ A table showing the destination of graduates by specialty area for each of the last three years. 	

<p>(1) Professional, special, State, or programmatic accreditations currently held by institution (By agency and program name)</p>	<p>(2) Date of most recent accreditation action by each listed agency</p>	<p>(3) Summary (“bullet points”) of key issues for continuing institutional attention identified in accreditation action letter or report</p>	<p>(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)</p>	<p>(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.</p>
			<ul style="list-style-type: none"> ○ In public health fields where there is certification of professional competence, data on the performance of the school’s graduates on these national examinations for each of the last three years. ○ Data describing results from periodic assessments of alumni and employers of graduates regarding the ability of the school’s graduates to effectively perform the competencies in a practice setting. 	
<p><u>Agency</u> Commission on Accreditation for Dietetic Education (CADE) <u>Program Name</u> Graduate Coordinated Program in Public Health Nutrition and Dietetics (CP)</p>	<p>October 2002</p>	<ul style="list-style-type: none"> • Steps to improve the management of the CP evaluation process by establishing a computer-based tracking system • Steps to improve the curriculum by integrating course content with practice and offering courses in specialized areas of practice • Efforts to encourage students to gain fluency in the language of the minority population of California • Steps to increase coordination and cooperation with 	<ul style="list-style-type: none"> • At least 90% of students accepted to the program successfully complete all program requirements and graduate • Alumni achieve over a 5-year period a first time pass rate of at least 80% on the registration examination 	<p>See Table 8.1.a</p>

(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.
<u>Licensure</u> Registered Dietitian (RD)		<p>the undergraduate Coordinated Program offered by the School of Allied Health Professions</p> <ul style="list-style-type: none"> • Efforts to improve student pass rate on the registration examination for Registered Dietitian 	<ul style="list-style-type: none"> • Within 12 months of completing the program, at least 80% of graduates will have obtained employment related to their profession, or enrolled in an advanced degree program 	
State of California Department of Health Services Environmental Registration Program	April 2004	<ul style="list-style-type: none"> ▪ Continue to convene external advisory committee more frequently ▪ Develop and/or document a system for assessing and maximizing students scientific and professional writing ability 	<p>Although no standard performance indicators are required by the State, approved academic Registered Environmental Health Specialist (REHS) programs must satisfy requirements as described in Health and Safety Code Section 106635. See details at http://www.cdph.ca.gov/certlic/occupations/Documents/REHS/STATUTE.pdf</p> <p>REHS Examination passing rates are not published.</p>	As a matter of policy, the state of California doesn't provide that information to schools of public health.

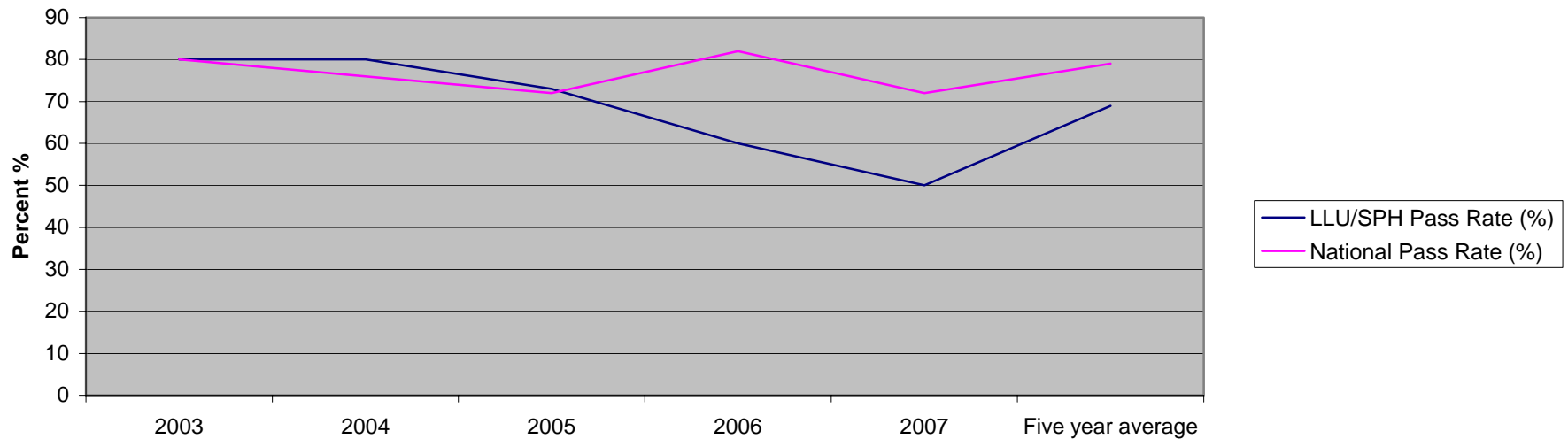
Table and Figure 8.1a.

Loma Linda University School of Public Health (SPH), Department of Nutrition

Five Year Summary Report: Registration Examination for Dietitians

Examination results as reported yearly with number of first-time graduates taking the examination, and % passing as compared to the national average

	2003	2004	2005	2006	2007	Five year average
Number of 1st time takers	20	10	11	10	16	67
% Passing SPH Pass Rate	80	80	73	60	50	69
% Passing National Pass Rate	82	77	77	83	75	79

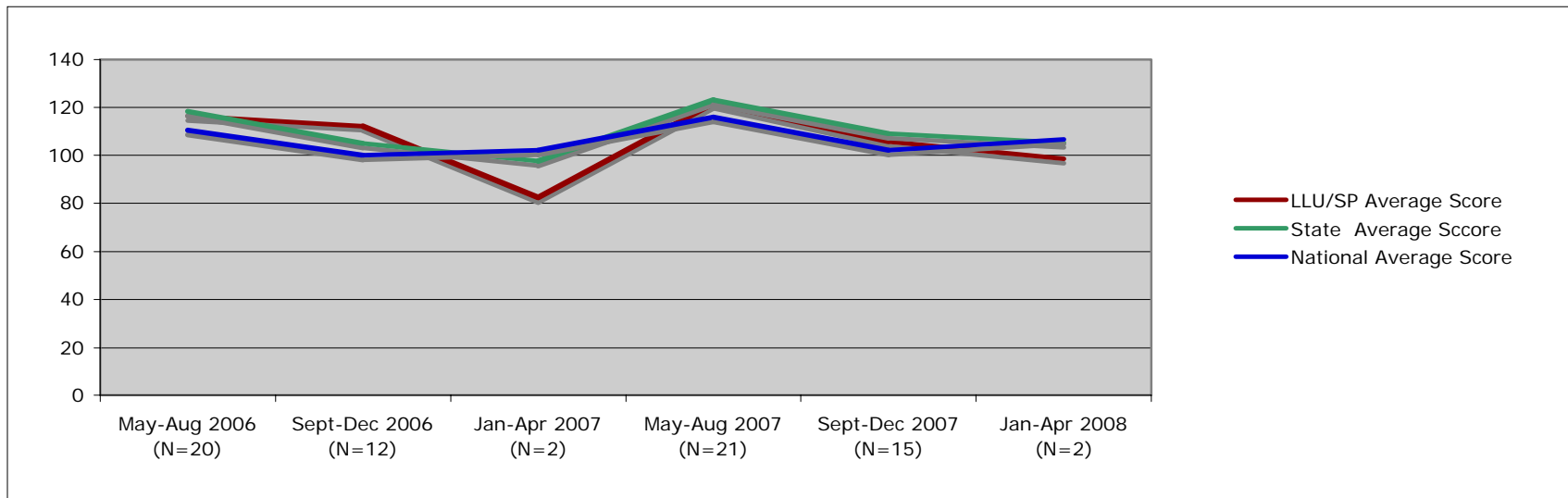


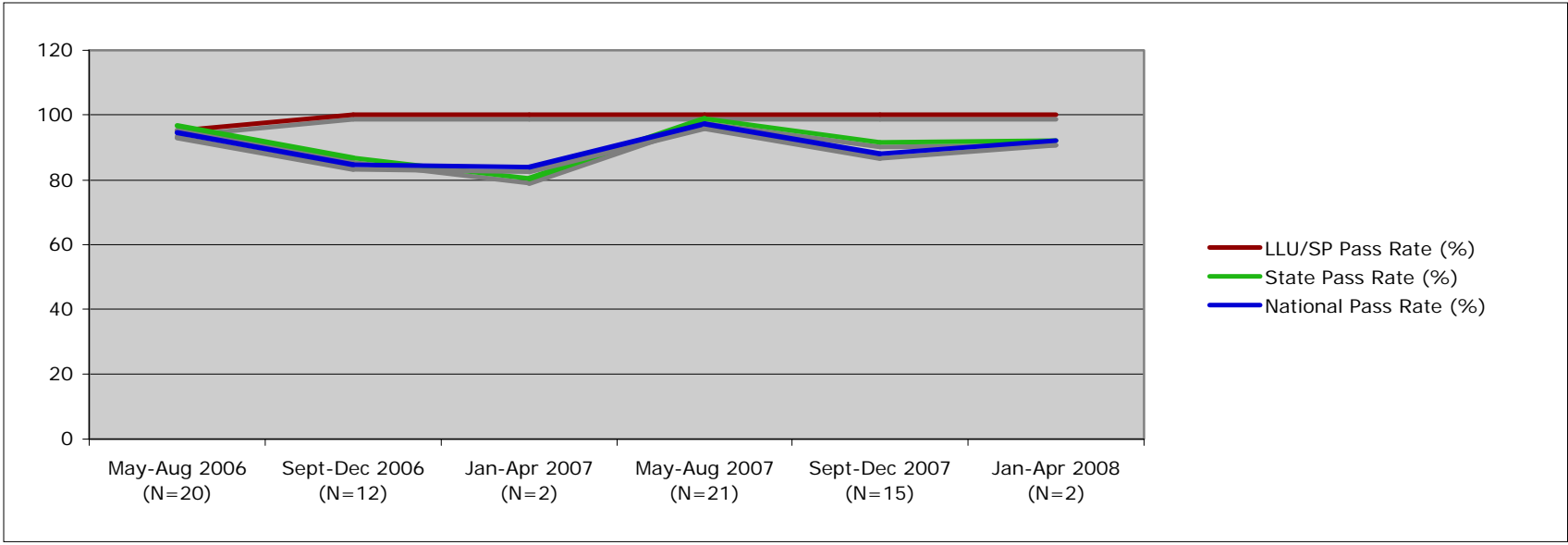
**TABLE 8.1 LOMA LINDA UNIVERSITY SCHOOL OF PHARMACY
INVENTORY OF CONCURRENT ACCREDITATION AND KEY PERFORMANCE INDICATORS**

(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.
Accreditation Council for Pharmacy Education	June 2007	<p>A brief description of:</p> <ol style="list-style-type: none"> 1. Efforts taken to develop a new strategic plan for the School, including a copy of the plan if developed and noting its status as being in draft form or accepted by the faculty (Standard No. 2); 2. Steps taken to stabilize the School of Pharmacy, including the status of the vacant Chair of the Department of Pharmaceutical Sciences and efforts taken by the Dean to develop this leadership team (Standard No. 6); 3. Efforts taken to reduce the over-reliance on multiple choice questions in the evaluation of student learning (Standard No. 13); and 4. Status of progress on the long-term strategic plan to provide additional classroom space for the School of Pharmacy, noting in particular the progress on the new Centennial Complex (Standard No. 28). <p>A detailed description of:</p> <ol style="list-style-type: none"> 5. Steps taken to address various components of faculty evaluation, including: <ol style="list-style-type: none"> a. Implementation of new faculty evaluation procedures that replace the “all faculty/committee of the whole” approach (Standard No. 24); b. Adoption of the Promotion and Tenure guidelines, including a copy of the guidelines as adopted by the faculty (Standard No. 25); and c. Implementation of guidelines for faculty self-assessment and efforts taken to establish consistent expectations for faculty self-assessment across all departments (Standard No. 26). 	North American Pharmacy Licensure Exam; pass rates are not lower than 2 standard deviations below the national mean.	See Table and Figures 8.1a

Table and Figures 8.1a. Loma Linda University School of Pharmacy: North American Pharmacist Licensure Examination results as reported every 4 months, with N=number of first-time graduates taking licensure examination). LLU School of Pharmacy average scores as compared to State and National average scores; and LLU School of Pharmacy Pass Rate (%) as compared to State and National Pass Rates.

	May-Aug 2006 (N=20)	Sept-Dec 2006 (N=12)	Jan-Apr 2007 (N=2)	May-Aug 2007 (N=21)	Sept-Dec 2007 (N=15)	Jan-Apr 2008 (N=2)
LLU/SP Average Score	116.65	112.17	82.5	121.76	105.6	98.5
State Average Score	118.35	105.02	97.59	123.24	109	105.27
National Average Score	110.34	99.96	102.16	116	102.19	106.63
LLU/SP Pass Rate (%)	95	100	100	100	100	100
State Pass Rate (%)	96.68	86.9	80.43	98.9	91.71	92.16
National Pass Rate (%)	94.49	84.74	84.09	97.23	88.12	92.24





**EXHIBIT 8.1 - SCHOOL OF SCIENCE AND TECHNOLOGY
DEPARTMENT OF COUNSELING AND FAMILY SCIENCES
DOCTOR OF MARITAL AND FAMILY THERAPY (DMFT) PROGRAM**

(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.
The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) accredits the Doctor of Marital and Family Therapy (DMFT) degree.	The program is accredited for a six-year period from July 31, 2005 to July 31, 2011.	The program was required to graduate at least one student prior to July 31, 2005. The program graduated its first student in June 2005. (See attached letter in Exhibit 8.1b.) There were no stipulations or areas of concern cited.	Graduates must show evidence of ability to work in the field and meet state licensure requirements by accruing 3,000 hours of supervised marital and family therapy practice.	See Table 8.1a

TABLE 8.1a
Doctor of Marital and Family Therapy (DMFT) Program

DMFT				
COAMFTE July 2005 – July 2011				
Name	Entered	Graduated	Licensed	Employment
Kristin Cremer	9/2000	3/2008	Yes	Clinical Agency
Sedigheh Moghadam	1/2001	6/2008	Yes	Clinical Agency
Norma Scarborough	9/2002	6/2005	Yes	Clinical Agency/University
Nichola Seaton	9/2002	6/2008	No	Clinical Agency
Wendy Yasinski	9/2003	12/2007	No	Clinical Agency

Exhibit 8.1b

**Initial Accreditation Letter
Doctor of Marital and Family Therapy (DMFT) Program**



COMMISSION ON ACCREDITATION
FOR MARRIAGE AND FAMILY
THERAPY EDUCATION

Assuring Quality in MFT Education
Through Accreditation

112 South Alford Street
Alexandria, VA 22314
Telephone: (703) 535-3638
Fax: (703) 533-0805
Website: www.aamft.org

November 22, 2005

Dr. Carmen Knudsen-Martin
Program Director
Loma Linda University (LLMFTU)
Dept. of Counseling and Family Science
Griggs Hall Room 202
Loma Linda, CA 92550

Dear Dr. Knudsen-Martin,

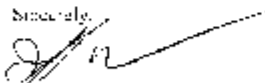
At its November 2005 meeting, the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) reviewed the application for initial accreditation submitted by the Doctoral Degree Marriage and Family Therapy program at Loma Linda University.

The Commission voted to grant initial accreditation for a six-year period with no stipulations, pending verification that the program graduated the anticipated first class in June 2005. Please provide verification of the class of 2005 graduation.

The COAMFTE submitted an application for continued recognition from the DoE this year. Subsequently, the DoE identified the COAMFTE's enforcement process as out of compliance with DoE criteria. In an effort to comply with the USDOE Criteria for Recognition, the COAMFTE must modify its standards enforcement process. The DoE requires that accrediting agencies take adverse action within a time period that must not exceed two years of the final stipulation. Adverse actions defined by the DoE as revocation or termination of accreditation. Therefore, effective November 1, 2005, COAMFTE-accredited programs carrying stipulations will have a maximum of two years from the date of stipulation to come into compliance with the standards. Programs that fail to rectify such compliance issues will be subject to revocation of candidacy or accreditation status. The new policy will not be applied retroactively and will apply to stipulations imposed after November 1, 2005.

The Commission looks forward to receiving the program's response to the above requested information regarding the graduation of the program's first class with the next annual report due January 31, 2006. If you have any questions, please contact me at (703) 252-0457 or via e-mail at jjannouf@aamft.org.

Sincerely,



Jeffrey S. Harrison
Director of Accreditation Services

cc: Marlene F. Watson, Ph.D., COAMFTE Chair

PT:ST

**TABLE 8.1 – LOMA LINDA UNIVERSITY SCHOOL OF SCIENCE AND TECHNOLOGY
 MASTER OF SCIENCE IN MARITAL AND FAMILY THERAPY
 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.
Marital and Family Therapy Masters’ Program accredited by The Council on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy	July 31, 2005 to July 31, 2011	<ul style="list-style-type: none"> •Granted renewal of accreditation for a six-year period with no stipulations •Provide further information on the effectiveness of the new measures the program has implemented to improve faculty availability to students (Standard 130.04) 	<ul style="list-style-type: none"> •CA State Licensure 	<p>2001 – 2004</p> <ul style="list-style-type: none"> •Of 77 graduates, 61 have sat for licensing exam so far and 53 have passed and become licensed. •79% of the graduates have taken the exam. •87% of those have passed and have become licensed.

**TABLE 8.1 – LOMA LINDA UNIVERSITY SCHOOL OF SCIENCE AND TECHNOLOGY
 MASTER OF SCIENCE IN MARITAL AND FAMILY THERAPY
 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.
Marital and Family Therapy Masters’ Program accredited by The Council on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy	July 31, 2005 to July 31, 2011	<ul style="list-style-type: none"> •Granted renewal of accreditation for a six-year period with no stipulations •Provide further information on the effectiveness of the new measures the program has implemented to improve faculty availability to students (Standard 130.04) 	<ul style="list-style-type: none"> •CA State Licensure 	2001 – 2004 <ul style="list-style-type: none"> •Of 77 graduates, 61 have sat for licensing exam so far and 53 have passed and become licensed. •79% of the graduates have taken the exam. •87% of those have passed and have become licensed.

**TABLE 8.1 – LOMA LINDA UNIVERSITY SCHOOL OF SCIENCE AND TECHNOLOGY
 MASTER OF SCIENCE IN COUNSELING WITH PUPIL PERSONNEL SERVICES CREDENTIAL IN SCHOOL COUNSELING
 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.
California Commission on Teacher Credentialing (CTC)	April, 2008	<p>CTC Site Visit Summary of New Pupil Personnel Services (PPS) Credential Program in School Counseling which is embedded in the M.S. in Counseling April 27, 2008</p> <ul style="list-style-type: none"> • All preconditions, common standards, and specialization standards for the Pupil Personnel Services Credential in School Counseling (PPS) met with the only concern involving need for attention to more consistent final summative evaluation of field experience by supervisors as delineated below • Common Standard 8 MET with concerns: “The PPS program faculty and staff managing the fieldwork requirements may need to be increased.” • PPS School Counseling Specialization Standard 31 MET with concerns due to “inconsistent verification of candidate contact hours with diverse populations and inconsistent evaluation of candidate performance during field experience.” • PPS School Counseling Specialization Standard 32 MET with concerns regarding need for “systematizing and consistently implementing the processes and activities of the program.” This was specifically related to final evaluative process of field experience. 	Qualifying for the California PPS credential in School Counseling.	<p>NEW PROGRAM with first 5 candidates completing program in 2008</p> <p>Trend Data: - 4 out of 5 (all to date) MS graduates have received PPS credential</p> <p>- 1 of the 5 MS graduates is scheduled to retake the state examination required for credential</p> <p>- all 5 of the MS graduates are employed full time in counseling or in an allied profession</p>

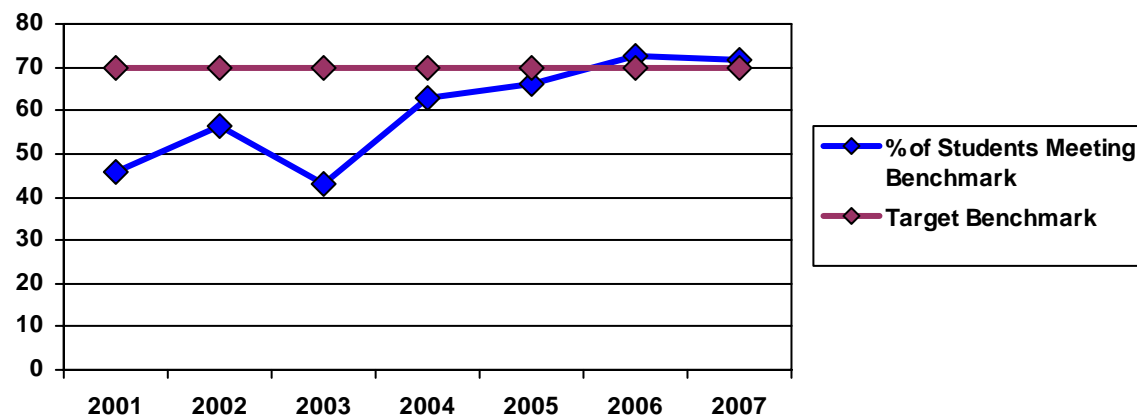
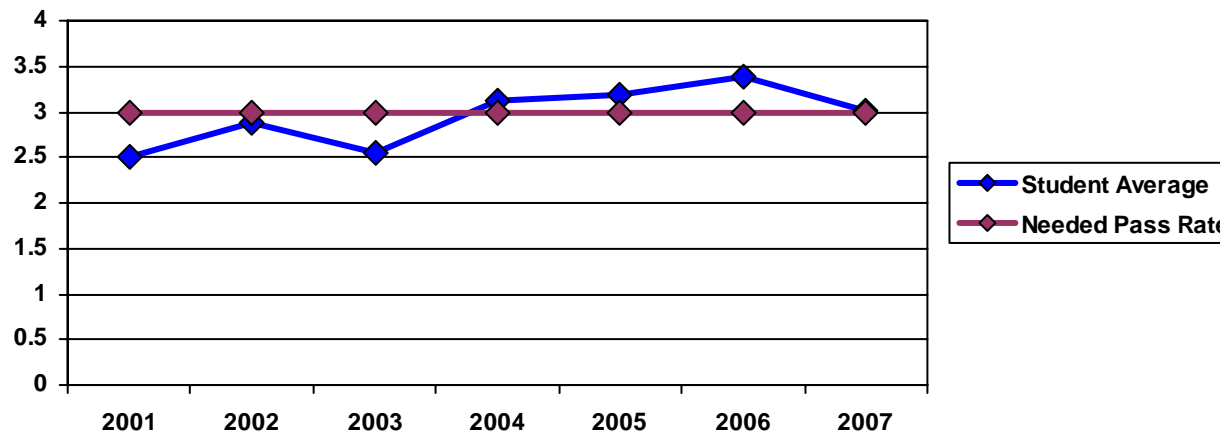
**TABLE 8.1 –LOMA LINDA UNIVERSITY SCHOOL OF SCIENCE AND TECHNOLOGY
SOCIAL WORK MSW
INVENTORY OF CONCURRENT ACCREDITATION AND KEY PERFORMANCE INDICATORS**

(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.
Council on Social Work Education	February 2001 February 2009 (in progress)	<ul style="list-style-type: none"> • Further work needed relative to specification of the programs: (1) goals, and objectives and (2) systematic measurement component. • Goals and objectives need to be linked to the Curriculum Policy Statement (M5.7.1-M5.7.14, M6.19, and M6.22). 	<p>1. Qualifying Review - Target Benchmark: 70% of students will receive a score of 3 or above</p> <p>2. Foundation Field Evaluation – Target Benchmark: 70% of students will reach a score of 4 or above</p> <p>3. Advanced Concentration Field Evaluation – Target Benchmark: 90% of students will reach a score of 4 or above</p> <p>4. Student Survey - Target Benchmark: 85% of students will respond with a score of 4 or above</p> <p>5. Selected Courses and Assignments - Target Benchmark: 90% of students will score a grade of B- (80%) or above</p>	See Table and Figures 8.1a

Table and Figures 8.1a: Qualifying Review results indicating the percentage of students demonstrating adequate knowledge of their ethical responsibilities. Student averages are presented with a score of 3 representing a passing score. The percentage of students meeting the department's established benchmark is also provided (benchmark: 70% of students will receive a passing score of 3 or more).

TABLE 8.1.a

	2001	2002	2003	2004	2005	2006	2007	Total
Mean /SD	2.51/0.87	2.89/0.96	2.54/1.12	3.13/1.24	3.19/0.88	3.38/1.11	3.01/0.81	3.13/0.89
% Meeting Benchmark	45.9	56.2	42.9	62.9	65.9	72.4	71.6	67.9
Target Benchmark % @ ≥ 3	70	70	70	70	70	70	70	70
n	37	32	35	35	44	29	34	246
Missing	0	0	1	2	1	0	0	4



**DATA EXHIBIT 8—LOMA LINDA UNIVERSITY SCHOOL OF SCIENCE AND TECHNOLOGY
 PHD IN MARITAL AND FAMILY THERAPY
 DEPARTMENT OF COUNSELING AND FAMILY SCIENCES**

(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.
Commission on Accreditation of Marriage and Family Therapy Education: PhD in Marital and Family Therapy	July 2005-July 2011	<ul style="list-style-type: none"> • Program was awarded full accreditation with no stipulations. • 2007 Annual Review raised concerns about number of students graduating within advertised time frame. These concerns are being addressed and monitored. 	<ul style="list-style-type: none"> • % of graduates who obtain licensure as a Marriage and Family Therapist • % of graduates who work at doctoral level positions in the field. • Average length of time to graduate, i.e., demonstrate all required learning outcomes 	See attached

Table 8.1b Trend Data.

PhD in Marital and Family Therapy				
Students entered with masters in MFT				
Name	Entered	Graduated	Licensed	Employment
James Billings	9/2000	6/2004	Yes	Clinical Agency
Janee Both Gragg	1/2001	6/2006	Yes	University/Clinical Agency
Linda Buxbaum Bass	9/2002	12/2004	Yes	Clinical Agency
Randi Cowdery	9/2002	6/2005	Yes	University
L. Scott Kimball	9/2000	6/2004	No	Self Employed
Eva Martinez	9/2000	6/2005	?	Psychiatric Hospital
Dana Matta	9/2000	6/2004	Yes	Clinical Agency/University
Karen Quek	9/2001	12/2004	Yes	University
Amy Tuttle	9/2002	6/2005	Yes	University
H. Luis Vargas	9/2002	7/2005	Yes	University/Clinical Agency
		Average: 3.5 years	80%	Doctoral level positions in MFT: 100%
Students completed Masters in MFT (or equivalent) while in PhD program				
Winetta Baker	9/2002	6/2006	Yes	Clinical Agency
Karina Bravo	9/2002	6/2005	Yes	Clinical Agency
Jacob Gibson	9/2001	6/2008	Yes	Clinical Agency
Isa Ribadu	9/2000	6/2004	Yes	Self Employed
		Average: 4.25	100%	Doctoral level position MFT: 100%

**TABLE 8.1 – LOMA LINDA UNIVERSITY SCHOOL OF SCIENCE AND TECHNOLOGY
CLINICAL PSYCHOLOGY - PhD
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 Psychological Association	2002	<p>Provide feedback to practicum supervisors on their program-related activities.</p> <p>Report on mechanisms established to provide formal written feedback to practicum supervisors</p> <p>Streamline the public material and eliminate the discrepancies.</p>	<p>Internship match rates</p> <p>Licensure</p>	see match rates / licensure
American Psychological Association	2008 (current review in process)			

PH.D. CLINICAL PROGRAM INTERNSHIP PLACEMENT

Year	2007-2008	2006- 2007	2005- 2006	2004-2005	2003-2004	2002-2003	2001-2002
Number Who Obtained Paid Internships	7 (88%)	4 (57%)	10 (77%)	10 (77%)	4 (80%)	12 (100%)	5 (63%)

LICENSURE DATA

CLINICAL PSYCHOLOGY PhD PROGRAM CRADUATES

Number of program graduates within the preceding decade for whom licensure status is available	38
(Note: One program graduate's licensure status is unavailable)	
Number of program graduates who have become licensed psychologists	38
Percentage of program graduates who have become licensed psychologists	100%

PSYD CLINICAL PROGRAM INTERNSHIP PLACEMENT

Year	2007-2008	2006- 2007	2005- 2006	2004-2005	2003-2004	2002-2003	2001-2002
Number Who Obtained Paid Internships	12 (100%)	6 (75%)	15 (83%)	7 (64%)	9 (90%)	10 (100%)	5 (100%)

LICENSURE DATA

CLINICAL PSYCHOLOGY PsyD PROGRAM GRADUATES

Number of program graduates within the preceding decade	38
Number of program graduates who have become licensed psychologists	30
Percentage of program graduates who have become licensed psychologists	79%