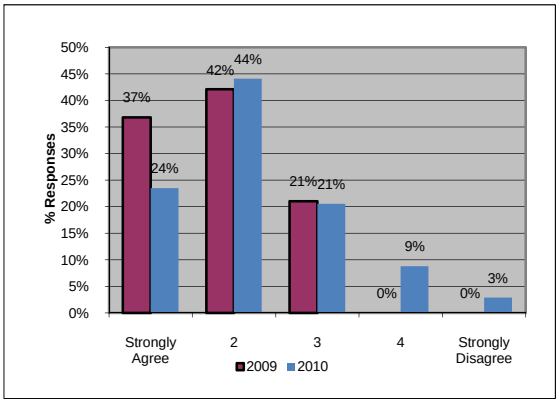
Table 8.1: Inventory of Concurrent Accreditation and Key Performance Indicators

Name of accredited or certificated program	Professional, special, state*, or programmatic accreditation agency for this program	Date of most recent accreditation action by agency	Summary ("bullet points") of key issues for continuing institutional attention identified in agency action letter or report	One performance indicator accepted by the agency; selected by program	For one indicator, provide 3 years' trend data. Use link to cell for graph is desired.
Biological Engineering	ABET	We anticipate requesting an accreditation review that would take place during the fall of 2012.	This program has not yet undergone formal review or evaluation.	Indicator: Student confidence in their ability to work within engineering management teams including their satisfaction with the education and experience they received through this program in this regard. Evaluation: Formal assessment by each graduating student in the form of a written exit interview followed by an individual in-person verbal interview with the goal of identifying which experiences were most and least valuable to the student in this regard..	See the first two years of School of Engineering exit interviews results (AY08-09 and AY09-10). These and other indicators are reflected in both quantitative and qualitative responses.
Computer Science & Engineering	ABET	We anticipate requesting an accreditation review that would take place during the fall of 2012.	This program has not yet undergone formal review or evaluation.	Indicator: Student confidence in their appreciation and understanding of global issues relative to their career choice including their satisfaction with the education and experience they received through this program in this regard. Evaluation: Formal assessment by each graduating student in the form of a written exit interview followed by an individual in-person verbal interview with the goal of identifying which experiences were most and least valuable to the student in this regard..	See the first two years of School of Engineering exit interviews results (AY08-09 and AY09-10). These and other indicators are reflected in both quantitative and qualitative responses.
Environmental Engineering	ABET	We anticipate requesting an accreditation review that would take place during the fall of 2012.	This program has not yet undergone formal review or evaluation.	Indicator: Student confidence in their ability to design and conduct experiments including their satisfaction with the education and experience they received through this program in this regard. Evaluation: Formal assessment by each graduating student in the form of a written exit interview followed by an individual in-person verbal interview with the goal of identifying which experiences were most and least valuable to the student in this regard..	See the first two years of School of Engineering exit interviews results (AY08-09 and AY09-10). These and other indicators are reflected in both quantitative and qualitative responses.
Materials Science & Engineering	ABET	We anticipate requesting an accreditation review that would take place during the fall of 2012.	This program has not yet undergone formal review or evaluation.	Indicator: Student confidence in their skills in oral and written communication including their satisfaction with the education and experience they received through this program in this regard. Evaluation: Formal assessment by each graduating student in the form of a written exit interview followed by an individual in-person verbal interview with the goal of identifying which experiences were most and least valuable to the student in this regard..	See the first two years of School of Engineering exit interviews results (AY08-09 and AY09-10). These and other indicators are reflected in both quantitative and qualitative responses.
Mechanical Engineering	ABET	We anticipate requesting an accreditation review that would take place during the fall of 2012.	This program has not yet undergone formal review or evaluation.	Indicator: Student confidence in their ability to engage in lifelong learning through their professional careers including their satisfaction with the education and experience they received through this program in this regard. Evaluation: Formal assessment by each graduating student in the form of a written exit interview followed by an individual in-person verbal interview with the goal of identifying which experiences were most and least valuable to the student in this regard..	See the first two years of School of Engineering exit interviews results (AY08-09 and AY09-10). These and other indicators are reflected in both quantitative and qualitative responses.

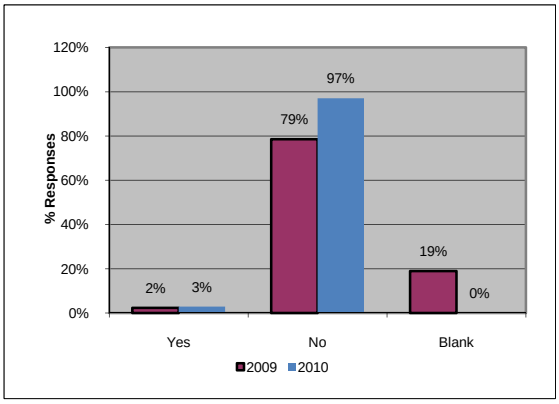
*Within the WASC region only

School of Engineering Senior Exit Survey Trend

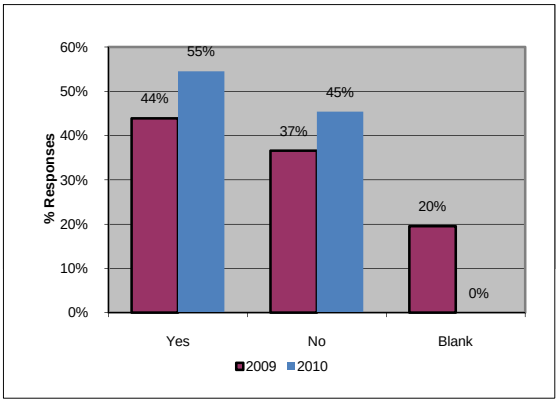
As a graduating senior, I feel adequately prepared to independently design and conduct experiments.



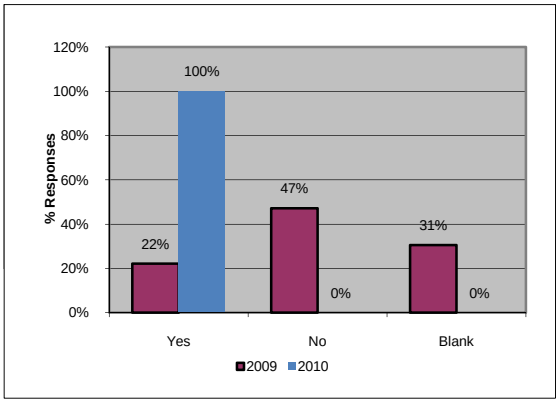
I have taken the Fundamentals of Engineering exam.



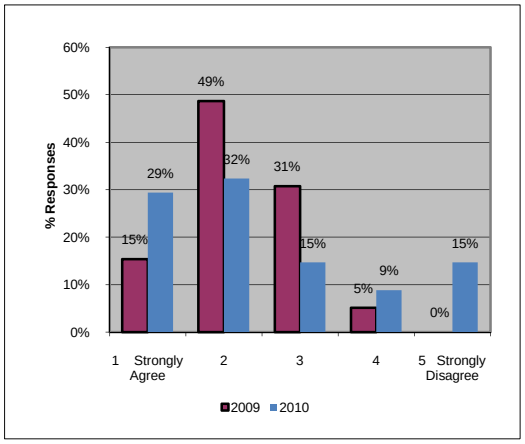
If you have not taken the Fundamentals of Engineering exam, do you plan to take it within two years of graduation?



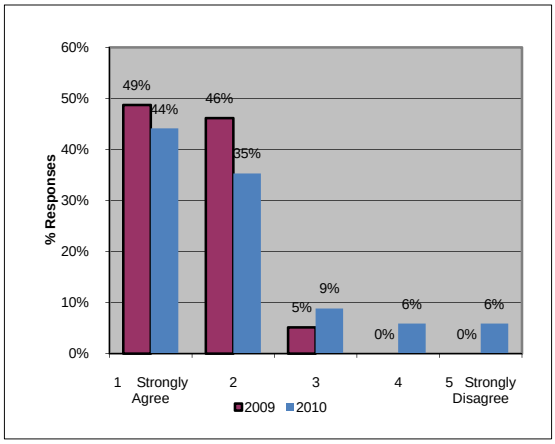
If you have taken the Fundamentals of Engineering exam, do you plan to take the Professional Engineering exam after 5 years EIT experience?



In general, teamwork experiences in my undergraduate courses (when applicable) were positive.

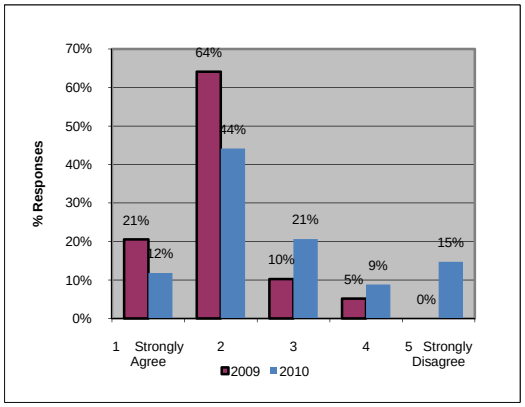


I have a conceptual understanding of group dynamics and team project experiences, which have, given me the skills and strategies that will make any future teamwork successful.

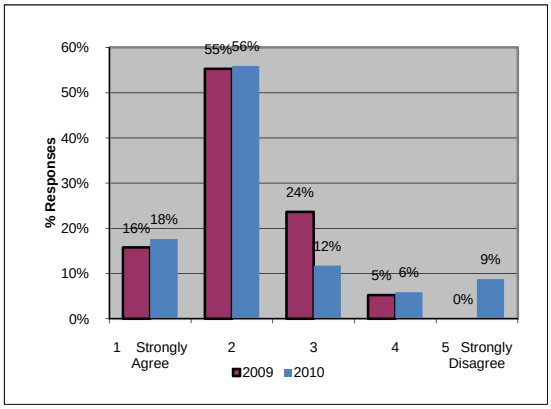


School of Engineering Senior Exit Survey Trend

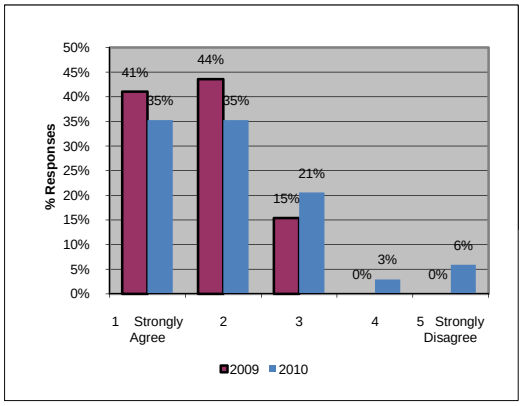
The instruction and guidance in teamwork I have received from my major-specific professors in core upper-division courses were adequate.



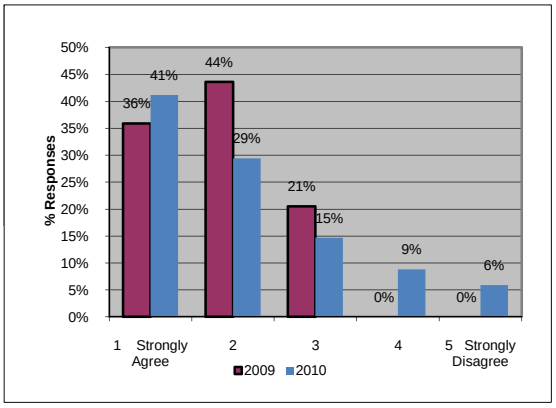
The instruction and guidance in teamwork I have received from other School of Engineering professors were adequate.



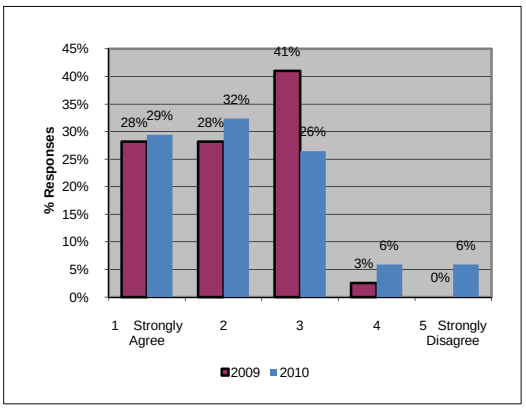
I am confident that my undergraduate instruction in oral and written communication skills has prepared me to perform capably on the job.



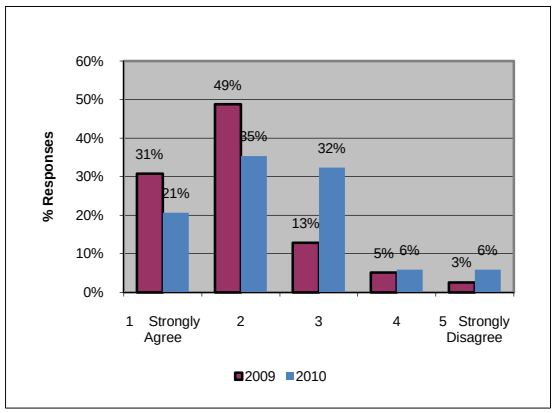
I fully understand the kinds of writing and speaking I will be asked to do as a professional engineer.



I received high quality guidance and instruction in writing and speaking.

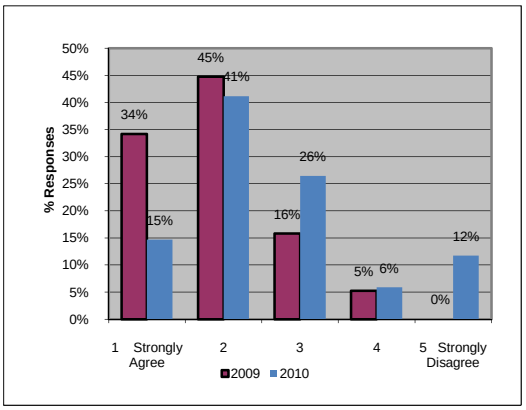


I believe that I have an adequate understanding of the global issues relating to engineering and the societal context of engineering as a profession.

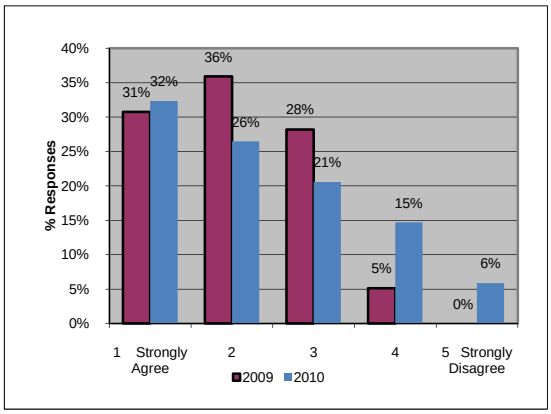


School of Engineering Senior Exit Survey Trend

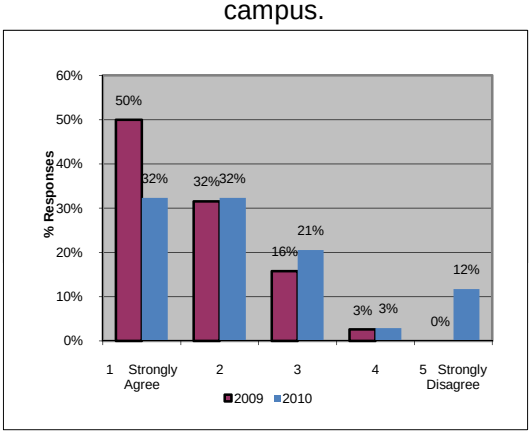
I believe that my education at UC Merced, School of Engineering has contributed significantly to my understanding of the global issues relating to engineering and the societal context of engineering as a profession.



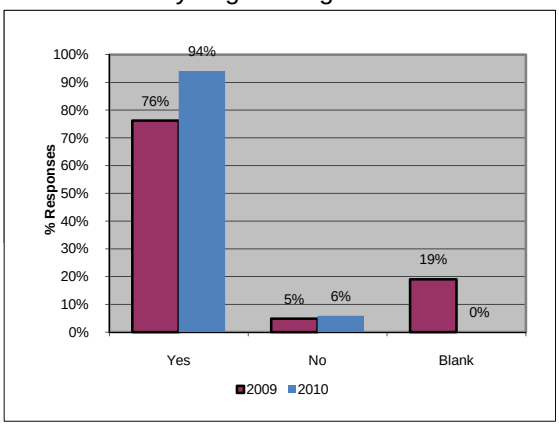
Additional educational opportunities are needed for future students to understand the broader context of engineering in society.



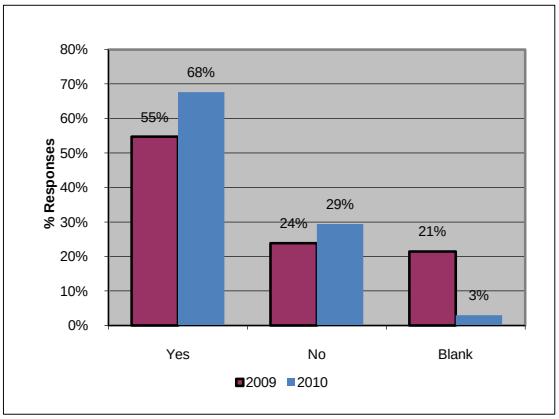
I have participated in life-long learning activities while an undergraduate student on campus.



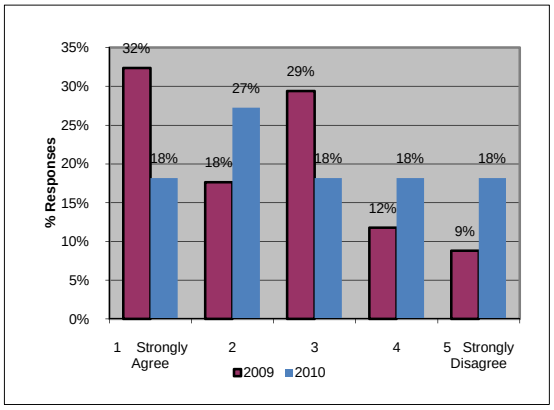
I have participated in life-long learning and plan to pursue life-long learning related to my engineering field.



While an undergraduate student, I was a member of, and participated in, at least one engineering society professional organization on campus.

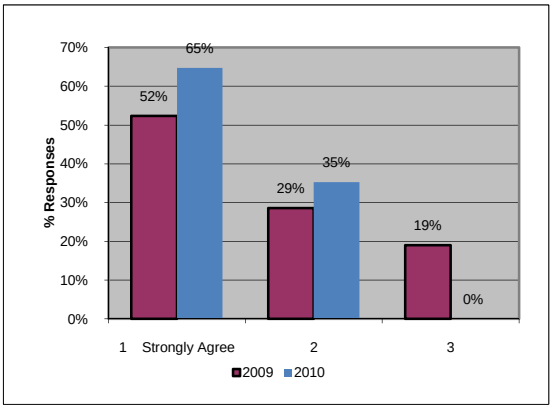


My participation in student professional chapters helped me to continue as an engineering student at UC Merced.

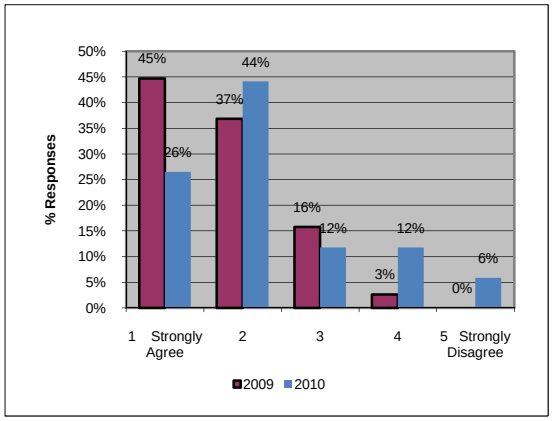


School of Engineering Senior Exit Survey Trend

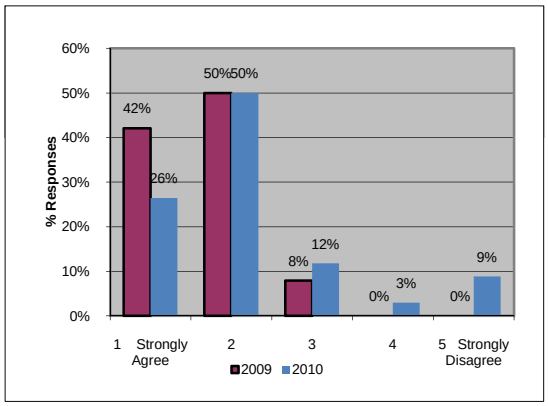
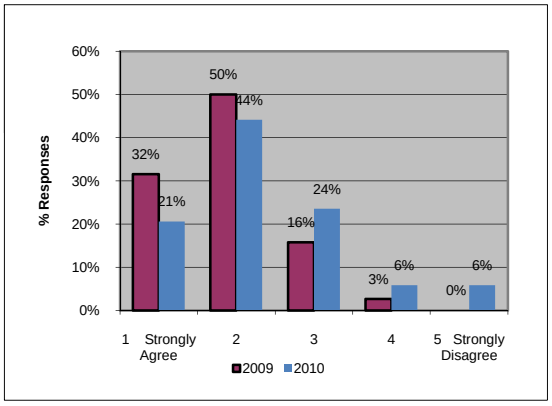
I plan to become a full member in a engineering professional society after graduation.



My undergraduate education at UC Merced, School of Engineering has adequately prepared me to use my time management and interpersonal communication skills to become a successful engineering professional.



My undergraduate education at UC Merced, School of Engineering has adequately prepared me to use my skills and techniques for information-gathering to become a successful engineering professional.



My total undergraduate instruction and guidance at UC Merced, School of Engineering has adequately prepared me to become a successful engineering professional.