



NATIONAL COMMISSION FOR ACCREDITATION OF TEACHER EDUCATION

Summary of Accreditation Actions

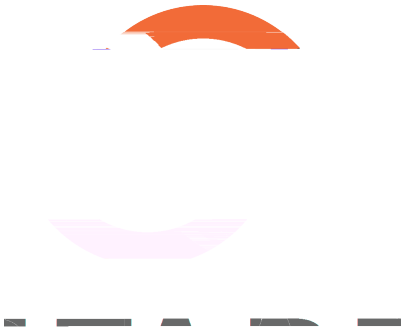
Yearly Summary of Accreditation Actions for the year ending June 30, 2010. This summary provides a brief overview of the accreditation actions taken by the Commission during the year. It includes information on the number of institutions reviewed, the number of institutions accredited, and the number of institutions that were not accredited. It also includes information on the number of institutions that were granted provisional accreditation and the number of institutions that were granted conditional accreditation.

Accreditation Actions by Region

Region	Number of Institutions Reviewed	Number of Institutions Accredited	Number of Institutions Not Accredited	Number of Institutions Granted Provisional Accreditation	Number of Institutions Granted Conditional Accreditation
North	10	8	2	0	0
South	15	12	3	0	0
West	12	10	2	0	0
Midwest	18	15	3	0	0
Southwest	10	8	2	0	0

Accreditation Actions by State

State	Number of Institutions Reviewed	Number of Institutions Accredited	Number of Institutions Not Accredited	Number of Institutions Granted Provisional Accreditation	Number of Institutions Granted Conditional Accreditation
Alabama	5	4	1	0	0
Arizona	3	3	0	0	0
California	10	8	2	0	0
Colorado	2	2	0	0	0
Florida	8	7	1	0	0
Georgia	6	5	1	0	0
Illinois	12	10	2	0	0
Indiana	4	4	0	0	0
Iowa	3	3	0	0	0
Kansas	2	2	0	0	0
Michigan	10	9	1	0	0
Minnesota	5	5	0	0	0
Mississippi	3	3	0	0	0
Missouri	8	7	1	0	0
Montana	1	1	0	0	0
Nebraska	2	2	0	0	0
Nevada	1	1	0	0	0
New Hampshire	1	1	0	0	0
New Jersey	3	3	0	0	0
New Mexico	2	2	0	0	0
New York	10	9	1	0	0
North Carolina	8	7	1	0	0
North Dakota	1	1	0	0	0
Ohio	12	11	1	0	0
Oklahoma	3	3	0	0	0
Oregon	2	2	0	0	0
Pennsylvania	10	9	1	0	0
Rhode Island	1	1	0	0	0
South Carolina	4	4	0	0	0
South Dakota	1	1	0	0	0
Tennessee	6	5	1	0	0
Texas	15	13	2	0	0
Utah	2	2	0	0	0
Vermont	1	1	0	0	0
Virginia	8	7	1	0	0
Washington	5	5	0	0	0
West Virginia	2	2	0	0	0
Wisconsin	10	9	1	0	0
Wyoming	1	1	0	0	0



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**CALIFORNIA STATE UNIVERSITY,
EAST BAY**

response period relative to the Computer Engineering (B.S.) and Industrial Engineering (B.S.) programs.

INSTITUTIONAL SUMMARY

California State University, East Bay (CSEB) provides access to higher education for a diverse student body. More than

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The EAC acknowledges receipt of evidence that the constituents provided feedback on the new PEOs and that the new PEOs were approved by the Industrial Advisory Board.

Sa s

The program weakness has been resolved.

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The program weakness has been resolved.

2. o C al C r r rr i i me ñ

This criterion requires a culminating major engineering design experience that incorporates appropriate engineering standards and multiple constraints. The program could not demonstrate that engineering standards and constraints were addressed in all projects. By not considering engineering standards and constraints in the major design experience, students may not be adequately prepared for engineering practice. Thus, strength of compliance with this criterion is lacking.

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The program submitted plans to have instructors complete a revised Senior Project Evaluation form during week 13 of the semester. This form has been revised to explicitly evaluate application of constraints and standards. Furthermore, the instructors will evaluate and report the nature of the constraints for each project. As these plans have not yet been implemented, strength of compliance with this criterion is still lacking.

Sa s

The program weakness is unresolved.

t ec Re es o e oss s so a

The EAC acknowledges receipt of the completed form that evaluates application of constraints and standards. Three design reports were submitted for review. Each of the three reports clearly indicate the constraints that were applied; however, the use of professional standards was not clear. For example, one report stated that "...OSHA does not constrain unassisted lifting limits,...". However, the report did not specify the appropriate OSHA regulation, did not list OSHA in the reference section, and did not cite any other published standard. None of the other reports cited any standards. Additionally, the design instructor indicated that students were instructed to identify "standard industrial engineering methods and tools" in lieu of standards. These methods and tools are identified in the IISE Body of Knowledge. No reference to the IISE

Body of Knowledge was contained in any of the design reports or references, so it is not clear if students understood that they were meeting the profession's suggested requirements. Without incorporating the standards into the major design experience, students may not be prepared to enter the profession. Therefore, strength of compliance with this criterion is still lacking.

Sa s

The program weakness is unresolved. In preparation for the next review, the EAC expects evidence that thr