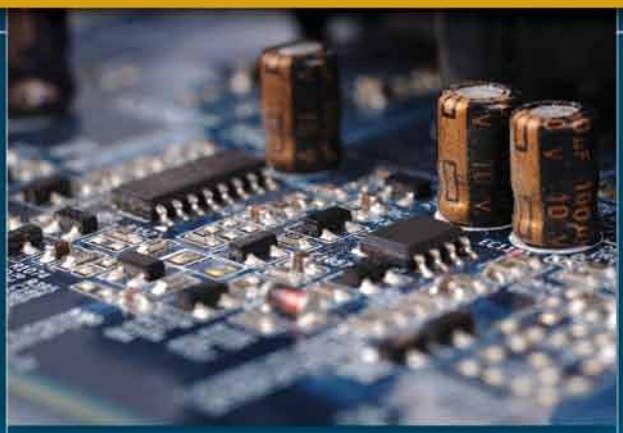
2010 Annual Report for Fiscal Year 2009-2010



Technological progress
through accreditation

ABET

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ABET at a Glance

ABET is . . .

- The global gold standard in professional technical education accreditation.
- The recognized accreditor for applied science, computing, engineering, and technology programs.
- A federation of 31 professional and technical societies that represent the professions served by graduates of ABET-accredited programs.
- A 501(c) 3 nonprofit staffed by 34 full- and part-time employees and more than 2,000 volunteers.

ABET's Vision:

ABET will provide world leadership in assuring quality and in stimulating innovation in applied science, computing, engineering, and technology education.

ABET's Mission:

ABET serves the public through the promotion and advancement of education in applied science, computing, engineering, and technology. ABET will:

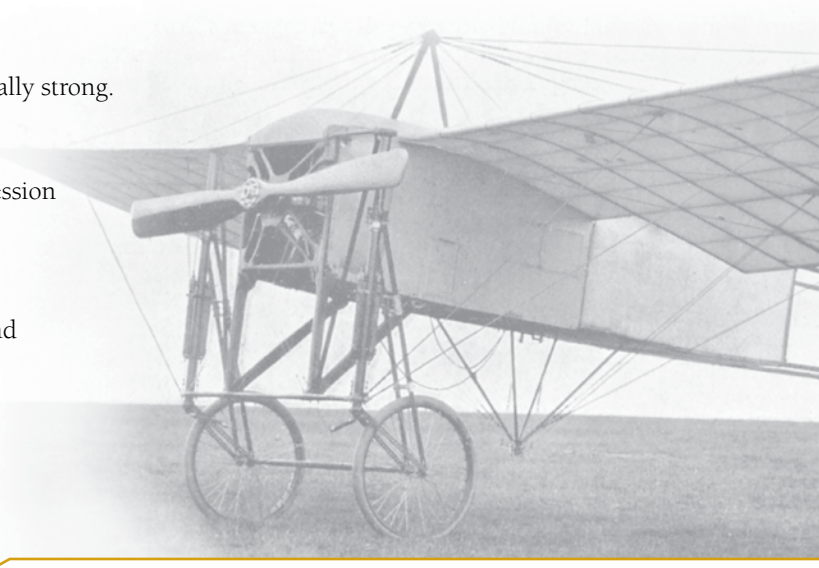
- Accredit educational programs.
- Promote quality and innovation in education.
- Consult and assist in the development and advancement of education worldwide in a financially self-sustaining manner.
- Communicate with our constituencies and the public regarding activities and accomplishments.
- Anticipate and prepare for the changing environment and the future needs of constituencies.
- Manage the operations and resources to be effective and fiscally responsible.

ABET's Impact:

85,000 students graduate from ABET-accredited programs each year.

ABET's Scope of Services:

- Accredits programs — not institutions, departments, degrees, or individuals — to ensure they are relevant, sufficient, and technically strong.
- Accredits associate-, bachelor-, and master-level programs.
- Is a peer-review accreditor, meaning that all accreditation visits, decisions, and actions are accomplished by members of the profession working for one of the four ABET Commissions: applied science, computing, engineering, and technology.
- Offers workshops, conferences, and educational programming to institutions to help them understand the accreditation process and how to improve the quality of their programs.



ABET's Member Societies

ABET is a federation of 31 professional and technical societies. Some societies are designated by the ABET Board as Lead Societies and have primary responsibility for a particular curricular area (listed below). Other societies assist Lead Societies in their curricular responsibilities and are referred to as Cooperating Societies.

American Academy of Environmental Engineers (AAEE) — www.aaee.net
- Environmental

American Ceramic Society's National Institute of Ceramic Engineers (ACerS/NICE) — www.ceramics.org
- Ceramic

American Congress on Surveying and Mapping (ACSM) — www.acsm.net
- Geomatics
- Surveying

American Institute of Aeronautics and Astronautics (AIAA) — www.aiaa.org
- Aeronautical
- Aerospace

American Institute of Chemical Engineers (AIChE) — www.aiche.org
- Chemical

American Industrial Hygiene Association (AIHA) — www.aiha.org
- Environmental, Health, and Safety
- Industrial Hygiene

American Nuclear Society (ANS) — www.new.ans.org
- Nuclear
- Radiological

American Society of Agricultural and Biological Engineers (ASABE) — www.asabe.org
- Agricultural
- Biological

American Society of Civil Engineers (ASCE) — www.asce.org
- Architectural
- Civil
- Construction

American Society for Engineering Education (ASEE) — www.asee.org
- Engineering
- Engineering Physics
- Engineering Science

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) — www.ashrae.org
- Air Conditioning

ASME — www.asme.org
- Drafting and Design (Mechanical)
- Engineering Mechanics
- Mechanical
- Systems

American Society of Safety Engineers (ASSE) — www.asse.org
- Environmental, Health, and Safety
- Safety

Biomedical Engineering Society (BMES) — www.bmes.org
- Bioengineering/ Biomedical

CSAB — www.csab.org
- Computer Science
- Information Systems
- Information Technology
- Software

Health Physics Society (HPS) — www.hps.org
- Health Physics

IEEE — www.ieee.org
- Computer
- Electrical/Electronics
- Electromechanical
- Information Engineering Technology
- Optics and Photonics
- Systems
- Telecommunications

Institute of Industrial Engineers (IIE) — www.iienet2.org
- Engineering Management
- Industrial
- Industrial Management
- Quality Management
- Systems

International Council on Systems Engineering (INCOSE) — www.incose.org
- Systems

International Society of Automation (ISA) — www.isa.org
- Instrumentation and Control Systems
- Systems

International Society for Optics and Photonics (SPIE) — www.spie.org
- Optics and Photonics

National Council of Examiners for Engineering and Surveying (NCEES) — www.ncees.org
- Engineering and Surveying Licensure

National Society of Professional Engineers (NSPE) — www.nspe.org
- Licensed Engineers

SAE International (SAE) — www.sae.org
- Automotive
- Systems

Society of Fire Protection Engineers (SFPE) — www.sfpe.org
- Fire Protection

Society of Manufacturing Engineers (SME) — www.sme.org
- Manufacturing

Society for Mining, Metallurgy, and Exploration (SME-AIME) —www.smenet.org
- Geological
- Mining

Society of Naval Architects and Marine Engineers (SNAME) — www.sname.org
- Marine
- Naval Architecture
- Ocean

Society of Petroleum Engineers (SPE) — www.spe.org
- Petroleum

The Minerals, Metals, and Materials Society (TMS) — www.tms.org
- Materials
- Metallurgical
- Welding

Associate Member Society

Materials Research Society (MRS) — www.mrs.org
- Materials Research

Joint Letter from the President and Executive Director

Throughout human history, societies have enjoyed enhanced quality of life as a direct benefit of technological progress. The foundation of that progress is the men and women who drive technological innovation, the quality of their thinking, their creative capacity, and their ability to imagine a desired outcome and apply their knowledge and skill to achieve it. Continuously improving education is essential to preparing the individuals who will lead us to ever more impressive and important technological progress. We understand the positive impact we can have on society – the graduates of ABET-accredited programs will become tomorrow's leaders and will be asked to address the increasingly complex and multi-dimensional challenges that confront us.

As committed as we are to ensuring academic programs continuously improve, we also require it of ourselves. During this past year, ABET focused on improving quality in four main areas: becoming more constituent-centered, improving consistency of evaluations, promoting innovation, and refining our international engagement.

Becoming More Constituent-Centered

To strengthen our relationship with the academic community, ABET established an advisory council to focus on academe's needs and concerns. The ABET Academic Advisory Council's primary purpose is to advise the ABET Board of Directors and leadership on policy and process issues from the perspective of the academic institutions we serve. Many in the academic community view this initiative as a sign of ABET's firm commitment to further engage a key constituency. In addition, we reached out to a multitude of academic stakeholders – deans, department heads, faculty, and staff – over the past year. We listened to their feedback, their perspectives on ABET accreditation, and their ideas for improvement. Their comments and suggestions will help guide us and provide a framework for decisions and actions we take to continuously improve our services.

Improving Consistency of Evaluations

Another crucial step that ABET took this past year was final approval of newly harmonized criteria, which will go into effect for the next review cycle in 2011. Harmonization has aligned general accreditation criteria across the four commissions, using common wording where the intent is the same. The result is more consistent presentation and understanding of the criteria, as well as much-needed efficiencies, such as reducing the necessity for commission-specific training and duplicate forms. ABET is also continuing efforts to improve volunteer and leadership recruitment, training, performance evaluation, and professional development. Our goal is to improve our program evaluators' professional skill set, helping to ensure a more effective, valuable, and consistent evaluation experience for academic programs.

Promoting Innovation

An important ingredient of continuous improvement is commitment to innovation. This is really about fostering a culture that promotes and rewards innovation. Although ABET encourages innovation, it is ironic that many in the academic community feel they can't be innovative with their programs because they fear losing ABET accreditation. We've worked diligently to correct this misperception by addressing the issue head-on. To emphasize our commitment to stimulating innovation in professional technical education, ABET will be engaging a significant cross section of our constituency at two very important events. We will be leading an innovation summit at the 2011 ASEE Annual Conference and Exposition in Vancouver, and we have chosen "innovation" as the theme for the 2011 ABET Annual Conference.

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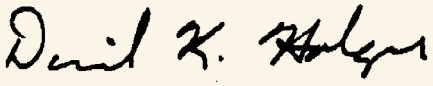
Refining International Engagement

Over the past few years, ABET has made great progress in becoming more engaged around the world. We've actively supported the development of national accrediting systems through memoranda of understanding, direct assistance, mentoring, and observer visits. In addition, we've directly accredited more than 180 programs outside of the United States. Our leadership in the formation and growth of four international mutual recognition agreements – Washington, Sydney, Dublin, and Seoul Accords – has been a key element of our international engagement.

This past year, we further extended our reach by refining our processes for non-U.S. accreditation by the commissions, redefining the ABET International Activities Council's role, and continuing to develop a more structured approach to global activities. The international community's growing demand for training, professional services, conference support, assistance in developing national accrediting systems, and program accreditation affirms that ABET is truly recognized as the "gold standard" for accreditation throughout the world.

ABET is committed to maintaining its core mission while expanding its reach and relevancy. We reaffirm our vision to provide world leadership in assuring quality and stimulating innovation in education for the technical professions. We are committed to improving and enhancing our policies, processes, and strategies to deliver the highest-quality, most cost-effective accreditation of professional technical education programs.

Thank you for your commitment to professional technical education and ABET accreditation.



David K. Holger, Ph.D.
President

Michael K.J. Milligan, Ph.D., P. E.
Executive Director

Highlights of the Year

ABET Holds First Annual Conference

In December 2009, ABET leadership discussed what information audiences should take away from the annual meeting that ABET hosts in October. In the past, participants experienced a series of lectures and occasionally some workshops, but they often were passive recipients of information. After considering their feedback, ABET leadership decided that the organization needed to further engage its stakeholders.

The 2010 ABET Annual Conference did retain many popular elements, such as the Faculty Workshop on Sustainable Assessment Processes, the annual banquet and awards presentation, the President's breakfast, and half-hour networking breaks. However, the meeting's new format incorporated even more events, such as committee meetings, and encouraged a great deal of interaction among participants with panels, breakout sessions, and town hall meetings. It also introduced a series of tracks for specific commissions, representatives from ABET member societies, and those who are new to the accreditation process.

The 2010 ABET Annual Conference – "Partnering for Progress: Advancing Constituent-Centered and Quality-Driven Accreditation" – took place October 27-29, 2010, in Baltimore, MD. The conference attracted 306 registrants, which is more than twice the attendance that many recent annual meetings have had.

SPIE Becomes a Member Society

At its fall 2009 meeting, the ABET Board of Directors approved an application for membership from SPIE, the international society for optics and photonics. Two-thirds of ABET's current societies must ratify a new member's admission for it to take effect, and ABET headquarters received notice of the last vote needed for SPIE to become a Member Society on Friday, February 19, 2010. SPIE will be the co-lead society with IEEE for optics and photonics programs.

SPIE was established as the Society of Photographic Instrumentation Engineers in 1955 to advance light-based technologies. Known simply as SPIE today, this organization aims to advance emerging technologies through information exchanges, continuing education, publications, patent precedent, and career and professional growth opportunities for individuals working in the optics, photonics, optoelectronics, and imaging fields. Currently, SPIE has 17,000 members specializing in 10 different technical interest areas, 147 student chapters, and approximately 435 corporate members. The society's website can be found at www.spie.org.

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Best Assessment Processes Symposium Gets a Makeover

After 11 years as the "Best Assessment Processes Symposium," the event was revamped to be even more comprehensive and useful for participants. The newly re-named ABET Symposium continued to offer more than 60 concurrent, peer-reviewed sessions focusing on assessment, but accreditation topics, such as preparing the self-study and getting ready for the campus visit, were added to the schedule as well. This allowed for participants to follow session tracks that best met their needs. New features that proved popular included a series of seven, three-hour pre-symposium workshops, as well as a symposium resource room that housed sample self-studies for participants to review, ABET publications, and information about becoming an ABET volunteer.

The ABET Symposium was held April 15-17, 2010, in Las Vegas, NV, and drew a record-breaking 339 registrants.

IDEAL Continues to Attract Future Assessment Leaders

The Institute for the Development of Excellence in Assessment Leadership (IDEAL) is a professional development opportunity for those who lead the assessment process for their programs or on their campus. Over 4½ days, participants learn the fundamentals about assessment, continuous program improvement, change management, and group facilitation so they can become effective leaders in program and institutional improvement. The January session, which was held in Phoenix, AZ, hosted 26 participants, while the August session in Baltimore, MD, attracted 42 participants.

This year, IDEAL was recognized again by the Center for the Advancement of Scholarship on Engineering Education (CASEE), an operating center of the National Academy of Engineering, as a Dissemination Channel. CASEE Dissemination Channels are trusted information resources that adhere to high quality standards in identifying, selecting, preparing, and transmitting knowledge. IDEAL was originally designated a CASEE Dissemination Channel in 2008, and this current recognition was extended another two years through September 2012.

More than 300 Benefit from Day-Long Faculty Workshops

ABET hosted five Faculty Workshops on Sustainable Assessment Processes in 2010. This year's schedule included events in Orlando, FL, and Las Vegas, NV; a spring workshop in Baltimore, MD; a workshop preceding the ASEE Annual Conference & Exposition in Louisville, KY; and a workshop in conjunction with the 2010 ABET Annual Conference in Baltimore. Approximately 310 participants broadened their understanding about assessment processes, developed measurable learning outcomes, and found out about new data collection methods during these interactive, day-long workshops.

Participants Earn Professional Development Hours for ABET Activities

ABET has started to offer professional development hours (PDHs), defined as work-related training that leads to professional license, certification, or credential renewal. Individuals who attend program evaluator or team chair training, a Faculty Workshop on Sustainable Assessment Processes, the ABET Symposium and pre-symposium workshops, the Institute for the Development of Excellence in Assessment Leadership (IDEAL), or the ABET Annual Conference may request a certificate noting their participation in these professional development offerings. PDHs are an added incentive for members of academe to participate in ABET activities and could help ABET attract more industry and government professionals to its volunteer pool.

ABET Establishes New Academic Advisory Group

ABET representatives visit hundreds of campuses each year and have sought input from deans and other academic representatives through such organizations as ASEE's Engineering Dean's Council and Engineering Technology Council. However, ABET has never had its own committee to provide direct access to a wide variety of academic viewpoints related to accreditation issues, professional technical education, and matters affecting the graduates of accredited programs. The new Academic Advisory Board (AAC) was established to provide ABET with input about proposed initiatives, procedures, and policies as they relate to the academic community. Modeled on the ABET Industry Advisory Council, the AAC is composed of approximately 20 academic leaders – such as deans, associate deans, and department chairs – who are associated with applied science, computing, engineering, and technology programs throughout the United States. The AAC convened for its initial meeting as part of the 2010 ABET Annual Conference.

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Faculty Learn More About Accreditation and Assessment with Not One – But Two – Webinar Series

For the first time, ABET offered its popular webinar series in the fall as well as in the spring. Each 90-minute session included a live presentation and allowed time for audience questions. Most of the webinars focused on accreditation, including organizing the self-study document, completing the institutional appendix, preparing for the site visit, understanding policies and procedures, and evaluating a program's readiness for the ABET accreditation process. However, assessment topics such as defining learning outcomes, creating rubrics, and developing surveys were also presented. In total, ABET presented 31 webinars – including seven complimentary sessions – to the benefit of a countless number of faculty and administrators.

Harmonization Project Standardizes ABET Criteria, Forms

The ABET Accreditation Council continued to harmonize ABET's terminology, documents, and processes across the four accreditation commissions whenever possible. This year, the alignment project led to further harmonization of the accreditation criteria, including common definitions for terms used in continuous improvement processes and identical wording for five of the general criteria across all four commissions. The harmonized criteria will go into effect for the 2011-2012 accreditation cycle.

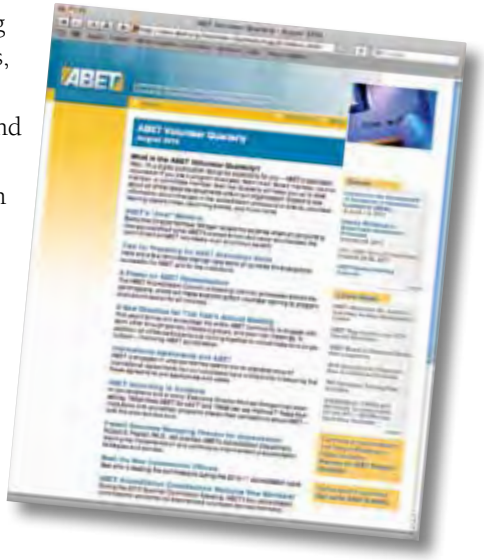
In addition, the self-study questionnaire templates have been revised to reflect the new criteria's wording and to ask common questions for all eight of the general criteria, even when the disciplines require differences in the criteria themselves. The new templates also feature uniform formats for faculty vitae and course syllabi, a common institutional appendix, and simplified instructions for programs undergoing evaluations from more than one commission, such as computer science and engineering.

Harmonization should lead to less confusion when more than one commission has accredited programs on the same campus. Additionally, these efforts will streamline the processes for ABET evaluation teams when the institution has requested more than one commission to conduct evaluations at the same time.

Newsletters for Academic and Volunteer Communities Debut

In August, ABET launched a new e-newsletter called *The ABET Volunteer Quarterly*, which is designed to address the specific needs of ABET Board members, team chairs, program evaluators, and other volunteers. Published in March, June, August, and December, the *Volunteer Quarterly* increases awareness about ABET activities among current and potential volunteers, provides updates about criteria and processes, alerts readers to professional development opportunities, and recognizes volunteers for outstanding contributions to ABET and/or their discipline.

In September, ABET introduced *The ABET Academic Newsletter* for deans, representatives, and others involved in ABET-accredited programs. This e-newsletter, with issues published in February, April, September, and November, addresses all matters related to accreditation, announces upcoming ABET meetings and events, inspires innovation in curricula and programs, and discusses larger issues related to higher education and accreditation.



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ABET Champions Value of Accreditation in the Media

ABET Executive Director Michael Milligan was quoted regarding specialized and professional accreditation in *Military Times EDGE* magazine in December, and he was interviewed for *Safe & Sound*, a weekly American Industrial Hygiene Association (AIHA) podcast. ABET contributed articles to *US Campus Guide* and *i-SECT* (science, engineering, computing, and technology), both of which are guidebooks for non-U.S. high school students who are interested in pursuing degrees in the United States. In addition, *Newsweek* approached ABET about including an article in a special "Excellence in Engineering & Technology" educational section. "Thinking About a Technical Degree?" by ABET Communications Specialist Keryl Cryer was published in an edition that reaches the top 20 metropolitan areas in the United States, and later in 11 regional *Newsweek* editions along with advertisements from institutions that house ABET-accredited programs in those respective geographic areas.

ABET Increases Visibility at Member Society Events

ABET is doing more to help its Member Societies with outreach, whether they want to encourage more programs to pursue accreditation, promote accreditation's value to industries that hire graduates, or recruit potential Program Evaluators. This year, ABET had outreach booths at the American Society of Safety Engineers' SAFETY 2010 Conference and Exposition in Baltimore, MD, and the International Society of Automation's Automation Week in Houston, TX. Additional booths are planned for next year.

ABET Improves Customer Service by Introducing New Technology

This year, ABET launched several new web-based tools to perfect its accreditation processes, including an online form that allows institutional representatives to complete performance evaluations of the ABET volunteers who visited their campus. ABET is also improving how it trains Team Chairs and Program Evaluators with the introduction of new online training modules and the revision of existing training sequences. Furthermore, ABET is now making it easier for students and parents to find accredited programs on the public website with an enhanced accreditation programs search tool that allows users to download Excel® spreadsheets with their search results.

ABET Accreditation Council

The ABET Accreditation Council exists to improve the accreditation process, with emphasis on sharing best practices and achieving appropriate consistency across the four ABET Commissions. The work encompasses policies, processes, procedures, and criteria.

The council's membership includes the Accreditation Council Chair; the Chair, Chair-Elect, and Past Chair from each of the four ABET Commissions; and the Chair of the International Activities Council.

Accreditation Council

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Stuart H. Zweben
The Ohio State University

Applied Science Accreditation Commission

Chair
Charles W. McGlothlin, Jr.
Oakland University

Chair-Elect
John J. Segna
American Society of Civil Engineers (ASCE)

Past Chair
J. Turner Hughey
Chromcraft Corporation

Computing Accreditation Commission

Chair
David P. Kelly
Battelle

Chair-Elect
Allen Parrish
University of Alabama at Tuscaloosa

Past Chair
Gayle J. Yaverbaum
Pennsylvania State University (Retired)

Engineering Accreditation Commission

Chair
Douglas R. Bowman
Lockheed Martin

Chair-Elect
Peter J. Carrato
Bechtel Corporation

Past Chair
John W. Rutherford
The Boeing Company

Technology Accreditation Commission

Chair
Kevin D. Taylor
Purdue University

Chair-Elect
Warren R. Hill
Weber State University

Past Chair
Mohammad A. Zahraee
Purdue University Calumet

International Activities Council

Chair
John E. LaGraff
Syracuse University (Retired)

ABET Accreditation Council: Year in Review

Harmonization Efforts

- **Criteria**
  The Accreditation Council completed its multi-year criteria harmonization project in 2010. This effort revised the criteria language so that the four commissions now use common wording where the intended meaning is the same. Harmonization was not about forcing commonality where differences are necessary and intentional.

  The result was common wording across the four commissions in five of the eight general criteria. The new "harmonized criteria" will go to the ABET Board of Directors at its fall 2010 meeting. The approved criteria will go into effect during the 2011-2012 cycle.

- **Self-Study**
  The Accreditation Council completed work on harmonized versions of the self-study questionnaire, which programs complete before their pending accreditation visits. The new questionnaires contain common formats for course syllabi and faculty curriculum vitae for all four commissions and simplify the workload for programs engaged in evaluations by multiple commissions. Also, much of the other requested information uses common wording for the four commissions and is consistent with the harmonized criteria.

  The new versions of the self-study questionnaires were posted on the ABET public website in 2010 so that programs preparing for 2011-2012 evaluations can begin using them.

- **Forms**
  Some of the forms that evaluation teams use were revised, both to create more uniformity across the four commissions and to create consistency with the new harmonized criteria. Teams will begin using the revised forms during the 2011-2012 evaluation cycle. Forms harmonization activities will continue into 2011.

Accreditation Policy and Procedures Manual

This year, the Accreditation Council completed the first major upgrade of the *Accreditation Policy and Procedures Manual* since its inception more than a decade ago. The new version brings the document in line with current procedures, is better organized, and is more sensitive to the reality that ABET accredits programs outside of the United States as well as programs delivered using non-traditional methods. It also allows certain deficiencies observed during program re-evaluations to be addressed via a report rather than through an on-site evaluation. The council presented the new manual to the ABET Board of Directors for approval during the fall 2010 meeting.

Training

The Accreditation Council's training committee continued its fine work in providing high-quality, common training for potential Program Evaluators. In addition, the committee created a *Training Policies and Procedures Manual*, which describes the essential expectations and responsibilities involving training of our evaluation teams. The Accreditation Council approved this new document. The training committee also created online modules for "Just-in-Time Training" and for "Refresher Training" to ensure that experienced team members are up-to-date on ABET criteria and evaluation practices prior to performing subsequent evaluations.

Program Naming

Sometimes, a program's name does not clearly indicate which program criteria have been used to evaluate it. This is even more common now that ABET is accrediting programs outside of the United States. The Accreditation Council had this information added to the program search tool on ABET's public website so that it is clear which criteria were used for a program's evaluation.

The new version of the *Accreditation Policy and Procedures Manual* also clarified how, when an evaluation is requested, the program's name is used in determining the Program Evaluator chosen.

Evaluations

When a program at an institution without ABET-accredited programs desires accreditation, it especially needs assistance in properly preparing for an ABET evaluation. This becomes particularly important when the program is located in a country with which ABET has no evaluation experience. The Accreditation Council is discussing this issue with the International Accreditation Council (INTAC) and the ABET Foundation to determine how best to advise such programs.

Applied Science Accreditation Commission (ASAC)

The Applied Science Accreditation Commission (ASAC) is responsible for conducting accreditation evaluations and making decisions on applied science programs based on the policies and criteria that have been approved by the ABET Board. ASAC makes the final decisions on accreditation actions, except for appeals, which the ABET Board decides. ASAC also recommends policies and rules of procedure to the Board.

Officers

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NCEES
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City of Las Vegas

SME
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Weber State University

ASAC: Year in Review

Supporting the Harmonization Process

Throughout the 2009-2010 accreditation cycle, ASAC made considerable efforts to support the harmonization of the general criteria, self-studies, and forms across the four accreditation commissions. Harmonization efforts were essentially finalized at the 2010 Summer Commission Meeting, and ASAC only needed to add some commission-specific language to these documents to tailor them to the commission's processes.

Improving Processes

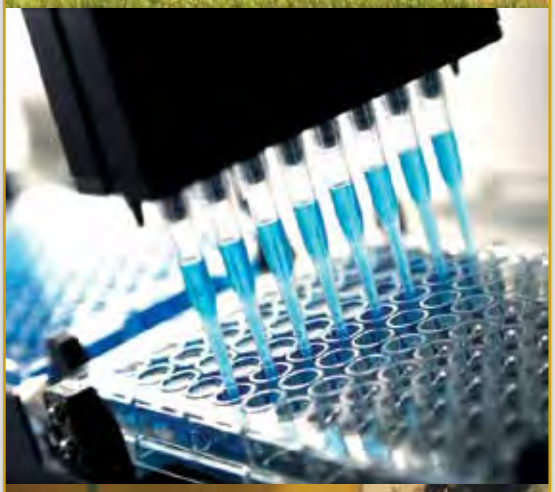
ABET headquarters provided weekly tracking statements that helped the commission keep reports moving through the editorial process. This resulted in the draft statements being completed earlier than they have been in recent years. During the 2010 Summer Commission Meeting, ASAC used a "consent agenda," which allowed for agreement about programs that received next general reviews and the time necessary to evaluate programs and reports that required more detailed consideration. The use of a consent agenda was particularly valuable this year, as unusual circumstances required extensive review and additional discussions ensured the actions' consistency.

Promoting Accreditation's Value

This year, ASAC and the ABET staff promoted the value of accreditation by participating in the annual conferences for the American Industrial Hygiene Association (AIHA), the American Society of Safety Engineers (ASSE), and the Health Physics Society (HPS). Activities included creating table-top displays about ABET, handing out materials and answering participants' questions when they visited ABET's exhibition booths, and meeting with institutional representatives and key professional society staff members to promote the value of accreditation.

Identifying New Disciplines

ASAC and the ABET staff continue to identify new disciplines that could be evaluated using the ASAC general criteria and potential professional societies to expand the commission. In addition, staff worked with the identified societies to bring programs into ASAC.



Computing Accreditation Commission (CAC)

The Computing Accreditation Commission (CAC) is responsible for conducting accreditation evaluations and making decisions on computing programs based on the policies and criteria that have been approved by the ABET Board. CAC makes the final decisions on accreditation actions, except for appeals, which the ABET Board decides. CAC also recommends policies and rules of procedure to the Board.

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Brigham Young University

Thomas B. Horton
University of Virginia

Carolyn M. Jacobson
Mount St. Mary's University

Elva J. Jones
Winston-Salem State University

Nancy Kinnersley
University of Kansas

Paul M. Leidig
Grand Valley State University

Karen A. Lemone
Worcester Polytechnic Institute

Jim Leone
Rochester Institute of Technology

Timothy E. Lindquist

Andrea Lobo
Rowan University

Lois Mansfield
Raytheon Systems

Manton Matthews
University of South Carolina

Dan Nash
Raytheon Company

Keith Bennett Olson
Utah Valley State College

Michael John Oudshoorn
The University of Texas at Brownsville

George Pothering
College of Charleston

Anne-Louise Radimsky
California State University–Sacramento

Srinivasan Ramaswamy
University of Arkansas at Little Rock

Donna Reese
Mississippi State University

Han Reichgelt
Southern Polytechnic State University

Harry L. Reif
James Madison University

John L. Schnase
NASA Goddard Space Flight Center

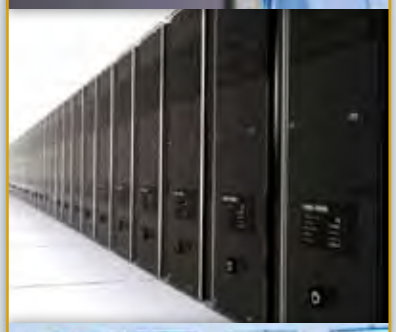
Dennis Dino Lee Schweitzer
U.S. Air Force Academy

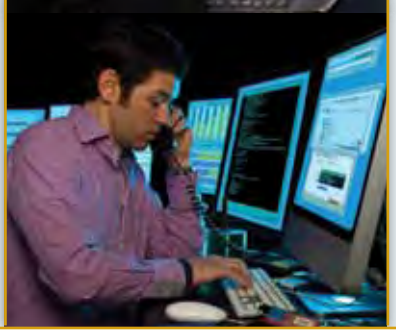
Edward J. Sobiesk
U.S. Military Academy

Judith L. Solano
University of North Florida

Pradip Srimani
Clemson University

John Carroll Turchek
Robert Morris University





CAC: Year in Review

Accreditation Criteria, Process, and Actions

The transition to CAC's new criteria, which introduces separate general criteria and program criteria, was completed during the 2009-2010 accreditation cycle. However, programs with Interim Reports (IRs) or Interim Visits (IVs) continued to be evaluated against the criteria that were in effect during their previous evaluations.

During this accreditation cycle, CAC evaluated 113 programs, including 21 new programs, at 91 institutions. Fifty-two programs that received NGR actions after their visits remained on the meeting's consent agenda, and their actions were approved by a single vote. Panels of approximately 16 commissioners reviewed another 52 programs, and seven of those programs were presented to the full commission for discussion. Two programs at two institutions had accreditation terminated this cycle.

Alternative Delivery Pilot Visit

Gayle Yaverbaum led a pilot visit to a national university seeking to accredit an information technology (IT) program at multiple physical sites across the United States, as well as their online program offering, as a single program. This visit was related to the Ad Hoc Task Force on Alternative Delivery Accreditation, which was charged with evaluating accreditation criteria and evaluation procedures and completed its work last fall.

Sampling was used to select physical sites to visit and faculty to interview. The program withdrew from the accreditation process prior to the Summer Commission Meeting, but the team had completed its site visits, draft statement generation, due process response analysis, and final statement creation before this occurred. Since virtually the entire accreditation cycle was accomplished, CAC can conclude that the processes and procedures used proved effective for programs at multiple sites and with alternative delivery systems.

Other Achievements

- Members of the CAC Documents Committee participated on the Accreditation Council Task Force that is producing a harmonized self-study.
- Harold Grossman, with support from the CAC Executive Committee members, participated in a roundtable session on accreditation at the ABET Symposium in April 2010.
- Gayle Yaverbaum and David Kelly represented CAC on the Accreditation Council Philosophy Task Force, which is harmonizing the manner in which commissions interpret and analyze criteria.

Engineering Accreditation Commission (EAC)

The Engineering Accreditation Commission (EAC) is responsible for conducting accreditation evaluations and making decisions on engineering programs based on the policies and criteria that have been approved by the ABET Board. EAC makes the final decisions on accreditation actions, except for appeals, which the ABET Board decides. EAC also recommends policies and rules of procedure to the Board.

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AAEE
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David Binning
AEM Corporation

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Muthusamy Krishnamurthy
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Raman M. Unnikrishnan
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ASME
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The Johns Hopkins University

Mohammad H. Hosni
Kansas State University

Darrell W. Pepper
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BMES
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CSAB
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IEEE
Curtis W. Dodd

Joanne Bechta Dugan
University of Virginia

Joseph L.A. Hughes
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Larry Kendrick
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Thomas H. Kuckertz
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John William Meredith
Agilent Technologies (Retired)

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NCEES
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H2L Consulting Engineers

NSPE
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SAE
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Proctor Engineering Research
& Consulting, Inc.

SME
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SME-AIME
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University of Kentucky

SNAME
Michael Fleahman
The Louis Berger Group, Inc.

SPE
Kashy Aminian
West Virginia University

TMS
Gillian Mary Bond
New Mexico Institute of Mining
& Technology

Jeffrey W. Fergus
Auburn University

EAC: Year in Review

Basis for Accreditation Action

The Engineering Accreditation Commission (EAC) bases its actions on the degree of a program's compliance with the *Criteria for Accrediting Engineering Programs*. Furthermore, EAC utilizes processes and procedures for evaluating engineering programs as detailed in the *Accreditation Policy and Procedure Manual*. The final decision on program accreditation resides within EAC.

Accreditation Actions and Trends Analysis

Criterion 2 (Program Educational Objectives) and Criterion 3 (Program Outcomes) continue to be the areas in which there are the most shortcomings (deficiencies, weaknesses, and concerns). Common shortcomings related to these two criteria included the following:

- Inadequate evidence that the process in which the objectives are determined and periodically evaluated is based on the needs of constituencies (Criterion 2).
- Confusion between the definition of program educational objectives (Criterion 2) and program outcomes (Criterion 3).
- Inadequate evidence of using the results of evaluation of objectives (Criterion 2) and/or assessment of outcomes (Criterion 3) for improvement.
- Inadequate evidence demonstrating achievement of objectives (Criterion 2) or outcomes (Criterion 3).

It should be noted, however, that even the criterion that has the most shortcomings still occurs in fewer than a third of the programs reviewed.

During the 2009-2010 accreditation cycle, there was a marked increase in shortcomings against Criterion 6 (Faculty) and Criterion 8 (Support). The current economic climate appears to be driving this trend, with institutions scaling back on financial expenditures, deferring faculty replacement, and (in the case of public institutions) dealing with legislatively mandated cuts. Most of these issues did not jeopardize program accreditation; however, EAC is concerned about potential impacts.

This cycle also saw a continuation in the increasing trend of non-U.S. institutions requesting EAC evaluations. Approximately 20 percent of the visits that EAC conducted this year took place outside of the United States. This is the partially a result of the programs at many non-U.S. institutions coming to the end of their substantial equivalency periods.

While no distinctions are made between U.S. and non-U.S. programs regarding the criteria or basis for accreditation, this trend is having an impact on EAC. These institutions require more planning and longer travel to conduct a visit and may be on different academic calendars than U.S. programs. EAC leadership will continue to monitor this trend closely to insure that the quality of our accreditation activities is not compromised.

Process Improvement

This year, the EAC Executive Committee adopted best practices that the Ad Hoc Consistency Task Force identified over the prior three years. These included doubling the number of consistency committee members to six and chartering the larger group to review consistency of shortcoming descriptions across all final statements prior to the Summer Commission Meeting. The committee provided panel leaders with information so that the panels could discuss potential inconsistencies. After the Summer Commission Meeting, the consistency committee reported that no major issues were identified.

In addition, EAC used commission feedback to make minor modifications to its use of panels. These included improving the meet environment to reduce noise issues, having the consistency committee discuss areas of concern within specific statements beforehand, and having the Editor 1's who reviewed certain statements lead the panels reviewing those statements. Feedback about panels continues to be positive, and panels are now a standard process at the commission meeting.

Continuing team chair training was refined to focus on areas that appear to be most often misunderstood. This allowed for more dialogue and time for small group/one-on-one discussion with EAC leadership.

New commissioners receive two teleconference training sessions with the EAC Chair-Elect prior to the Summer Commission Meeting, which allows time to clarify specific issues once they arrive for their training. Feedback indicated that this still does not provide sufficient time for new commissioners, given they don't know which questions to ask until they get into the Summer Commission Meeting training session. The Executive Committee will look at how to address this in preparation for the next commission meeting.

Technology Accreditation Commission (TAC)

The Technology Accreditation Commission (TAC) is responsible for conducting accreditation evaluations and making decisions on technology programs based on the policies and criteria that have been approved by the ABET Board. TAC makes the final decisions on accreditation actions, except for appeals, which the ABET Board decides. TAC also recommends policies and rules of procedure to the Board.

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AIAA
Swami N. Karunamoorthy
Saint Louis University

AIChE
Wilson T. Gautreaux
Rayonier Performance Fibers

ANS
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ASCE
Nirmal Kumar Das
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Subal K. Sarkar
Wang Engineering

Jean S. Uhl
Georgia Southern University

Albert C. Wahle
Sinclair Community College

ASEE
Bahman S. Motlagh

John A. Stratton
Rochester Institute of Technology (Retired)

ASHRAE
Larraine Ann Kapka
Sinclair Community College

ASME
Christine L. Corum
Purdue University at West Lafayette

Mark Coté
Maine Maritime Academy

Scott Danielson
Arizona State University Polytechnic

Thomas R. Jurczak
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BMES
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IEEE
Richard Cliver

Scott C. Dunning
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Questar Corp.

NSPE
C. Wayne Unsell
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SAE
Fred Z. Sitkins
Western Michigan University

SME
Niaz Latif
Purdue University at West Lafayette

V. Jorge Leon
Texas A&M University

SNAME
Paul Chandler Jackson
Prince George's Community College

TAC: Year in Review

Accreditation Actions and Trends Analysis

During the 2009-2010 accreditation cycle, TAC performed 41 General Reviews, 19 Interim Reports, and three Interim Visits. With extensions and terminations, TAC evaluated 171 programs at 69 institutions.

This year, Interim Report actions slightly exceeded the number of next general reviews, but all programs that TAC reviewed did receive positive accreditation actions. A contributing factor may be the fact that this is the sixth cycle in which all general reviews were conducted using outcomes-based criteria. Most of the shortcomings continue to be related to continuous improvement plans and objectives and outcomes assessment. Another contributing factor is the institutions' responsiveness, which resulted in many findings being resolved or reduced during due process. The number of Interim Report actions continues to substantially outpace the number of Interim Visit actions, as has been the case since introducing outcomes-based criteria.

This was TAC's third year evaluating non-U.S. programs. During the 2009-2010 accreditation cycle, TAC visited 17 programs at four institutions located in Kuwait, Peru, and Saudi Arabia.

Continued on next page

TAC: Year in Review, continued

Programs for Faculty and Institutions

- During the Commission Summit in San Antonio, TX, the morning sessions included presentations about issues common to all commissions. TAC's commission-specific afternoon session provided an opportunity for attendees to learn how to prepare for their visits and to give feedback about recent and proposed changes in accreditation processes and criteria.
- As part of the first ABET Symposium in Las Vegas, NV, the TAC Executive Committee took questions from the participants about accreditation.
- TAC invited deans, department chairs, and other administrators to attend an institutional representative's orientation session, held in conjunction with the Summer Commission Meeting. In response to previous feedback, this session was fully interactive, with many opportunities for small-group breakouts. TAC Executive Committee members served on a panel about the accreditation process, and commission members sat with the institutional representatives to answer questions and provide personal insights.

TAC Committee Activities

- Over the course of the year, the TAC Executive Committee considered policy issues, internal procedures, relationships with other ABET commissions, criteria interpretations, volunteer training, communications with educational institutions, accreditation visits in other countries, and accreditation process improvement. The Executive Committee members also served as Team Chairs for accreditation visits and as editors for accreditation statements.
- The Operations Committee coordinated and monitored the year's workload of evaluation visits and report actions. Major tasks included assigning and reassigning Team Chairs, editors/panelists, and reviewers for the current cycle; drafting such assignments for the next cycle; ensuring that visiting teams were appropriate for the programs being evaluated; and monitoring each accreditation visit's progress.
- The Criteria Committee continued to develop harmonized criteria with the other three commissions, and TAC approved the harmonized criteria sections at the Summer Commission Meeting. The Criteria Committee also worked with the Society of Fire Protection Engineers to develop program criteria and finalized the distinct outcomes for associate's and baccalaureate programs to bring them more in line with outcomes in the Sydney and Dublin Accords. In addition, Warren Hill chaired the Cross-Commission Harmonized Self-Study Group, in which the Criteria Committee was highly active.
- The Documents Committee reviewed all TAC forms and modified several documents, style guides, and templates to conform to the new harmonized criteria.
- The Training Committee continued to revise TAC-specific materials to reflect criteria changes and to incorporate trainee and facilitator comments. Also, the committee modified training for new commissioners to better serve their needs and introduced a presentation addressing many issues seen during the editing of draft and final statements.
- The Quality Committee oversaw the continued improvement of the accreditation process and tracked TAC's progress in this regard.
- The Mentoring Committee added the Team Chair Competency Model to the *TAC Mentoring Guide* and revised the Editor 1 checklist, which highlights editor mentoring activities.

Industry Advisory Council (IAC)

The Industry Advisory Council provides the ABET Board of Directors with valuable perspectives from a variety of industries and professions on ABET's accreditation programs and procedures. The IAC develops methods to stimulate the involvement of industry in ABET through board participation, membership on the accreditation commissions, and other volunteer positions. For 2010, the IAC was comprised of 14 at-large industry members, the ABET President, the ABET President-Elect, and the ABET Executive Director.

Officers

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Eli Lilly & Company (retired)

Dwight Beranek
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Charles R. Craig
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Brian Reustow
F. W. Roberts Manufacturing
Co., Inc.

Scott Petrak
Bayer Corporation

Susan M. Steadman
Hershey Foods Corporation

Ray Steen
General Dynamics

IAC: Year in Review

International Accreditation

The IAC recommends continuing ABET's commitment to international accreditation, maintaining the current momentum in this area. The IAC recognizes and is encouraged by the growth in number of accredited programs, as well as the number of countries outside the U.S. with ABET-accredited programs. The IAC supports further development of the Global Strategic and Operations Plan, and establishment of a Global Council to replace the International Activities Council. The IAC is also encouraged to observe ABET's strengthened commitment to international Mutual Recognition Agreements, especially the approval of ABET as a full signatory to the Sydney Accord (four-year technology programs). The IAC is reviewing program evaluator qualifications and training requirements for Program Evaluators (PEVs) outside the U.S., so a potential recommendation can be made on how to best identify and recruit PEVs not living in the U.S. The IAC encourages ABET leadership to continue to develop plans for the future state when a regional deployment capability might be needed.

Community College Articulation

The IAC recommends that ABET continue coordinating with relevant entities to improve articulation from community colleges into four-year programs in applied science, computing, engineering, and technology. This is an important element in addressing the shortfall of qualified students in technical education and, therefore, a shortage of the technical expertise that will be needed by industry.

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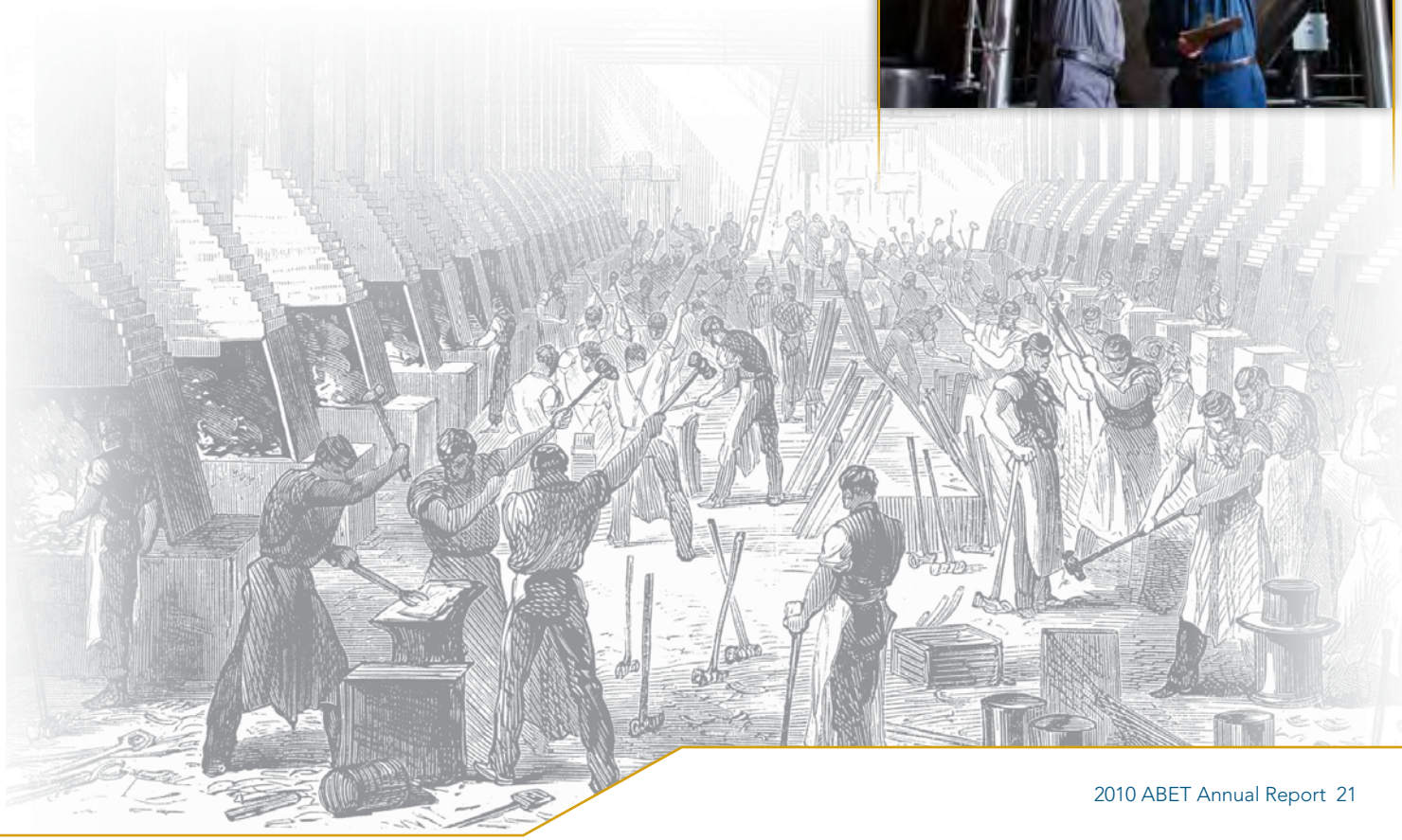

Program Evaluator Recruiting

The IAC recognizes it has a unique role and ability to help recruit new program evaluators from industry. Currently, the IAC has no coordinated effort to recruit program evaluators, but recommends that the IAC establish a program to assist with recruitment from industry. The IAC also observed that offering Professional Development Hours (PDHs) to professionals who volunteer for ABET is a positive motivator. In addition, public recognition of ABET volunteers is welcome, especially those Program Evaluators with extensive service (25 or more visits), as was done during the ABET Annual Conference. Targeting specific companies and those professionals who are now retired may prove to provide good sources for evaluators.

ABET Foundation

The IAC supports the continued evolution of the ABET Foundation, including several key steps that have been completed during this past year. These include submission of exempt status application to the IRS, establishing Conflict of Interest policies, and developing a consultant certification process. The IAC recommends that the ABET Foundation assure they resolve all conflicts for use of Foundation funds, and that ABET and the ABET Foundation be cautious of branding dilution.

Diversity

The members of the IAC understand that diversity across many dimensions is critical to success for industry. Accordingly, the IAC recommends that ABET continue moving forward with diversity initiatives. It also recognizes three initiatives that seem to be working well:

- ABET's Claire Felbinger Diversity Awards program continues to attract nominations and is a strong statement about ABET's commitment to diversity.
- Including diversity as a topic of discussion in the ABET Annual Conference session on "Recruitment" underscores ABET's focus on diversity and allows for open discussion on the topic.
- Continuing to distribute "Diversity Report Cards" to ABET Member Societies encourages them to maintain diversity as an important organizational objective.
- Consider repeating the diversity publication from 2005. The IAC will assist with this if requested.
- Investigate the policies and practices of other organizations and determine if there is an application to ABET.
- Consider including the Society of Women Engineers (SWE) and Advancing Minorities' Interest in Engineering (AMIE) as Associate Members in ABET.

The IAC encourages ABET to assure that diversity is addressed in the program evaluator recruiting process as well.

ABET's Role in Graduate Quantity (Throughput)

The IAC recommends that ABET continue to help increase the number of graduates in applied science, computing, engineering, and technology fields. Although ABET's current focus is on the value of ABET accreditation, the IAC encourages ABET to put additional emphasis on helping increase the number of students attracted to the technical disciplines.

Distance Education

The IAC sees no need for ABET to modify its existing accreditation criteria for distance education programs. However, the IAC recognizes the potential need to consider modification of the institutional fee schedule to address any additional costs associated with evaluating these programs. The IAC is interested in how ABET will specifically address this matter to assure that those graduates can meet the needs of industry.

Promoting the Value of Accreditation

The IAC offers the following comments on the value of accreditation to industry:

- Industry's perceived value of ABET
  - Predictable and repeatable assurance of quality
  - An element of risk mitigation and management
- Promoting value
  - Create a new sense of awareness of ABET's mission and role
- Use member societies' publications and websites
  - Use the IAC to validate the message
- Advertise with a message for the general public
  - *U.S. News and World Report Education Edition*
- Engage HR organizations
  - Society of Human Resources and Management (SHRM)
- Use social media
  - LinkedIn
  - Facebook
  - Twitter

International Activities Council (INTAC)

The International Activities Council, or INTAC, creates and recommends policies and procedures regarding ABET's international activities for Board approval.

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International Activities Council (INTAC): Year in Review

Substantial Equivalency Status

In 2006, the ABET Board voted to phase out substantial equivalency evaluations to allow programs outside of the U.S. to become eligible for accreditation. INTAC reviewed the dates when substantial equivalency recognition will expire and is working with the 67 programs at 16 institutions in nine countries that still hold this designation.

All remaining substantial equivalency recognitions will expire by September 30, 2012. INTAC is encouraging all programs with substantial equivalency recognition to seek ABET accreditation as their terms expire.

Mutual Recognition Agreements

Mutual recognition agreements (MRAs) recognize the substantial equivalency of accreditation systems and agree that the graduates of accredited programs are prepared for entry-level practice in their professions. ABET views entering into MRAs with appropriate accreditation organizations as a means to further promote the continuous quality improvement of professional technical education.

Washington Accord

The Washington Accord is an MRA among accreditors of engineering programs. In May 2010, ABET conducted a Faculty Workshop on Sustainable Assessment Processes at the Institution of Engineers Singapore, one of the accord's signatories.

The chair of the International Engineering Alliance (IEA) Governing Group stepped down in June 2010, and ABET Past President Winfred Phillips will serve as interim chair until June 2011. Phillips' term as chair of the Washington Accord will end in June 2011.

Sydney Accord

The Sydney Accord is the MRA for four-year engineering technologist programs. ABET became a full signatory in 2009.

Seoul Accord

The Seoul Accord, which is an MRA among accreditation organizations for computing programs, had a workshop in Brisbane, Australia, on September 17-18, 2010.

Joe Turner is chair of the Seoul Accord for computing programs. His terms expires in June 2011, but he is eligible for re-election.

As a member of this accord, ABET is involved in three working groups: Monitoring and Reporting, Jurisdiction of Signatories, and Listing of Accredited Programs. The recommendations from the working groups will be considered at the Seoul Accord's meeting in June 2011.

Memoranda of Understanding

A memorandum of understanding (MOU) is an agreement that guides ABET's collaboration with a quality assurance organization in another country during its developmental period. In support of MOUs, ABET has engaged in the following activities this year:

- Collaborated with Agencia de Calidad, Acreditación y Prospectiva de las Universidades de Madrid (ACAP), a quality assurance organization in Spain, to organize the International Leadership Organization for Quality Assurance, Accreditation and Assessment. ABET President David K. Holger and ABET staff members presented at this event, which was held in Madrid on June 14-16, 2010.
- Assisted the Council of Higher Education, Israel, with its evaluation visits.
- Arranged for two representatives from the Greater Caribbean Regional Engineering Accreditation System (GCREAS) to observe an ABET evaluation visit.
- Conducted a one-day accreditation seminar at the request of Acredita CI in Chile.
- Hosted a Faculty Workshop on Sustainable Assessment Processes at the National Authority for Quality Assurance and Accreditation in Education of Egypt (NAQAAE).

INTAC Membership

The term for all current INTAC members expired on September 30, 2010. Phillip E. Borrowman, who stepped down as INTAC chair, will appoint new members when he becomes ABET President. John LaGraff was appointed INTAC chair as of August 15, 2010.

Financial Highlights

Independent Auditors' Report

We have audited the accompanying statement of financial position of Accreditation Board for Engineering and Technology, Inc., (ABET) (a nonprofit organization) as of September 30, 2010, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of ABET's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from ABET's 2009 financial statements and, in our report dated February 18, 2010, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Accreditation Board for Engineering and Technology, Inc., as of September 30, 2010, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The information in the supplementary schedule of expenses without indirect expense allocation is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Councilor, Buchanan & Mitchell, P.C.
February 14, 2011

Financial Highlights, continued

See accompanying Notes to Financial Statements.

Statement of Financial Position

ASSETS

Current Assets	
Cash Equivalents	$ 5,619,821
Certificates of Deposit	840,495
Investments	
Accounts Receivable, Less Allowance for Doubtful Accounts of $83,712	614,102
Prepaid Expenses and Other Current Assets	767,591
Total Current Assets	7,842,009
Property and Equipment	
Information Management Systems	705,021
Equipment	365,931
Furniture and Fixtures	191,937
Computer Software	190,476
Equipment Under Capital Lease, Before Accumulated Amortization of $31,805	104,735
Leasehold Improvements	95,406
Intangible Property	14,915
	1,668,421
Less Accumulated Depreciation and Amortization	(857,279)
Net Property and Equipment	811,142
Total Assets	$ 8,653,151

LIABILITIES AND NET ASSETS

Current Liabilities	
Accrued Expenses and Other Current Liabilities	$ 1,044,897
Capital Lease Payable - Current Portion	14,440
Deferred Revenues	3,828,603
Total Current Liabilities	4,887,940
Long-Term Liabilities	
Capital Lease Payable - Net of Current Portion	66,273
Deferred Rent Payable	176,433
Total Long-Term Liabilities	242,706
Net Assets	
Unrestricted	3,490,962
Temporarily Restricted	31,543
Total Net Assets	3,522,505
Total Liabilities and Net Assets	$ 8,653,151

Because this is the first year of a new auditor, only one year of financial data is presented.

Financial Highlights, continued

See accompanying Notes to Financial Statements.

Statement of Activities

SUPPORT AND REVENUES	
Accreditation Fees	$ 6,270,843
In-Kind Contributions	3,543,113
Assessments - Member Societies	1,393,675
Professional Service Revenues	574,673
Science Screen Report Contributions	84,795
Government Grants	4,026
Investment Income	25,143
Other Revenue	2,233
Executive Meeting Revenues	1,370
Total Support and Revenues	11,899,871
EXPENSES	
Accreditation	$ 6,374,245
Professional Services	1,091,814
Governance	855,490
Special Projects	8,482
Planning and Operations	1,991,998
Total Expenses	10,322,029
Increase (Decrease) in Net Assets	1,577,842
Net Assets, Beginning of Year as Originally Stated	1,944,663
Adjustment for Correction of Accounting Principle	0
Net Assets, Beginning of Year as Adjusted	1,944,663
Net Assets, End of Year	$ 3,522,505

Because this is the first year of a new auditor, only one year of financial data is presented.

See accompanying Notes to Financial Statements.

Accreditation Board for Engineering and Technology, Inc.

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED SEPTEMBER 30, 2010

Cash Flows from Operating Activities	
Increase in Net Assets	$ 1,577,842
Adjustments to Reconcile Increase in Net Assets to Net Cash Provided by Operating Activities	
Depreciation and Amortization	143,115
Deferred Rent	(26,796)
Allowance For Doubtful Accounts	(86,233)
Loss on Disposal of Property and Equipment	5,640
(Increase) Decrease in Assets	
Accounts Receivable	(42,547)
Prepaid Expenses and Other Current Assets	(406,139)
Increase (Decrease) in Liabilities	
Accrued Expenses and Other Current Liabilities	303,485
Deferred Revenues	859,629
Net Cash Provided by Operating Activities	2,327,996
Cash Flows from Investing Activities	
Purchases of Property and Equipment	(185,241)
Maturities of Investments	3,419,604
Purchases of Investments	(1,232,362)
Net Cash Used in Investing Activities	2,002,001
Cash Flows from Financing Activities	
Capital Lease Payments	3,295
Net Increase in Cash Equivalents	4,333,292
Cash Equivalents, Beginning of Year	1,286,529
Cash Equivalents, End of Year	$ 5,619,821
Supplementary Disclosure of Cash Flow Information	
Cash Paid During the Year for Interest	$ 11,416

Because this is the first year of a new auditor, only one year of financial data is presented.

Notes to Financial Statements

1. ORGANIZATION

Accreditation Board for Engineering and Technology, Inc., (ABET) was organized in 1932 and incorporated in 1963. ABET accredits applied science, computing, engineering, and technology programs at colleges and universities throughout the United States as well as internationally. ABET also conducts faculty improvement workshops. The Organization is supported primarily by accreditation fees, contributed accreditation services, and membership assessments.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America (US GAAP) requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash Equivalents

ABET considers all highly-liquid investments with an initial maturity of three months or less when purchased to be cash equivalents.

Investments

Investments in certificates of deposit are reported at fair value in the statement of financial position. Investment income for the year ended September 30, 2010, was $25,143.

Accounts Receivable

Accounts receivable are reported at their outstanding balances reduced by an allowance for doubtful accounts, if necessary.

Management periodically evaluates the adequacy of the allowance for doubtful accounts by considering ABET's past receivables loss experience, known and inherent risks in the accounts receivable population, adverse situations that may affect a client's ability to pay, and current economic conditions.

The allowance for doubtful accounts is increased by charges to bad debts expense and decreased by charge offs of the accounts receivable balances. Accounts receivable are considered past due and charged off based on management's determination that they are uncollectible.

Property and Equipment

Property and equipment are stated at cost. Depreciation is provided over the estimated useful lives of the assets on a straight-line basis. Acquisitions of property and equipment in excess of $1,000 are capitalized. Amortization of equipment purchased through capital leases has been included in depreciation expense.

Continued on next page

Temporarily Restricted Net Assets

During the year ended September 30, 2010, ABET received $84,795 in contributions restricted for the Science Screen Report program. Additionally, net assets of $74,542 related to the Science Screen Report contributions were released from donor restrictions by satisfying the restrictions specified by the donors. Temporarily restricted net assets at September 30, 2010, were $31,543 and were restricted to the Science Screen Report Program.

Revenue, Support, and Expense Recognition

The financial statements of ABET have been prepared on an accrual basis. Revenue from membership assessments is recognized over the period to which the assessments relate, and revenue from fees is recognized when the related services are performed. Accreditation visit revenue is recognized when ABET releases its final reports.

Unless specifically restricted by the donor or the grantor, all contributions and grants are considered to be available for unrestricted use. Unrestricted contributions received for ABET's programs are recognized as support when received.

Income Taxes

ABET is a tax-exempt organization operated for educational purposes under the provisions of Section 501(c)(3) of the Internal Revenue Code. ABET's tax returns for the years ended September 30, 2009, 2008, and 2007 remain open to examination by the Internal Revenue Service.

Summarized Comparative Information

The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting US GAAP. Accordingly, such information should be read in conjunction with ABET's financial statements for the year ended September 30, 2009, from which the summarized information was derived.

3. CONCENTRATION OF CREDIT RISK

ABET regularly maintains cash deposits at its bank. At September 30, 2010, all of ABET's bank account deposits were fully insured. Additionally, approximately $5,228,000 was invested in money market funds which were not covered by insurance. The money market funds are invested in government securities or short-term securities which are considered low risk.

4. FAIR VALUE MEASUREMENTS

ABET'S cash equivalents and investments constitute its only assets or liabilities measured at fair value on a recurring basis as of September 30, 2010. These cash equivalents and investments and their fair value measurements are summarized below.

		Fair Value Measurements at Reporting Date Using	
		Quoted Prices in Active Markets for Identical Assets	Significant Other Observable Inputs
	Fair Value	(Level 1)	(Level 2)
Money Market Funds	$5,227,945	$5,227,945	$ -
Certificates of Deposit	840,495	-	840,495

Financial assets measured using Level 1 inputs are based on unadjusted quoted market prices in active markets for identical assets.

Level 2 inputs include quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, inputs other than quoted prices that are observable, and inputs derived from observable market data.

Level 3 inputs are obtained from the entity's own assumptions.

None of ABET's assets were valued at Level 3 inputs as of September 30, 2010.

5. CAPITAL LEASE OBLIGATION

ABET is obligated under capital lease arrangements for office equipment.

The following is a summary of the minimum rental commitments of long-term leases over the remaining years:

For the Year Ending September 30,	
2011	$ 26,556
2012	26,556
2013	26,556
2014	26,730
2015	1,975
Total Minimum Lease Payments	108,373
Less Amount Representing Interest	(27,660)
Present Value of Minimum Lease Payments	$ 80,713

Interest expense for the year ended September 30, 2010, was $11,416.

Continued on next page

6. CONTRIBUTED SERVICES

ABET records in-kind contributions for accreditation services rendered by the volunteer commissioners and Program Evaluators. Contributed services are recognized at fair value if the services received (a) create or enhance long-lived assets or (b) require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. During the year ended September 30, 2010, ABET recorded $3,543,113 in in-kind contributions support and accreditation expense in the statement of activities. All contributed services received were recognized as support during the year ended September 30, 2010.

7. RETIREMENT PLAN

ABET has a retirement plan open to all employees. Under the plan, ABET makes contributions to TIAA/CREF. Contributions to the Plan are at the discretion of management each year and amounted to $127,159 for the year ended September 30, 2010.

8. OPERATING LEASE OBLIGATION

ABET leases its office space under a noncancellable operating lease that expires in September 2014. The lease includes an escalation clause for rental increases every 12 months.

Future minimum rentals are as follows:

For the Year Ending September 30,	
2011	$ 322,570
2012	329,641
2013	336,872
2014	344,267
	$ 1,333,350

Rental expense, which includes maintenance and utilities, amounted to $355,904 for the year ended September 30, 2010.

9. FUNCTIONAL CLASSIFICATION OF EXPENSES

The following is the breakdown of expenses by functional classification:

Program Services		
Accreditation	$ 8,218,197	
Professional Services	574,673	
Governance	1,413,280	
Special Projects	13,908	
Total Program Services		$ 10,220,058
Supporting Services		
Planning and Operations–Unallocable		109,938
Total Expenses		$ 10,329,996

Professional Services and Planning and Operations expenses in excess of associated revenues are allocated to accreditation, governance, and special projects expenses in proportion to their shares of total direct expenses for those programs.

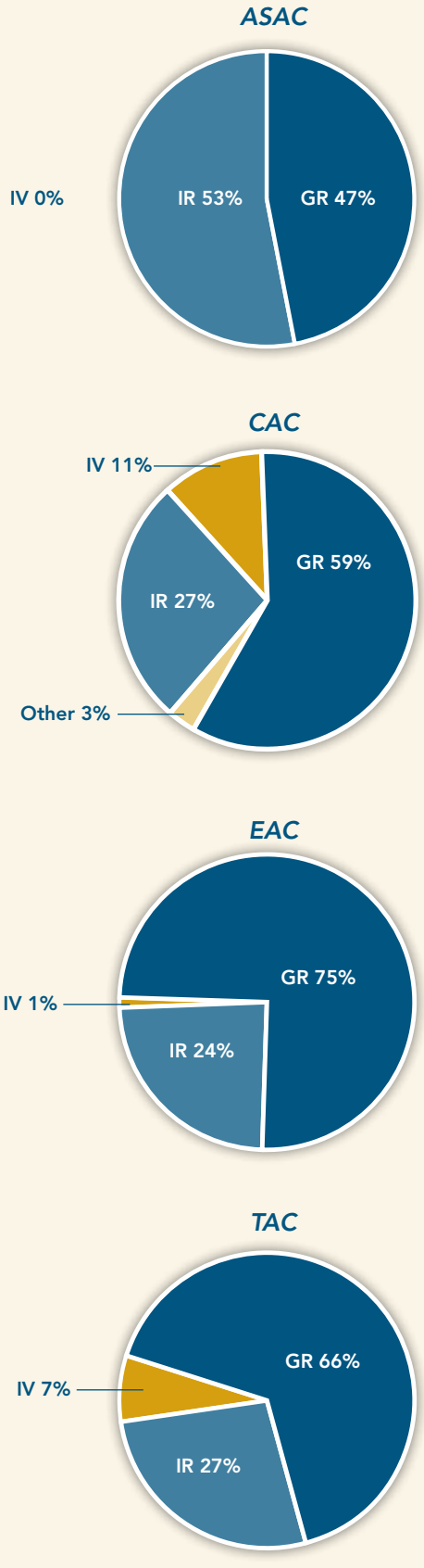
10. SUBSEQUENT EVENTS

ABET has evaluated subsequent events through February 14, 2011, the date on which the financial statements were available to be issued.

Statistics

Part A: 2009-2010 Cycle Data

Results of Evaluations Conducted by Commission



Evaluations Conducted (Number of Programs)

	ASAC	CAC	EAC	TAC	Total
General Review	7	65	357	97	526
Interim Report	8	30	115	40	193
Interim Visit	-	12	7	10	29
Other	-	3	-	-	3
	15	110	479	147	751

Acronym Key

GR . . . . . General Review
IR . . . . . Interim Review
IV . . . . . Interim Visit
NA . . . . . Not to Accredit
NGR. . . . . Next General Review
SC . . . . . Show Cause

Programs Visited by Curricular Area*

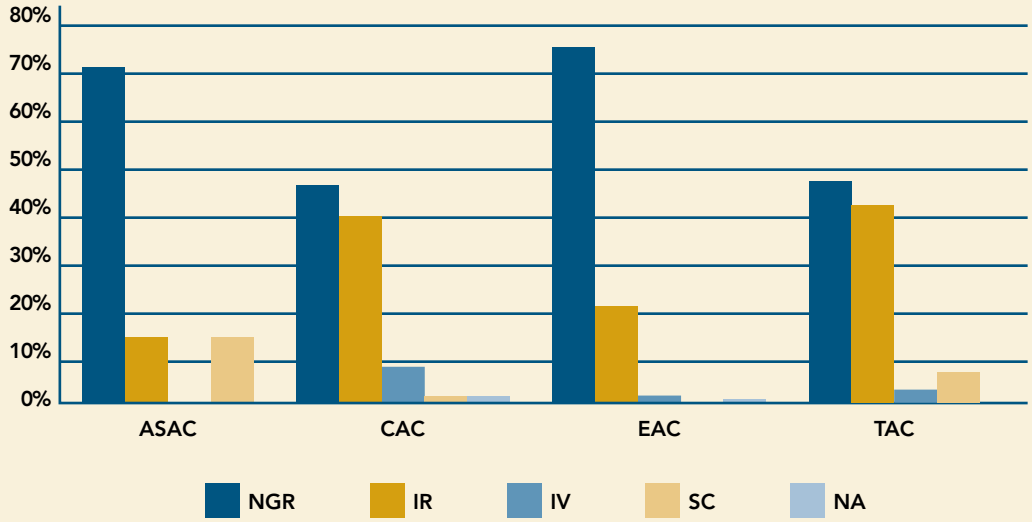
	ASAC			CAC	EAC		TAC		TOTAL
	Associate	Bachelor	Master	Bachelor	Bachelor	Master	Associate	Bachelor	
Aerospace	-	-	-	-	11	2	-	1	13
Agricultural	-	-	-	-	6	-	-	-	6
Architectural	-	-	-	-	5	-	2	1	8
Automotive	-	-	-	-	-	-	-	1	1
Bioengineering and Biomedical	-	-	-	-	11	-	-	3	14
Biological	-	-	-	-	4	-	-	-	4
Chemical	-	-	-	-	32	-	1	1	34
Civil	-	-	-	-	42	-	6	8	56
Computer	-	-	-	-	40	1	1	4	46
Computer Science	-	-	-	59	-	-	-	-	59
Construction	-	-	-	-	3	2	1	5	11
Drafting and Design (General)	-	-	-	-	-	-	-	1	1
Drafting and Design (Mechanical)	-	-	-	-	-	-	1	-	1
Electrical	-	-	-	-	65	1	11	22	99
Engineering Management	-	-	-	-	2	1	-	-	3
Engineering, Engineering Physics, and Engineering Science	-	-	-	-	12	-	1	2	15
Environmental	-	-	-	-	8	1	1	-	10
General Criteria Only	-	-	-	4	6	-	-	2	12
Geological	-	-	-	-	3	-	-	-	3
Industrial	-	-	-	-	24	1	-	2	27
Industrial Hygiene	-	2	2	-	-	-	-	-	4
Information Systems	-	-	-	12	-	-	-	-	12
Information Technology	-	-	-	2	-	-	-	-	2
Instrumental and Control Systems	-	-	-	-	-	-	1	-	1
Manufacturing	-	-	-	-	2	-	2	2	6
Materials	-	-	-	-	3	-	-	-	3
Mechanical	-	-	-	-	56	-	10	15	81
Metallurgical	-	-	-	-	2	-	-	-	2
Mining	-	-	-	-	4	-	-	-	4
Nuclear and Radiological	-	-	-	-	-	1	1	1	3
Ocean	-	-	-	-	1	1	-	-	2
Optics	-	-	-	-	1	-	-	-	1
Petroleum	-	-	-	-	8	-	-	-	8
Safety	-	1	1	-	-	-	-	-	2
Software	-	-	-	-	5	-	-	-	5
Surveying and Geomatics	-	1	-	-	-	-	1	-	2
Systems	-	-	-	-	2	1	-	-	3
Telecommunications	-	-	-	-	-	1	-	-	1
TOTAL	-	4	3	77	358	13	40	70	565

**Individual programs may embrace more than one curricular area, and thus may be counted more than once in this table.*

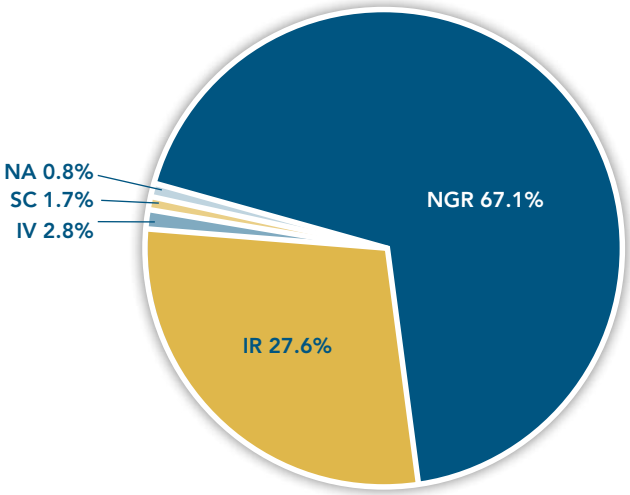
Actions for General Reviews

	ASAC		CAC		EAC		TAC		All	
	#	%	#	%	#	%	#	%	#	%
NGR	5	71.4%	31	47.7%	271	75.9%	46	47.4%	353	67.1%
IR	1	14.3%	26	40.0%	77	21.6%	41	42.3%	145	27.6%
IV	-	0.0%	6	9.2%	6	1.7%	3	3.1%	15	2.8%
SC	1	14.3%	1	1.5%	-	0.0%	7	7.2%	9	1.7%
NA	-	0.0%	1	1.5%	3	0.8%	0	0.0%	4	0.8%

Actions for General Reviews, 2009-2010



Actions for General Reviews Across All Commissions, 2009-2010



Acronym Key

GR . . . . . General Review
IR . . . . . Interim Review
IV . . . . . Interim Visit
NA . . . . . Not to Accredit
NGR. . . . . Next General Review
SC . . . . . Show Cause

Part A: Programs Accredited as of 10/01/10

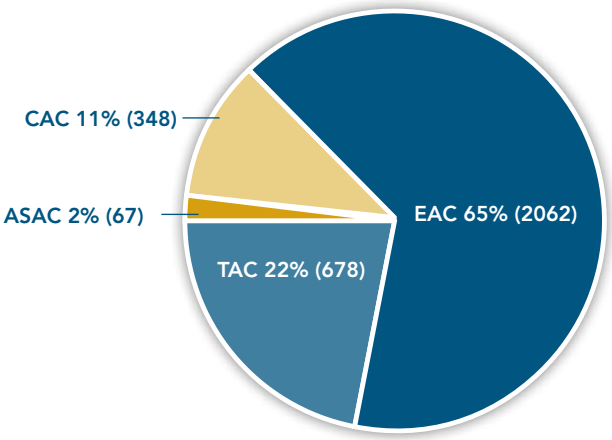
Programs Accredited by Curricular Area*

	ASAC			CAC	EAC		TAC		TOTAL
	Associate	Bachelor	Master	Bachelor	Bachelor	Master	Associate	Bachelor	
Aeronautical	-	-	-	-	-	-	1	2	3
Aerospace	-	-	-	-	71	3	-	-	74
Agricultural	-	-	-	-	39	-	-	-	39
Air Conditioning	-	-	-	-	-	-	2	1	3
Architectural	-	-	-	-	19	1	18	7	45
Automotive	-	-	-	-	-	-	-	2	2
Bioengineering and Biomedical	-	-	-	-	73	1	3	12	89
Biological	-	-	-	-	15	-	-	-	15
Ceramic	-	-	-	-	4	-	-	-	4
Chemical	-	-	-	-	181	1	2	2	186
Civil	-	-	-	-	247	1	39	27	314
Computer	-	-	-	-	235	3	23	50	311
Computer Science	-	-	-	280	-	-	-	-	280
Construction	-	-	-	-	12	2	8	25	47
Drafting and Design (General)	-	-	-	-	-	-	2	1	3
Drafting and Design (Mechanical)	-	-	-	-	-	-	4	1	5
Electrical	-	-	-	-	339	4	99	116	558
Electromechanical	-	-	-	-	-	-	4	8	12
Engineering Management	-	-	-	-	11	1	-	-	12
Engineering Mechanics	-	-	-	-	6	-	-	-	6
Engineering, Engineering Physics & Engineering Science	-	-	-	-	73	-	5	20	98
Environmental	-	-	-	-	60	8	4	-	72
Environmental, Health, and Safety	-	2	-	-	-	-	-	-	2
Fire Protection	-	-	-	-	1	-	-	2	3
General Criteria Only	-	1	-	6	25	1	10	13	56
Geological	-	-	-	-	17	-	-	-	17
Health Physics	-	3	4	-	-	-	-	-	7
Industrial	-	-	-	-	113	2	5	9	129
Industrial Hygiene	-	7	28	-	-	-	-	-	35
Information Systems	-	-	-	47	-	-	-	-	47
Information Technology	-	-	-	17	-	-	-	-	17
Instrumentation and Control Systems	-	-	-	-	-	-	3	2	5
Manufacturing	-	-	-	-	22	1	9	27	59
Materials	-	-	-	-	61	-	-	-	61
Mechanical	-	-	-	-	316	2	61	69	448
Metallurgical	-	-	-	-	9	-	-	-	9
Mining	-	-	-	-	16	-	-	-	16
Naval Architecture and Marine	-	-	-	-	11	-	-	3	14
Nuclear and Radiological	-	-	-	-	22	1	2	2	27
Ocean	-	-	-	-	7	1	-	-	8
Optics	-	-	-	-	5	-	1	-	6
Petroleum	-	-	-	-	23	-	-	-	23
Safety	1	9	2	-	-	-	-	-	12
Software	-	-	-	-	23	-	-	-	23
Surveying and Geomatics	-	10	-	-	6	-	7	5	28
Systems	-	-	-	-	13	1	-	-	14
Telecommunications	-	-	-	-	2	1	2	5	10
Welding	-	-	-	-	1	-	-	1	2
TOTAL	1	32	34	350	2078	35	314	412	3256

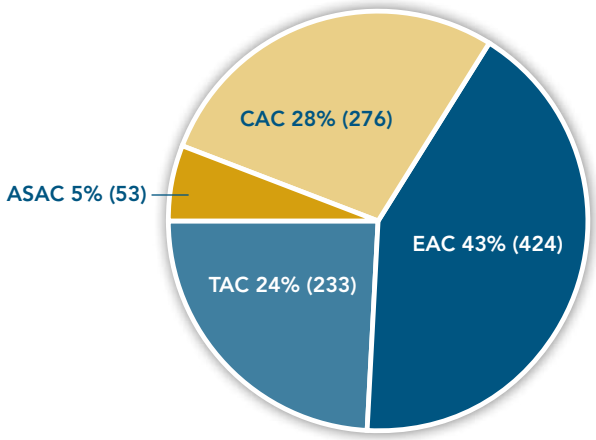
**Individual programs may embrace more than one curricular area, and thus may be counted more than once in this table.*

Part A: 2009-2010 Cycle Data

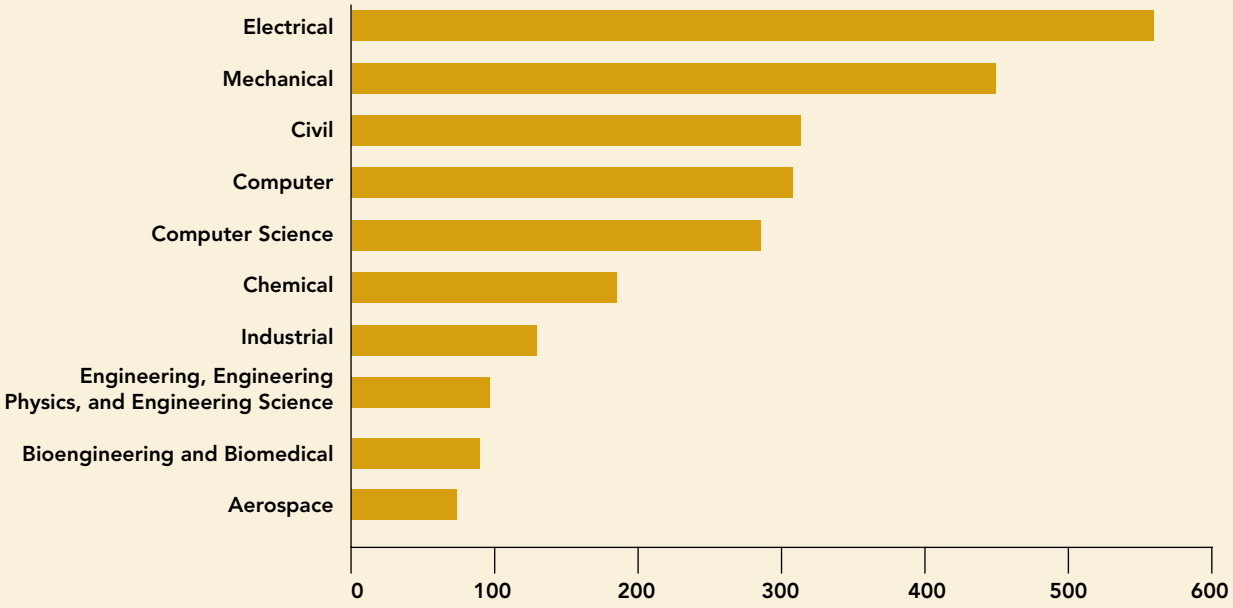
Accredited Programs by Commission



Institutions by Commission



10 Largest Curricular Areas by Number of Accredited Programs Across All Commissions



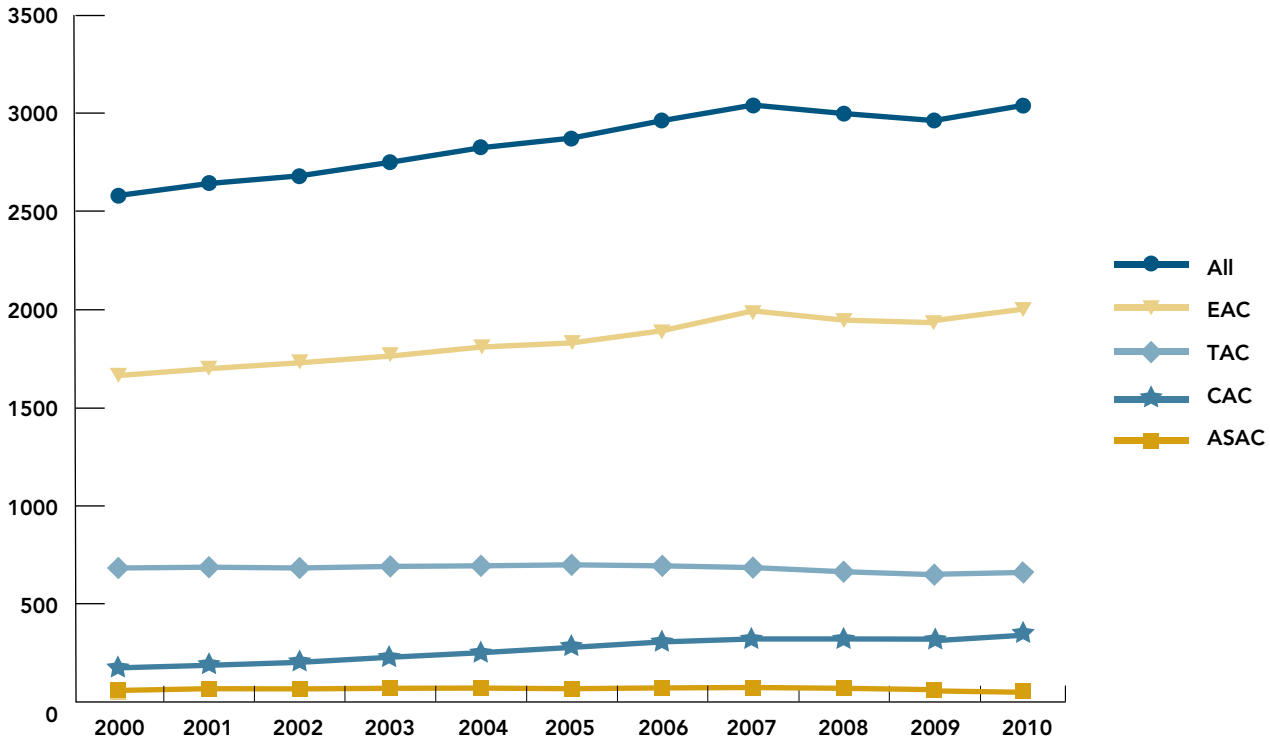
Number of Accredited Programs and Institutions Having Accredited Programs, 2000-2010**

	ASAC		CAC		EAC		TAC		All	
	Pgms	Insts	Pgms	Insts	Pgms	Insts	Pgms	Insts	Pgms	Insts
2000	62	48	177	169	1665	343	684	238	2580	566
2001	71	53	190	179	1700	348	688	236	2641	569
2002	70	52	205	187	1730	351	684	230	2680	568
2003	73	54	231	199	1764	359	693	229	2750	579
2004	74	56	254	218	1810	368	696	232	2824	590
2005	71	54	281	235	1831	372	703	235	2875	596
2006	75	57	309	253	1893	383	698	237	2964	614
2007	77	58	326	263	1979	398	689	239	3060	629
2008	74	57	345	273	2071	424	692	239	3170	655
2009	67	53	348	276	2062	424	678	233	3141	649
2010	63	50	336	270	2055	424	658	226	3099	641

** Individual programs may embrace more than one curricular area, and thus may be counted more than once in this table.*

*** Data above may differ from that reported in previous versions of this publication as a result of retroactive accreditation. Retroactive accreditation occurs when a commission extends accreditation to encompass the academic year prior to the one in which a program's on-site review was conducted. Retroactive accreditation may be applied to cover a new program's early graduates, whose work is usually evaluated during the initial accreditation visit.*

Number of Accredited Programs, 2000-2010**



Actions for General Reviews, 2000-2010* (percentages)

ASAC

	NGR	IR	IV	SC	NA
2000	17%	83%	0%	0%	0%
2001	43%	57%	0%	0%	0%
2002	86%	14%	0%	0%	0%
2003	80%	0%	20%	0%	0%
2004	50%	43%	7%	0%	0%
2005	46%	31%	23%	0%	0%
2006	10%	90%	0%	0%	0%
2007	33%	56%	0%	11%	0%
2008	62%	38%	0%	0%	0%
2009	69%	31%	0%	0%	0%
2010	71%	14%	0%	14%	9%

CAC*

	NGR	IR	IV	SC	NA
2000	46%	29%	11%	7%	7%
2001	41%	27%	24%	2%	5%
2002	49%	27%	16%	5%	3%
2003	62%	10%	14%	10%	3%
2004	40%	40%	8%	8%	4%
2005	40%	46%	10%	2%	2%
2006	56%	32%	12%	0%	0%
2007	48%	39%	11%	2%	0%
2008	47%	37%	15%	1%	0%
2009	43%	50%	7%	0%	0%
2010	48%	40%	9%	2%	2%

EAC

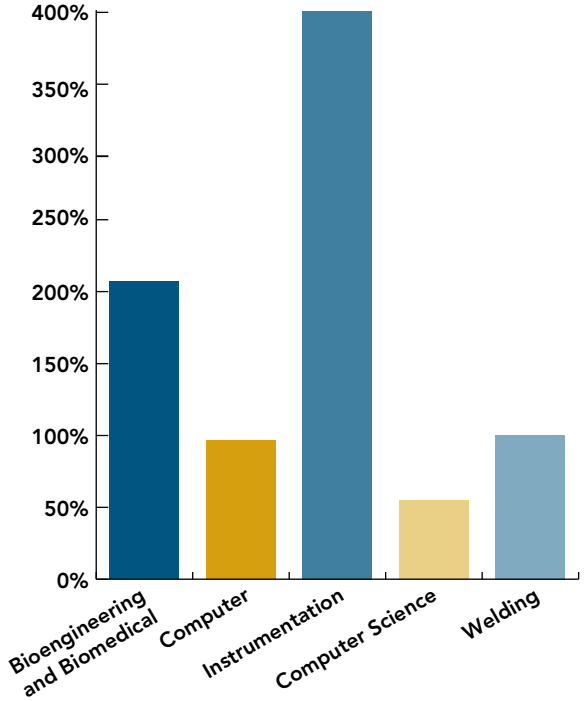
	NGR	IR	IV	SC	NA
2000	66%	22%	11%	1%	1%
2001	72%	13%	14%	1%	1%
2002	68%	21%	11%	1%	0%
2003	77%	17%	5%	1%	0%
2004	71%	20%	7%	1%	1%
2005	72%	22%	5%	1%	0.40%
2006	65%	26%	9%	0%	0%
2007	65%	30%	5%	0%	0%
2008	67%	32%	1%	0%	0%
2009	76%	23%	1%	0%	0%
2010	76%	22%	0%	0%	1%

TAC

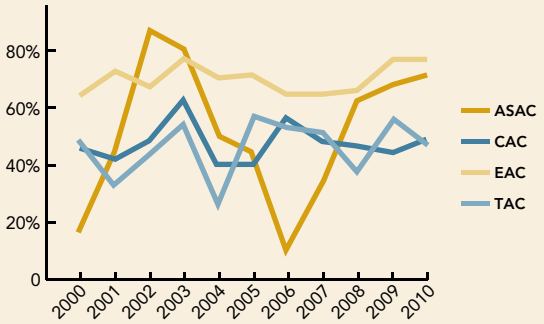
	NGR	IR	IV	SC	NA
2000	49%	38%	12%	1%	0%
2001	31%	38%	5%	0%	0%
2002	42%	52%	7%	0%	0%
2003	52%	47%	0%	1%	0%
2004	26%	65%	9%	0%	0%
2005	57%	32%	10%	0%	1%
2006	52%	42%	6%	0%	0%
2007	51%	43%	3%	1%	1%
2008	37%	49%	0%	14%	0%
2009	57%	39%	2%	2%	0%
2010	47%	42%	3%	7%	0%

**CSAC/CSAB actions are shown as the ABET equivalents for 2000-2001: NGR (6V), IR (6VR), IV (3V), SC, and NA.*

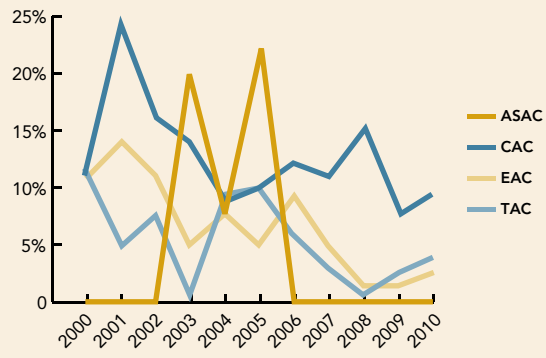
5 Largest Curricular Increases in Number of Accredited Programs by Curricular Area, 2000-2010



NGR Actions for General Reviews

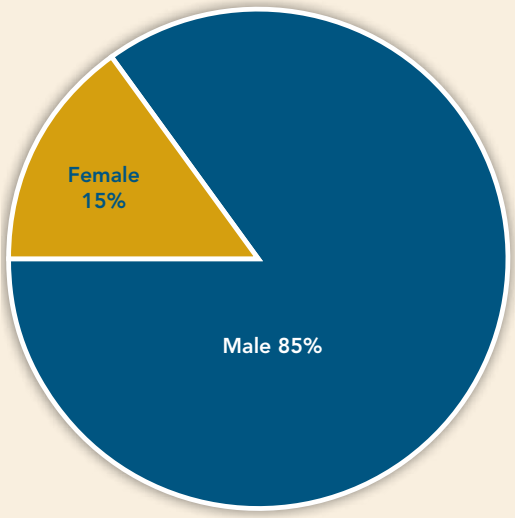


IV Actions for General Reviews



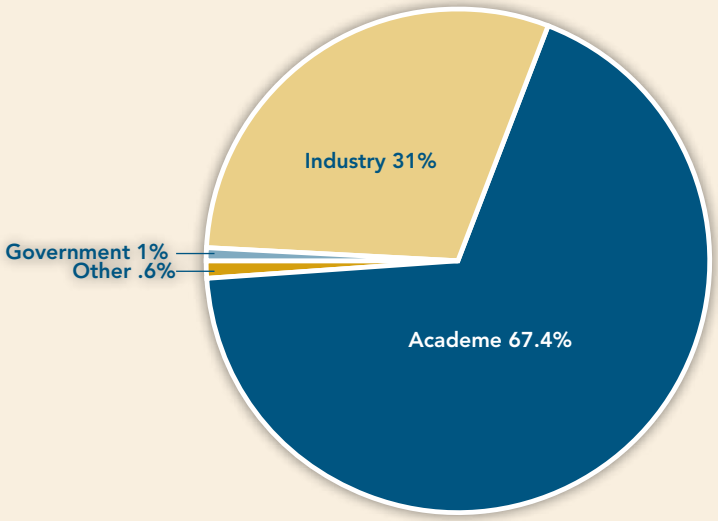
Part C: Volunteer Pool Characteristics*

Gender Diversity of ABET Volunteers



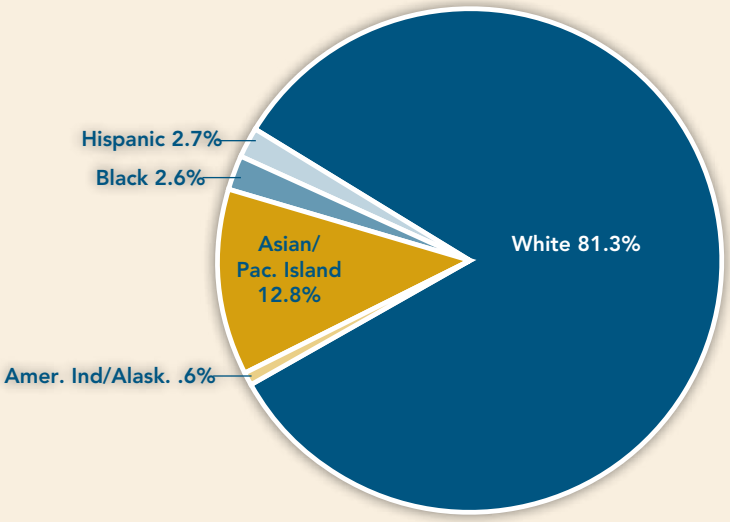
In the U.S., ABET's volunteer group's gender diversity reflects that of the technical professions as a whole. According to The National Council for Research on Women, roughly 20 percent of careers in the technical professions are held by women.

Professional Diversity of ABET Volunteers



Nearly two out of every three ABET volunteers come from an academic background; however, ABET is working closely with its Societies to attract more industry and government volunteers.

Ethnic Diversity of ABET Volunteers



In the U.S., ethnic groups are underrepresented in the technical professions. ABET is reaching out to associations representing such groups to increase their presence in its volunteer pool and the professions.

**Data are self-reported and are current as of the time of publication.*

Board of Directors

ABET is a federation of 31 professional and technical societies, and the Board of Directors is its governing body. The Board consists of officers, representatives of the Member Societies, and representatives unaffiliated with the disciplines that ABET accredits, who are called Public Directors. The primary responsibilities of the Board of Directors are to set policies and procedures, establish the annual budget, and approve accreditation criteria.

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2009-2010 Team Chairs

Team Chairs have demonstrated the technical competency and applied knowledge of accreditation criteria, policies, and procedures. They are experienced Program Evaluators who lead campus visits and interact with the institutional representatives. We owe a debt of gratitude for their dedication and service to ABET and their professions.

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Program Evaluators are the backbone of the ABET accreditation process. They visit college and university campuses and evaluate the programs seeking accreditation. To become a program evaluator, an individual must meet certain qualifications, such as possession of a degree appropriate to the field, demonstrated interest in improving education, and membership in at least one of the ABET Societies, to name but a few. Once accepted as a volunteer, these individuals must undergo an extensive online and in-person training process before they are assigned to visit campuses worldwide. We owe our Program Evaluators a debt of gratitude for their dedication and service to their profession.

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These volunteers have participated in 25 or more evaluation visits, either as a Program Evaluator or as a Team Chair, during their service with ABET and its predecessor organizations. We owe a special debt of gratitude to each one for his or her dedicated service to ABET, the professions we serve, and the many students who have benefitted from ABET accreditation.

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"For the successful development and operation of pre-college and undergraduate diversity programs effective in recruiting and retention of engineering students leading to significant increase in the graduation rate of underrepresented minorities."

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