

The People at the Heart of ABET Accreditation

2009 Annual Report for Fiscal Year 2008-2009



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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 30 professional technical societies that represent “the professions.” (See page 3.)
- A 501(c) 3 nonprofit staffed by 34 full- and part-time employees and over 1,500 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, faculty, curricula, or degrees—to ensure they are relevant, sufficient, and technically strong.
- Includes 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.

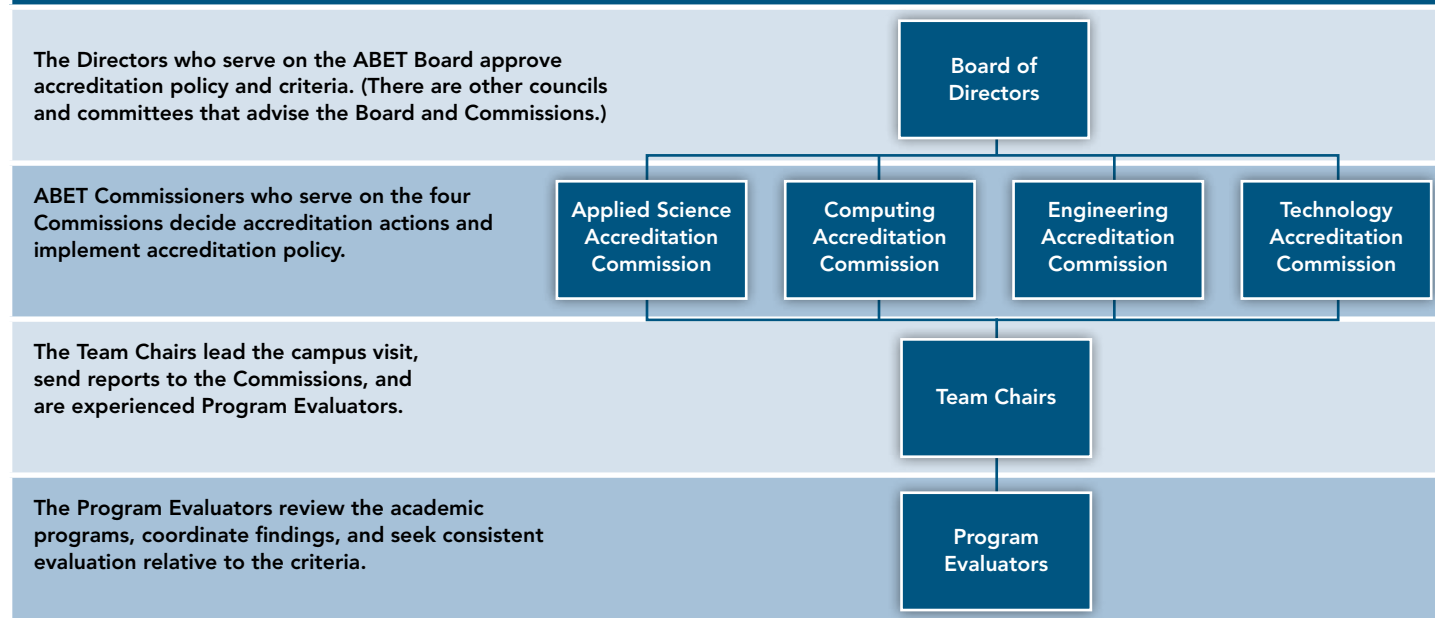
ABET at a Glance, continued

ABET Accredits Nearly 3,000 Programs Worldwide

| Discipline | Began Accrediting | No. of Programs | No. of Institutions | Top Three Program Areas by Level |
|-----------------|-------------------|-----------------|---------------------|--|
| Applied Science | 1983 | 66 | 56 | <ul style="list-style-type: none"> Industrial Hygiene – MS Surveying & Geomatics – BS Safety – BS |
| Computing | 1985 ¹ | 323 | 263 | <ul style="list-style-type: none"> Computer Science – BS Information Systems – BS Information Technology – BS |
| Engineering | 1936 | 1933 | 397 | <ul style="list-style-type: none"> Electrical Engineering – BS Mechanical Engineering – BS Civil Engineering – BS |
| Technology | 1946 | 651 | 230 | <ul style="list-style-type: none"> Electrical Technology – BS Electrical Technology – AS Mechanical Technology – BS |
| Total | | 2961 | 616 | |

¹ ABET accredited computing programs from 1972-1985 and 2001 to present (CSAB accredited from 1986-2000).

100 Percent of the Accreditation Decisions Are Made by ABET Volunteers



ABET at a Glance, continued

What ABET's Eight Criteria Cover

When an institution wants its program evaluated by ABET, for the first time or for reaccreditation, it completes a document called a Self Study, which asks for information in the following eight criteria. The Self Study may also require additional information that is specific to the program, but these eight categories form the core of the ABET accreditation system.

| | |
|---------------------------------------|---|
| Students | Are they evaluated, advised, and monitored for success |
| Program Educational Objectives | What are the professional accomplishments graduates are expected to achieve five years after graduation |
| Program Outcomes | What are students expected to know and be able to do upon graduating |
| Continuous Improvement | How are institutions improving the quality of the academic program to aid the student |
| Curriculum | Is it appropriate and relevant to the program of study |
| Faculty | Are they sufficient in number and competent to cover all curricular areas |
| Facilities | Are the classrooms, laboratories, and equipment sufficient |
| Support | Does the institution support the program |

A By-the-Numbers Look at Institutions with ABET-Accredited Programs

| | |
|---------------|---|
| 85,000 | Number of students who graduate each year from ABET-accredited programs globally |
| 616 | Number of institutions with ABET-accredited programs |
| 100% | Percent of the decisions to accredit programs that are voluntary |
| 36% | Of the institutions have chosen to accredit programs beyond engineering |
| 32% | Of the institutions have no accredited engineering programs |
| 24 | Most ABET-accredited programs at one institution |
| 9% | Percent of institutions that have programs evaluated by three or four Commissions |

ABET at a Glance, continued

ABET's Member Societies

ABET is a federation of 30 professional and technical societies, which own and operate the organization. Each society has curricular responsibilities. Some societies have primary responsibility for a particular curricular area and are designated by the ABET Board as Lead Society. 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 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 Physics
- Engineering Science
- General Engineering

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

- Air Conditioning

American Society of Mechanical Engineers (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
- Systems
- Telecommunications

Institute of Industrial Engineers (IIE) — www.iienet2.org

- Engineering Management
- Industrial
- Industrial Management
- Quality Management Systems

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

- Systems

International Society of Automation (ISA) — www.isa.org

- Instrumentation and Control Systems
- Systems

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

- Engineering and surveying licensure

National Institute of Ceramic Engineers (NICE) — www.ceramics.org

- Ceramic

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

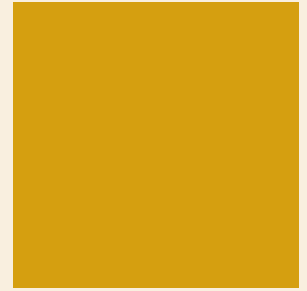
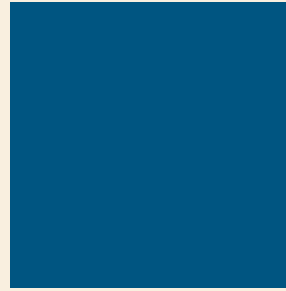
- Materials
- Metallurgical

Associate Member Society

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

- Materials Research

People have been the heart of ABET accreditation since its earliest inking a century ago



In 1908, the American Institute of Chemical Engineers (AIChE) was founded and decided that it needed a unique body of knowledge to properly educate chemical engineers. A committee of prominent professionals deliberated for years on the curricular structure, with consensus coming finally in 1922. A select committee was soon developed, comprised equally of academe and industry. The members' roles were to evaluate programs against the criteria the professions judged critical to the success of new graduates and to publicize a list of institutions with those programs.

A similar, simultaneous effort was well underway by notable members of six other engineering societies. Led by the American Society of Engineering Education's (ASEE) predecessor, the goal was program quality assurance. In 1932, the leadership of the seven influential societies launched the Engineers' Council for Professional Development, ABET's precursor.

While much has changed since ABET's beginnings 77 years ago, one aspect remains indisputably the same. It has always been about the people.

The **30 professional and technical societies** that ensure continued professional excellence through ABET.

The **ABET volunteers** who are involved in every facet of the accreditation process.

The **students and parents** who look to ABET for a quality education.

The **institutions** that add value to their programs by choosing ABET accreditation.

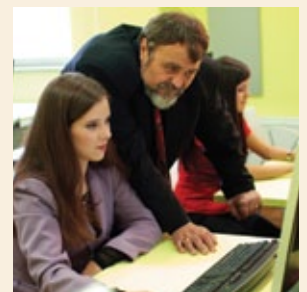
The **faculty and administrators** who impart the ever-evolving body of knowledge to the next generation of technical professionals.

Industry partners who require their employees to possess an arsenal of technical and professional skills to succeed in today's workplace.

The **international education community** that partners with ABET to ensure the mobility of technical professionals as market forces demand.

And **ABET's professional staff**, who rise to every challenge that's presented.

Thanks to all of you, ABET is the global gold standard of technical education accreditation.



It is an understatement to say
2009 was a year for reflection,
reevaluation, and regeneration.



The global economic crisis and its impact has been a wake-up call of historic proportions. If we are lifelong learners, we use such teachable moments to our advantage—to redefine what is most important, to sharpen our focus, and to rethink our priorities for the future.

What's Most Important: Our People

Clearly, what has always been most important at ABET has been the people. We have a long heritage of attracting the brightest, most committed volunteers who give generously of their time and talents to improve technical education. This report also honors the ABET professional staff. People envision a large workforce that supports our worldwide accreditation process, so they are surprised to learn ABET employs only 34 full- and part-time staffers. That was particularly true for the 2008-2009 cycle, as ABET was able to accomplish a record-breaking 894 program evaluations thanks to the dedication and determination of both its volunteers and staff.

A Change in Leadership

In 2009, ABET welcomed only its third Executive Director in our 77-year history, (see pages 9). His successor secured, George D. Peterson, Ph.D., P.E., retired from ABET following a decade as a committed volunteer, 15 years as Executive Director, and nearly two years as its Managing Director for International Development. George shepherded ABET through a period of tremendous change (page 8). The legacy of his leadership has benefitted technical professions worldwide and instilled the principles of continuous quality improvement for which ABET is now well known.

Enhancing the Value of Your Investment in ABET

From all sectors of our world—the policymakers, legislators, employers, educators, the media — we hear about the tremendous need for more qualified students in science, engineering, and technology. What we can be extremely proud about each and every day is that we are working to turn that tide. If we partner in the effort to inspire students to follow the professions through ABET program accreditation, it is possible. Only by doing so do you realize the full value of your investment in accreditation and we assume a leadership role in the STEM professions' renaissance.

We thank you for your commitment to technical education and ABET accreditation.

Joseph L. Sussman, Ph.D.
President

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

A Legacy of Leadership



George D. Peterson, Ph.D., P.E.

Executive Director Emeritus

Managing Director for International Development

2009 Linton E. Grinter Distinguished Service Award Recipient



In 1993, Dr. George D. Peterson became ABET's Executive Director, only the second person to hold that position. More than 15 years later, as we reflect on his accomplishments, there's no doubt that his tenure will be remembered as among the most pivotal periods in ABET's 77-year history.

Establishing the Gold Standard

Dr. Peterson shepherded ABET through tremendous changes. He instilled an enduring belief in the value of continuous quality improvement and adopted outcomes-based criteria while promoting its benefits to accreditation agencies worldwide. He was the driving force behind integrating the computer science programs into ABET's purview. Internationally, Dr. Peterson has been pivotal to ABET achieving the worldwide recognition as "The Gold Standard." He furthered several mutual recognition agreements, including the Washington, Sydney, Dublin, and Seoul Accords. In addition, Dr. Peterson initiated 14 memoranda of understanding with accrediting agencies, helping improve the quality of accrediting systems throughout the world.

Before becoming ABET's Executive Director, Dr. Peterson was a devoted ABET volunteer, moving from Program Evaluator to Commissioner to Engineering Accreditation Commission Chair. He served on all manner of councils and committees, from the IEEE Educational Activities Board to ABET criteria committees. The sum of his experiences prepared him well for the leadership position he enjoyed and performed so adeptly.

Achievements and Accolades

Dr. Peterson's time with ABET capped an eminent career in educational leadership. He spent considerable time with the National Science Foundation, the U.S. Air Force Academy, the U.S. Naval Academy, and Morgan State University. He served 23 years in the U.S. Air Force and retired with the rank of Lieutenant Colonel. Dr. Peterson earned a B.S. from North Carolina Agricultural and Technical State University, an M.S. from the Air Force Institute of Technology, and a Ph.D. from the University of Illinois — all in electrical engineering.

In October of 2009, Dr. Peterson was awarded ABET's most prestigious honor: the Linton E. Grinter Distinguished Service Award. (See page 59.) This was preceded by a multitude of accolades, among them the IEEE Education Society Achievement Award, an honorary doctor of humanities from the North Carolina Agricultural and Technical State University, the University of Illinois Electrical and Computer Engineering Alumni Association Distinguished Alumnus Award, and four Fellows — from ABET, IEEE, the IEE of the United Kingdom, and the Institution of Engineers of Ireland.

Thank you George for your dedicated service to ABET; you will be missed. Goodbye and Godspeed.

Q&A with ABET's New Executive Director Michael K. J. Milligan, Ph.D., P.E.



On June 1, 2009, Dr. Michael Milligan was named ABET's third Executive Director. He brings to ABET a broad expertise in business, government, and academe. During his 24-year career with the U.S. Air Force, Dr. Milligan managed international research portfolios, engaging scientists and engineers in more than 30 countries. Other responsibilities included program manager, lead engineer, and test manager on several cutting-edge technology projects.

At the U.S. Air Force Academy, Dr. Milligan directed and taught advanced electrical and computer engineering courses. He served as a senior member of the accreditation team that prepared for the ABET visit. For five years before joining ABET, he volunteered as a Program Evaluator (PEV) for IEEE.

Dr. Milligan earned a Ph.D. from The University of Texas at Austin, an M.S.E. from the University of Massachusetts at Lowell, and a B.S. from Michigan State University—all in electrical engineering. He also earned an M.B.A. from Western New England College.

He is a senior member of ABET's largest society, the IEEE; a member of Tau Beta Pi, the Engineering Honor Society; and is a registered professional engineer in Colorado and Maryland.

Q. What was most attractive about the opportunity to lead ABET?

After serving as a PEV, it became apparent to me how much of a direct impact ABET has on improving the value of the “educational experience” for so many students. ABET is in a unique position to shape and influence the quality of education globally. The opportunities have no bounds—this is an exciting opportunity for me.

Q. You volunteered as an ABET Program Evaluator for five years before becoming ABET's Executive Director. Why was that important to you?

Being a part of the ABET team that directly evaluated academic programs gave me great insight and appreciation into how other institutions build their programs and view accreditation. On a personal level, I found it satisfying to influence programs in such a positive way—we made the programs better for the students. From these experiences, I learned the importance of accreditation, and how it helps ensure students have the best educational experience possible.

Q. You also taught electrical and computer engineering courses at the U.S. Air Force Academy. How did that shape your view of professional technical education?

While the Deputy Department Head, I participated in the first accreditation of a new computer engineering program. It was then I realized the importance of accreditation and of the careful assessment of student achievement from the academic perspective.

Our continuous quality improvement process focused our efforts on the needs of our constituents—in this case, cadets—as well as those Air Force units receiving graduates from our programs. I felt we had a strong, efficient, systematic process that met the needs of our customers and promoted continued quality in a deliberate way, yet allowed us the flexibility to introduce new and innovative teaching methods and techniques.

Q. Since accepting the position of Executive Director in June 2009, you have been on the road almost nonstop, meeting ABET constituents. Why has that been so important to you?

You cannot successfully lead an organization unless you understand its constituents. At ABET, they fall into five major groups: students and parents, professional societies, academe, industry, and the public. Each has a



Q&A, continued

unique view of ABET, the value of accreditation, our process, and the issues most important to them. Like any healthy organization, establishing strong relationships is vital, and I've worked hard over the past year to do just that.

Q. What have you learned from the ABET societies?

First, they are different in many ways. Some are quite large, with over 100,000 individual members and 100-plus ABET programs. Some are small, with a few thousand members and less than 10 programs. How ABET supports and interacts with them varies: the large societies have dedicated staff and volunteers associated with accreditation and educational activities, while the smaller societies don't have such structures.

Societies with long ABET membership histories are more “established” in terms of the academic programs they sponsor. Newer societies need ABET to help them expand and grow their base of programs. Another difference is membership: some are predominately academe, while others have a larger industry base—each drives their specific interests as well as what they want from ABET. The societies also differ widely on their international presence. While some societies have significant membership internationally, many want a stronger presence overseas, and they see ABET's international growth as helpful to them.

Q. What do you think the societies most want from ABET?

Better communications, stronger relationships, and fiscal accountability. To develop stronger relationships, especially between the full-time staff organizations, I created a full-time member relations position to focus entirely on serving our Member Societies. I think this will have a tremendous impact on improving communications. Several societies also want us to contain membership costs as much as possible. We're trusted stewards of the societies' membership dues, and we're proactive in managing our budget and expenditures in a responsible way, to ensure we gain the most from our resources.

The fundamental concept that was reinforced during my visits is that we all share a common goal: to ensure only qualified graduates enter our respective “professions.”

Q. What have you learned from institutions with ABET-accredited programs?

ABET's academic constituents have been insightful. Almost everyone I've spoken with appreciates the value of accreditation and continuous quality improvement. Some have issues with the process, and its consistent application, which has led to frustration. There are three primary areas that need to be addressed: consistency of the quality of evaluations (and evaluators), consistency of criteria, and a better understanding of proper assessment techniques.

We do a lot of faculty and administrator training, which helps with the assessment part, but we need to do more. Many don't understand the most efficient methods for assessing the quality of their programs. Many collect far too much data, and don't analyze it properly. As a result, institutions dedicate far more resources to assessment and accreditation than necessary.

With respect to consistency in evaluations, each year, more than 1,500 volunteers carry out our mission, so we're bound to have differences on how some PEVs do their jobs. Although we do a great job training our new evaluators, we need to provide centralized, refresher training to ensure our experienced PEVs are up-to-date on the latest information. That is coming in 2010. I'd like ABET to offer refresher training to all PEVs on a regular basis, to ensure they're all working from the same set of instructions.

Q. Is that what Harmonized Criteria is about?

That is designed to address the consistency of criteria. We're moving towards “harmonized” criteria across all four Commissions, which will help all of us—institutions, volunteers, and ABET staff—by making the criteria clear and easier to understand. Differences in Commission-specific criteria will be removed and replaced by a set of criteria that can be applied across all our areas.

There will still be a couple of specific criteria that will only be applied to individual programs (i.e., electrical engineering technology, industrial hygiene, computer science, chemical engineering, surveying technology, etc.) since each have unique aspects to their programs. We then intend to “freeze” the criteria for a length of time, to allow programs to assess performance against a stable set of criteria.

Q: You talk about the value of ABET accreditation. What does that mean exactly?

The value of accreditation is really at the heart of what we do. It's broad and best viewed by the respective constituents. To students and parents, understanding the value of accreditation allows them to select quality academic programs. It also shows that the institution is committed to continuously improving the educational experience for the student.

Accreditation is all about ensuring quality, so it's important to students, and their parents, that there is some type of “third-party” verification of a program's quality. ABET accreditation is often required as a prerequisite for eligibility for federal student loans, grants, and scholarships. Many employers, including the federal government, often require graduation from ABET-accredited programs to be eligible for employment. Many forms of professional licensure and board certification also require graduation from ABET-accredited programs, so you can see the value to students is great.



Q&A, continued

Q. What is the value of ABET accreditation to colleges and universities?

From an institutional view, accreditation provides a level of recognition by the profession that they are preparing students well. It encourages the implementation of “best practices” in education through continuous quality improvement. It also demonstrates to the general public that the institution is serious about improving quality.

Q. What does it mean to the societies?

It's clear that “the profession” clearly values and benefits from accreditation. As I mentioned earlier, many corporations and government organizations require graduates who come from ABET-accredited programs. This is important to them because they know that certain educational requirements are met in those programs, and accreditation helps them recruit only qualified candidates. Since industry is such an integral partner with ABET, it allows them some opportunity to help guide the educational process as industry and technology advance.

Q. You've often said that there is a public benefit to ABET accreditation. Please explain.

So many, if not all, of the programs ABET accredits provide individuals that go on to work in industries, or develop technologies, that directly impact the safety of the public. Again, accreditation helps ensure a level of quality and assurance that students receive a certain “educational experience” necessary to become professionals in their respective fields. I also include the general taxpayer into this group. Certainly our tax dollars go toward supporting a wide range of research and development activities, educational opportunities, etc., at various institutions. Accreditation helps identify quality programs for investment of public funds.

Q. You've cited four priorities for your second year as Executive Director. The first is creating a constituent-focused organization. What does that mean to you?

ABET's value lies in our ability to provide exceptional service, so we need to do a better job in several areas: strengthening our communications, clarifying the value of accreditation, and building strong relationships. That's one of the reasons I've been out visiting with so many groups—I need to understand from them how to make us more effective partners. We all share a common goal: quality in technical education and ensuring graduates are prepared to enter the profession. We all need to work together to make this happen.

Q. Improving quality is the second goal. How do you plan to do that?

We owe it to our academic partners to provide the highest quality evaluations possible. Although we've done a great job in the past, we have areas for improvement. One of the primary concerns for me is ensuring that each PEV possesses a consistent level of quality. We've really improved our process over the past few years in selecting and training new PEVs, but we need to pay attention to our existing, more experienced evaluators.

Within the next few months, ABET will launch common refresher training for our more experienced PEVs. The intent is to maintain their currency about ABET policies and procedures while guaranteeing that all PEVs have a universal understanding of “best” accreditation practices—and that they apply and interpret program criteria consistently.

Q. The third goal is “help promote innovation in technical education.” How can ABET impact innovation in this way?

One of the primary goals of outcomes-based criteria is to stimulate innovation in education. It's become apparent that while some institutions have embraced innovation in improving their programs, other faculty and administrators are reluctant to do so. They fear changing their programs may negatively impact their accreditation status (or future status).

With the educational landscape transforming rapidly (globalization, entrepreneurship, distance learning, etc.), it is clear that the pedagogy for educating the next generation of students will change profoundly. ABET fully supports innovation in technical education, but we need to do a much better job of promoting this concept. As leaders in ensuring the quality of our students' educational experiences, it's our responsibility to remove any real or perceived barriers and to work with our academic partners to encourage new teaching methods, novel curricula, etc.

We must also make certain there are no negative consequences associated with accreditation status for those programs that are eager to implement well-designed, innovative improvements.

Q. The fourth and final goal is to refine ABET's international strategy.

Our competitive global economy demands that only qualified graduates enter our respective professions. Global accreditation of applied science, computing, engineering, and technology education is critical in achieving this goal. Worldwide demand for ABET accreditation has grown so rapidly that we haven't been able to develop a thorough strategic or operational plan to support our international activities. This complex task will take time, but we are committed to implementing a clear, actionable strategy that directs our future international operations.

The People at the Heart of ABET Accreditation



Our Students

Peggy Liska, Texas A&M University, Senior, B.S. Electronics Engineering Technology

“When I first started looking for a highly ranked engineering college, I was overwhelmed by the number of ranking systems. To narrow down the schools, I eliminated those that were not ABET-accredited. This ensured that those I was considering were recognized for their technical credibility. I selected the Engineering Technology (ET) program at Texas A&M. I’m particularly impressed with the partnership that they’ve formed with industry representatives. The ET program receives valuable input as to where the electronics engineering profession is going, while the companies learn about the university’s innovative research and capstone design projects.”



Curtis Fitzgerald, University of Houston – Clear Lake, Graduate, B.S. Environmental Science

“My program was going through the accreditation process, so my professors discussed in great detail the importance of an accredited Industrial Hygiene and Safety program and the benefits to students of graduating from an accredited program. They explained the criteria and asked students to become actively involved in the process. A group of us started a student organization called the Society of Industrial Hygienists and Safety Professionals, which introduced prospective students to the fields, and promoted networking and job spotting. I was the first student president to sit on the board for a local chapter nationwide. Going through the stringent process of becoming an ABET-accredited program definitely changed my view of the institution I will select for my master’s degree.”



Allison Guettner, University of Texas at San Antonio, Graduate, B.S. Civil Engineering

“I’m not sure if I knew much about ABET when choosing an undergraduate institution, but I do want to be sure that the graduate school I attend is ABET-accredited. The ABET-accredited Civil Engineering Program at UTSA is fairly young compared to most universities, but it is constantly growing and improving. I saw vast changes take place over the four years that I spent there. It is still small enough to learn on a personal level, but also large enough to be a strong competitor and present its students with great opportunities. I know that I have gotten a quality education that I can now rely and build on.”



Timothy Brandsma, Texas State University at San Marcos, Graduate, B.S. Computer Science

“This past year, I had the incredible opportunity to represent Texas State University’s Computer Science Department at the 2009 ABET Annual Conference—the first time ABET held a student panel. I was thrilled to be the voice of both my department and my university. I think it is highly beneficial to bring in the students ABET represents to provide feedback on their experiences and to share ways the program can be improved to provide the best programs for both future and current students. Right now, I am starting my career at USAA, a company that seeks to be the provider of choice for the financial needs of the military community and their families. In the future, I hope to pursue my master’s degree in computer science.



*From top to bottom:
Peggy Liska, Curtis Fitzgerald,
Allison Guettner, and Timothy
Brandsma*

The People at the Heart of ABET Accreditation, continued



Our Member Society Volunteers

Robert A. Herrick, Ph.D., P.E., President, Herrick Engineering, Inc.
ABET Board Member, Society: AIHA

"I began volunteering with ABET nearly 28 years ago and I've had 17 different positions since that time. What keeps me engaged is that I truly believe in the continuous improvement of higher-level education. It also helps that the people who share this passion are a pretty cool bunch of folks to hang around with. ABET has met a need of mine to be involved in an organization with a purpose I believe in. I have been an active part of the transition from prescriptive to outcomes-based criteria. It has not been easy, but I believe it's worth the work. Plus, teaming with like-minded people has led to many personal relationships that I value highly."

A. Joseph Turner, Ph.D., Professor Emeritus of Computer Science, Clemson University
ABET Commissioner, Society: CSAB

"As with many experiences, what you get out of being an ABET volunteer depends on what you put into it. The potential for satisfaction and rewarding experiences is very high. The opportunity to work with so many truly outstanding people is a reward in itself. It has been an honor for me to work with many such people, both within ABET and in CSAB before that. I have been an ABET volunteer since 1985. My advice to a new volunteer would be to take the responsibility of a role in determining accreditation actions on academic programs very seriously—prepare thoroughly and work collegially with respect for the knowledge and opinions of others."

Wayne Bergstrom, Ph.D., P.E., Principal Engineer – Technical Specialist, Bechtel Power Corporation
ABET Team Chair and EAC Commissioner, Society: ASCE

"Meeting students and faculty has been a very enjoyable part of being an ABET volunteer. I also value the relationships I have formed with many colleagues in various engineering disciplines who are serving our profession through ABET. However, the most personally rewarding aspect for me has been the opportunity to visit many strong engineering programs and provide them constructive feedback. Since my first observer visit in 1993, I've been on ten Program Evaluator visits and conducted ten Team Chair reviews, and have also served as an EAC Criteria Committee member for several years. Serving as an ABET volunteer is a fulfilling experience, and all one needs to participate is detailed study of the Accreditation Criteria and the ABET Policies and Procedures Manual...and an open mind."

Diane Chong, Ph.D., Vice President – Engineering, Operations & Technology, The Boeing Company
ABET Program Evaluator, Society: SME

"It is exciting to be part of an organization that helps set the standards for education globally. I enjoy seeing the different programs and how they meet these requirements. I enjoy seeing the students and the faculty, and their enthusiasm. It is also great to build a network of industry and academic experts. I learn a lot from the people about current trends in education, and feel that I am making a valuable contribution to maintaining the quality of education. I cannot think of an organization that has more importance than ABET in helping us maintain and grow a world-class engineering and technical workforce. The sense of excellence that all the volunteers and staff bring to the process is outstanding. It makes me proud to be part of this."



From top to bottom:
Robert A. Herrick, Ph.D.; A.
Joseph Turner, Ph.D.; Wayne
Bergstrom, Ph.D.; and Diane
Chong, Ph.D.

The People at the Heart of ABET Accreditation, continued



Our Institutions

Raman Menon Unnikrishnan, Ph.D., Dean, College of Engineering and Computer Science, California State University – Fullerton

“The challenge in accreditation starts with people: having good people who have the objectivity, training, vision, commitment, tenacity, professional stature and, above all, the time to volunteer. To ensure that the accreditation criteria are consistent with contemporary technical needs and thoughts is also a challenge for both ABET and the institution it is visiting. Another important issue is how ABET evaluates programs and suggests areas of improvement to the programs. Programs, however, are part of a university, with their own independent and sometimes contradictory requirements and idiosyncrasies, so meeting ABET requirements is a balancing act between what is needed professionally and what is achievable locally.”



Renata S. Engel, Ph.D., Associate Dean for Academic Programs, College of Engineering, The Pennsylvania State University

“My approach to program assessment has been shaped by and benefited from discussions with my colleagues in the College of Engineering and throughout Penn State, members of external networks, and professional and volunteer members of ABET. I appreciate the perspectives each brings to the table and want to share one of the viewpoints that has shaped my understanding of how assessment relates to accreditation. At a Penn State workshop a number of years ago, Professor J.F. Volkwein, known for his work in higher education on assessment and policy, described the process using a pictorial of Janus, the mythological god with two faces sometimes placed in doorways. With that image he made the point that the process is akin to simultaneously looking inward at what you have done in order to improve, and looking outward, i.e., the external face, as a way of demonstrating the effectiveness to others.”



Mary Marchegiano, Chairperson, Department of Electronics/Electrical Engineering Technology, Delaware Technical & Community College

“Preparing for an accreditation visit is similar to working on an in-depth review of your program. Although difficult to prepare, the results provide valuable insight into the strengths and weaknesses of the program. The criteria that ABET uses for the accreditation process does not make your program fit into a particular mold. It provides an understanding of how your program compares with other similar programs nationally while maintaining the uniqueness of the program to meet the needs of students and local industry. Preparing for an ABET visit is a time-consuming and tedious task, no matter how organized you are. It takes time to decide what documentation you need to provide and to organize your display to highlight your program. If organized correctly, the documentation provides a wealth of information to the accreditation team.”



James H. Johnson, Jr., Ph. D., Professor and Dean Emeritus, College of Engineering, Architecture and Computer Sciences, Howard University

“During my 14-year tenure as dean, I had the responsibility for programs receiving accreditation from ABET—EAC and CAC. My philosophy has always been to allow each program to be the driver for improvements in their programs. The dean’s office assumed the responsibility for college-wide initiatives (e.g. leadership training), ensured programs were consistent with university-wide requirements, and provided a key person to monitor progress on preparation of accreditation materials and to serve as a mock reviewer. Department chairs were encouraged to—and did—share practices with each other. All attended ABET workshops and other workshops dealing with accreditation and undergraduate programmatic issues. The aim: to build a team of persons who would interact in a way that would produce results greater than any one of them would have generated alone.”



From top to bottom:
Raman Menon Unnikrishnan,
Ph.D.; Renata S. Engel, Ph.D.;
Mary Marchegiano; and James
H. Johnson, Jr., Ph.D.

The People at the Heart of ABET Accreditation, continued



Our Industry Partners

Michael B. Gwyn, P.E., VP & Managing Director – Atlantic Region, Benham Constructors, LLC

"I have had the opportunity to participate as an observer on an accreditation visit and have been exposed to evaluator training, so I have a very good understanding of the quality that goes into the accreditation process. That knowledge has increased my appreciation for ABET accreditation and gives me additional assurance that I can rely on a certain minimum quality of graduate from an ABET-accredited program. We would never consider another option. At the end of the day, industry is the primary beneficiary of ABET's "product," so it is appropriate for industry (whether it be private or public sector) to assist ABET in achieving its mission."



Gina L. Hutchins, Corporate Industrial Engineering Training & Development Director, United Parcel Service (UPS)

"My rationale for becoming involved with ABET? It's critical that industry have a voice in the development of new engineering programs and curriculum content to ensure that the future employees who are graduating from these institutions are qualified to address the business challenges of the near future. ABET provides an assurance that there is standardization and consistency in the engineering curriculum. This is so important to a company like UPS, which is one of the largest employers of industrial engineers globally. In the future, I'd like to see: ABET societies become more diverse from an industry, gender and ethnic perspective; an increase in international involvement and engagement; and improvements in the K-12 STEM disciplines."



James C. Dalton, U.S. Army Corps of Engineers, Chief of Engineering and Construction

"The Army Corps of Engineers has substantial work in many overseas countries. We expect and require that entry-level graduate engineers and students bring a consistent level of core competence to the job. We believe it essential to help establish the standard for the engineering profession and ABET accreditation offers an excellent way to help influence the quality of education and training. Not only has technology moved us to be more global in our thinking and expand our use of worldwide resources, but the state of world affairs and conflicts means that the U.S. and other countries will have to depend on each other more and more. ABET can help level the playing field for many professions by establishing standards recognized and accepted worldwide."



Paul B. Kalafos, Jr., Vice President, International Infrastructure Systems, Northrop Grumman Corporation

"Northrop Grumman counts heavily on engineering resources from ABET-accredited universities to ensure quality educational programs. In the next five years, we'd like to see an increased emphasis on software and systems engineering programs since more hardware is becoming a commodity and the value discriminator is increasingly in the software. Additionally, we do more projects abroad in conjunction with foreign partners and governments, which will require us to use local engineering staff. We would like to see an increased focus on international accreditation to ensure consistency across our entire workforce. In 10 years, we'd like to see a standard program globally. There is concern about maintaining engineering relevance in the U.S. given the numbers of engineering folks in the world (China and India in particular). It is clear that we cannot keep up from a pure numbers standpoint, so we need to find a way to distinguish ourselves at a different level."



From top to bottom: Michael B. Gwyn, P.E.; Gina L. Hutchins; James C. Dalton; and Paul B. Kalafos



Highlights of the Year



ABET: The Leader in Technical Education Accreditation

Annual Graduates from ABET Programs: 85,000

This year, ABET took steps to quantify accreditation's impact, and the results surprised even us! Based on reports from our 600+ institutions, we can now say that approximately 85,000 students graduate from ABET-accredited programs each year. That makes us among the most influential accreditors today.



The Value of Our Volunteers: \$4.2 Million

For the first time, ABET assessed a value for the time and talent that its volunteer Commissioners and Program Evaluators provide. Recorded on its statement of activities, ABET quantified the in-kind contribution of its volunteers at more than \$4.2 million. The size of the figure reinforces what ABET has always known: our volunteers are our most valuable asset!



ABET Headquarters Staff

ABET Sets New Record for Evaluations

In 2009, ABET completed a staggering 894 evaluations—the highest number ever in a single accreditation cycle! This high number of evaluations is due to both a large number of new programs and to the “cyclical effect” of the normal fluctuations in the review cycle. A tremendous thanks goes to our dedicated volunteers—and to our headquarters staff—who made all of this possible.

SFPE Joins the ABET Federation of Societies

The Society of Fire Protection Engineers (SFPE), the professional society representing those practicing in the field of fire protection engineering, joined ABET in 2009. Established in 1950 and incorporated as an independent organization in 1971, SFPE has approximately 4,500 members in the U.S. and abroad, as well as 57 regional chapters. The organization's stated purpose is to advance the science and practice of fire protection engineering and its allied fields, to maintain a high ethical standard among its members, and to foster fire protection engineering education.



Highlights of the Year, continued

PAVE Project Concludes

The Partnership to Advance Volunteer Excellence, or PAVE, finally came to its conclusion. This two-year initiative among ABET and its Member Societies realized the improved processes and procedures related to volunteer recruitment, selection, training, and performance appraisal. Recent achievements include revising the minimum qualifications to serve as a Program Evaluator, adding society-specific portions to the online application, and completing the *Recruitment and Selection Guide for ABET Member Societies*. In addition, qualifications for volunteers being considered for non-U.S. evaluation visits, a volunteer training facilitator competency model, and the framework for program evaluator remediation and refresher training have been developed.

PAVE

ABET Receives Positive Response About Training Sessions

Faculty from accredited programs continued to respond favorably to ABET training that supports their efforts to assess continuous improvement of student learning. The Faculty Workshop on Sustainable Assessment Processes continued to draw strong attendance, with more than 300 attendees over five sessions. The Institute for the Development of Excellence in Assessment Leadership, or IDEAL, is a 4½-day professional development opportunity for those responsible for leading their faculty in program assessment planning that continues to draw overwhelmingly positive reviews. In 2009, there were two sessions of IDEAL, providing approximately 90 participants with the fundamentals of assessment principles, facilitation skills, and change management.

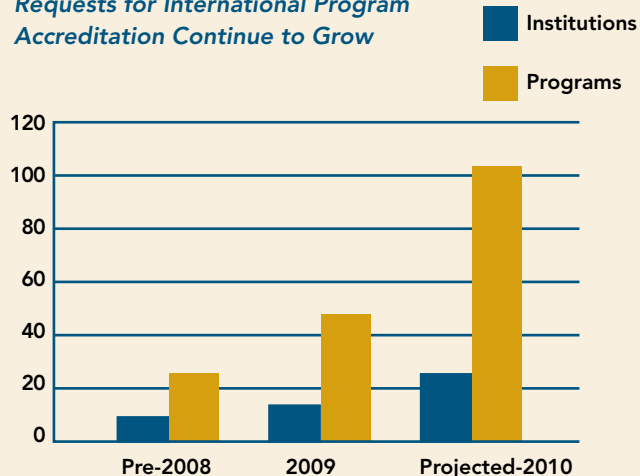
IDEAL

ABET Renames Diversity Award to Honor Dr. Claire Felbinger

The ABET Board of Directors renamed its President's Award for Diversity to honor one of its late Public Members, Dr. Claire Felbinger. The former chair of the Master of Public Administration program at American University, Dr. Felbinger served on the ABET Board from 1998 to 2004. Under her leadership, the Public Member Committee was the first to bring ABET's diversity issue formally to the attention of the Board and was a key impetus for many of the diversity initiatives ABET has carried out during the past decade. These include issuing a formal policy statement on diversity, collecting and publishing diversity statistics on our volunteer pool, and creating an award for individuals, institutions, and organizations that achieve or facilitate diversity in the technological segments of our society. This honor will now be known as the Claire L. Felbinger Award for Diversity.

ABET: The Global Gold Standard

Requests for International Program Accreditation Continue to Grow



ABET Signs Seoul Accord on Computing Accreditation

ABET was a founding member of the Seoul Accord, a mutual recognition agreement among organizations that accredit baccalaureate-level computing and IT-related programs. This agreement aims to facilitate the improvement of computing education worldwide by establishing desired attributes for computing graduates and by sharing best practices in computing education. Also, it contributes to greater mobility for computing professions, as signatories agree to recommend that graduates from recognized programs be afforded the same rights and privileges as those graduates in the home country. The Seoul Accord was modeled on the Washington Accord, an agreement among engineering accrediting organizations that ABET also helped to establish.



In addition to ABET, there are seven signatories to the accord: the Australian Computer Society, the Canadian Information Processing Society, the Hong Kong Institution of Engineers, the Japan Accreditation Board for Engineering Education, the Accreditation Board for Engineering Education in Korea, the Institution of Engineering Education Chinese Taipei, and the British Computer Society.

Highlights of the Year, continued

Technology Accreditors Admit ABET to Sydney Accord

In 2009, ABET achieved full signatory status in the Sydney Accord, an agreement among quality assurance organizations that evaluate baccalaureate-level technology programs. The accord acknowledges the substantial equivalency among recognized programs that prepare students to practice as technologists. In addition, it recommends that signatory countries recognize graduates of accredited baccalaureate technology programs in other signatory countries as having met the academic requirements for entry-level practice as an engineering technologist.

Besides ABET, the signatory organizations are Engineers Australia, the Canadian Council of Technicians and Technologists, the Hong Kong Institution of Engineers, Engineers Ireland, the Institution of Professional Engineers NZ, the Engineering Council of South Africa, and the Engineering Council UK.

ABET: An Advocate for Efficiency and Financial Stewardship

Criteria Harmonization to Improve Efficiency and Reduce Confusion

ABET launched a major effort to reduce the growing confusion among institutions experiencing accreditation visits that involve more than one Commission. Known as “Criteria Harmonization,” the effort aligns the accreditation criteria across the four Commissions and uses common wording where the intent is the same. Harmonization strives for a more consistent presentation and understanding of the criteria, but it does not force commonality where differences are necessary and intentional. Successful harmonization will bring much-needed efficiencies, such as reducing the need for commission-specific training and duplicate forms, and helping the ABET headquarters staff streamline the accreditation processes.

ABET received more than 800 comments throughout the 18-month comment period. Pending ABET Board approval, the harmonized criteria will go into effect beginning with the 2011-2012 accreditation cycle.

Careful Cost Control Helps Grow Reserves to 15 Percent

A strong focus on controlling costs has enabled ABET to grow its reserves to 15 percent of annual operating expenses. The successful strategies employed include upgrading the accounting system, implementing an enhanced expense reporting system, renegotiating contracts with key vendors, mandating preapproved purchase orders for all procurements, and instituting a new time reporting system to improve cost tracking.

Accreditation Request for Evaluation Now Online

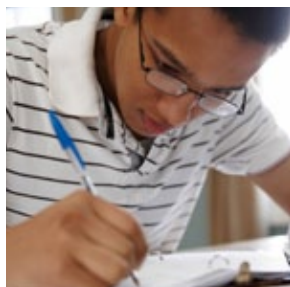
ABET rolled out an online Request for Evaluation process, which enabled institutions with programs that currently hold ABET accreditation to submit their requests for their reaccreditation visits electronically. This improvement will save time and labor, both for institutions and for the ABET staff.

Online Expense Report System Successfully Piloted

Each year, more than 1,000 volunteers submit expense reports to ABET following campus visits. The result—a large number of reimbursement requests flooding a small staff over a short time period. Responding to volunteers’ concerns regarding timely turnaround, ABET successfully piloted an online expense report system in 2009. Selected volunteers and staff members submitted their expenses electronically, greatly reducing the time and labor required to issue the reimbursements. About the online expense report system, ABET CFO Lance Hoboy says, “This is just one of many IT initiatives that we will be implementing over the next several months to improve the volunteer experience, streamline the accreditation process, and reduce overall costs to the accredited programs, ABET, and its Member Societies.”

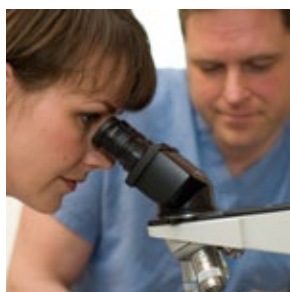


ABET Accreditation Council



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 Accreditation Council is made up of the leadership of the four ABET Commissions plus the Chair of the International Activities Council. Specifically, membership includes: the Chair, Chair-Elect, and Past Chair of each ABET Commission.



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Computing Accreditation Commission

Chair

Gayle J. Yaverbaum
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David P. Kelly
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Past Chair

Stuart H. Zweben
The Ohio State University

Engineering Accreditation Commission

Chair

John W. Rutherford
The Boeing Company

Chair-Elect

Douglas R. Bowman
Lockheed Martin

Past Chair

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Virginia Polytechnic Institute and State University

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ABET Accreditation Council: Year in Review

Criteria Harmonization

This year, the Council continued its major initiative on Criteria Harmonization, an effort to use common criteria wording across the four ABET Commissions where the intended meaning is the same. However, harmonization is NOT about forcing commonality where differences are necessary and intentional.

In fall 2008, the ABET Board of Directors approved the four Commissions' harmonized criteria for a two-year review and comment period. The Council used a proactive email campaign to solicit feedback about the criteria via an online survey. The Cross-Commission Criteria Harmonization Committee incorporated the feedback, which was overwhelmingly positive, into an improved set of criteria that the four Commissions approved in July 2009.

Training

Last year, the ABET Board of Directors established the Accreditation Council Training Committee, which consists of a chair, the training committee chairs from the four Commissions, and four at-large representatives from Member Societies. The Training Committee continued its fine work on common PEV training as it laid the groundwork for broader sharing of training across Commissions. All new PEVs are now trained using this common training.

Alternate Delivery

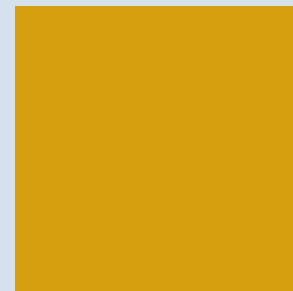
Increasingly, programs are using non-traditional delivery methods, e.g., online courses and distributed instruction. To support an ABET Board initiative and with the Computing Accreditation Commission (CAC) taking the lead, the Council supported a fact-finding investigation in collaboration with a national online university. The purpose was to gain "bottom-up" insight into such programs' issues and how they would affect the accreditation process. The investigation's results will inform all Commissions about any procedural and criteria-related aspects related to alternate delivery methods, as well as inform the Board about issues that could impact policy.

Other Initiatives

In the spirit of the Criteria Harmonization effort, the Council continued work to increase uniformity of policies, processes, and documents across the Commissions. These efforts include the following:

- **Forms harmonization:** The Council is developing a harmonized institutional self-study for use in the 2011 visits and is aligning other accreditation documents and training materials to support institutions and visiting teams.
- **Program naming:** The Council is working hard on an appropriate policy to address program naming. This is a complicated issue that juxtaposes properly representing program content to the public with institutional prerogatives and restrictions. It is further complicated by ABET's increasing role in non-U.S. accreditation, bringing in not only literal but also cultural translation issues.
- **Training for new Executive Committee members:** This session acquaints all Commissions' new Executive Committee members with their duties and initiates the cross-Commission relationships that further this Council's work.
- **Training on joint and simultaneous visits for team chairs:** This training enables evaluation teams to work together more efficiently before, during, and after visits that involve multiple Commissions. A simultaneous visit is one when evaluation teams from two or more Commissions visit an institution at the same time. A joint visit occurs when an institution has one or more programs requiring evaluation by two or more Commissions.

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 the Rules of Procedure to the Board.

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at Farmingdale



ASAC: Year in Review



ASAC members, especially the Executive Committee members, supported the efforts to harmonize the criteria and forms used across all four accreditation Commissions. This included evaluating comments from surveys and the public comment period, and sharing these findings with the other Commissions. Harmonization efforts continue for general criteria, common forms, and self-study documents.

Value of Accreditation

During the fall meeting of the ABET Board of Directors, ASAC presented a motion calling for increased awareness and appreciation of the value that accreditation brings to programs and employers. This issue is particularly important for disciplines that reside within ASAC but do not require certification or licensure for practice. ASAC recommended that ABET identify incentives for academic programs to pursue accreditation, increase awareness about accreditation among relevant professional societies, introduce employers to peer-reviewed accreditation and its value as a qualification for college graduates, and expand the current accreditation outreach campaign to educational, employment, and public sectors. The Board accepted the motion and instructed the ABET staff to begin addressing this issue.

Process Improvements Made

ABET headquarters used weekly tracking statements to keep reports from ASAC evaluation visits moving through the editing process. This effort markedly improved the time to complete draft statements and return them to the institutions, compared to recent years.

ASAC continued to use a “consent agenda” to facilitate the review processes during the Summer Commission Meeting. This allowed the Commission to forego discussions about programs that received positive actions and to dedicate considerable time to evaluating programs and reports that required more detailed consideration.

Effort to Add New Disciplines

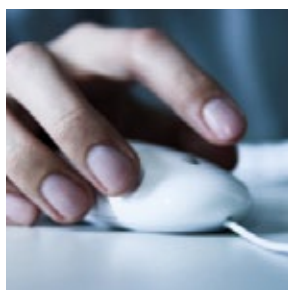
In addition, ASAC continued an initiative that encouraged current Commissioners to use grassroots efforts to add new disciplines to the Commission. ABET staff assisted as well, identifying societies that may bring more programs into ASAC.



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. The CAC makes the final decisions on accreditation actions, except for appeals, which the ABET Board decides. The CAC also recommends policies and the Rules of Procedure to the Board.



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CAC: Year in Review

For the 2008-2009 evaluation cycle, the Computing Accreditation Commission (CAC) evaluated 102 programs, including 16 new programs, at 81 institutions. The CAC continued a relatively new practice whereby the Consistency Committee received all reports prior to the Commission meetings and recommended changes to maintain consistent decisions across all programs reviewed.

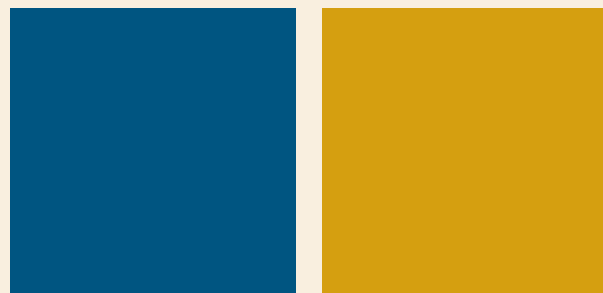
CAC and CSAB, Inc., continue to coordinate the work of key committees, notably the joint CAC/CSAB Criteria Committee. The excellent communication among the Accreditation Council's Cross-Commission Harmonization Committee, CAC, and CSAB is contributing to the success of the harmonization activities, and a similar working relationship with the respect to training continues to work well.

Significant Achievements

Other significant achievements for the 2008-2009 accreditation cycle include:

- Members of the Documents Committee, chaired by Harold Grossman, participated on the Accreditation Council Task Force that is producing a harmonized self-study.
- The Ad Hoc Task Force on Alternative Delivery Accreditation, chaired by Barbara Price, was charged with identifying accreditation criteria and evaluation procedures that impede conducting accreditation evaluations of programs delivered via alternative or non-traditional means. Based on an in-depth criteria analysis and interactions with institutions that offer computing programs online, it was determined there is no need to alter current and proposed criteria to evaluate such a program.
- Gayle Yaverbaum and David Kelly were members of a new Accreditation Council Philosophy Task Force that is harmonizing the manner in which Commissions interpret and analyze the accreditation criteria, and they will participate on this task force through the next accreditation cycle.
- An ongoing cause for concern for CAC is naming issues for programs, and Past Chair Stu Zweben led discussions about how the global diversity in names is compounding this fact.

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. The EAC makes the final decisions on accreditation actions, except for appeals, which the ABET Board decides. The EAC also recommends policies and the Rules of Procedure to the Board.

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Robert P. Elliott
University of Arkansas

Muthusamy Krishnamurthy
Hydro Modeling, Inc.

Gayle F. Mitchell
Ohio University

J. Phillip Smith
Chevron

ASEE

Joan P. Gosink
Colorado School of Mines

Sarah A. Rajala
Mississippi State University

Raman M. Unnikrishnan
California State University, Fullerton

ASHRAE

Robert Rudolph Bittle
Texas Christian University

ASME

Eugene Francis Brown
Virginia Polytechnic Institute and State University

Pamela A. Eibeck
Texas Tech University

Gary L. Kinzel
The Ohio State University

Gina J. Lee-Glauser
Syracuse University

Darrell W. Pepper
University of Nevada Las Vegas

Patrick Benedict Usoro
General Motors Research and Development Center

William J. Wepfer
Georgia Institute of Technology

BMES

John Denis Enderle
University of Connecticut

Cedric Frank Walker
Tulane University

CSAB

Donald Joseph Bagert
Southeast Missouri State University

IEEE

Kenneth F. Cooper
Westinghouse Savannah River Company

Joanne Bechta Dugan
University of Virginia

Joseph L.A. Hughes
Georgia Institute of Technology

Larry D. Kendrick
Caterpillar, Inc.

Franc E. Noel
IBM/Retired

John A. Orr
Worcester Polytechnic Institute

Samuel G. White, Jr.
Indiana University-Purdue University Indianapolis

IIIE

R. Allen Miller
The Ohio State University

Deborah E. Puckett
Consultant

Mickey Randall Wilhelm
University of Louisville

NCEES

James T. McCarter
H2L Consulting Engineers

NICE

Elizabeth Ann Judson
Verco Materials

NSPE

Benjamin S. Kelley
Baylor University

SAE

Daniel J. Weinacht
ARES Corporation

SME

Steve Coe
The Boeing Company

Winston Erevelles
Robert Morris University

SME-AIME

Jeffrey R. Keaton
MACTEC

Richard J. Sweigard
University of Kentucky

SNAME

Michael Fleahman
The Louis Berger Group, Inc.

SPE

Ali Ghalambor
University of Louisiana at Lafayette

TMS

Gillian Mary Bond
New Mexico Institute of Mining & Technology

Jeffrey Fergus
Auburn University



Basis for Accreditation Actions

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

Analysis of Accreditation Actions and Trends

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 that programs are using the results of evaluating objectives (Criterion 2) and/or assessing outcomes (Criterion 3) for improvement.
- Inadequate evidence demonstrating achievement of objectives (Criterion 2) or outcomes (Criterion 3).

Process Improvement

Last year, the EAC piloted panels to increase opportunities for Commissioners to discuss individual statements, ensure that the Commission was applying the correct accreditation actions for programs, and assure the engineering education stakeholder community that accreditation actions are determined through a credible process. The EAC adopted the process this year, as this new approach improved the review process' rigor, the Commission accreditation actions' quality, and learning opportunities through the panels' open discussions.

The second area of improvement occurred in the area of Commissioner training. Training has been refined to focus on areas that Commissioners misunderstand or find confusing.

New Commissioners are provided two teleconference training sessions, which then allows time for clarification of specific issues once they arrive for the Summer Commission Meeting training. Basic information has been included in a new reference titled "Team Chair Handbook," rather than the traditional plethora of PowerPoint slides. This way, training can focus on writing statements and interpreting areas in the criteria that have been identified as problematic from the editor chain.

Finally, the EAC identified and began leading an initiative through the Accreditation Council to develop a "harmonized philosophy" in applying the criteria across Commissions. This is an ongoing project.

Other Achievements

EAC intended to develop and disseminate a position articulating to professional societies that interpretation of the General Criteria for Accreditation is the sole purview of the Commission. In trying to help with consistency, some individual societies were communicating inaccurate interpretation of the criteria to their members who serve as Program Evaluators. EAC referred this goal to the Accreditation Council, as this occurrence is common across Commissions.

In addition, EAC actively encouraged professional societies and academe constituents to provide feedback about the Harmonized Criteria during the public comment phase. A comprehensive online survey was developed and sent out to collect these responses about harmonization, which were generally positive.

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 the Rules of Procedure to the Board.

Officers

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Mohammad A. Zahraee
Purdue University Calumet

Chair-Elect

Kevin D. Taylor
Purdue University

Past Chair

Michael A. Robinson
Bettis Atomic Power Laboratory

Vice Chair-Operations

Carol Richardson
Rochester Institute of Technology

Members-at-Large

Amitabha Bandyopadhyay
State University of New York at Farmingdale

Warren R. Hill
Weber State University

Eric W. Tappert
Tappert Engineering

Board Liaison Representative

Robert A. Herrick
Herrick Engineering, Inc.

Commission Members

Public Commissioner

Patricia A. Ladewig
Regis University

AAEE

Otis J. Sproul
University of New Hampshire

ACSM

Sonya Cooper
New Mexico State University

AIAA

Swami N. Karunamoorthy
Saint Louis University

AICHe

Wilson T. Gautreaux

ANS

Kent W. Hamlin
Institute of Nuclear Power Operations

ASCE

Nirmal Kumar Das
Georgia Southern University

Subal K. Sarkar

Jean S. Uhl

Georgia Southern University

ASEE

John A. Stratton
Rochester Institute of Technology

ASHRAE

Paul H. Ricketts
New Mexico State University

ASME

Christine L. Corum
Purdue University

Scott Danielson
Arizona State University

Thomas R. Jurczak
General Cable

Steven E. Wendel
Sinclair Community College

BMES

Ronald Howard Rockland
New Jersey Institute of Technology

IEEE

Scott C. Dunning
University of Maine

Adrienne Marie Hendrickson
University of Virginia

James Allen Lookadoo

Martin Reed
IBM

John J. Sammarco
National Institute for Occupational Safety and Health

Timothy L. Skvarenina
Purdue University

IIE

Balachandran Swaminathan
University of Wisconsin-Platteville

Kirk Lindstrom
Questar Corporation

NSPE

C. Wayne Unsell
Bowling Green State University

SAE

Fred Z. Sitkins
Western Michigan University

SME

Niaz Latif
Purdue University

Carl R. Williams
The University of Memphis

SME-AIME

Susan B. Patton
Montana Tech of the University of Montana

SNAME

Paul C. Jackson
California Maritime Academy



TAC: Year in Review

Programs for Institutions and Faculty

In addition to the annual Commission Summit and Best Assessment Processes Symposium activities, TAC invited institutional representatives to attend an orientation session held in conjunction with the Summer Commission Meeting. This event provided attendees who were about to participate in their first general review under the outcomes-based criteria with guidance about institutional preparation for those visits. In response to interests that constituents expressed at previous workshops, this session was fully interactive, with many opportunities for small group breakouts.

Analysis of Accreditation Actions and Trends

All programs reviewed this year received positive accreditation actions by the Commission. A contributing factor seems to be the maturity level that institutions are achieving in having assessment and continuous improvement as part of their educational culture. This was the fifth cycle in which all general reviews were conducted using outcomes-based criteria, and most of the shortcomings continue to be related to continuous improvement plans and the assessment of objectives and outcomes. Another contributing factor is the institutions' responsiveness, which resulted in many findings being resolved or reduced in level 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.

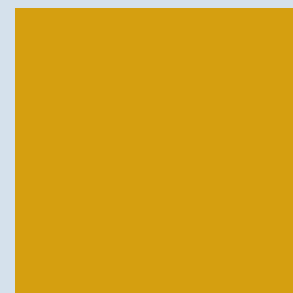
Going Global

In fall 2008, TAC conducted evaluation visits at non-U.S. institutions – three programs at two institutions in two countries – for the first time. The number of institutions to be visited in 2009 increased to four, with 12 programs in three countries: Kuwait, Peru, and Saudi Arabia.

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, accreditation visits in foreign countries, and accreditation process improvements. 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 or 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 Committee Co-Chair Mike Robinson chaired the Cross-Commission Harmonized Criteria Committee, established by the Accreditation Council. The TAC Criteria Committee also finalized the distinct outcomes for associate programs versus baccalaureate programs, similar to the distinctions that ASAC uses, to bring the associate program outcomes more in line with those required for the Dublin Accord. In addition, the committee started working with the Society of Fire Protection Engineers to develop new program criteria for technology programs.
- The Documents Committee amended several TAC forms to align them with the criteria and to bring them more in line with those of the other three Commissions.
- The Training Committee revised all TAC-specific training materials to not only reflect the criteria, but also to incorporate trainee and facilitator comments. Team chairs who were leading their first or second visits spearheaded the effort to extensively revise the new Commissioner training presentation so that it better addresses the novice team chairs' needs. Also, training for all Commissions was offered in a new format that focused on the details of writing a "good" statement.

Industry Advisory Council (IAC)



The Industry Advisory Council (IAC) provides ABET with industries' perspectives on accreditation for applied science, computing, engineering, and technology education as well as on matters affecting the relevant professions and proposed ABET programs and policies. The IAC develops methods to stimulate the involvement of industry in ABET through board participation, membership on the Accreditation Commissions, and other volunteer positions. It is comprised of 13 representatives of industries, the current ABET President, the President-Elect, and Executive Director.

Chair

Michael B. Gwynn, P. E.
Benham Constructors, LLC

Members

Ray Almgren
National Instruments

John K. Amdall
Caterpillar, Inc.

Patrick Rivera Antony
Terex Corporation

Kenneth R. Baker
Eli Lilly & Company/Retired

Dwight A. Beranek
Michael Baker, Jr., Inc.

Charles R. Craig
Corning Incorporated

James C. Dalton
U.S. Army Corps of Engineers

Kim Miller Dunn
Emerson Process Management

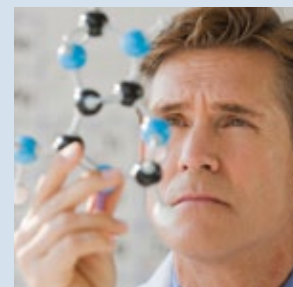
Gina L. Hutchins
United Parcel Service

Paul B. Kalafos, Jr.
Northrop Grumman Corporation

Scott C. Petrak
Bayer Corporate & Business
Services, LLC

Susan M. Sinclair
Hershey Foods Corporation

Ray Steen
General Dynamics Armament and
Technical Products



IAC: Year in Review



International Accreditation

The IAC continues to review, and is encouraged by, ABET's progress in international accreditation. The number of international schools seeking accreditation has significantly increased over the past few years. The IAC recommended that all participants in the accreditation process maintain a complete commitment to continue the momentum.

Because members of the IAC have significant international experience, they understand that security and related logistics are serious considerations for international activities. The IAC member companies continue to offer assistance to ABET on international security matters in the form of information regarding prospective countries, process sharing, and benchmarking.

The IAC envisions a possible regional management and oversight component to ABET's international accreditation at some future date. This could impact recruitment of PEVs and may call for a modification of PEV training.

Community College Articulation

The IAC supports activities that increase the flow of qualified graduates in applied sciences, computing, engineering, and technology, and believes that four-year programs may produce more graduates by using community colleges as "feeder" programs. The IAC recommends that ABET coordinate with relevant and related entities on the topic of improving articulation from community colleges into four-year programs nationally.

ABET's Role in Improving Quantity

As noted in discussions on other topics, the IAC supports any ABET activity that increases the potential number of qualified graduates in the technical professions, and sees this as consistent with the ABET mission statement and strategies ("ABET serves the public through the promotion and advancement of education in applied science, computing, engineering, and technology"). The IAC believes the volume of graduates from ABET-accredited programs can be increased with additional emphasis and promotion of accreditation through ABET constituents.

Evaluators and Recruiting

The IAC believes additional emphasis should be applied to recruiting industry evaluators. Some concepts for consideration include:

- Target top companies (by industry) for support.
- Use industry publications to recruit.

- Include statements from the IAC in the recruiting information (i.e., use the industry-to-industry approach to recruit).
- Continuing Education Units (CEU) or Professional Development Hours (PDH) should be offered for completing training and for participating in visits.

ABET Foundation

The IAC has no comment on the formation of the Foundation at this time other than to assure that any and all conflicts or potential conflicts of interest are cleared.

ABET Financial Management

The IAC is encouraged by ABET's improved financial situation. The IAC recommends that ABET continue to focus on building a stronger reserve base within and up to appropriate legal guidelines.

IAC Development and Sustainability

Significant progress has been made in recruiting new members and in creating greater diversity within the group individually, and across industries. However, recruiting new members continues to be a priority for the long-term health of the IAC. The IAC would like to add five new members during the next year, focusing on those industries aligned with ABET that are not currently represented.

IAC Engagement

The IAC continues to actively support ABET operational activities. Members have participated as observers to both program evaluation visits on campuses as well as attending training sessions for new PEVs. In addition, the IAC also plans several new initiatives. The first is sponsorship of an IAC panel discussion at each ABET annual meeting on a topic of interest to ABET. This was implemented at the 2009 meeting and will continue in subsequent years. The IAC also looks forward to interacting with the Academic Advisory Council that is being developed as a formal interface between ABET and the academic community.

The IAC suggested developing a wide industry network of past IAC members that would facilitate continued communications between the IAC and allow for broader industry involvement. It was suggested that this group might be called the "Friends of the IAC." This broader network would offer the opportunity to recruit new IAC members as well as to recruit a forum for IAC members to rotate through upon completion of their time on the Council. This would allow for continued engagement of previous IAC members who strongly support the ABET mission.

International Activities Council (INTAC)



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

Chair

Phillip E. Borrowman
Hanson Professional Services, Inc.

Patricia D. Daniels
Seattle University

Wolter J. Fabrycky
Virginia Polytechnic Institute and State University

Members

Sylvia L. Alexander
Michigan Department of Transportation

Donald Ray Gillum
Texas State Technical College

John K. Amdall
Caterpillar, Inc.

Lawrence Jones
Carnegie Mellon University Software Engineering Institute

Kenneth R. Baker
Retired, Eli Lilly & Company

Paul Kalafos, II
Northrop Grumman Corporation

Henry R. Bauer
University of Wyoming

Roger M. Zimmerman
Engineering Analyses, LLC

Gilbert J. Brown
University of Massachusetts Lowell





INTAC: Year in Review

Substantial Equivalency Recognition

In 2005, the ABET Board voted to phase out substantial equivalency evaluations and 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 17 programs in 10 countries that still hold this recognition. The Commissions reviewed the majority of these programs. Additionally, INTAC reviewed the Interim Reports from two non-U.S. programs and extended their substantial equivalency recognition through 2012, when the last of such recognitions will expire.

Recommendations on Training

INTAC has suggested that, as a condition for accepting an evaluation assignment for a program outside of the U.S., the Commissions require team chairs and program evaluators to take the international training that INTAC previously offered or to complete the non-U.S. training module and, especially, its Checks for Understanding.

In addition, INTAC recommended that the Accreditation Council Training Committee require volunteers to retake the non-U.S. training module and Checks for Understanding during the refresher training cycle. Lessons learned and team chair comments will provide the material needed to update the module periodically.

Accreditation

If all requests for evaluations are completed during the 2009-2010 cycle, ABET will conduct the largest number of non-U.S. evaluation visits ever undertaken. INTAC encouraged the Commissions to do a close review of submitted materials, as these will help to determine the accuracy of program names and each program's readiness to undergo an accreditation evaluation.

Memorandum of Understanding

ABET met with the Greater Caribbean Regional Engineering Accreditation System (GCREAS) and is negotiating a Memorandum of Understanding (MOU) with this organization. A MOU is an agreement that guides the collaboration as ABET assists a peer-quality assurance agency during its developmental period, but the agreement does not extend to the recognition of programs or graduates. ABET currently has 14 Memoranda of Understanding, and INTAC anticipates that an MOU with GCREAS will be brought to the ABET Board for approval in the near future.

Mutual Recognition Agreements

ABET successfully completed its periodic review by the Washington Accord, and recognition of graduates from EAC-accredited programs in the U.S. will continue through 2015.

This year, ABET became a signatory to the Sydney Accord, a Mutual Recognition Agreement (MRA) that addresses the mobility of engineering technologists. The accord recognizes that baccalaureate-level technology programs accredited by the participating bodies are substantially equivalent and recommends that signatory countries recognize the graduates of accredited programs in other countries as having met the academic requirements for entry-level practice as engineering technologists. The accord will recognize TAC-accredited programs at the bachelor's level through 2015.

Issues Requiring Further Discussion

INTAC recognizes that there are other issues that require in-depth discussion. The council will recommend to the ABET Board that a face-to-face meeting with a small subcommittee is needed to address the following matters:

- MRAs that have value for ABET because they allow the organization to influence the future roles and use of worldwide accords.
- Non-U.S.-based volunteers, particularly their qualifications, financial impact, training, and use for domestic evaluations.
- The ABET Foundation's assistance to accreditation agencies, institutions, and programs with potential for future accreditation activity.




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, 2009, 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.



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, 2009, 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.

As described in Note 2 to the financial statements, ABET corrected its method of accounting for temporarily restricted contributions from reporting them as liabilities to reporting them as temporarily restricted support and net assets; corrected its method of accounting for in-kind services from not reporting such services to reporting them as support and expenses at fair value; and corrected its method of accounting for travel expense reimbursements from reporting them as expenses and subsequent revenues to reporting them as receivables.

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 18, 2010

Financial Highlights, continued

See accompanying Notes to Financial Statements

Statement of Activities

SUPPORT AND REVENUES

| | |
|-------------------------------------|-------------------|
| Accreditation Fees | \$ 6,068,972 |
| In-Kind Contributions | 4,216,030 |
| Assessments - Member Societies | 1,282,229 |
| Professional Service Revenues | 502,043 |
| Science Screen Report Contributions | 322,815 |
| Government Grants | 61,492 |
| Investment Income | 53,775 |
| Other Revenue | 2,344 |
| Executive Meeting Revenues | <u>1,865</u> |
| Total Support and Revenues | <u>12,511,565</u> |

EXPENSES

| | |
|--|---------------------|
| Accreditation | \$ 7,100,364 |
| Professional Services | 908,250 |
| Governance | 863,597 |
| Special Projects | 28,445 |
| Planning and Operations | <u>2,433,647</u> |
| Total Expenses | <u>11,334,303</u> |
| Increase (Decrease) in Net Assets | <u>1,177,262</u> |
| Net Assets, Beginning of Year as Originally Stated | 790,126 |
| Adjustment for Correction of Accounting Principle | <u>(22,725)</u> |
| Net Assets, Beginning of Year as Adjusted | <u>767,401</u> |
| Net Assets, End of Year | <u>\$ 1,944,663</u> |

Statement of Financial Position

ASSETS

Current Assets

| | |
|---|------------------|
| Cash Equivalents | \$ 1,286,529 |
| Investments | 3,027,737 |
| Accounts Receivable, Less Allowance for Doubtful Accounts of \$169,945 | 485,322 |
| Prepaid Expenses and Other Current Assets | <u>361,452</u> |
| Total Current Assets | <u>5,161,040</u> |

Property and Equipment

| | |
|--|---------------------|
| Information Management Systems | 705,021 |
| Equipment | 522,617 |
| Furniture and Fixtures | 160,680 |
| Computer Software | 115,883 |
| Equipment Under Capital Lease, Before Accumulated Amortization of \$16,843 | 88,424 |
| Leasehold Improvements | <u>79,798</u> |
| | 1,672,423 |
| Less Accumulated Depreciation and Amortization | <u>(897,767)</u> |
| Net Property and Equipment | <u>774,656</u> |
| Total Assets | <u>\$ 5,935,696</u> |

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 Financial Position, continued

LIABILITIES AND NET ASSETS

Current Liabilities

| | |
|--|------------------|
| Accrued Expenses and Other Current Liabilities | \$ 741,412 |
| Capital Lease Payable - Current Portion | 11,795 |
| Deferred Revenues | <u>2,968,974</u> |
| Total Current Liabilities | <u>3,722,181</u> |

Long-Term Liabilities

| | |
|--|----------------|
| Capital Lease Payable - Net of Current Portion | 65,623 |
| Deferred Rent Payable | <u>203,229</u> |
| Total Long-Term Liabilities | <u>268,852</u> |

Net Assets

| | |
|------------------------|------------------|
| Unrestricted | 1,923,373 |
| Temporarily Restricted | <u>21,290</u> |
| Total Net Assets | <u>1,944,663</u> |

Total Liabilities and Net Assets

\$ 5,935,696

Accreditation Board for Engineering and Technology, Inc.

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED SEPTEMBER 30, 2009

Cash Flows from Operating Activities

| | |
|--|------------------|
| Increase in Net Assets | \$ 1,177,262 |
| Adjustments to Reconcile Increase in Net Assets to Net Cash Provided by Operating Activities | |
| Depreciation and Amortization | 138,555 |
| Deferred Rent | (19,737) |
| Allowance For Doubtful Accounts | 134,945 |
| (Increase) Decrease in Assets | |
| Accounts Receivable | (193,730) |
| Prepaid Expenses and Other Current Assets | (259,338) |
| Increase (Decrease) in Liabilities | |
| Accrued Expenses and Other Current Liabilities | 282,035 |
| Deferred Revenues | <u>(466,753)</u> |
| Net Cash Provided by Operating Activities | <u>793,239</u> |

Cash Flows from Investing Activities

| | |
|---------------------------------------|--------------------|
| Purchases of Property and Equipment | (125,627) |
| Maturities of Investments | 5,860,213 |
| Purchases of Investments | <u>(6,419,920)</u> |
| Net Cash Used in Investing Activities | <u>(685,334)</u> |

Cash Flows from Financing Activities

| | |
|-------------------------------------|---------------------|
| Capital Lease Payments | <u>(8,583)</u> |
| Net Increase in Cash Equivalents | 99,322 |
| Cash Equivalents, Beginning of Year | <u>1,187,207</u> |
| Cash Equivalents, End of Year | <u>\$ 1,286,529</u> |

Supplementary Disclosure of Cash Flow Information

| | |
|--|-----------|
| Cash Paid During the Year for Interest | \$ 11,933 |
|--|-----------|

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) is a 501(c)(3) nonprofit organization 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.

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 charges off 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.

Temporarily Restricted Net Assets

During the year ended September 30, 2009, ABET received \$322,815 in contributions restricted for the Science Screen Report program. Additionally, net assets of \$301,525 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, 2009, was \$21,290.

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 charitable and educational purposes under the provisions of Section 501 (c) (3) of the Internal Revenue Code.

Corrections of Accounting Principles

ABET corrected its accounting method for recognizing Science Screen Report support and expense. Effective October 1, 2008, ABET recorded incoming funds as temporarily restricted support and disbursements as expenses. US GAAP require contributions that have temporary, donor-imposed restrictions to be accounted for as temporarily restricted contributions and related expenses. Prior to October 1, 2008, these funds were accounted for as liabilities using an agency-beneficiary method. The cumulative effect on prior years of the correction of accounting method was charged to October 1, 2008, net assets. The effect of this change was to decrease unrestricted net assets by \$22,725 to \$767,401.

During the year ended September 30, 2009, ABET corrected its accounting method for recording the fair value of in-kind services. US GAAP require the fair value of donated services to be recognized in the financial statements when the services require specialized skills, are provided by entities or persons possessing those skills, and would be purchased if they were not donated. Prior to October 1, 2008, ABET did not record the fair value of the accreditation services provided by volunteer commissioners and evaluators as in-kind support or expenses. There is no cumulative effect on prior years because the support and expenses offset each other. Additionally, there was no effect on net assets at September 30, 2009.

ABET also corrected its accounting method for travel reimbursements related to international accreditation visits. US GAAP require that accounts receivable be reported for travel reimbursements from other entities. Effective October 1, 2008, ABET recorded international travel charges as receivables from the institutions being accredited. Prior to October 1, 2008, international travel costs were expensed and the reimbursements were recognized as revenue. There is no cumulative effect on prior years because the revenues and expenses were recognized as offsetting amounts. Additionally, there was no effect on net assets at September 30, 2009.

3. CONCENTRATION OF CREDIT RISK

ABET maintains its cash equivalents in money market funds in an investment brokerage account. Although balances of \$1,446,310 as of September 30, 2009, were not insured by the Federal Deposit Insurance Corporation, they were fully insured by the Securities Investor Protection Corporation and through a supplemental insurance policy underwritten by Lloyds of London.

Notes to Financial Statements, continued

4. INVESTMENTS AND FAIR VALUE MEASUREMENTS

ABET's investments and cash equivalents constitute its only assets or liabilities measured at fair value on a recurring basis as of September 30, 2009. These investments and cash equivalents, and their fair value measurements, are summarized below.

| | Fair Value Measurements at Reporting Date Using | | |
|-------------------------|---|--|---|
| | Fair Value | Quoted Prices in Active Markets for Identical Assets (Level 1) | Significant Other Observable Inputs (Level 2) |
| Certificates of Deposit | \$ 3,027,737 | \$ - | \$ 3,027,737 |
| Money Market Funds | 1,446,310 | 1,446,310 | - |

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 the Organization's financial assets are valued using Level 3 inputs.

Investment income of \$53,775 consists of interest earned.

5. CAPITAL LEASE OBLIGATION

ABET is obligated under a capital lease arrangement for office equipment. The following is a summary of the minimum rental commitment of the long-term lease over the remaining years:

| For the Year Ending September 30, | |
|---|-----------|
| 2010 | \$ 21,816 |
| 2011 | 21,816 |
| 2012 | 21,816 |
| 2013 | 21,816 |
| 2014 | 21,990 |
| Total Minimum Lease Payments | 109,254 |
| Less Amount Representing Interest | (31,836) |
| Present Value of Minimum Lease Payments | \$ 77,418 |

Interest expense for the year ended September 30, 2009, was \$11,933.

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 processing those skills, and would typically need to be purchased if not provided by donation. During the year ended September 30, 2009, ABET recorded \$4,216,030 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, 2009.

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 \$124,468 for the year ended September 30, 2009.

8. OPERATING LEASE OBLIGATION

ABET leases its office space under a non-cancellable 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, | |
|-----------------------------------|---------------------|
| 2010 | \$ 315,655 |
| 2011 | 322,570 |
| 2012 | 329,641 |
| 2013 | 336,872 |
| 2014 | 344,267 |
| | <u>\$ 1,649,005</u> |

Rental expense, which includes maintenance and utilities, amounted to \$372,440 for the year ended September 30, 2009.

9. FUNCTIONAL CLASSIFICATION OF EXPENSES

The following is the breakdown of expenses by functional classification:

| | |
|-------------------------|----------------------|
| Program Services | |
| Accreditation | \$ 8,998,025 |
| Professional Services | 502,043 |
| Governance | 1,431,775 |
| Special Projects | 47,160 |
| Total Program Services | <u>\$ 10,979,003</u> |
| Management and General | |
| Planning and Operations | 355,300 |
| Total Expenses | <u>\$ 11,334,303</u> |

Professional services and planning and operations expenses in excess of revenues are allocated to accreditation, governance, and special projects expenses in proportion to their shares of direct expenses to total expenses.

10. SUBSEQUENT EVENTS

ABET has evaluated subsequent events through February 18, 2010, the date on which the financial statements were available to be issued.

Statistics

Part A: 2008-2009 Cycle Data



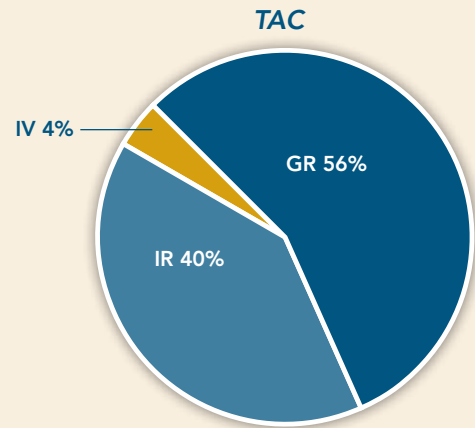
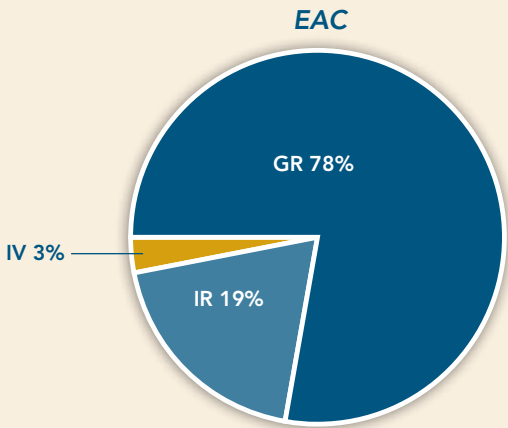
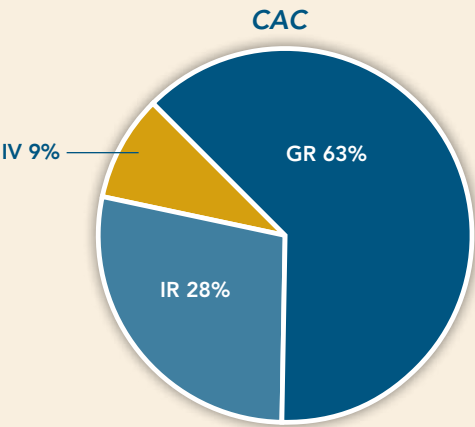
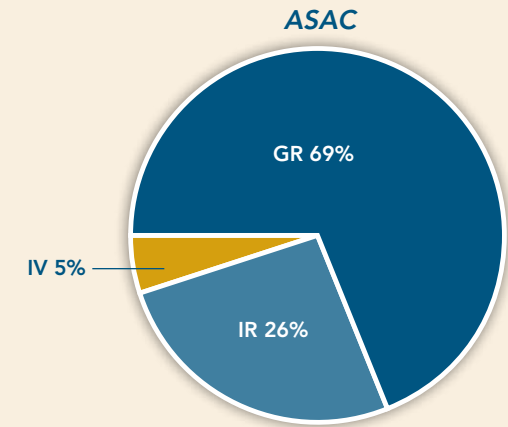
Evaluations Conducted (Number of Programs)

| | ASAC | CAC | EAC | TAC | Total |
|----------------|------|-----|-----|-----|-------|
| General Review | 13 | 60 | 419 | 124 | 616 |
| Interim Report | 5 | 27 | 100 | 87 | 219 |
| Interim Visit | 1 | 9 | 19 | 8 | 37 |
| | 19 | 96 | 538 | 219 | 872 |

Acronym Key

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

Results of Evaluations Conducted by Commission





Statistics

Part A: 2008-2009 Cycle Data

Programs Visited by Curricular Area*

| | ASAC | | CAC | EAC | | TAC | | TOTAL |
|--|----------|--------|-----|----------|--------|-----------|----------|-------|
| | Bachelor | Master | | Bachelor | Master | Associate | Bachelor | |
| Aeronautical | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Aerospace | 0 | 0 | 0 | 14 | 0 | 0 | 0 | 14 |
| Agricultural | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 6 |
| Air Conditioning | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Architectural | 0 | 0 | 0 | 7 | 0 | 3 | 1 | 11 |
| Bioengineering and Biomedical | 0 | 0 | 0 | 17 | 1 | 0 | 4 | 22 |
| Biological | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| Ceramic | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Chemical | 0 | 0 | 0 | 38 | 0 | 1 | 1 | 40 |
| Civil | 0 | 0 | 0 | 57 | 0 | 10 | 4 | 71 |
| Computer | 0 | 0 | 0 | 52 | 0 | 4 | 8 | 64 |
| Computer Science | 0 | 0 | 52 | 0 | 0 | 0 | 0 | 52 |
| Construction | 0 | 0 | 0 | 3 | 0 | 2 | 3 | 8 |
| Drafting and Design (Mechanical) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Electrical | 0 | 0 | 0 | 70 | 0 | 19 | 17 | 106 |
| Electromechanical | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 |
| Engineering Management | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| Engineering Mechanics | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| Engineering, Engineering Physics, and Engineering Science | 0 | 0 | 0 | 8 | 0 | 4 | 10 | 22 |
| Environmental | 0 | 0 | 0 | 18 | 3 | 1 | 0 | 22 |
| Environmental, Health, and Safety | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| General Criteria Only | 0 | 0 | 0 | 5 | 0 | 2 | 3 | 10 |
| Geological | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Health Physics | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 4 |
| Industrial | 0 | 0 | 0 | 24 | 0 | 0 | 3 | 27 |
| Industrial Hygiene | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 6 |
| Information Systems | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 8 |
| Information Technology | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 9 |
| Instrumentation and Control Systems | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| Manufacturing | 0 | 0 | 0 | 6 | 0 | 1 | 5 | 12 |
| Marine | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Materials | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 9 |
| Mechanical | 0 | 0 | 0 | 76 | 0 | 13 | 11 | 100 |
| Metallurgical | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Mining | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 5 |
| Naval Architecture and Marine | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Nuclear and Radiological | 0 | 0 | 0 | 6 | 0 | 0 | 1 | 7 |
| Ocean | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| Petroleum | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 |
| Safety | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Software | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 |
| Surveying and Geomatics | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 3 |
| Systems | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 |
| Telecommunications | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 |
| TOTAL | 9 | 5 | 69 | 443 | 4 | 65 | 79 | 674 |

*Individual programs may embrace more than one curricular area, and thus may be counted more than once in this table. Visits are not conducted for Interim Visits.

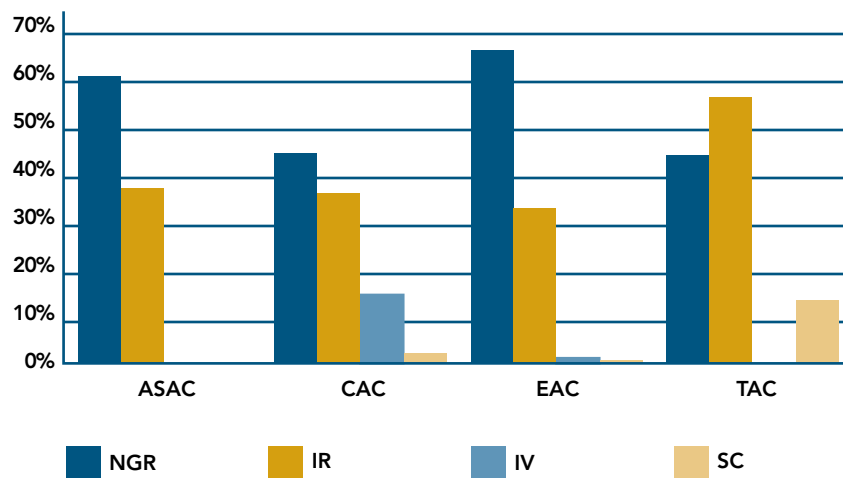
Statistics

Part A: 2008-2009 Cycle Data

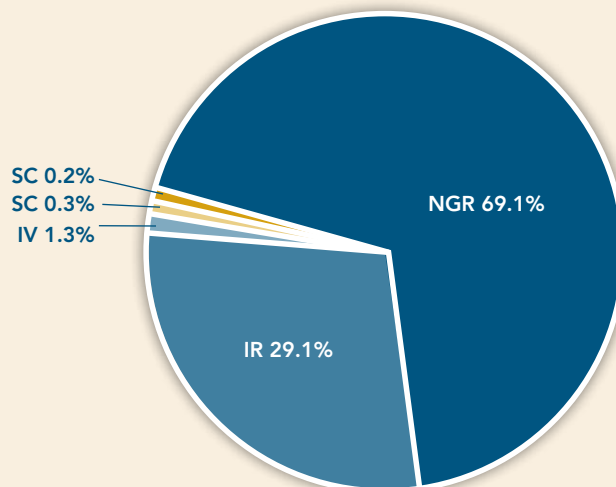
Actions for General Reviews

| | ASAC | | CAC | | EAC | | TAC | | All | |
|-----|------|-------|-----|-------|-----|-------|-----|-------|-----|-------|
| | # | % | # | % | # | % | # | % | # | % |
| NGR | 9 | 69.2% | 26 | 43.3% | 320 | 76.4% | 71 | 57.3% | 426 | 69.1% |
| IR | 4 | 30.8% | 30 | 50.0% | 96 | 22.9% | 49 | 39.5% | 179 | 29.1% |
| IV | 0 | 0.0% | 4 | 6.7% | 2 | 0.5% | 2 | 1.6% | 8 | 1.3% |
| SC | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 1.6% | 2 | 0.3% |
| NA | 0 | 0.0% | 0 | 0.0% | 1 | 0.2% | 0 | 0.0% | 1 | 0.2% |

Actions for General Reviews, 2008-2009



Actions for General Reviews Across All Commissions, 2008-2009



Acronym Key

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

Statistics

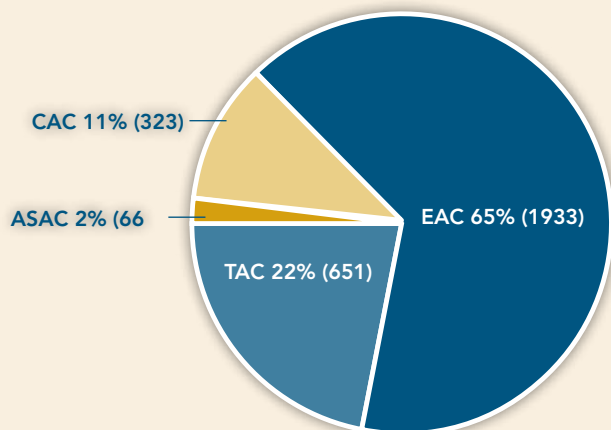
Part A: Programs Accredited as of 10/1/09

Programs Accredited by Curricular Area*

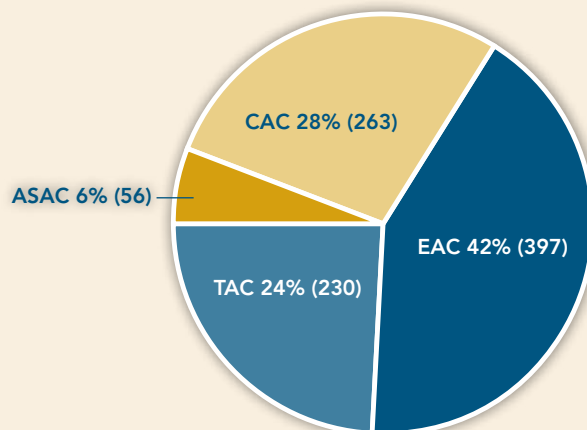
| | ASAC | | | CAC | EAC | | TAC | | TOTAL |
|---|-----------|----------|--------|-----|----------|--------|-----------|----------|-------|
| | Associate | Bachelor | Master | | Bachelor | Master | Associate | Bachelor | |
| Aeronautical | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 |
| Aerospace | 0 | 0 | 0 | 0 | 67 | 3 | 0 | 0 | 70 |
| Agricultural | 0 | 0 | 0 | 0 | 43 | 0 | 0 | 0 | 43 |
| Air Conditioning | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 |
| Architectural | 0 | 0 | 0 | 0 | 17 | 1 | 16 | 8 | 42 |
| Automotive | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| Bioengineering and Biomedical | 0 | 0 | 0 | 0 | 67 | 1 | 3 | 9 | 80 |
| Biological | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 10 |
| Ceramic | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 |
| Chemical | 0 | 0 | 0 | 0 | 171 | 1 | 1 | 1 | 174 |
| Civil | 0 | 0 | 0 | 0 | 235 | 1 | 40 | 26 | 302 |
| Computer | 0 | 0 | 0 | 0 | 223 | 3 | 24 | 50 | 300 |
| Computer Science | 0 | 0 | 0 | 271 | 0 | 0 | 0 | 0 | 271 |
| Construction | 0 | 0 | 0 | 0 | 9 | 0 | 6 | 23 | 38 |
| Drafting and Design (General) | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 |
| Drafting and Design (Mechanical) | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 1 | 9 |
| Electrical | 0 | 0 | 0 | 0 | 320 | 4 | 101 | 113 | 538 |
| Electromechanical | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 7 | 10 |
| Engineering | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 19 | 24 |
| Engineering Management | 0 | 0 | 0 | 0 | 11 | 1 | 0 | 0 | 12 |
| Engineering Mechanics | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 6 |
| Engineering, Engineering Physics & Engineering Science | 0 | 0 | 0 | 0 | 70 | 0 | 0 | 0 | 70 |
| Environmental | 0 | 0 | 0 | 0 | 58 | 8 | 4 | 0 | 70 |
| Environmental, Health, and Safety | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 3 |
| Fire Protection | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 3 |
| General Criteria Only | 0 | 1 | 0 | 2 | 25 | 3 | 13 | 13 | 57 |
| Geological | 0 | 0 | 0 | 0 | 16 | 0 | 0 | 0 | 16 |
| Health Physics | 0 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 8 |
| Industrial | 0 | 0 | 0 | 0 | 101 | 1 | 6 | 9 | 117 |
| Industrial Hygiene | 0 | 7 | 33 | 0 | 0 | 0 | 0 | 0 | 40 |
| Information Systems | 0 | 0 | 0 | 38 | 0 | 0 | 0 | 0 | 38 |
| Information Technology | 0 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 15 |
| Instrumentation and Control Systems | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 4 |
| Manufacturing | 0 | 0 | 0 | 0 | 22 | 1 | 9 | 28 | 60 |
| Marine | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| Materials | 0 | 0 | 0 | 0 | 63 | 0 | 0 | 0 | 63 |
| Mechanical | 0 | 0 | 0 | 0 | 304 | 2 | 62 | 66 | 434 |
| Metallurgical | 0 | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 9 |
| Mining | 0 | 0 | 0 | 0 | 14 | 0 | 0 | 0 | 14 |
| Naval Architecture and Marine | 0 | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 11 |
| Nuclear and Radiological | 0 | 0 | 0 | 0 | 22 | 1 | 2 | 2 | 27 |
| Ocean | 0 | 0 | 0 | 0 | 7 | 1 | 0 | 0 | 8 |
| Optics | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 |
| Petroleum | 0 | 0 | 0 | 0 | 18 | 0 | 0 | 0 | 18 |
| Safety | 1 | 9 | 2 | 0 | 0 | 0 | 0 | 0 | 12 |
| Software | 0 | 0 | 0 | 0 | 19 | 0 | 0 | 0 | 19 |
| Surveying and Geomatics | 0 | 10 | 0 | 0 | 6 | 0 | 7 | 5 | 28 |
| Systems | 0 | 0 | 0 | 0 | 12 | 0 | 0 | 0 | 12 |
| Telecommunications | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 7 |
| TOTAL | 1 | 32 | 41 | 326 | 1964 | 32 | 319 | 398 | 3113 |

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

Accredited Programs by Commission

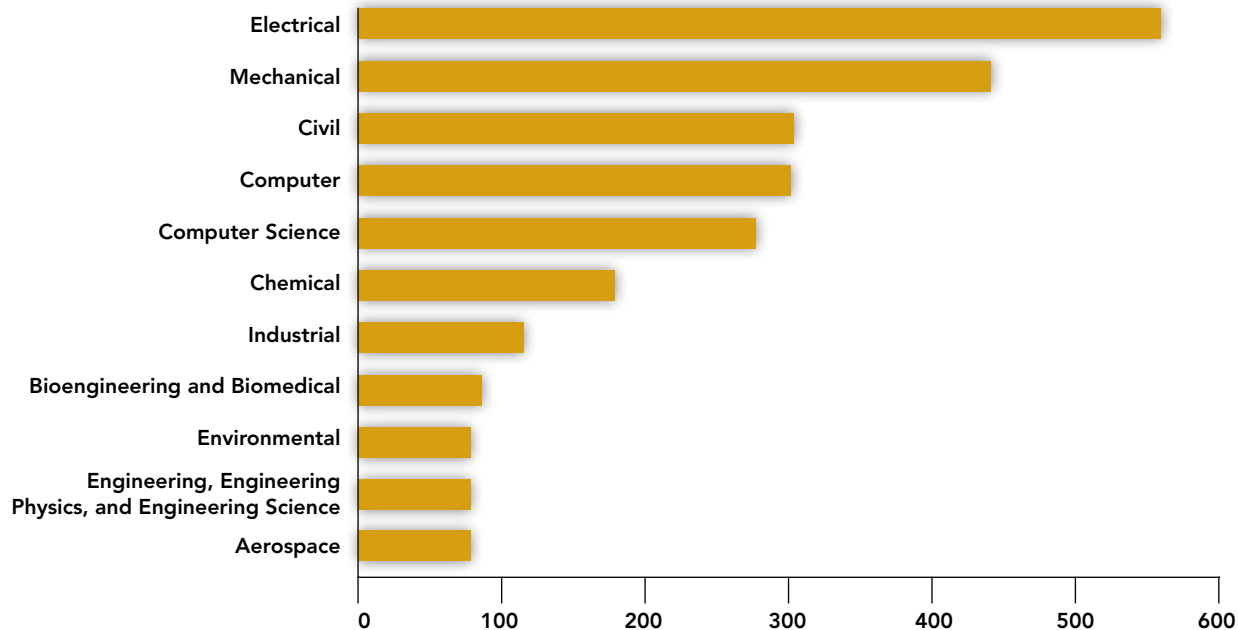


Institutions by Commission



*Note: last year's number for CAC was incorrect.

10 Largest Curricular Areas by Number of Accredited Programs



Statistics

Part B: Accreditation Trend

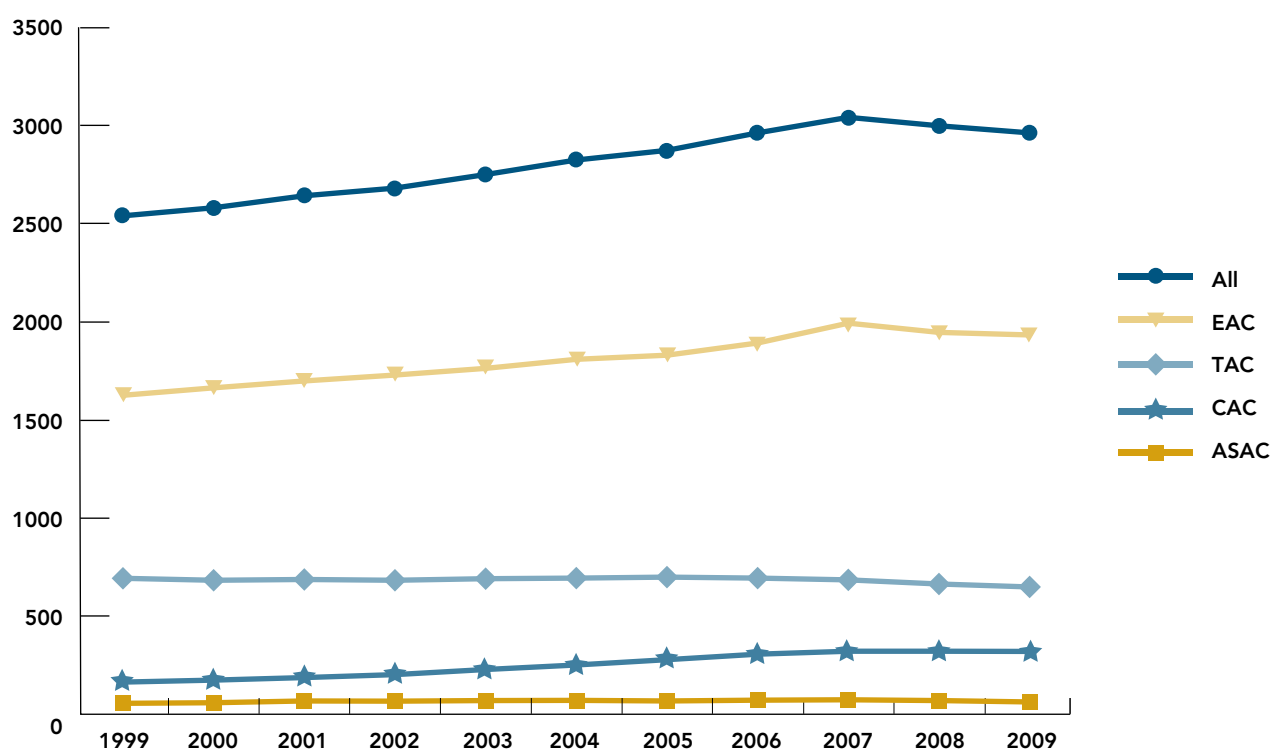
Number of Accredited Programs and Institutions Having Accredited Programs, 1999-2009**

| | ASAC | | CAC | | EAC | | TAC | | All | |
|------|------|-------|------|-------|------|-------|------|-------|------|-------|
| | Pgms | Insts | Pgms | Insts | Pgms | Insts | Pgms | Insts | Pgms | Insts |
| 1999 | 59 | 46 | 167 | 161 | 1626 | 338 | 695 | 237 | 2539 | 559 |
| 2000 | 62 | 48 | 177 | 169 | 1664 | 343 | 685 | 238 | 2580 | 567 |
| 2001 | 71 | 53 | 190 | 179 | 1699 | 348 | 689 | 236 | 2641 | 570 |
| 2002 | 70 | 52 | 205 | 187 | 1729 | 351 | 685 | 230 | 2680 | 569 |
| 2003 | 73 | 54 | 231 | 199 | 1763 | 359 | 693 | 229 | 2749 | 580 |
| 2004 | 74 | 56 | 254 | 218 | 1809 | 368 | 696 | 232 | 2823 | 591 |
| 2005 | 71 | 54 | 281 | 235 | 1830 | 372 | 701 | 235 | 2872 | 597 |
| 2006 | 75 | 57 | 309 | 254 | 1892 | 383 | 696 | 237 | 2961 | 615 |
| 2007 | 77 | 58 | 324 | 264 | 1963 | 397 | 687 | 239 | 3040 | 629 |
| 2008 | 73 | 56 | 324 | 263 | 1946 | 397 | 666 | 230 | 2997 | 621 |
| 2009 | 66 | 56 | 323 | 263 | 1933 | 397 | 651 | 230 | 2961 | 616 |

*Individual programs may embrace more than one curricular area and, thus, the totals may be lower than the sums of the commissions.

**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 onsite 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, 1999-2009**



Statistics

Part B: Accreditation Trend

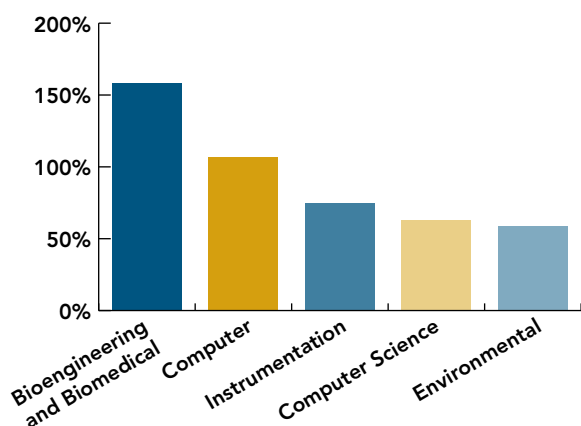
Actions for General Reviews, 1999-2009* [percentages]

| | ASAC | | | | | CAC* | | | | |
|------|------|-----|-----|-----|----|------|-----|-----|-----|----|
| | NGR | IR | IV | SC | NA | NGR | IR | IV | SC | NA |
| 1999 | 50% | 25% | 25% | 0% | 0% | 40% | 26% | 20% | 14% | 0% |
| 2000 | 17% | 83% | 0% | 0% | 0% | 46% | 29% | 11% | 7% | 7% |
| 2001 | 43% | 57% | 0% | 0% | 0% | 41% | 27% | 24% | 2% | 5% |
| 2002 | 86% | 14% | 0% | 0% | 0% | 49% | 27% | 16% | 5% | 3% |
| 2003 | 80% | 0% | 20% | 0% | 0% | 62% | 10% | 14% | 10% | 3% |
| 2004 | 50% | 43% | 7% | 0% | 0% | 40% | 40% | 8% | 8% | 4% |
| 2005 | 46% | 31% | 23% | 0% | 0% | 40% | 46% | 10% | 2% | 2% |
| 2006 | 10% | 90% | 0% | 0% | 0% | 56% | 32% | 12% | 0% | 0% |
| 2007 | 33% | 56% | 0% | 11% | 0% | 48% | 39% | 11% | 2% | 0% |
| 2008 | 62% | 38% | 0% | 0% | 0% | 47% | 37% | 15% | 1% | 0% |
| 2009 | 69% | 31% | 0% | 0% | 0% | 43% | 50% | 7% | 0% | 0% |

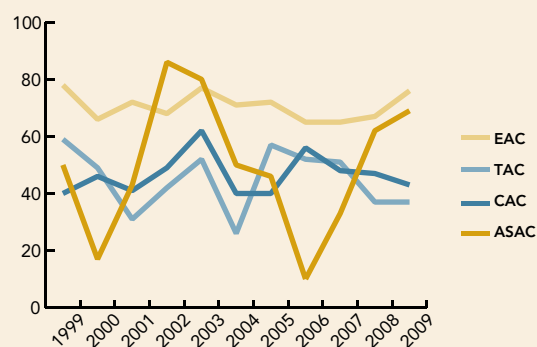
| | EAC | | | | | TAC | | | | |
|------|-----|-----|-----|----|-------|-----|-----|-----|-----|----|
| | NGR | IR | IV | SC | NA | NGR | IR | IV | SC | NA |
| 1999 | 78% | 11% | 8% | 3% | 1% | 59% | 34% | 6% | 0% | 0% |
| 2000 | 66% | 22% | 11% | 1% | 1% | 49% | 38% | 12% | 1% | 0% |
| 2001 | 72% | 13% | 14% | 1% | 1% | 31% | 38% | 5% | 0% | 0% |
| 2002 | 68% | 21% | 11% | 1% | 0% | 42% | 52% | 7% | 0% | 0% |
| 2003 | 77% | 17% | 5% | 1% | 0% | 52% | 47% | 0% | 1% | 0% |
| 2004 | 71% | 20% | 7% | 1% | 1% | 26% | 65% | 9% | 0% | 0% |
| 2005 | 72% | 22% | 5% | 1% | 0.40% | 57% | 32% | 10% | 0% | 1% |
| 2006 | 65% | 26% | 9% | 0% | 0% | 52% | 42% | 6% | 0% | 0% |
| 2007 | 65% | 30% | 5% | 0% | 0% | 51% | 43% | 3% | 1% | 1% |
| 2008 | 67% | 32% | 1% | 0% | 0% | 37% | 49% | 0% | 14% | 0% |
| 2009 | 76% | 23% | 1% | 0% | 0% | 57% | 39% | 2% | 2% | 0% |

*CSAC/CSAB actions are shown as the ABET equivalents for 1999-2001: NGR (6V), IR (6VR), IV (3V), SC, and NA.

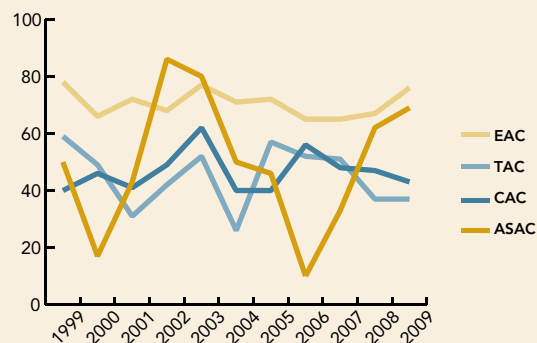
5 Largest Curricular Increases in Number of Accredited Programs by Curricular Area, 1999-2009



NGR Actions for General Reviews



IV Actions for General Reviews





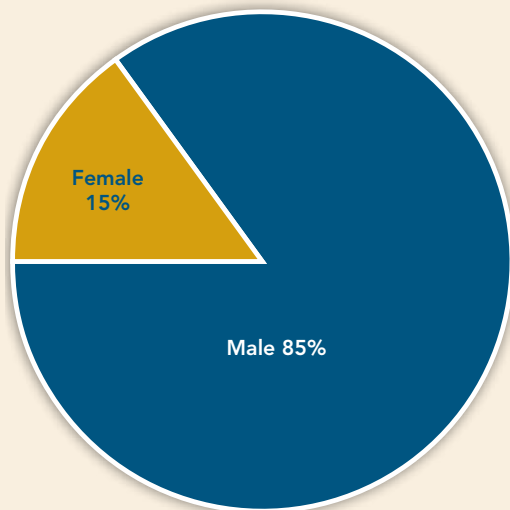
Statistics

Part C: Volunteer Pool Characteristics*

Raising Awareness about Volunteer Diversity

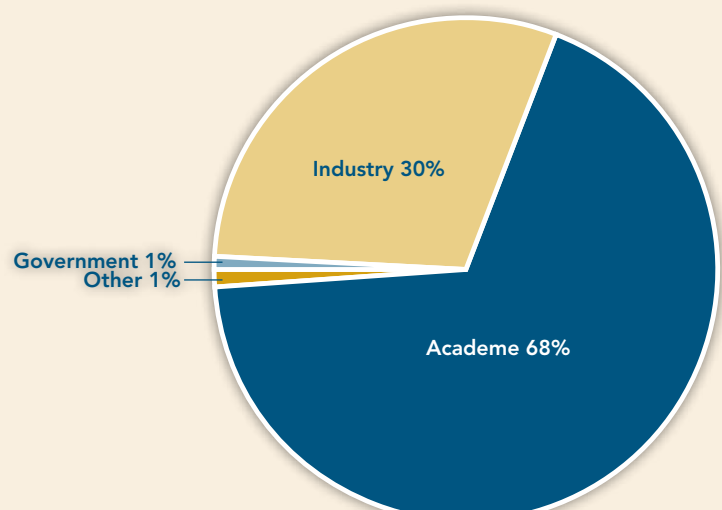
In 2009, ABET conducted the first assessment of its Member Societies' volunteer diversity, with each ABET Society receiving a report based on data provided by their volunteers. The reports were provided to raise awareness, improve ABET's volunteer pool diversity, and encourage support for ABET's diversity policy, which states: "Our professions benefit from the creativity and constructive improvements best informed and achieved by persons with varied perspectives, experiences, and talents who work toward shared goals."

Gender Diversity of ABET Volunteers



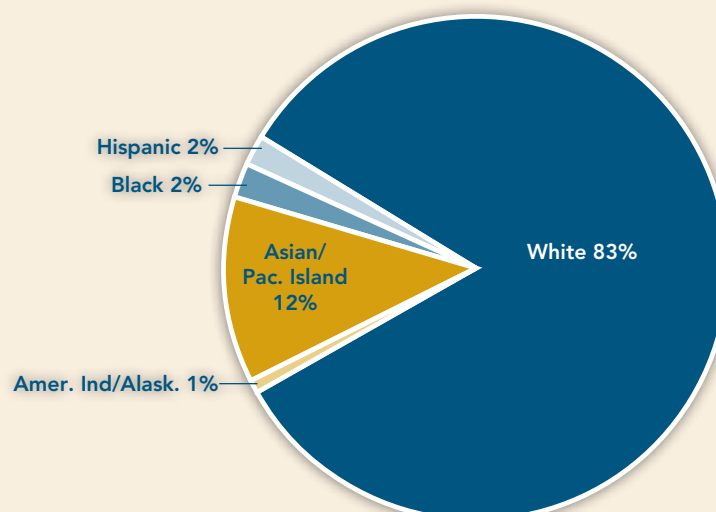
In the U.S., ABET's volunteer group's gender diversity reflects that of the technical professions as a whole. According to The National Council for Research on Women, roughly 20 percent of careers in the technical professions are held by women.

Professional Diversity of ABET Volunteers



Nearly two out of every three ABET volunteers come from an academic background, which is why ABET is working 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 connecting with associations representing such groups to increase their presence in its volunteer team and the professions.

ABET Board of Directors



ABET is a federation of 30 professional and technical societies; the Board of Directors is its governing body. The Board consists of officers, representatives of the Member Societies, and representatives of the public, who are called Public Directors. The primary responsibilities of the Board of Directors are to set policy and approve accreditation criteria.

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Deloitte Consulting, LLP

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Texas A&M University/Retired

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Virginia Transportation
Research Council

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David A. Vaccari
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ACSM

James R. Plasker
American Society for Photogram-
metry and Remote Sensing

AIAA

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AIChE

Jeffrey J. Sirola
Eastman Chemical Company

Larry A. Kaye
Exxon Mobil Research and
Engineering Company/Retired

AIHA

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Herrick Engineering, Inc.

ANS

Gilbert J. Brown
University of Massachusetts Lowell

ASABE

Lalit R. Verma
University of Arkansas

ASCE

Larry J. Feeser
Rensselaer Polytechnic Institute

Paul C. Taylor
Metropolitan Transportation
Authority

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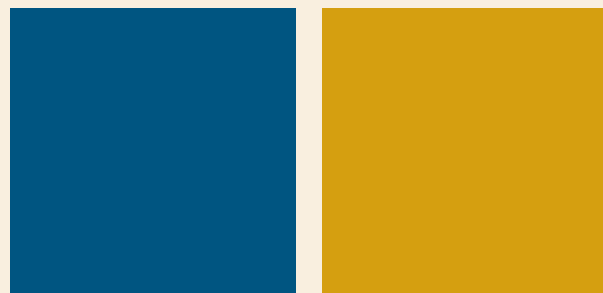
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Team Chairs have demonstrated technical competency and applied knowledge of accreditation criteria, policies, and procedures. They are experienced Program Evaluators, capable of leading the campus visit, and interacting with diplomacy and tact with the institutions. They ensure that all the required documents, forms, and statements are completed in a timely manner. The Team Chairs are selected by the four ABET Commissions to lead the campus visits, so they are listed alphabetically, not by society. Note: Every ABET Commissioner is a Team Chair, but not every Team Chair is a Commissioner.

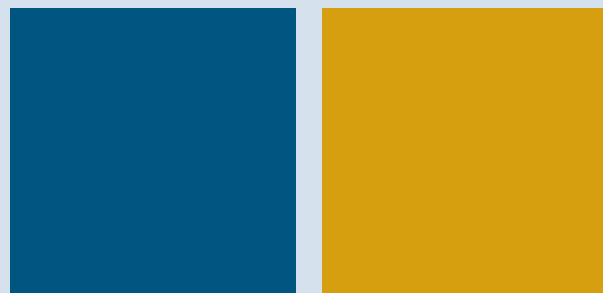
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From top to bottom: Richard O. Anderson, P.E.; Lawrence G. Jones, Ph.D.; Arthur L. Price, Ph.D.; Kay G. Schulze, Ph.D.; and Mary Leigh Wolfe, Ph.D.

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Recipients of the Linton E. Grinter Distinguished Service Award, ABET's highest honor, are those ABET volunteers who follow in the namesake's footsteps and surpass even the highest service expectations of the organization. They are acknowledged for outstanding contributions to the technical disciplines through their work in ABET-related activities.

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ABET President Joseph L. Sussman, Ph.D., presents the 2009 Linton E. Grinter Distinguished Service Award to George D. Peterson, Ph.D., P.E., ABET's Managing Director for International Development and Executive Director Emeritus.

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The President's Awards for Diversity recognize U.S.-based educational units, individuals, associations, and firms for extraordinary success in achieving diversity and inclusiveness, or for facilitating diversity and inclusiveness in the technological segments of our society.

The Bourns College of Engineering at the University of California, Riverside

"In recognition of extraordinarily successful initiatives for recruiting undergraduate and graduate students from diverse and disadvantaged backgrounds, retaining them through the bachelor's degree, and advancing them to graduate studies and careers in engineering." Accepting the award, Dr. Chinya Ravishankar, Associate Dean of Undergraduate Education and Professor of Computer Science and Engineering.

The College of Engineering at Florida A&M University and Florida State University

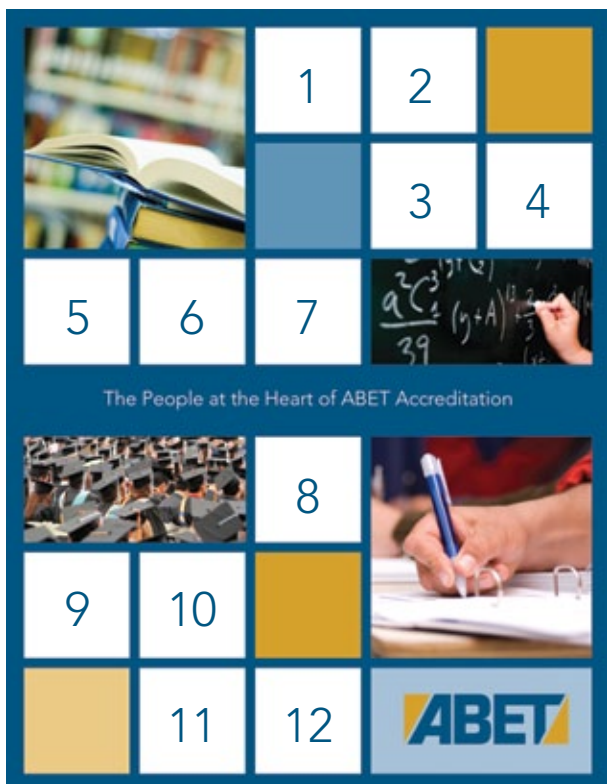
"In recognition of the creation of a unique engineering program—formed from the partnership between a Research-1 and a historically black university—that has succeeded by being among the top five engineering programs in bachelor's degrees awarded to black students as well as among the top ten in graduate degrees, and for successfully serving more than 40,000 diverse middle and high school students through outreach programs." Accepting the award, Dr. Ching-Jen Chen, The Dean of Engineering and Professor of Mechanical Engineering.

The College of Engineering and Computer Science at California State University, Fullerton

"For its leadership and accomplishments in attaining significant achievements in diversity facilitated through innovative programs such as the Center for Academic Success in the College of Engineering and Computer Science (CASECS) and the Engineering and Computer Science (ECS) Scholars." Accepting the award, Dr. Raman Unnikrishan, Dean of the College of Engineering and Computer Science.



Shown presenting and accepting ABET's 2009 President's Awards for Diversity (from left): Michael K. J. Milligan, Ph.D., P.E., Executive Director, ABET; Dr. Raman Unnikrishan, Dean of the College of Engineering and Computer Science, accepting for California State University, Fullerton; Dr. Chinya Ravishankar, Associate Dean of Undergraduate Education and Professor of Computer Science and Engineering, accepting for the University of California, Riverside; Dr. Ching-Jen Chen, the Dean of Engineering and Professor of Mechanical Engineering, accepting for Florida A&M University and Florida State University; and David Holger, Ph.D., President, ABET



Who's Who on Our Covers

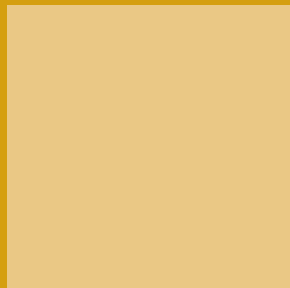
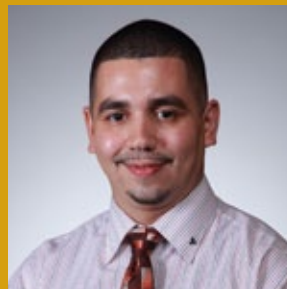
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1. Gina L. Hutchins, Industry Advisor, United Parcel Service, pages 15 & 29
2. Allison Guettner, University of Texas at San Antonio graduate, ABET-accredited Civil Engineering program, page 12
3. Raman M. Unnikrishnan, Academic Constituent, California State University – Fullerton, pages 14, 25, 48 & 60
4. James H. Johnson, Jr., Academic Constituent, Howard University, page 14
5. Paurakh Rajbhandary, Trinity University Senior, ABET-accredited Engineering program
6. Maryanne Weiss, ABET Accreditation Director who has acted as the Managing Director for Accreditation since February 2008, page 57
7. Robert A. Herrick, ABET Board Member, pages 13, 27 & 46
8. Michael B. Gwyn, Industry Advisor, Benham Constructors, LLC, pages 15 & 29
9. Joseph L. Sussman, ABET President, pages 7, 46 & 59
10. Renata S. Engel, Academic Constituent, The Pennsylvania State University, page 14
11. Diane Chong, ABET Program Evaluator, pages 13 & 56
12. George Peterson, Managing Director for International Development and Executive Director Emeritus, pages 7, 8, 57 & 59



Back Cover

1. Keryl Cryer, Communications Specialist who creates, authors, and designs many of ABET's constituents' communications, page 57
2. Adam Roig, University of Texas-San Antonio Senior, ABET-accredited Mechanical Engineering program
3. Wayne Bergstrom, ABET Team Chair and Commissioner (EAC), pages 13, 25 & 47
4. Timothy Brandsma, Texas State University at San Marcos graduate, ABET-accredited Computer Science program, page 12
5. Lance K. Hoboy, ABET Comptroller who began the fiscal year as Managing Director, Planning and Operations, and capably served as Interim Executive Director from November 2008 – May 2009, then assumed the additional responsibilities of ABET Chief Financial Officer, pages 18 & 57
6. Peggy Liska, Texas A&M University student, ABET-accredited Electronics Engineering Technology program, page 12
7. Michael K. J. Milligan, ABET Executive Director effective June 1, 2008, pages 7, 9, 55, 57 & 60
8. Curtis Fitzgerald, University of Houston – Clear Lake graduate, ABET-accredited Environmental Science program, page 12
9. Mary Leigh Wolfe, ABET Fellow, pages 19, 25, 48 & 58
10. Ellen L. Stokes, ABET Accreditation Manager who celebrated 25 years with ABET and led her four-person team to process a record 894 evaluations in 2009, page 57
11. James C. Dalton, Industry Advisor, U.S. Army Corps of Engineers, pages 15 & 29
12. Bryan Sonnier, Texas A&M University Senior, ABET-accredited Electronics Engineering Technology program
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14. Daniela Iacona, International Relations Coordinator who manages ABET's international interactions including Memoranda of Understanding and Mutual Recognition Agreements, page 57
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16. Mary Marchegiano, Academic Constituent, Delaware Technical & Community College, pages 14 & 55



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