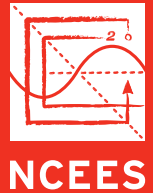


# Licensure EXCHANGE

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LEHMON DEKLE, P.E.  
NCEES PROJECT MANAGER  
FOR COMPUTER-BASED  
EXAMINATIONS



## FEATURE STORY

### NEW CBT EXAMS GIVE OPPORTUNITY TO IMPROVE SUBJECT MATTER REPORTS

SINCE THE EARLY 1990s, NCEES HAS PROVIDED subject matter reports to ABET-accredited programs at colleges and universities across the country. These institutions have increasingly come to use the FE and FS exam data from these reports as a key component of their outcomes assessment efforts. Reports include summary results, by topic, for students and graduates of a particular ABET-accredited program. They also provide a comparison to how that program's examinees performed relative to others.

#### New computer-based exams

In January 2014, the FE and FS exams moved to computer-based testing. The exams are now offered in testing windows throughout the year, instead of just two days per year.

The FE exam is now seven discipline-specific exams: Chemical, Civil, Electrical and Computer, Environmental, Industrial, Mechanical, and Other Disciplines. There is no longer a common morning exam section. Instead, each

freestanding exam now incorporates material commonly found in that discipline's curriculum.

The transition to CBT has gone very smoothly. Examinees especially like the discipline-specific exams, year-round testing, and quicker score release.

#### Changes to subject matter reports

Changing how we administer the FE and FS exams necessitated some changes to the subject matter reports. We took the opportunity to review the information provided on the reports and improve their usefulness.

The new subject matter exam reports follow the same general format as the previous reports. Each report summarizes the performance of that program's students for a particular exam discipline (for example, the FE Civil or FE Mechanical exam). They include the total number of examinees and the number who passed the exam. Any random guessers—examinees who did not give a good-faith effort—are removed. ABET comparator data, with standard deviation, are also provided for the same degree program and same discipline-specific exam.

Past reports were generated twice each year—typically in June after the spring exam administration and December after the fall administration. The new reports will also be generated twice a year but on a different schedule. Reports distributed in July will include all exams administered in January/February and April/May, and the January reports will include the July/August and October/November exams.

New reports include only first-time examinees, not those retaking exams. Also, the national comparator is now the

# President-elect nominee and incoming vice presidents discuss vision for NCEES

NCEES WILL ELECT A NEW PRESIDENT-elect at its 2014 annual meeting in August. Nominees for president-elect rotate among the four NCEES geographical zones, and the 2014–15 president-elect will be from the Central Zone. The Committee on Nominations has submitted Michael Konzett, P.E., of Nebraska, as nominee for president-elect.

Two new vice presidents will join the 2014–15 board of directors, which will be installed at the gala on August 22: Christy VanBuskirk, P.E., representing the Central Zone, and Patrick Tami, P.L.S., representing the Western Zone.

### Nominee for President-Elect



**Michael Konzett, P.E.,  
Nebraska Board  
of Engineers and  
Architects**

*NCEES Experience:  
Definition of  
Engineering  
Task Force Board*

*of Directors Liaison (2013–14); Central Zone Vice President (2012–14); Committee on Education Board of Directors Liaison (2012–14); Committee on Examination Policy and Procedures Board of Directors Liaison (2012–13), Member (2011–12); Advisory Committee on Council Activities Consultant (2010–11); Engineering Education Task Force Chair (2008–10); Committee on Uniform Procedures and Legislative Guidelines*

*Consultant (2008–09), Member (2004–07); Bachelors Plus 30 Task Force Chair (2007–08)*

### Why do you want to serve as NCEES president?

I want to serve as NCEES president for many of the same reasons that I wanted to serve as the Central Zone vice president. Several people whom I highly respect encouraged me to continue in NCEES leadership. I have the energy and time to devote to this important position. I retired this past January from my career as a consulting engineer, which gives me the time to be engaged as an NCEES representative. I continue to have a great deal of passion for the engineering and surveying professions, especially as they relate to licensure. I consider the work I will be doing on behalf of the Council to be a way to give back to the professions that have given me so much. I see it as a legacy for the next generation.

### What are the key issues or goals you want to focus on as president?

First of all, it is important to focus on implementation of the NCEES board of directors' strategic goals. These include growth of licensure, public awareness, and future education standards.

Additionally, a great deal of discussion lately has focused on the option for a P.E. candidate to take the Principles and Practices of Engineering exam prior to fulfillment of their experience requirement.

There is good dialogue on both sides of the argument, and it has forced us to consider all three legs of the licensure stool: education, experience, and examination. I am one who believes that each of these legs, for the most part, should be considered independently of the others. Saying that, I also believe that we must work to strengthen each of these legs, to raise the bar to higher standards. The public we serve deserves that effort on our part. Engineering education needs reform, progressive experience needs to be always well documented, and exam development must continually keep pace with the changing body of engineering knowledge. We do well in all these areas, but we are called to do better.

Finally, I believe we must always communicate the message that licensure equates to highest value. A license by its nature adds value to the services provided by engineers and surveyors. We need to ensure that our professions don't become mere commodities where the lowest cost wins. The value that licensure brings to the health, safety, and welfare of the public must be better articulated in the public square.

### How has your past experience prepared you for this office?

I am wired to be a consensus-builder. I got it honestly growing up in the socially challenging 1960s and 1970s in a family of three sisters and no brothers. Throughout

my professional engineering and NCEES career, that skill has been honed. At higher levels of leadership, consensus building needs to be a strong attribute. I believe I bring that with me.

Also, I have become a better listener. They say that since we have two ears and only one mouth, we should do twice as much listening as speaking. I believe that. Leadership involves a lot of speaking, so it should go without saying that what a leader says and how he or she says it must result from well-formed listening skills.

### How did you first get involved with NCEES?

I became involved with NCEES very early in my Nebraska engineering board tenure. I was on our board only six months when I attended the NCEES annual meeting in Baltimore. I met many fine professionals and learned that the Council was made up of highly intelligent people. I was drawn by that and by the dynamics of the organization. I really like the Council's leadership development initiatives that have taken off in the past couple years. It is our hope that these will result in many people desiring to work with NCEES as an extension of their state board work.

### Incoming Central Zone Vice President Christy VanBuskirk, P.E., Iowa Engineering and Land Surveying



**Examining Board**  
*NCEES Experience:*  
*Committee on*  
*Examination Policy*  
*and Procedures*  
*Chair (2013–14),*  
*Member (2012–*  
*13); Central*  
*Zone Assistant*

*Vice President (2012–14); Committee on*  
*Examination Audit Member (2008–12);*

*Computer-Based Testing Task Force Member*  
*(2007–08); PE Civil Exam Development*  
*Committee Volunteer (2009–14)*

### Why did you choose to run for Central Zone vice president?

Fortunately, I have been able to participate in NCEES activities since my 2006 appointment to the Iowa board. Attending annual and zone meetings, as well as serving on NCEES committees and as a zone officer, has given me a desire to serve and contribute at the national level and be an active voice for the Central Zone.

### How has your past experience prepared you for this office?

I have had the opportunity to attend the majority of zone and annual meetings during my time on the Iowa board. I served as co-chair when Iowa hosted the 2009 Central Zone interim meeting in Des Moines. This was my first exposure to the nuts and bolts of organizing a zone meeting. Serving as the Central Zone assistant vice president the past two years has given me additional knowledge of the logistics of zone meetings.

Serving on the Exam Audit, EPP, and PE Civil exam committees and observing five cut score meetings have given me a well-rounded background in NCEES exam development policies and procedures.

I have served in various leadership positions and am a past president of the Iowa section of the American Society of Civil Engineers. I also have served in leadership positions and on various committees for the Iowa County Engineers Association.

### What issues or goals do you want to focus on during your term?

My primary goal is to ensure the Central Zone has an active voice in discussion and

decisions in NCEES activities. But I do have several other goals.

First, I want our newer members to feel welcome and become active in NCEES.

Second, I want all Central Zone members to feel they can speak freely about issues before the Council. Everyone should be heard. We have had some actions and motions brought before the Council that have generated differing opinions and discussion. If the discussion is constructive, productive, and respectful, we should have it. It is time well spent.

My other goal is a commitment to NCEES' purpose of advancing licensure for engineers and surveyors to protect the health, safety, and welfare of the public.

Today's world is global and ever changing. NCEES is doing a good job adapting to and meeting the needs of engineering and surveying licensure. We need to ensure our goals of mobility, minimum competence, and reaching out to potential licensees are in line with our purpose.

### How did you first get involved with NCEES?

My first meeting was the 2006 annual meeting in Anchorage, Alaska. I met other state licensing board members committed to NCEES' purpose. There was a myriad of information to process, and it definitely made my head spin. I realized then that you need to review the *Action Items and Conference Reports* prior to the meeting in order to make informed decisions. Serving on NCEES committees has been very rewarding on many levels and has motivated me to participate in NCEES activities. The work can be detailed and intense, but it has created networking

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## OFFICER Q&A

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opportunities and provided a working knowledge and appreciation of the various facets of exam development and administration.

### Incoming Western Zone Vice President

**Patrick Tami, P.L.S.,  
California Board for Professional  
Engineers, Land Surveyors, and  
Geologists**

*NCEES Experience: Advisory Committee on Council Activities Chair (2013–14), Member (2012–13); Mobility Task Force Member (2012–14); Committee on Nominations Member (2011–12); Committee on Uniform Procedures and Legislative Guidelines Chair (2010–12); Computer-Based Testing Task Force Board of Directors Liaison (2009–10); Faculty Licensure Task Force Board of Directors Liaison (2009–10); Western Zone Vice President (2008–10); Committee on Examinations for Professional Surveyors Board of Directors Liaison (2008–09), Member (2007–08), Surveying Exam Development Committee Volunteer (2009–14)*



### You served as Western Zone vice president in 2008–10. Why did you decide to run for a second term?

These are truly exciting times at the Council, and many of the legacy ways under which we have been operating need to be reviewed and updated. I want to be a part of the leadership team that investigates, discusses, and provides choices to the entire Council so that we can

make the best decisions for all our member boards.

I really enjoyed my first term as Western Zone vice president. I learned and grew from that experience in ways I could never imagine. As a vice president, I met many people that enriched my life and expanded my knowledge that I never would have had the opportunity to meet if it wasn't for the opportunities provided by the Council.

I also want to be a good role model to my family, colleagues, and community. I believe that service to our profession and the public is not only a good thing but something that is expected.

### How has your past experience prepared you for this office?

While nothing can truly prepare someone for the duties of a zone vice president, I believe that my involvement in many of the Council's committees, task forces, and exams has given me a great head start.

I recognize that communication with the zone member boards is key to my success in the next two years. I would encourage everyone to get involved with the Council early in their state board term. Early involvement allows them to meet many more people in the Council and understand what issues they have passion about. This will help me understand who to ask for advice on issues facing the Council.

### What issues or goals do you want to focus on during your term?

Mobility, the very reason for the Council, still has not been adequately solved, despite all of the past efforts.

The international use of our exams has taken us to settings that have presented interesting challenges. The questions on

where we go next and how many places we offer the exams will be an important decision from many aspects, including fiscal and security.

The transition to computer-based testing has opened the door for improving our exams in ways we never had the opportunity to use before.

We need to work on the identity of the engineering profession. We need to communicate to the public what it is we do as engineers and surveyors—and keep the message simple.

Also, the declining use of the surveying exams, meager diversity in the profession, and decline in the number of licensed surveyors needs further investigation.

### How did you first get involved with NCEES?

I first got involved with NCEES during an exam standards-setting meeting held in the last century. I attended my first annual meeting in Little Rock, Arkansas, in 2001. I had not yet been appointed to my state board but attended as a Participating Organizations Liaison Council representative, and I was overwhelmed. As a normal first-time attendee, I was just trying to understand the acronyms being flung around with amazing ease by many of the participants.

It wasn't until 2006 that I was appointed to my state board and could become a real member of the Council. Luckily, I had the help of several people who encouraged me to become involved. Every task force, committee, exam development meeting I have attended has made me a better professional and person.

## FROM THE PRESIDENT



PATTY MAMOLA, P.E.  
NCEES PRESIDENT

# Focus on the basic questions of who, what, and where key to future of engineering and surveying

As an organization, we have completed many of the action items identified in the strategic plan that was adopted in August 2012. The plan has served us well as a framework in which we make decisions and move forward with various initiatives. It has served our organization as a useful tool for providing direction to staff, committee and task force members, and the board of directors.

To ensure that our strategic plan remains relevant, the board of directors has committed to revisiting the strategic planning process. During the upcoming year the board will take a fresh look at the purpose of our organization, clarify the vision for NCEES, and recraft draft goals and action plans.

I'm hopeful that when we take this fresh look at our strategic plan, we will continue to focus on the what, who, and where of engineering and surveying: what it is we do as engineers and surveyors and how we communicate that simply to the public, who is and can be an engineer or a surveyor—diversity within our professions—and where we work and the borders we cross to do our work—mobility.

Until the public can understand what it is that we do as engineers and surveyors, we cannot begin to talk about the value of licensure. Engineers and surveyors touch every aspect of society. Think about the technological advances that have occurred in just the last 10 years. Each one can be attributed to engineering, yet society has no idea.

To realize that only about 20 percent of graduating engineers are women and that only about half that amount are choosing to remain in the engineering field is eye-opening. For surveying, the numbers are even less. So much of engineering is creating tangible items from someone's imagination. It makes me wonder, what innovations are we missing out on by not having more diverse professions?

Until the public can understand what it is that we do as engineers and surveyors, we cannot begin to talk about the value of licensure.

Mobility is the very reason that NCEES was created, created by states that recognized the wisdom and value of having a portable credential. Each of you as a state board is a member of this organization. You too recognize the value of mobility. I hope that we continue to broaden our individual state perspectives and strive to remove the barriers to mobility—nationally and internationally.

As I wrap up my year as president and I write this final article, it has caused me to reflect on the past year. While focusing on the who, what, and where of engineering and surveying, I've had the opportunity to travel to many interesting places; talk to, and with, many smart and professional people; and see and experience the many amazing things that engineers and surveyors create and do. I am truly honored and privileged to have served you and to forever be known as the first female president of NCEES, an organization that was wise enough to make it happen in the first century of its history.



## SUBJECT MATTER REPORTS

*continued from cover*

ABET comparator. A program's examinees are compared against programs accredited by the appropriate ABET accreditation commission, for example, the Engineering Accreditation Commission, or EAC. ABET now accredits programs internationally, and we wanted the comparator to more closely reflect ABET's accreditation model.

Past reports divided examinees into two groups: enrolled students (which included some repeat examinees) and graduates (which included some very close to graduation). The new reports also divide examinees into two groups, but with this significant change: examinees testing within nine months of graduation (before or after) and examinees testing more than nine months after graduation. This change should capture more examinees in the target demographic for program assessment efforts.

Both the old and new reports compare an institution's examinees with a comparator by content area (for the new reports, it's the ABET comparator). For each topic, the examinees' performance is summarized as a performance index on a scale of 0–15.

This 0–15 performance index is indirectly related to the average number of questions answered correctly in that content area. The change to a scaled performance index (rather than the previous percent of questions answered correctly) was necessary because, in computer-based testing, each examinee receives a different set of questions within each topic area. In a particular content area, one examinee's set of questions may be harder or easier than the next examinee's, although the overall exam difficulty for all examinees is the same.

Carnegie comparator data is no longer included. Instead, NCEES is providing ratio- and scaled-score data. The NCEES publication *Using the FE Examination as an Outcomes Assessment Tool* explains the use of these data. You can download it at [ncees.org/licensure/educator-resources](http://ncees.org/licensure/educator-resources).

### Comparing old and new results

Tracking a program's results over several testing windows is an important part of outcomes assessment. Even though the subject matter reports have changed somewhat for CBT exams,

the ratio- and scaled-score methods described in *Using the FE Examination as an Outcomes Assessment Tool* remain valid and allow for a seamless transition.

For most FE exams, the top-level specifications have not changed greatly with the transition to CBT. Therefore, educators can continue to do longitudinal evaluations for most topic areas. Some topics have been eliminated. New longitudinal graphs will begin for new topics in January 2014, corresponding to the date of the exam transition.

*Using the FE Examination as an Outcomes Assessment Tool* contains additional information on comparing results across testing periods.

### Accessing the reports

NCEES distributes the subject matter reports directly to institutions via email. Educators can find out who receives their institution's reports by emailing NCEES at [fereports@ncees.org](mailto:fereports@ncees.org).

To learn more about the new subject matter report format, a webinar, which was presented in July, is available on the NCEES website at [ncees.org/licensure/educator-resources](http://ncees.org/licensure/educator-resources).

# Sample Subject Matter Reports for CBT Exams

**Examination:** Fundamentals of Engineering (FE)  
**Report title:** Subject Matter Report by Major and Examination  
**Exams administered:** Jan 01—May 31, 2014  
**Examinees included:** First-Time Examinees from EAC/ABET-Accredited Engineering Programs  
**Graduation Date:** Examinees Testing within 9 months of Graduation Date

Name of Institution:	EXAMPLE	
Major:	Mechanical	FE Examination: Mechanical

	Institution	ABET Comparator 2
No. Examinees Taking <sup>1</sup>	22	2,316
No. Examinees Passing	19	1,976
Percent Examinees Passing	86%	85%

**Uncertainty  
Range for  
Scaled  
Score <sup>4</sup>**  
 $\pm 0.21$

	Number of Exam Questions	Institution Average Performance Index <sup>3</sup>	ABET Comparator Average Performance Index	ABET Comparator Standard Deviation	Ratio Score <sup>4</sup>	Scaled Score <sup>4</sup>
Mathematics	6	10.6	10.8	3.1	0.98	-0.06
Probability and Statistics	5	11.9	10.6	3.3	1.12	0.39
Computational Tools	3	12.0	11.3	4.1	1.06	0.17
Ethics and Professional Practice	3	11.4	12.0	3.8	0.95	-0.16
Engineering Economics	3	9.8	10.5	4.2	0.93	-0.17
Electricity and Magnetism	3	11.1	11.1	3.8	1.00	0.00
Statics	9	9.9	10.2	2.6	0.97	-0.12
Dynamics, Kinematics, and Vibrations	9	10.1	10.0	2.1	1.01	0.05
Mechanics of Materials	11	9.4	9.8	2.2	0.96	-0.18
Material Properties and Processing	8	10.0	10.1	2.3	0.99	-0.04
Fluid Mechanics	9	9.9	10.1	2.1	0.98	-0.10
Thermodynamics	14	9.7	9.6	1.6	1.01	0.06
Heat Transfer	11	9.7	9.9	2.1	0.98	-0.10
Measurement, Instrumentation, and Controls	6	9.9	9.3	3.4	1.06	0.18
Mechanical Design and Analysis	10	8.3	8.9	2.5	0.93	-0.24

1. 0 examinees have been removed from this data because they were flagged as a random guesser.
2. Comparator includes all examinees from programs accredited by the ABET commission noted.
3. Performance index is based on a 0–15 scale.
4. These scores are made available for assessment purposes. See the NCEES publication entitled Using the FE as an Outcomes Assessment Tool at <http://ncees.org/licensure/educator-resources/>.

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## HEADQUARTERS UPDATE



JERRY CARTER  
CHIEF EXECUTIVE OFFICER

### Decoupling experience: An evolution of the model

During the 2013 NCEES annual meeting, the Council approved a motion by the Advisory Committee on Council Activities to disconnect the timing of the experience requirements currently provided in the *Model Law*. This action will change the sequence of when licensure candidates are eligible to take the Principles and Practice of Engineering (PE) exam but not the elements of the licensure model, which includes education, experience, and examination. This year, the Committee on Uniform Procedures and Legislative Guidelines was charged with developing the language to incorporate into the *Model Law* 130.10, General Requirements for Licensure, to implement this change. The committee will offer a motion for the Council's consideration at the 2014 annual meeting.

Since the Council voted to make this change, I have heard numerous comments that it will negatively impact the ability to test for minimum competence and questions about why candidates should be allowed to take a professional practice exam prior to gaining actual experience in the field. I would like to express some personal opinions on both questions.

For a number of years, several NCEES member boards have been allowing candidates to take the PE exam before completing the four years of required progressive engineering experience. Candidates may take the PE prior to gaining the required experience, but licensure is not awarded until all three elements (education, experience, and examination) have been attained. Anecdotally, we have heard that few candidates take the PE exam immediately upon successful completion of the Fundamentals of Engineering (FE) exam and that most generally obtain two to three years of experience before tackling the PE. Certainly, there are candidates who might be able to take and pass the PE prior to gaining actual experience, but the experience element is still required prior to a candidate obtaining a license as a professional engineer.

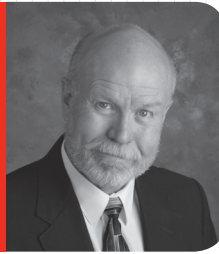
The proposed changes to *Model Law* 130.10 is included in the UPLG committee's report, which is included in the *Action Items and Conference Reports*.

Anyone who has served on an NCEES exam development committee realizes that it is impossible to create a licensure exam that is not academic to a degree. Our engineering exam committees have done a good job in developing items that require a combination of academic knowledge and practical experience. As I noted, some bright people can get through both exams with relative ease, but the statistics available to NCEES, based on the national population of candidates taking the PE exam, clearly indicate that those who have completed at least four years of experience have a higher pass rate on the PE exam than those who do not.

There were a number of compelling reasons for the Council to approve this action, but the most significant one to me was the number of missed opportunities by so many candidates who successfully completed the FE exam but never took the PE exam. Upon graduation, many candidates enter fields that do not traditionally require licensure as a professional engineer or obtain jobs with companies that do not support licensure. Allowing candidates to take the PE exam after completion of the FE exam but prior to obtaining the four years of experience will keep more candidates in the licensure pipeline.

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GLEN THUROW, P.S., CFEDS  
NEW MEXICO BOARD OF LICENSURE  
FOR PROFESSIONAL ENGINEERS AND  
PROFESSIONAL SURVEYORS

## Sharing critical information: The case for board compliance officers

In the April issue of *Licensure Exchange*, Law Enforcement Committee Chair Theresa Hodge, P.E., noted the importance of posting disciplinary actions against licensees to the NCEES Enforcement Exchange. As noted in the article, actions taken against an individual in one jurisdiction need to be posted online and shared with other jurisdictions to fully protect the public. This is in keeping with one of the stated goals of the NCEES Law Enforcement Committee: “The goal of member boards is to safeguard the health, safety, and welfare of the citizens they serve by administering the respective laws efficiently, fairly, and judiciously. Member boards have a responsibility to ensure that they are granting professional licensure only to individuals who are of good character and reputation. To determine an applicant’s eligibility for licensure, the application process needs to be thorough and provide the member board with all the information it needs to make its decision.”

A licensee in one state may make comity application for licensure in another. Typically, we ask them to note any disciplinary actions taken against them in another jurisdiction (self-reporting). While some may be honest about past troubles and fully inform the prospective board of the action taken against them, some will not. How are we to know without having an up-to-date database?

So the question is not whether each member board should keep the Enforcement Exchange current. Rather, the question is how this will be achieved in an efficient and effective manner, particularly given the limited resources some boards are burdened with.

The key to the success of Enforcement Exchange must be designating an individual on a board’s staff to be responsible for this task. Whether this person is a board administrator, complaint manager, compliance officer, license manger, or actual board member, that person must be specifically tasked with this important obligation.

So the question is not whether each member board should keep the Enforcement Exchange current. Rather, the question is how this will be achieved in an efficient and effective manner, particularly given the limited resources some boards are burdened with.

Ideally, each board would have a position of compliance officer whose job description would include not only ensuring that board orders and settlement agreements are enforced and completed but also that these actions are promptly reported to other jurisdictions via Enforcement Exchange. The position may be dependent on budget considerations and operating structure of the particular board. Some boards are semiautonomous state agencies, while others are part of general state regulatory or licensing departments. A jurisdiction’s unique circumstances will determine the best path forward.

The next consideration is whether a formal compliance monitoring policy has been established within respective boards and whether this policy has been codified in some manner, either within a board administrative code or regulatory guidelines. Components of this policy would include how effective notice of board findings and license revocation or required remedial actions are to be delivered to the respondent, documentation procedures for tracking purposes,

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## HEADQUARTERS UPDATE

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I also believe that changing the sequence of when someone satisfies the required elements for licensure as a P.E. will not reduce the ability to determine that a candidate is minimally competent to practice engineering. Various NCEES member boards have already demonstrated this to be the case. Even making a slight tweak to the licensure model is difficult, but in order to grow and evolve, change is inevitable.

We are not alone in our view that change is required to remain current and effective. The National Council of Architectural Registration Boards has recognized the need to provide an alternate pathway for licensure and has created a task force to

investigate the potential that the education, experience, and examination requirements could be completed concurrently and that licensure as an architect could be achieved at graduation from an accredited architectural program.

I believe that this was an important change and one that reflects the organization's ability to address change when needed. I also hope that all member boards will endorse this revision in order to continue to promote mobility between jurisdictions, which is the basis for NCEES' existence.

## ENFORCEMENT BEAT

*continued from page 9*

and verifying whether the action has been posted on Enforcement Exchange. A compliance officer would facilitate this process.

Additionally, the Committee on Law Enforcement is contemplating whether to include a field in Enforcement Exchange where the licensee's successful completion of board-stipulated agreements can be noted. This is equally important to record. Successful completion of stipulated agreements or other disciplinary board actions on the part of licensees returns those individuals to eligibility for comity considerations by other jurisdictions.

Some board actions may require involvement of a state's attorney general's office. This requires coordination between the board and the attorney general. Involvement of the attorney general may lead

to implementation delays of board actions. Statute of limitation requirements are also a consideration with low priority given to licensing issues by some over-stretched prosecutors. A board compliance officer, working closely with the attorney general's office can often facilitate this coordination and expedite resolution of the matter.

Whether the official title is complaint manager or compliance officer, the role is crucial to effective board administration, including reporting responsibility to Enforcement Exchange.

## MEMBER BOARD NEWS

**ALABAMA** Richard Grace is a new appointee. Daniel Turner is no longer a member.

**INDIANA PE** Stephen Gillman and Opal Kuhl are new appointees.

**MINNESOTA** Nirmal Jain is a new appointee. Doug Cooley is no longer a member.

**MISSOURI** Sherry Cooper and Noel Fehr are new appointees.

## NCEES OUTREACH

### AUGUST 22-23 ENGINEER IT! WEEKEND AT PACIFIC SCIENCE CENTER

NCEES will host two days of hands-on activities at Pacific Science Center in Seattle, Washington. NCEES volunteers and staff will attend on August 23 to promote the engineering and surveying professions to Seattle families.

### SEPTEMBER 18-19 NCSEA ANNUAL CONFERENCE

NCEES will represent the organization and promote its services at the annual conference of the National Council of Structural Engineers Associations in New Orleans, Louisiana.

## UPCOMING EVENTS

**August 8-9** PE Electrical and Computer Exam Meeting  
PE Metallurgical Exam Meeting  
Clemson, South Carolina

**August 19** 2013-14 Board of Directors Meeting  
Seattle, Washington

**August 20-23** Annual Meeting  
Seattle, Washington

**August 23** 2014-15 Board of Directors Informational Meeting  
Seattle, Washington

**September 12-13** PE Chemical Exam Reference Meeting  
PE Mechanical Exam Meeting  
Clemson, South Carolina

**September 16-19** PE Petroleum Exam Committee Meeting

**September 19-20** PE Environmental Exam Meeting  
Clemson, South Carolina

PE Industrial Exam Meeting  
Atlanta, Georgia

**September 26-28** PE Mining and Mineral Processing Exam Meeting  
Denver, Colorado

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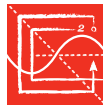
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## NCEES launches mobile app for annual meeting

NCEES is excited to announce a new tool for the 93rd annual meeting. Its mobile app will bring the experience at the annual meeting to a new level. Attendees will be able to see more, do more, and get more value out of the event—right from their mobile device.

Features of the app include

- The full event schedule
- Map of the meeting rooms
- Session enhancements, including the ability to set reminders and take notes
- Detailed information about speakers
- Links to the NCEES Facebook, Twitter, YouTube, and LinkedIn pages
- The ability to build a profile and easily share contact information with other app users

To download and install the app, go to [ncees.org/mobile](http://ncees.org/mobile) from a mobile device. Or download the app directly from iTunes or Google Play by searching for “NCEES meetings.”

All registered annual meeting attendees will receive an email with login instructions during the week of August 11. To use all of the available features, you will need to create an account by following the instructions in the app. This allows each user to tailor the app to his or her needs, such as setting reminders, taking notes, or sharing contact information with other attendees.

While some features of the app do require Internet access, most are available without. Once downloaded, all of the data is stored locally on the device, so it is accessible even if there is no Wi-Fi. When connected, the app downloads updates (like adding new users or a room change).

We look forward to connecting with you in Seattle.