Graduate Attribute Assessment Summary

Knowledge
Problem Analysis
Investigation
Life-long Learning

Indicator 1.1
Indicator 1.2
Indicator 1.3
...

Indicator 2.1
Indicator 2.2
Indicator 2.3
...

Indicator 3.1
Indicator 3.2
Indicator 3.3
...

Indicator 12.1
Indicator 12.2
Indicator 12.3
...

e.g. Generates original concepts and adapts existing ones to offer diverse, viable solutions that address the problem definition.

Assessment tools: ways of measuring students’ work against the indicators.
Examples:
- Local written exam
- Standardized exam
- Oral exam
- Performance appraisal
- Oral interviews
- Oral presentation
- Written report
- Focus groups
- Simulation
- Surveys/questionnaires

Example of a rubric targeted at a design report

<table>
<thead>
<tr>
<th>Scales</th>
<th>Not demonstrated</th>
<th>Marginal</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimensions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dimension 1:</td>
<td>Descriptor: e.g.</td>
<td>Descriptor: e.g.</td>
<td>Description: e.g.</td>
<td>Descriptor: e.g.</td>
</tr>
<tr>
<td>Course learning</td>
<td>Information</td>
<td>Information from reliable sources but not explicitly evaluated</td>
<td>Range of information sources used and critically evaluated for...</td>
<td>Comprehensive analysis of...</td>
</tr>
<tr>
<td>outcomes #1,</td>
<td>sources not</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>possibly linked</td>
<td>critically</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to an indicator</td>
<td>evaluated for...</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dimension 2:
Descriptor...
Descriptor...
Descriptor...
Descriptor...

Dimension 3:
Descriptor...
Descriptor...
Descriptor...
Descriptor...
### Glossary

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Also known as</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate attribute</td>
<td>Generic characteristics, specified by the CEAB, expected to be exhibited by graduates of Canadian engineering schools.</td>
<td>Program level objective Program outcomes Student outcomes (ABET)</td>
</tr>
<tr>
<td>Indicator</td>
<td>Descriptors of what students must do to be considered competent in the attribute; the measurable and pre-determined standards used to evaluate learning.</td>
<td>Assessment criteria Performance criteria Competency outcome</td>
</tr>
<tr>
<td>Course learning outcome</td>
<td>A description of what students should be able to know or do at the end of a course.</td>
<td></td>
</tr>
<tr>
<td>Assessment tools</td>
<td>The means by which data on student learning is collected (e.g. report, presentation, design project, examination etc.)</td>
<td>Assessment measures Assessment methods</td>
</tr>
<tr>
<td>Assessment</td>
<td>Processes that identify, collect, and prepare data to evaluate the achievement of graduate attributes.</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Interpreting/analyzing data gathered through the assessment process</td>
<td></td>
</tr>
</tbody>
</table>

### Sample Graduate Attribute Assessment Process Flow

![Continuous Program Improvement Cycle Diagram](diagram.png)

Learning Environment

- Design
- Delivery
- Support

Analysis & Evaluation

Program & course curriculum maps

<table>
<thead>
<tr>
<th></th>
<th>Course 1</th>
<th>Course 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Outcome 2</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>