



CEAB update

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GACIP Summit
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Toronto, ON

Outline

1. Accreditation decision data
2. AIP update
3. Recent changes and initiatives
 - i. Criteria and interpretive statements
 - ii. AU Task Force
 - iii. Focus on GA/CI process



Accreditation decision data

Accreditation activities

279 accredited programs

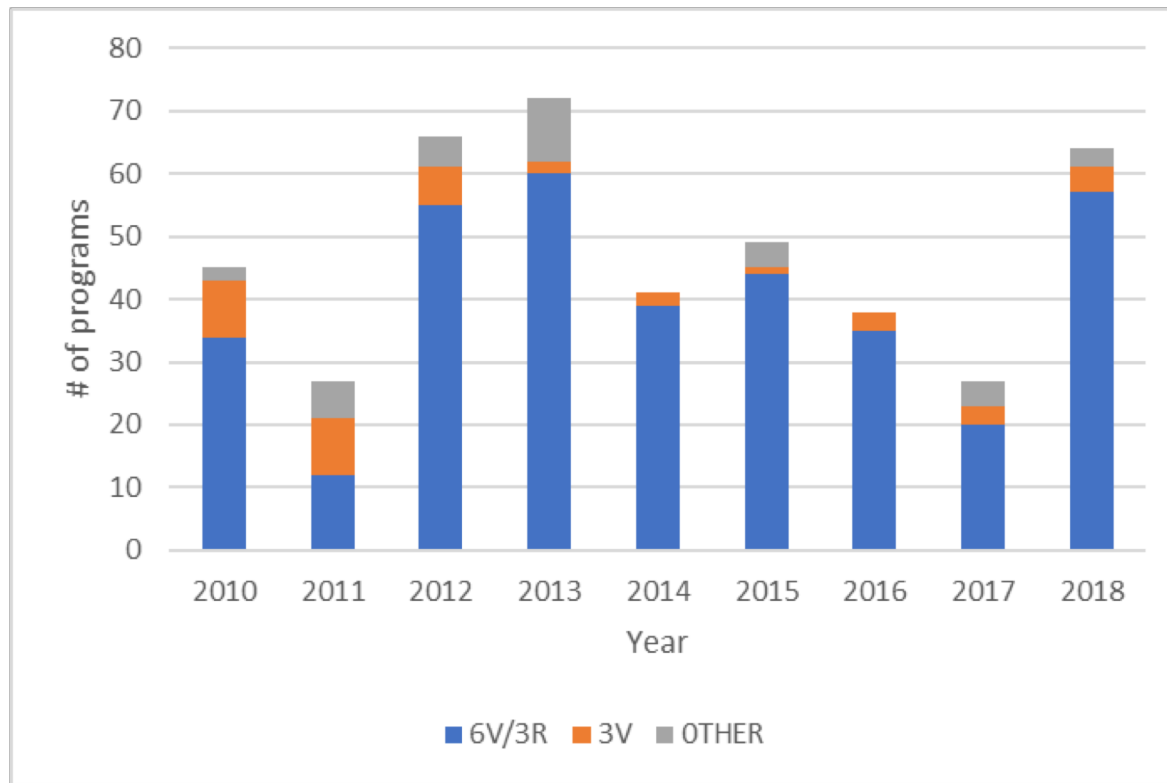
44 HEIs in Canada

11 Substantially equivalent programs

2 HEIs outside of Canada



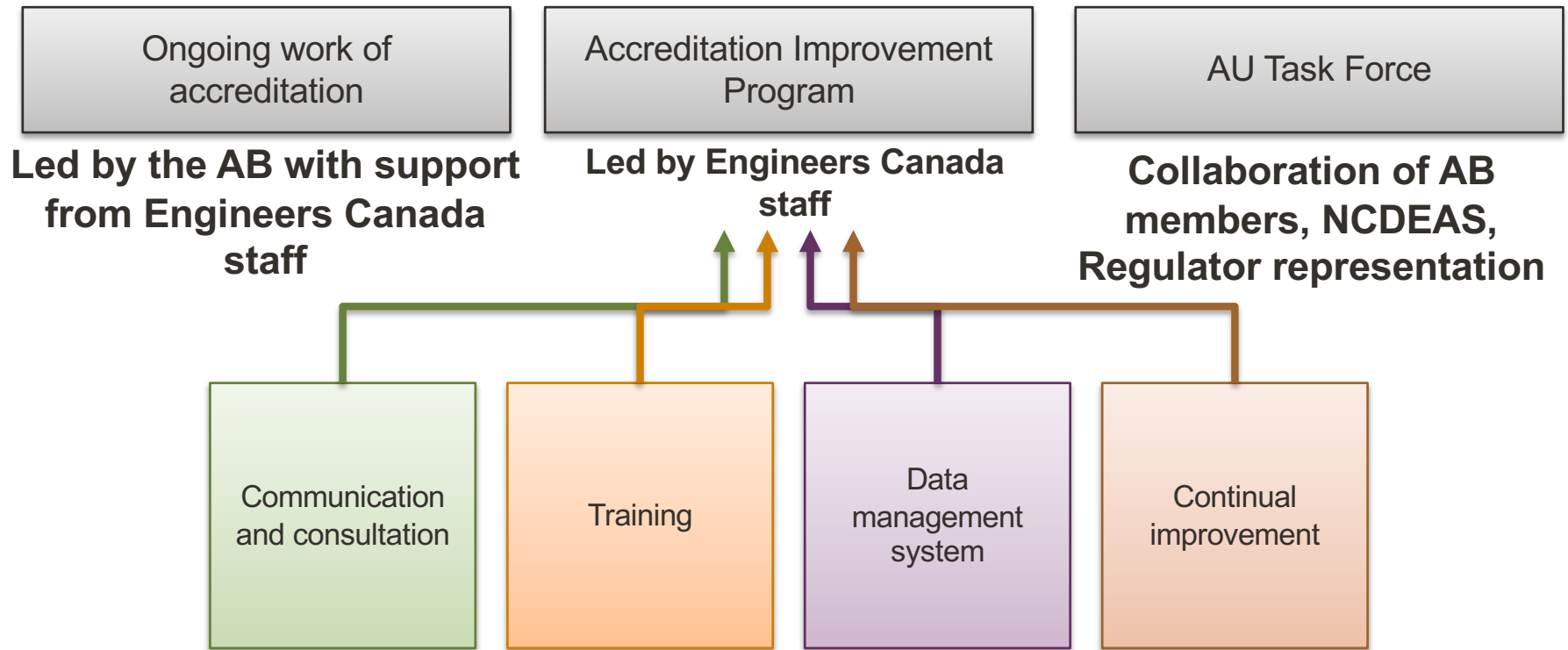
CEAB visit decisions 2010-2018





AIP Update

Engineers Canada's accreditation portfolio



AIP update

Communication
and consultation

- ✓ 2018 criteria book: A change log of changes to criteria, interpretive statements, and policies starting 2018.
- ✓ Refreshed webpages:
 - AIP: to better communicate program updates
 - Accreditation resources: to improve user experience
- ✓ Coming April 2019: A twice-yearly webinar for HEIs approximately 1-week after the NCDEAS meetings

AIP Update

Training

- Updated visiting team chair presentation
- September 2018 workshops:
 - GA/CI process
 - Definition of “design”
- Q1 2019: New AB onboarding and training program
- Volunteer experience survey December - January
- Focus 2019: Updated online module for program visitors
- CEEA June 2019
- Continued participation in GA/CI summits

AIP Update

Data management
system

- Contract signed with Armature!
- Joint planning and discovery underway
 - Enrolment and Degrees Awarded Survey first focus of deliverables
 - Gap analysis of requirements continues
- Workshops for Engineers Canada staff
- System Advisory Committee to review user look-and-feel

How requirements for the data management system were developed

2016

Accreditation Forum

Findings of the Accreditation Forum informed the business requirements.

AIP formally launches

A project team is struck to spearhead development of a data management system and to formalize improvement activities already taking place.

Understanding the current state

Working with a business analyst, the AIP team developed initial business rules, use cases, and requirements.

Collecting stakeholder requirements

The Engineers Canada accreditation team consulted with HEIs attending CEEA 2017.

2017

Stakeholder validation

The DMS advisory committee reviewed and contributed to the business requirements document with a focus on the data model.

Internal validation

The DMS business requirements document was validated by Engineers Canada staff.

Confirming stakeholder awareness

A pulse check survey was distributed to over 200 known stakeholders.

Collecting stakeholder requirements

Subscribers to the AIP monthly updated were invited to provide input on requirements.

2018

Requirements finalized

The business requirements document was finalized and ready for inclusion in the RFP.

Validation of the RFP

RFP content and approach validated by the DMS advisory committee.

Prototype presentations

The DMS advisory committee participated in prototype presentations and provided insight into vendor selection.

Requirements change control process established

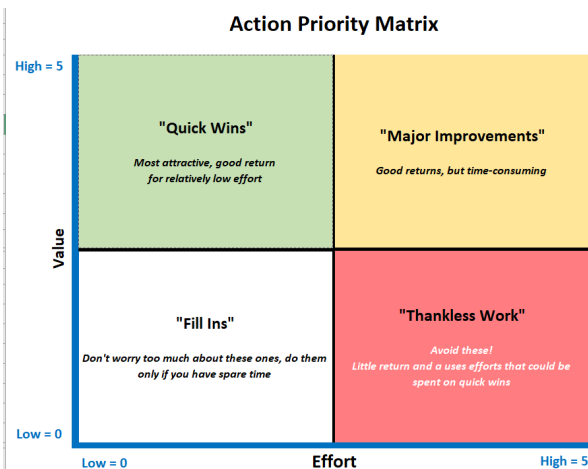
Any requested additions or modifications to requirements addressed through change control process. Sharing and refining requirements as part of vendor planning.



AIP Update

Continual improvement

- Proof-of-concept of continual improvement process underway



- Goal: Establish a formal process for data-informed decision making and impact evaluation of any changes for improvement

AIP Communications

Are you signed up for updates?
Subscribe here!

French: <http://eepurl.com/cVAMdf>

English: <http://eepurl.com/cU9jIX>

The image shows two overlapping screenshots of the engineerscanada website. The top screenshot is in English and displays the 'Accreditation Improvement Program' page. It features a navigation menu with items like 'About', 'Accreditation', and 'Become an Engineer'. The main content area includes a search bar, a 'Subscribe to receive program updates' button, and a 'Stay informed on the progress we're making...' message. The bottom screenshot is in French and displays the 'Programme d'amélioration de l'agrément' page. It features a navigation menu with items like 'À propos', 'Agrément', and 'Devenir ingénieur'. The main content area includes a search bar, a 'S'abonner' button, and a 'Suivez nos progrès...' message. Both screenshots show the engineerscanada logo and a search bar.



Recent changes

Criteria and interpretive statement changes

Criteria change

2017 criteria	2018 criteria
<p>3.4.5 A minimum of 225 AU of complementary studies: Complementary studies include humanities, social sciences, arts, management, engineering economics and communications that complement the technical content of the curriculum.</p>	<p>3.4.5 A minimum of 225 AU of complementary studies: Complementary studies include humanities, social sciences, arts, languages, management, engineering economics and communications that complement the technical content of the curriculum.</p>
<p>3.4.5.1 (d) The impact of engineering on society.</p>	<p>3.4.5.1 (d) The impact of technology and/or engineering on society.</p>
<p>3.4.5.2 Language instruction may be included within complementary studies provided it is not taken to fulfill an admission requirement. Furthermore, curriculum content that principally imparts language skills can be counted toward the required AU of complementary studies but cannot be used to satisfy the requirements for subject matter that deals with central issues, methodologies, and thought processes of the humanities and social sciences.</p>	<p>3.4.5.2 Language instruction may be included within complementary studies provided it is not taken to fulfill an admission requirement. Furthermore, curriculum content that principally imparts language skills can be counted toward the required AU of complementary studies but cannot be used to satisfy the requirements for subject matter that deals with central issues, methodologies, and thought processes of the humanities and social sciences.</p>

Appendices changes

Appendix 3 - Interpretive Statement on Licensure Expectations and Requirements

This appendix has been changed to reflect the wording currently existing in criteria:

3.5.3 - The dean of engineering (or equivalent officer) and the head of an engineering program (or equivalent officer with overall responsibility for each engineering program) are expected to provide effective leadership in engineering education and to have high standing in the engineering community. They are expected to be engineers licensed to practice in Canada. To evaluate this criterion, the Accreditation Board will rely on the *Interpretive statement on licensure expectations and requirements*, which is attached as an appendix to this document.

3.5.5 - Faculty delivering curriculum content that is engineering science and/or engineering design are expected to be licensed to practise engineering in Canada. To evaluate this criterion, the Accreditation Board will rely on the Interpretive statement on licensure expectations and requirements, which is attached as an appendix to this document

Appendices changes (cont'd)

Appendix 7: Interpretive Statement on Significant Program Changes

- This appendix will be **removed** from the 2018 Criteria and Procedures book as the Program Development Advisory Procedures appendix 13 suits the initial purpose of the statement.

Appendix 13 – Program Development Advisory Procedure

- Discussion with the CEAB secretariat, curriculum assessment by AB members or a informal visit
- Institutions developing new programs, new options, or making other changes to program delivery may make use of any of these voluntary advisory opportunities




AU Task Force

What's been going on...


- Consultations held between March 21 and June 3, 2018
- Written and/or verbal feedback received from:
 - Canadian Federation of Engineering Students (CFES)
 - National Admissions Offices Group (NAOG)
 - National Council of Deans of Engineering and Applied Science (NCDEAS)
 - CEAB, CEQB, Executive Committee, previous AB Chairs
 - 2 regulators (in addition to NAOG responses)
 - 4 HEIs
 - 1 individual
- Consultation report shared with the CEAB and EC Board at their Fall, 2018 meetings.

Feedback Themes

Four primary themes:

1. Stakeholders anticipate that the Learning Unit, as described, has the potential to offer sufficient flexibility to measure curriculum content that is not actual contact time between student and faculty members.
 2. There is general support from stakeholders to execute a Learning Unit verification project.
 3. Several stakeholders expressed caution around the auditability of the Learning Unit as defined in the Task Force recommendations.
 4. Several stakeholders expressed caution around implementing any approved changes too quickly. Some recommended establishing an upper limit on the number of courses to which the LU could be applied (some have suggested 10%).
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Next steps

- Task Force will re-group to discuss:
 - Diverse views from stakeholders expressed in the consultation;
 - Finalizing and publishing consultation report;
 - Defining a pilot;
 - Conducting an environmental scan of other jurisdiction's approaches to curriculum measurement.
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Toward a greater focus on GA/CI process

Toward a greater focus on process

On February 10, 2018 the CEAB agreed that outcomes assessments should place a greater focus on *GA/CI processes*.

The use of **both** input and outcomes assessments is desired by many regulators.



Having **both** input and outcomes assessment criteria

=

greater focus on GA/CI processes and **less** focus on assessment results.



HEIs still need to demonstrate continuous program improvement.

HEIs are in the best position to determine GA compliance and to implement required program improvements

Input and outcomes criteria: Why both?

Input criteria



Outcomes criteria

- Prescribed exposure times to essential curriculum elements



ACCREDITATION DECISION

- Defines graduate attributes



- Enables easy calculation of the minimum path



- Curriculum exposure criteria provides a reasonable proxy for attainment of desired graduate attributes

September 2018 workshop

Expectations from visitors and HEIs:

- The Questionnaire/Exhibit 1:
 - What information about process should be included?
 - How much data can adequately demonstrate execution of a process (i.e. sampling)
- What information should/could be gathered on-site (example, GA/CI presentations)?
- How will criteria 3.1.1 - 3.2.3 be evaluated (i.e. the rubrics)?

Next steps:

- Update Questionnaire, Exhibit 1, rubrics, etc. in light of feedback
 - Changes considered by P&P January 2019
 - Changes considered by CEAB February 2019





Thank you

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