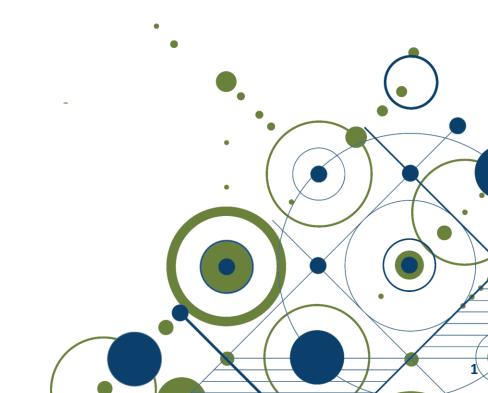
Preparing for your upcoming CEAB accreditation visit

GACIP Summit 2019

Bob Dony, FEC, P.Eng., CEAB Vice-Chair

Mya Warken, Accreditation Manager





Learning objectives

By participating in this session you will be able to:

- Describe the CEAB accreditation processes and criteria at a high-level.
- Summarize the CEAB's approach to evaluating compliance with the GA/CI accreditation criteria.
- Discuss approaches to documenting examples of your program's/institution's GA/CI process for the visiting team.





If you're new here ...

(or enjoy a refresher)



What does the Accreditation Board do?

The visiting team

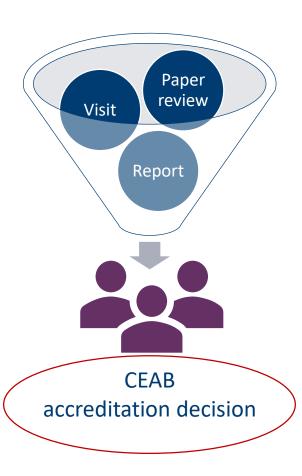


Visiting team not responsible for accreditation decisions





Program information gathering and review





Accreditation: An 18-month(+) process

- **1** Request for accreditation
 - > Institution submits RFA
 - Institution completes
 Questionnaire

- **9** Build the visit team
 - Visit Chair assigned and team selected
 - Institution approves visiting team
 - Preparatory teleconferences
 - Visit date selected

Questionnaire

- Institution completes and submits Questionnaire 8 weeks prior to visit
- ➤ Build visit schedule

4 Program materials

 Institution makes program/course materials available during site visit

5 Interviews and observations

- 2.5-day site visit
- ➤ Holds interviews according to schedule

6 Write report

- Visitors prepare tracking of issues
- Chair compiles visiting team report

7 Visit report

- CEAB editor reviews report for consistency
- Report sent to Institution dean
- Institution dean check for accuracy and completeness

8 CEAB decision

- Visit dossier prepared for CEAB meeting
- Accreditation decision
- Communication of decision



CEAB visit decisions 2010-2019





Documentation and criteria changesThe process

- The CEAB is constantly receiving feedback
 - From HEIs, regulators, visitors, etc.
 - About criteria, procedures, and tools
- Considered by the Policies and Procedures Committee (P&P) first
 - Who then makes a recommendation to CEAB
- ► Consultation
 - With HEIs, regulators, visitors, etc.
- Changes approved
 - Implemented the next visit cycle (at earliest)
 - HEIs may take advantage of criteria changes earlier if it suits (Discussion with Visiting Team Chair is recommended)





Accreditation resources: Revision history





engineerscanada ingénieurscanada

Revision History

Version Criteria/Appendix Description of Changes

2018 Criterion 3.4.5 A minimum of 225 AU of complementary studies: Complementary studies include humanities, social sciences, arrs, languages, management, engineering economics and communications that complement the technical content of the curriculum.

Criterion 3.4.5.1 (d) The impact of technology and/or engineering on society.

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 roward the requirements for subject matter has 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:

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 and 3.5.5

- 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 regineering 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

Appendix 7 – Interpretive Statement on Significant Program Changes This appendix has been removed as the Program Development Advisory Process (PDAP) (Appendix 13) suits the initial purpose of the statement.



Accreditation Criteria and Procedures 2018

Normes et procédures d'agrément 2018



Graduate attributes and continual improvement

Criteria 3.1 and 3.2



Criterion 3.1 - "The institution must demonstrate that the graduates of a program possess the [12] attributes."







Criteria 3.1.1 - 3.1.5 - Used to assess the suitability of a program for developing the graduate attributes.

- 3.1.1 Organization and engagement
- 3.1.2 Curriculum maps
- 3.1.3 Indicators



3.1.5 Assessment results



Criteria 3.2.1 – 3.2.3 - Used to assess the institution's continual improvement processes.

- 3.2.1 Improvement process
- 3.2.2 Stakeholder engagement

3.2.3 Improvement actions



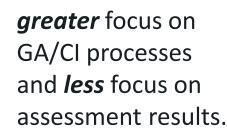
Toward a greater focus on process

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





Programs **still** need to demonstrate:

- achievement of graduate attributes
- continuous improvement

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



Input and outcomes criteria: Why both?

Prescribed
 exposure times
 to essential
 curriculum
 elements





Outcomes criteria

Defines graduate attributes









Enables calculation of the minimum path





 Regular assessment of graduate attribute attainment drives continuous improvement



Stakeholder input on documentation Questionnaire, Exhibit 1, GA / CI rubrics



2020 / 2021 Questionnaire, Exhibit 1, rubrics available Fall, 2019 No changes for 2019 / 2020 cycle already in progress



2020 / 2021 Documentation Focus on GA/CI process: A summary

Exhibit 1

- ➤ Select 3 5 courses (or learning activities) used to assess achievement of each GA. For each course, discuss curriculum maps, indicators, and assessment tools.
- Discuss assessment results for each Graduate Attribute.

Questionnaire

- Reduces the on-site "Graduate Attributes
 Dossier" by focusing on three examples
 where change to a program was considered
 rather than ALL data for ALL changes.
- ➤ On-site GA/CI presentation: Describe overall GA/CI process; reflection on what's working and what's not working on the GA/CI process.



How to document GA/CI process for the visiting team (on-site)?

Three examples where change to a program was considered.

The evidence should:

- identify the threshold for change;
- whether the decision was to make a change to the program or that no change was required; and
- illustrate the process that lead to the decision.

Evidence could include (but is not limited to): relevant GA/CI curriculum meeting minutes, data, tools used to analyze the data, etc.)



You are about to receive a visit.

At your tables...

Each table has a scenario: An example of a change made by a program as a result of the Graduate Attribute measurement process.

At your table, discuss what 'evidence' you would provide to the on-site team. How would you demonstrate the process from start to finish? How will you tell your story?

- 1. 10 minutes to discuss at your tables.
- 2. Select a recorder/reporter.
- 3. Report back to the larger group:
 - How will you tell your GA/CI story? What's the executive summary?
 - What documentation do you need but didn't collect?
 - Where did you struggle?



Debrief

- What was your scenario?
- How will you tell your GA/CI story? What's the executive summary?
- What documentation do you need but didn't collect?
- Where did you struggle?



Thank you!

accreditation@engineerscanada.ca



