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?

**SCENARIO 1**

To prepare for the the 2017 annual measurement of Graduate Attributes 9 (Impact of engineering on society), 10 (Ethics and equity), 11 (Economics and project management), and 12 (Life-long learning), the program’s Graduate Attribute Committee prepared a curriculum map. The curriculum map highlights the courses that cover the Graduate Attributes, indicates the instructional level in each course (i.e. introductory, developed, or advanced application), and the learning activities where student achievement of each attribute is measured.

During this process, the Committee noticed that Graduate Attributes 10 and 11 are only taught in the final semester of the degree program. The assessment results show that 60% of graduates do not meet the programs threshold of 70% for each attribute but because the material is only introduced in the final semester, there is no opportunity to take remedial action.

As a result, the program decided to introduce Attributes 10 and 11 in semester 6 and include a project in semester 7 where students will demonstrate their knowledge of the two areas. Measurements will also now be taken in semesters 6 and 7. This change was implemented for the 2019 academic year.

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**SCENARIO 2**

The program regularly seeks feedback on student performance from both faculty and its external industrial advisory committee via an annual survey and two face-to-face meetings. Over the last two years, consistent feedback from the committee is that graduates of the program lack teamwork skills, as compared to graduates from other programs.

Based on this feedback, the curriculum committee instructed faculty for second- and third-year technical courses to include at least one project-based assignment. This change was implemented for the 2019 academic year.

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**SCENARIO 3**

The program’s current curriculum sequencing offers fluid dynamics in semester 3. Multi-variate calculus skills are being taught in semester 4. Fluid dynamics professors are noting that students are failing the math component of the final exam. Students are concerned that they do not feel their program prepares them to apply multi-variate calculus skills to fluid dynamics problems. This issue has been consistent for two years and the curriculum committee has determined it is time to do something to address the concerns of faculty and students.

The Committee explored three options:

1. Offer the multi-variate calculus class earlier in the program. This would require great flexibility of the math department who offers the course.
2. Offer fluid dynamics later in the program, a course that is within the Faculty of Engineering.
3. Offer the multi-variate calculus and fluid dynamics in the same semester but align the sequencing of the material so that the math material is offered just before students would be expected to apply the material to engineering problems.

After exploring all options, the curriculum committee decided to delay the fluid dynamics course by two semesters so that multi-variate calculus can be taken before fluid dynamics.

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.
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   * Where did you struggle?

**SCENARIO 4**

In their first year, engineering students all take pre-requisite courses in mathematics and natural science offered by the math and science faculties. The final marks for engineering students in these courses are as expected and there is no reason to believe that they are not learning the material to the expected level.

Engineering faculty teaching second year courses are noticing that although engineering students are learning the mathematics and science material, they are having difficulty applying the material covered in the pre-requisite courses in their second year. This is reflected in the results of mid-term and final exams from the past three years.

To try an address this issue, the program introduced an integrated multi-credit course that integrates, math, sciences, and introductory engineering into the first year of studies. This course will be offered for the first time in the 2019 academic year.