Accountability in Accreditation 2025 Summary Report

August 2025

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Executive summary

The Accountability in Accreditation Committee (AinA Committee) was struck by the Canadian Engineering Accreditation Board (CEAB) in February 2019. The Committee was established in response to the Engineers Canada Board's desire to provide interest holders with a robust, evidence-based accreditation system, designed to acknowledge and address weaknesses in a data-driven, fact-based manner. This 2025 report presents data collected from June 2024 to April 2025 and provides an overview of the findings, along with the AinA Committee's observations and recommendations.

The 2025 report marks the AinA program's fourth full data collection cycle. As noted in previous reports, the initial thresholds for achieving/concerning/risk rating had been intentionally set to be sensitive. In line with the AinA Committee's past recommendation, a revised methodology, approved by the CEAB in April 2025, was implemented in this year's report to provide a more accurate reflection of the results. Revisions to one of the indicators and its associated measures, also approved by the CEAB, will be implemented starting with the 2026 AinA report. These revisions depend on the availability of publicly accessible aggregate accreditation decision results, which will be made available beginning in the fall of 2025. Several themes identified in previous reports carried over to this year and are consistent with feedback the CEAB has previously heard from interest holders in other venues. As such, the recommendations made in this report can often be tied to ongoing work and initiatives currently being directed at the CEAB.

With each cycle, a picture emerges of the overall level of confidence in the accreditation system by interest holders. While there are certainly areas for improvement, the AinA Committee believes that the results indicate that interest holders who participated in the surveys have strong confidence in the accreditation system, as illustrated in the section about acknowledged strengths.

In this report, the AinA Committee presents several recommendations to the CEAB, the Policies and Procedures Committee (P&P Committee), the CEAB Secretariat, and the AinA Committee itself. These recommendations address specific themes, including accreditation criteria related to specific accreditation units, feedback mechanisms, training resources and visit materials, interest holders' engagement, and the overall efficiency of the accreditation system. Additionally, the AinA Committee emphasizes the importance of ongoing monitoring of all measures.

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Introduction

In recent years, the Engineers Canada Board, regulators, and higher education institutions (HEIs) have called for greater transparency from the Canadian Engineering Accreditation Board (CEAB). Interest holders have sometimes remarked that the work of the CEAB is a complicated, unknowable "black box" process, where surprises happen, and autonomous decisions are a regular occurrence. Given this situation, the Engineers Canada Board called for a robust, evidence-based accreditation system designed to acknowledge and address weaknesses in a data-driven, fact-based manner, going so far as to make accountability in accreditation a strategic priority of the Engineers Canada's 2019-2021 Strategic Plan. This strategic priority mandated the CEAB to provide a documented, annual performance measurement process, better communication, documented continual improvement processes, and greater transparency to accreditation interest holders.

To address the Engineers Canada Board's call for greater accountability in accreditation, the CEAB struck the Accountability in Accreditation (AinA) Committee in February 2019. At the time of this report, the AinA Committee is composed of the following members:

- Pierre Bourque, PhD, ing. (Chair)
- Kyle Marcotte, P.Eng.
- Ramesh Subramanian, PhD, FEC, P.Eng.
- Tara Zrymiak, FEC, P.Eng.
- Mrinal Mandal, PhD, P.Eng.
- Arjan Arenja, MBA, P.Eng.

2025 data-collection cycle

The 2025 report represents the AinA program's fourth full data-collection cycle. As noted in previous reports, the initial thresholds for achieving/concerning/risk rating had been intentionally set to be sensitive. In line with the AinA Committee's past recommendation, a revised methodology, approved by the CEAB in April 2025, was implemented in this year's report to provide a more accurate reflection of the results. Revisions to one of the indicators and its associated measures, also approved by the CEAB, will be implemented starting with the 2026 AinA report. These revisions depend on the availability of publicly accessible aggregate accreditation decision results, which will be made available beginning in the fall of 2025.

The data collection cycle was launched in June 2024 and concluded in April 2025. The following groups were invited to complete feedback forms (sample forms are included in Appendix A of this report):

- Thirteen HEIs, representing 30 programs, that received an accreditation decision in June 2024 (62 per cent response rate),
- All provincial/territorial engineering regulators (58 per cent response rate),

- Twenty HEIs, representing 94 programs that received an accreditation visit in the 2024/2025 cycle (85 per cent response rate),
- 2024/2025 visit cycle visiting team members (visiting team chairs (45 per cent response rate), visiting team vice-chairs (56 per cent response rate), program visitors (45 per cent response rate), and
- Student leadership at institutions that received visits in the 2024/2025 cycle (145 per cent[1] response rate).

Although response rates can always be improved, the AinA Committee considers that the results are representative of the invited respondents.

Reporting structure of the annual evaluation results

The reporting structure consists of two parts:

1. The Accountability in Accreditation 2025 Summary Report (present document): This document contains the AinA Committee's summary of interest holders' survey findings and its recommendations based on the results of specific measures.
2. The Accountability in Accreditation 2025 Report (Excel document): This document contains a quantitative analysis of interest holders' survey findings. The brief dashboard is provided (upon request) to all interest holders to be read in conjunction with the present Summary Report. The full dashboard is available to CEAB members (upon request).

The AinA Committee recommends that readers begin with the present Summary Report and use the Excel document to augment their reading of the information provided in the analysis. The following considerations are important when reviewing the 2025 findings:

- As interest holders monitor progress via the AinA reports, it is important to understand that the accreditation system operates on a long timescale. Changes to accreditation criteria, policy, or procedures, once adopted, typically require at least three to five years before their effects are visible to interest holders.
- Initial thresholds for risk/concerning/achieving ratings were set to be deliberately sensitive, and a new methodology, approved by the CEAB in April 2025, was implemented in this year's report. For each result, one lowest allowed value as per the coding definition (e.g. "no" or "partially" answer) was systematically excluded from the dataset. The original dataset has been retained separately for further analysis, if needed, and any accompanying comments for qualitative analysis have been preserved. However, the colour coding definition for the Program Logic Model remains unchanged, i.e. no lowest result is removed at the indicator or outcome level. Therefore, an indicator is considered "at risk" if any of its measures have a risk result. Likewise, an outcome is also considered "at risk" if any of its indicators are "at risk".

[1] A rate above 100 per cent indicates that, on average, more than one student responded per HEI visited.

- The AinA Committee observed that the responses from the HEI post-visit and post-decision, which are intentionally not collected during the same visit cycle, were often dissimilar. For the same measure, the post-visit responses tended to be more positive than the post-decision responses.
- It is important to recognize that, as with any review or audit process, accreditation visits can be perceived as challenging by HEIs. This perception may have influenced the tone and nature of some of the feedback received.

Key highlights

A revised methodology was implemented this year, aiming notably to make the results more representative and to support the integration of the colour-coded version of the program logic model (PLM) into the report. In this year's results, nearly two-thirds of the measures are considered "achieving", and less than 15 per cent are considered "at risk".

Several themes identified last year carried over to this year, echoing the feedback the CEAB has heard from interest holders in other venues in the past. As such, the recommendations made in this report can often be tied to ongoing work and initiatives currently being directed at the CEAB.

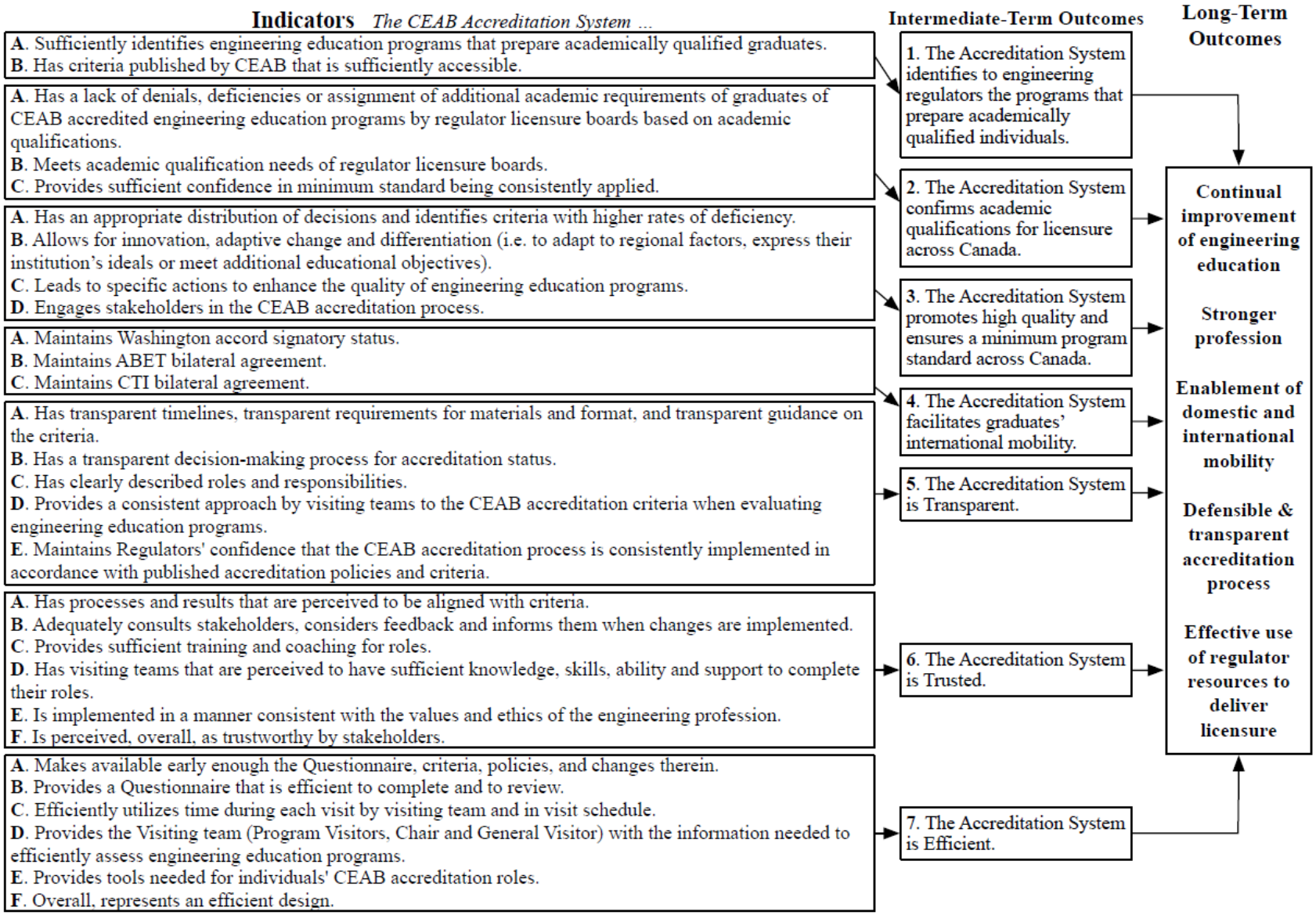
While systematic improvements are being made regularly, this year's survey results identify areas that require attention, including accreditation criteria requiring a minimum volume of engineering science or engineering design curriculum to be delivered by faculty members holding professional engineering licensure (criteria 3.4.4.1 and 3.4.4.4; colloquially referred to as "specific Accreditation Unit or AU" criteria), feedback mechanisms, training resources and visit materials, interest holders' engagement, and the overall efficiency of the accreditation system.

Engineers Canada is currently exploring the recommendations of the Futures of Engineering Accreditation (FEA) Path Forward Report, and the AinA Committee believes that its 2025 report can inform some of those reflections.

Next steps

The AinA Committee recommends to the CEAB, the P&P Committee, and the CEAB Secretariat staff where follow-up should be considered to respond to the report's findings. Some recommendations of the report are also specifically addressed to the AinA Committee to improve and refine the data collection and analysis process. All three groups are invited to review the report's findings and incorporate necessary initiatives into their respective workplans for the coming year(s). Data collection for the 2026 report began in June 2025 and will continue through April 2026. The AinA Committee will reconvene this fall to continue improving and discussing the data collection tools and analysis process.

Program Logic Model for Engineers Canada accreditation system



A program logic model (PLM), as presented above, is a graphical depiction of the connections between the activities and desired short-term and long-term outcomes of a program or service. PLMs identify plausible "chains" of causes and effects and usually include:

- the inputs required by the program (e.g. staff time)
- the expected immediate outputs arising from the program (e.g. documents produced)
- the desired outcomes (e.g. a trusted accreditation system)
- the related indicators (e.g. meets academic qualification needs of regulator licensure boards)

PLMs are often used in evaluation to demonstrate the underlying logic of a program and what evidence will be used to show the achievement of desired outcomes. A PLM can also be used in a diagnostic capacity to identify where a program or service is not functioning optimally and to suggest options for improvement.

The PLM designed for the Engineers Canada accreditation system illustrates the connections between the accreditation inputs (resources, activities) and outputs, as well as the indicators associated with the seven key outcomes. The full PLM can be viewed on the Engineers Canada website here; the PLM presented above is a truncated version, showing only the indicators and outcomes related to the findings of this report.

Initial thresholds for risk/concerning/achieving ratings were set to be deliberately sensitive, and a new methodology, approved by the CEAB in April 2025, was implemented in this year's report. For each result, one lowest allowed value as per the coding definition (e.g. "no" or "partially" answer) was systematically excluded from the dataset. The original dataset has been retained separately for further analysis, if needed, and any accompanying comments for qualitative analysis have been preserved.

In the past year's report, the dashboard included colour-coding of indicators and measures to help readers identify areas of risk and concern. However, the AinA Committee did not include colour-coding of the PLM's indicators and outcomes. The new methodology implemented this year aims notably at making the results more representative and to support the integration of the colour-coded version of the PLM into the report. Accordingly, the colour-coding of the PLM is presented in Appendix B.

It is important to note that the colour coding definition for the PLM remains unchanged, i.e. no lowest result is removed at the indicator or outcome level. Therefore, an indicator is considered "at risk" if any of its measures have a risk result. Likewise, an outcome is also considered "at risk" if any of its indicators are "at risk".

Acknowledged strengths

In this year's results, nearly two-thirds of the measures are considered "achieving", and less than 15 per cent are considered "at risk". This demonstrates an overall positive performance in achieving the desired outcomes of the accreditation system, according to the respondents from key interest holder groups involved in and impacted by the accreditation process.

The following three intermediate-term outcomes of the PLM above stand out as strengths since all their corresponding measures met the "achieving" threshold, meaning no risks or concerns were identified in the results.

- The Accreditation System identifies to engineering regulators the programs that prepare academically qualified individuals. (*Outcome #1*)
- The Accreditation System confirms academic qualifications for licensure across Canada. (*Outcome #2*)
- The Accreditation System facilitates graduates' international mobility. (*Outcome #4*)

The first two outcomes directly speak to the purpose of accreditation, which is to: "Identify to the member engineering regulators of Engineers Canada those engineering programs whose graduates are academically qualified to begin the process to be licensed as professional engineers in Canada"[2].

The following comment, shared by a regulator who responded to the survey, illustrates these strengths and the CEAB accreditation process's positive outcomes on their work: "The accreditation process establishes standard graduate attributes. As mentioned above, it saves staff [a] significant amount of time, so we do not need to do a detailed academic assessment for more than half of our applicants. It also helps administrative staff to efficiently determine who may need further academic review for licensing purposes. Seeing the rigour applied to accreditation visits provides a level of confidence that a consistent baseline is being applied across the country."

The third intermediate-term outcome of the PLM identified as a strength above is in relation to maintained agreements that facilitate the international mobility of Canadian graduates. Engineers Canada is a signatory of the Washington Accord and has bilateral agreements with the Commission des Titres d'Ingénieur (CTI) in France and ABET in the United States of America. Maintaining these international agreements is essential to recognizing Canadian standards of excellence in engineering education and practice and fostering opportunities for graduates to work across different countries.

Another result that demonstrates the interest holders' trust is the responses to the question, "Were the accreditation processes, up to and including the visit, aligned with your understanding of CEAB accreditation criteria?" All measures associated with the surveys completed by HEIs post-visit representatives, program visitors, visiting team chairs, and vice chairs met the "achieving" threshold. The positive responses to this question demonstrate that the accreditation processes

[2] Engineers Canada. CEAB 2023 Accreditation Criteria and Procedures, p. 6.

are well-understood and trusted by those involved, reinforcing the credibility and reliability of the accreditation system. This result addresses Outcome #6, "The accreditation system is trusted", specifically its indicator A. *The CEAB accreditation system has processes and results that are perceived to be aligned with criteria*.

Continual improvement opportunities

The AinA Committee reviewed all the results and identified five trends that, in the committee's view, present opportunities for continual improvement.

Exploring alternative accreditation criteria

The results indicate a need to continue to explore alternatives to the accreditation criteria requiring a minimum volume of engineering science or engineering design curriculum to be delivered by faculty members holding professional engineering licensure (criteria 3.4.4.1 and 3.4.4.4; colloquially referred to as “specific Accreditation Unit or AU” criteria). A recurring theme in the comments provided by the respondents is that these criteria are obstacles to program innovation.

Enhancing feedback mechanisms

The suggested enhancements include providing a) more detailed feedback to deans on how their responses to the visiting team report were considered in the accreditation decision-making process and b) increasing regulators' and HEIs’ involvement in the CEAB consultation process.

Improving training resources and visit materials

The results suggest revisiting the required documentation for an accreditation visit (especially the list of Required Visit Materials) and providing further training resources to the different groups of interest holders, especially with the recent implementation of Tandem, Engineers Canada’s new data management system.

Increasing interest holders’ engagement and transparency

The results highlight the importance of increasing the engagement of external interest holders and HEI senior administration in the accreditation process. There is also a strong emphasis on making the accreditation decision-making process more transparent and clearly defining the roles and responsibilities of accreditation system interest holders, especially those of the regulators and the Engineers Canada Board members in those processes.

Improving the efficiency of the accreditation system

The feedback provided by representatives from the Engineers Canada Board, HEIs, and members of visiting teams supports what the members of the AinA Committee have heard in other venues, which is that there are inefficiencies in the current system. The members of the AinA Committee note that the CEAB has several ongoing initiatives aimed at improving the efficiency of the accreditation system, including the implementation of Tandem. The Engineers Canada Board is also pursuing an ongoing initiative under the strategic direction: *Realizing accreditation and academic assessments*, which may provide further insights and actions with respect to this issue.

Conclusions and recommendations

The AinA Committee believes that the results detailed in this report are both accurate and reliable, as they reflect the qualitative and quantitative data previously shared by interest holders with the CEAB. While there is a need to gather additional information, the consistent messaging received from interest holders thus far suggests that several actions are appropriate at this time. The recommendations are categorized according to the specific groups they address. Appendix C contains a table illustrating the linkage between the recommendations and the relevant outcomes and indicators of the PLM.

Recommendations addressed to the CEAB

1. It is recommended that the CEAB further investigate the responses to the question, "In your experience, has the implementation of the CEAB accreditation process been consistent with the values and ethics of the engineering profession? (e.g., act professionally, manage conflicts of interest, respect your scope of practice, show your work)" to gain a better understanding of the issues reported by the different respondents. **(Measure 6.E.6.8)**

Recommendations addressed to the P&P Committee

2. In accordance with the Futures of Engineering Accreditation (FEA) Path Forward Report recommendations, it is recommended that the P&P Committee continue to identify alternatives to the accreditation criteria requiring a minimum volume of engineering science or engineering design curriculum to be delivered by faculty members holding professional engineering licensure (criteria 3.4.4.1 and 3.4.4.4; colloquially referred to as "specific Accreditation Unit or AU" criteria). **(Measure 3.B.3.3)**
3. Continue monitoring previously recommended P&P Committee action to explore different strategies with HEIs to increase the engagement of senior HEI administration and external interest holders in the CEAB accreditation process. **(Measure 3.D.3.7a)**
4. It is recommended that the P&P Committee revisit the list of Required Visit Materials and provide further training activities and materials and/or simplify the requirements. Questions regularly submitted to Engineers Canada staff should be considered as input to the development of this work. **(Measures 5.A.5.2a, 5.A.5.2b)**

5. It is recommended that the P&P Committee describe the role of the students in the CEAB accreditation process. The AinA Committee members consider that without such a description, the relevance of this measure remains debatable. **(Measure 5.C.5.5c)**
6. It is recommended that the P&P Committee further explore the responses and underlying issues regarding the visiting team's approach to consistently applying CEAB accreditation criteria across engineering programs during the same visit. **(Measure 5.D.5.6)**
7. It is recommended that the P&P Committee explore appropriate ways to include additional details in the accreditation decision letters, informing the deans how their response to the visiting team report was considered in the decision-making process. **(Measure 6.A.6.2)**
8. It is recommended that the P&P explore ways to increase HEIs' involvement in the CEAB consultation process. Consider leveraging the existing accreditation volunteers database for contact information. **(Measure 6.B.6.3a)**
9. It is recommended that the P&P Committee ensure the Program Visitors' training includes information on how to manage time during visits efficiently and how they can influence the visit schedule. **(Measure 7.C.7.7)**
10. It is recommended that the P&P Committee ensure that the Visiting Team chairs are informed of their leadership role in ensuring that all visiting team members have input in developing the visit schedule. **(Measure 7.C.7.7)**
11. Pursue last year's recommendation: "It is recommended that the P&P Committee share with the Engineering Deans Canada's (EDC) Deans Liaison Committee (DLC) both successful and difficult examples of information and documentation provided by HEIs and explore best practices to improve the timeliness, and the completeness of the materials submitted. Both perspectives, from the CEAB and the HEI, need to be considered." **(Measure 7.D.7.8)**
12. It is recommended that the P&P Committee ensure that Program Visitors are appropriately trained on how to use Tandem to review a program. **(Measure 7.E.7.10a)**
13. It is recommended that the P&P Committee analyze the comments provided by the different respondents to the question "From your perspective, does the CEAB accreditation process represent an efficient design, where the time and resources you invested were worthwhile?". **(Measure 7.F.711)**

Recommendations addressed to the CEAB Secretariat

14. It is recommended that the CEAB Secretariat staff publish articles in the *Accreditation Matters* newsletter illustrating the approach and methodologies for quantifying curriculum content for which the usual definition of contact time between the students and the faculty members (also known as accreditation units – see criterion 3.4.1.1) does not allow for properly describing the extent of the work involved. These articles should reference criteria 3.4.1.2, 3.4.1.3 and 3.4.1.4 of the *Accreditation Criteria and Procedures* book. **(Measure 3.B.3.3)**
15. It is recommended that the CEAB Secretariat share their insights on what criteria necessitate further clarification based on their interactions with the accreditation system interest holder groups. **(Measure 5.A.5.3b)**

16. It is recommended to pursue the ongoing recommendation that the CEAB Secretariat review the materials available to the accreditation system interest holders to clearly describe the decision-making process. **(Measure 5.B.5.4a)**
17. It is recommended that the CEAB Secretariat gather insights from the Engineers Canada staff on which steps in the decision-making process require further clarification, based on their interactions with the accreditation system interest holder groups. **(Measure 5.B.5.4b)**
18. It is recommended that the CEAB Secretariat include a flowchart as an appendix to the decision letter, illustrating the steps in the decision-making process. **(Measures 5.B.5.4a, 6.A.6.2)**
19. It is recommended that the CEAB Secretariat make the decision-making process visible on the Engineers Canada website on the accreditation resources page. **(Measure 5.B.5.4b)**
20. It is recommended that the CEAB Secretariat write an article in the *Accreditation Matters* newsletter regarding the roles and responsibilities of the accreditation system interest holders, especially those of the regulators and Engineers Canada Board members, and disseminate this information in other appropriate venues. **(Measures 5.C.5.5a, 5.C.5.5b)**
21. It is recommended that the CEAB Secretariat gather more insights into the perspectives of regulators on how the accreditation consultation process can be improved and identify opportunities for their increased participation. **(Measure 6.B.6.3a)**
22. It is recommended that the CEAB Secretariat gather insights into what is missing in the current training opportunities offered to HEIs concerning the accreditation process and how to complete their role. **(Measure 6.C.6.4)**
23. The 2024/2025 cycle marked the first visit cycle utilizing Tandem. Feedback indicates that not all interest holders were satisfied with the new system. It is recommended that the CEAB Secretariat proactively monitor the usage of Tandem and its evolution. **(Measures 7.B.7.4, 7.B.7.5)**

Recommendations addressed to the AinA Committee

24. It is recommended that the AinA Committee revisit the merging of results from different types of interest holders (e.g., senior administrators, external interest holders, students, etc.) for the next review cycle (2025/2026). **(Measures 3.D.3.7a, 5.C.5.5a, 5.C.5.5b)**
25. It is recommended that the AinA Committee continue to monitor the results associated with the question: "Was the visiting team's approach to applying CEAB accreditation criteria consistent across engineering programs on this visit (if there were multiple programs)?" as the question has been updated starting with the 2025 data collection cycle. **(Measure 5.D.5.6)**
26. The AinA Committee is concerned about the responses to the question, "In your experience, has the implementation of the CEAB accreditation process been consistent with the values and ethics of the engineering profession? (e.g., act professionally, manage conflicts of interest, respect your scope of practice, show your work)", but the comments do not provide clear indications of the specific issues. It is recommended that the AinA Committee revisit this question to ensure that future comments provide actionable details. **(Measure 6.E.6.8)**

27. Pursue last year's recommendation: “It is recommended that the AinA Committee Chair discuss with the P&P Committee regarding the lack of efficiency of the accreditation system design as reported by certain interest holders.” **(Measure 7.F.711)**

Members of the AinA Committee would like to thank the interest holders who participated in this round of data collection. The Committee looks forward to working together to continually improve the CEAB accreditation system design and operations.

Appendix A – Sample feedback forms

Feedback forms are distributed to interest holders at specific times during the accreditation cycle. For a sample of the feedback forms, please visit the Engineers Canada website here:

- Regulators (Sample survey)
- Visiting team members (each visitor receives a role-specific set of questions) (Sample survey-team chair; Sample survey-team vice-chair; Sample survey-program visitor)
- CEAB Members (Sample survey)
- Engineers Canada Board members (Sample survey)
- Engineers Canada staff (Sample survey)
- Institutions' deans or other officials (both after a visit and after a decision) (Sample survey-post visit Sample survey-post decision)
- Student leadership at visited institutions (Sample survey)

The data collected from these surveys is non-identifiable, except by the respondent's role, and provides valuable insight into the working of the accreditation system and how it may be improved.

Appendix B – Colour-coded Program Logic Model

***Indicators colour-coding definition**

Green: All measures are achieving
Yellow: At least one measure is concerning, no risks
Red: At least one measure is at risk

OUTCOMES	INDICATORS*	NUMBER OF MEASURES		
		Achieving	Concerning	At risk
1. The Accreditation System identifies to engineering regulators the programs that prepare academically qualified individuals.	A. Sufficiently identifies engineering programs that prepare academically qualified graduates.	3		
	B. Has criteria published by CEAB that is sufficiently accessible.	7		
2. The Accreditation System confirms academic qualifications for licensure across Canada.	A. Has a lack of denials, deficiencies or assignment of additional academic requirements of graduates of CEAB accredited engineering programs by regulator licensure boards based on academic qualifications.	1		
	B. Meets academic qualification needs of regulator licensure boards.	1		
	C. Provides sufficient confidence in minimum standard being consistently applied.	1		
3. The Accreditation System ensures a minimum program standard across Canada.	A. Has an appropriate distribution of decisions and identifies criteria with higher rates of deficiency.	2		
	B. Allows for innovation, adaptive change and differentiation (i.e. to adapt to regional factors, express their institution's ideals or meet additional educational objectives).	1	1	1
	C. Leads to specific actions to enhance the quality of engineering programs.	1		1
	D. Engages stakeholders in the CEAB accreditation process.	9		2
4. The Accreditation System facilitates graduates' international mobility.	A. Maintains Washington accord signatory status.	1		
	B. Maintains ABET bilateral agreement.	1		
	C. Maintains CTI bilateral agreement.	1		
5. The Accreditation System is Transparent.	A. Has transparent timelines, transparent requirements for materials and format, and transparent guidance on the criteria.	9	9	
	B. Has a transparent decision-making process for accreditation status.	2	4	1
	C. Has clearly described roles and responsibilities.		1	2
	D. Provides a consistent approach by visiting teams to the CEAB accreditation criteria when evaluating engineering programs.	3	1	1
	E. Maintains Regulators' confidence that the CEAB accreditation process is consistently implemented in accordance with published accreditation policies and criteria.		1	
6. The Accreditation System is Trusted.	A. Has processes and results that are perceived to be aligned with criteria.	4		1
	B. Adequately consults stakeholders, considers feedback and informs them when changes are implemented.	4	2	1
	C. Provides sufficient training and coaching for roles.	5		2
	D. Has visiting teams that are perceived to have sufficient knowledge, skills, ability and support to complete their roles.	3	2	
	E. Is implemented in a manner consistent with the values and ethics of the engineering profession.	5	2	1
	F. Is perceived, overall, as trustworthy by stakeholders.	7		1
7. The Accreditation System is Efficient.	A. Makes available early enough the Questionnaire, criteria, policies, and changes therein.	3		
	B. Provides a Questionnaire that is efficient to complete and to review.		3	1
	C. Efficiently utilizes time during each visit by visiting team and in visit schedule.	8		
	D. Provides the Visiting team (Program Visitors, Chair and General Visitor) with the information needed to efficiently assess engineering programs.	5	1	
	E. Provides tools needed for individuals' CEAB accreditation roles.	3	2	1
	F. Overall, represents an efficient design.	2	3	2
	TOTAL	**92**	**32**	**18**

Appendix C – Association of recommendations with Program Logic Model outcomes and indicators

OUTCOMES	INDICATORS	CEAB	P&P Comm.	CEAB Secretariat	AinA Comm.
1. The Accreditation System identifies to engineering regulators the programs that prepare academically qualified individuals.	A. Sufficiently identifies engineering programs that prepare academically qualified graduates.				
	B. Has criteria published by CEAB that is sufficiently accessible.				
2. The Accreditation System confirms academic qualifications for licensure across Canada.	A. Has a lack of denials, deficiencies or assignment of additional academic requirements of graduates of CEAB accredited engineering programs by regulator licensure boards based on academic qualifications.				
	B. Meets academic qualification needs of regulator licensure boards.				
	C. Provides sufficient confidence in minimum standard being consistently applied.				
3. The Accreditation System ensures a minimum program standard across Canada.	A. Has an appropriate distribution of decisions and identifies criteria with higher rates of deficiency.				
	B. Allows for innovation, adaptive change and differentiation (i.e. to adapt to regional factors, express their institution's ideals or meet additional educational objectives).		2	14	
	C. Leads to specific actions to enhance the quality of engineering programs.				
	D. Engages stakeholders in the CEAB accreditation process.		3		24
4. The Accreditation System facilitates graduates' international mobility.	A. Maintains Washington accord signatory status.				
	B. Maintains ABET bilateral agreement.				
	C. Maintains CTI bilateral agreement.				
5. The Accreditation System is Transparent.	A. Has transparent timelines, transparent requirements for materials and format, and transparent guidance on the criteria.		4	15	
	B. Has a transparent decision-making process for accreditation status.			16,17,18, 19	
	C. Has clearly described roles and responsibilities.		5	20	24
	D. Provides a consistent approach by visiting teams to the CEAB accreditation criteria when evaluating engineering programs.		6		25
	E. Maintains Regulators' confidence that the CEAB accreditation process is consistently implemented in accordance with published accreditation policies and criteria.				
6. The Accreditation System is Trusted.	A. Has processes and results that are perceived to be aligned with criteria.		7	18	
	B. Adequately consults stakeholders, considers feedback and informs them when changes are implemented.		8	21	
	C. Provides sufficient training and coaching for roles.			22	
	D. Has visiting teams that are perceived to have sufficient knowledge, skills, ability and support to complete their roles.				
	E. Is implemented in a manner consistent with the values and ethics of the engineering profession.	1			26
	F. Is perceived, overall, as trustworthy by stakeholders.				
7. The Accreditation System is Efficient.	A. Makes available early enough the Questionnaire, criteria, policies, and changes therein.				
	B. Provides a Questionnaire that is efficient to complete and to review.			23	
	C. Efficiently utilizes time during each visit by visiting team and in visit schedule.		9, 10		
	D. Provides the Visiting team (Program Visitors, Chair and General Visitor) with the information needed to efficiently assess engineering programs.		11		
	E. Provides tools needed for individuals' CEAB accreditation roles.		12		
	F. Overall, represents an efficient design.		13		27