

# Report on accreditation decision results: Fall 2024 & Winter 2025 visits

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# Introduction

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This report presents an aggregate of the accreditation decision results for 92 programs at 18 Higher Education Institutions (HEIs) that received accreditation visits during Fall 2024 and Winter 2025, with the accreditation decisions rendered in June 2025.

The purpose of these visits was to evaluate the programs against the accreditation criteria set by the Canadian Engineering Accreditation Board (CEAB), which are available on the Engineers Canada website [here](#). Accreditation visits can be compared to an audit, as they consist of a structured, evidence-based review based on a representative sampling of program information, rather than an exhaustive assessment of all program components.

This report provides the distribution of assigned accreditation durations, the categories of issues identified, their distribution across programs, and the overall compliance of the programs with the CEAB criteria.

This report is the first of its kind and has been produced in the context of the Accountability in Accreditation (AinA) initiative, which now requires the publication of aggregated and contextualized accreditation decision data as an indicator within its evaluation framework. The mandate of the AinA Committee is to continually assess the transparency and effectiveness of the accreditation system and, as part of its continual improvement process, the Committee has revised one indicator and two measures in its evaluation framework, thereby necessitating the development of this report.

## From the visiting team report to the accreditation decision

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The process of writing a visiting team report begins with the visiting team chair, who drafts the report based on the visiting team members' observations. The report does not include any recommendations for the Accreditation Board's action; rather, it presents their observations against established accreditation criteria.

The visiting team's findings, as outlined in the report, are sent by the CEAB Secretariat to the Dean (or equivalent), who is then invited to provide comments and/or respond to the points raised in the report. This also provides the program with an opportunity to advise on improvements being implemented in the current academic year. The described improvements could demonstrate to the Accreditation Board that the criterion is met and, therefore, considered "resolved".

In arriving at an accreditation decision following a visit, the Accreditation Board considers the accreditation history, the visiting team report, the institution's response to the visiting team report, any further clarifying correspondence, and any other relevant information.

In doing so, the Accreditation Board may identify issues aligned with the following definitions:

- **Concern:** Criterion satisfied; potential exists for non-satisfaction in near future.
- **Weakness:** Criterion satisfied; insufficient strength of compliance to assure the quality of the program will be maintained.
- **Deficiency:** Criterion not satisfied.

## Accreditation decision terms

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Accreditation is granted for a specific period, with a maximum of six years. If the Accreditation Board determines there are areas of concern, accreditation may be granted for a term of less than six years. In some cases, accreditation for less than six years is granted to make the term of accreditation of the program coincide with the term of accreditation of the other programs at the institution. A program may be granted a limited-term accreditation, extendable to a longer term (not exceeding six years), subject to:

- receipt of a report which satisfies the Accreditation Board that the matters giving rise to concerns, weaknesses, and/or deficiencies in the decision letter have been resolved adequately. After reviewing the report, the Accreditation Board may extend the accreditation, or it may issue a notice of termination of accreditation (NTA)<sup>1</sup>.
- a focused visit. The focused visit will examine only criteria related to the concerns, weaknesses, and/or deficiencies in the decision letter. After considering the findings from the focused visit, the Accreditation Board may extend the accreditation, or it may issue an NTA.

The accreditation decision communicated to the institution is based on the following nomenclature. The numbers indicate the term of accreditation; “V” signifies visit, “R” report, and “FV” focused visit.

- Program meets criteria; no deficiencies are identified (#V). Programs being assessed for the first time are typically granted only up to 3 years, as they would not be able to provide a complete data set to adequately assess all criteria.
- Program meets criteria; some concerns or deficiencies identified (#V, #R).
- Program meets criteria; limited and specific issues identified (#FV).
- Program does not meet criteria; program is currently accredited (3T).
- Program does not meet criteria; program was previously issued a Notice of Termination of Accreditation (NTA) (CT).
- Program does not meet criteria; program is currently not accredited (AD).

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<sup>1</sup> An NTA grants accreditation for three years but requests a report within eighteen months to determine if a visit in the fall before the accreditation expires is warranted. The NTA extends the accreditation period to allow the institution sufficient time to make significant changes. The report requested by the Accreditation Board allows the institution to demonstrate its intent to improve the program. The visit enables the Accreditation Board to conduct a second review of the program. If the Accreditation Board finds that the program does not meet criteria and the program was previously issued an NTA, termination of accreditation can be confirmed (CT).

# Aggregate findings of the accreditation decision results

Between Fall 2024 and Winter 2025, 92 programs at 18 Higher Education Institutions (HEIs) hosted accreditation visits, with accreditation decisions rendered in June 2025.

## Distribution of the decisions

The following graph illustrates the overall distribution of programs by the terms of the accreditation decision granted.

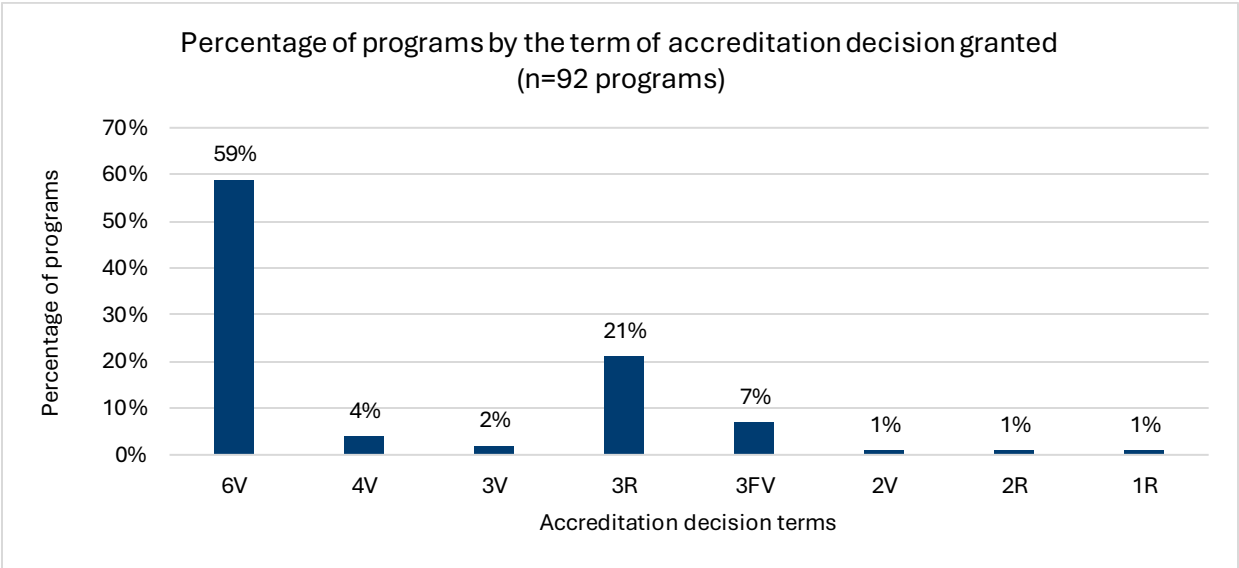
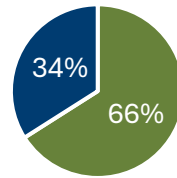


Figure 1 – Percentage of programs by the terms of accreditation decision granted

Most of the programs were granted a 6V, which means that the next accreditation visit will happen in six years for 59% of the programs visited between Fall 2024 and Winter 2025.

As illustrated in the graph below, 66% of the programs received the maximum accreditation period allowed by CEAB policy.

Proportion of programs granted the maximum allowable accreditation term vs. those granted less than the maximum allowable term  
(n=92)



- Programs granted the maximum allowable term of accreditation
- Programs granted less than the maximum allowable term of accreditation

**Figure 2 - Proportion of programs granted the maximum allowable accreditation term versus those granted less than the maximum allowable term**

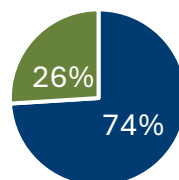
## Overview of issues identified in the decision letters

This section outlines the overall compliance of the programs with the CEAB accreditation criteria. The summary of findings provides an overview of some quantitative information about the identified issues. Then, the findings are broken down across the issue categories concerns, weaknesses, and deficiencies and their distribution across the CEAB accreditation criteria.

### Summary of findings

Across the 92 programs that received accreditation decisions in June 2025, the visiting teams flagged 256 observations for the Accreditation Board's consideration. Of those, 53 were deemed resolved based on the Dean's response to the visiting team report. Consequently, the results presented in this section specifically focus on the 203 unresolved issues, which represent an average of approximately 3 issues per program with identified issues. As illustrated in the graph below, it is to be noted that of the programs reviewed, 26% had no issues identified.

Percentage of programs with vs. without identified issues  
(n = 92 programs)



- Programs with identified issues
- Programs without identified issues

**Figure 3 – Percentage of programs with versus without identified issues**

## Breakdown of concern, weakness, and deficiency issues by CEAB criteria category

This section presents the distribution of issues across the issue categories concern (C), weakness (W) and deficiency (D).

The graph below illustrates the overall distribution of issues within each category of criteria. The “Program environment” category has the most issues identified (34%).

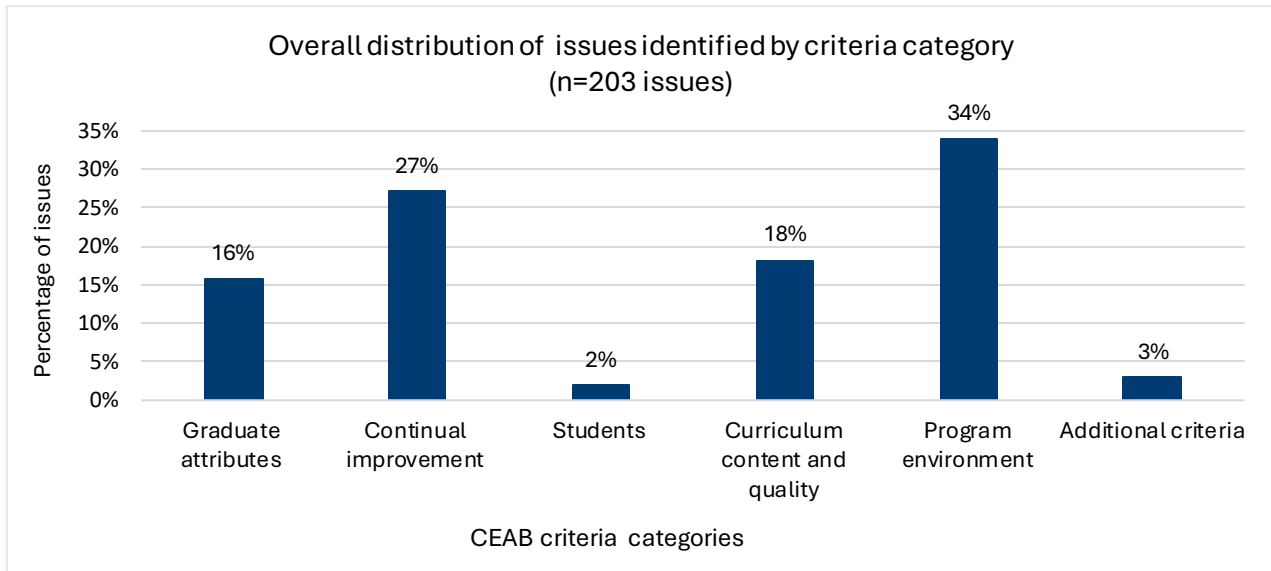


Figure 4 – Overall distribution of issues identified by criteria category

The graph below illustrates the detailed distribution of concern, weakness and deficiency issues per category of CEAB criteria.

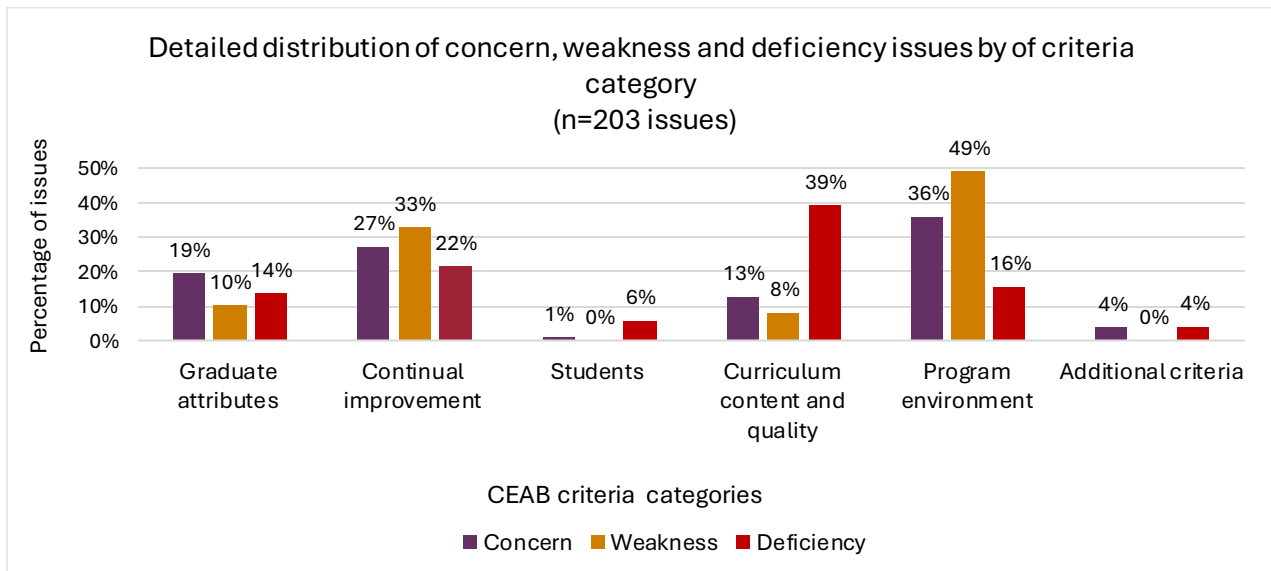


Figure 5 – Detailed distribution of concern, weakness and deficiency issues per criteria category

The results reveal that the most concern (36%) and weakness (49%) issues identified are in the “Program environment” category. It is the “Curriculum content and quality” category that has the most deficiencies (39%).

The following graph illustrates a more granular view of the distribution of concern, weakness and deficiency issues identified at the criterion level. It is to be noted that not all criteria are included in the graph; only those with identified issues are presented.

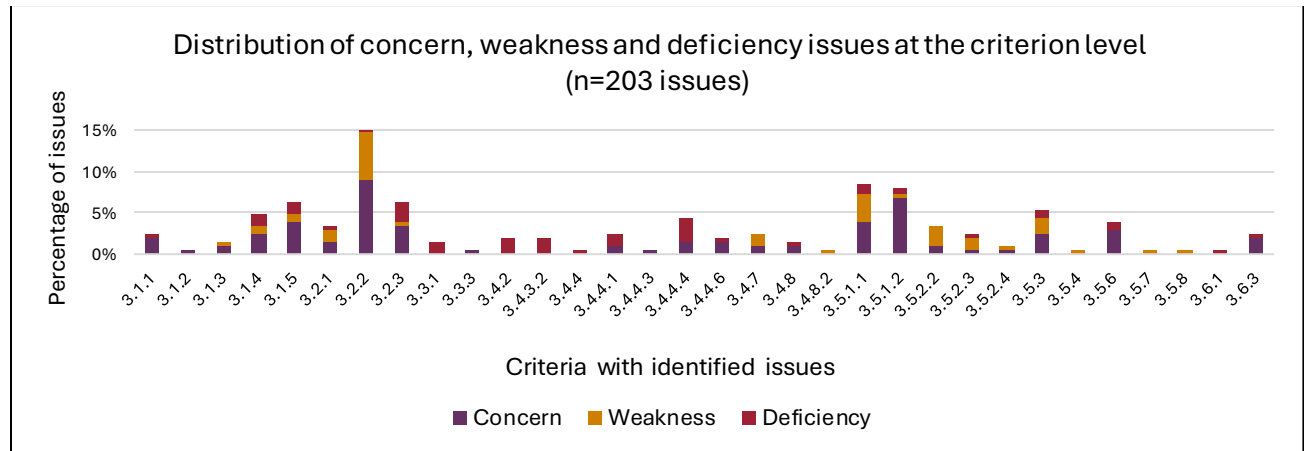


Figure 6 – Distribution of concern, weakness, and deficiency issues at the criterion level

The results reveal that Criterion 3.2.2 - *Stakeholder engagement* has the most identified issues (17%), followed by Criterion 3.5.1.1- *The quality, morale and commitment of students, faculty, support staff and administration* (8%) and Criterion 3.5.1.2 - *The quality, suitability, and accessibility of laboratories, library computing facilities, and non-academic counselling and guidance* (7%). Most deficiencies were identified in criterion 3.4.4.4 (3%), which requires that a minimum of 225 AU of engineering design curriculum content in an engineering program be delivered by faculty members holding professional engineering licensure.

Finally, the graph below presents the percentage of programs without any identified deficiencies, weaknesses, or concerns.

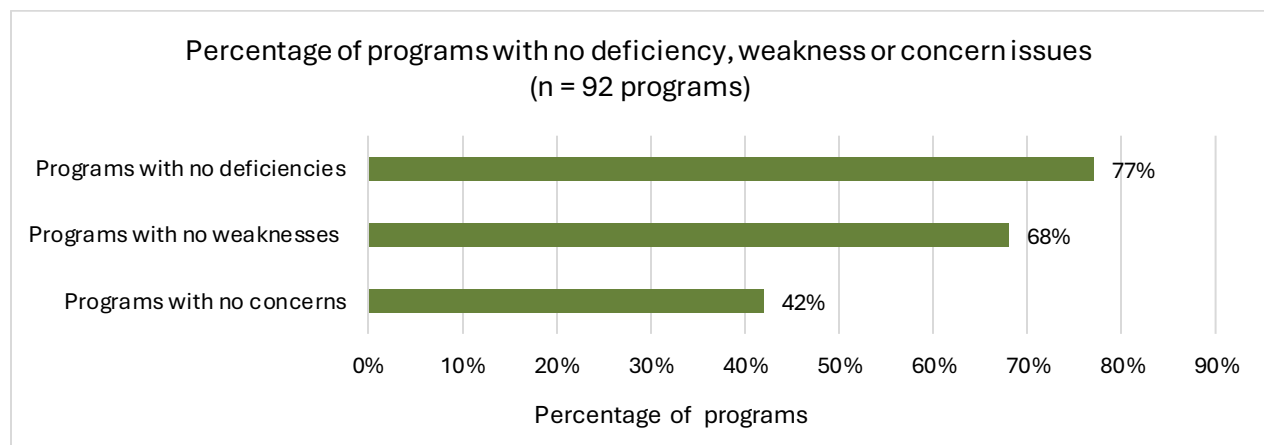


Figure 7 – Percentage of programs with no deficiency, weakness or concern issues

## Conclusion

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The report provides an overview of the accreditation decision results for 92 programs at 18 HEIs that received a visit during Fall 2024 and Winter 2025. The majority of programs (66%) received the longest term of accreditation allowable by CEAB policy. The findings reveal that 74% of the programs had identified issues. Specifically, 34% of the issues were in the “Program environment” category, and 39% of the deficiencies were in the “Curriculum content and quality” category. The criterion that stands out with the most concerns, weaknesses and deficiencies combined is 3.2.2 - *Stakeholder Engagement*, accounting for 17% of all issues. More than three-quarters of the programs had no deficiencies, about two-thirds had no weaknesses, and a little less than half had no concerns.