

Accountability in Accreditation 2026 Summary Report

August 2026

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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 in response to the Engineers Canada Board's call for a robust, evidence-based accreditation system. This 2026 report presents data collected from June 2025 to April 2026 and provides an overview of the findings, observations, and recommendations.

The 2026 report marks the AinA program's fifth full data collection cycle and the second cycle using the revised data analysis methodology approved by the CEAB in April 2025. With support from the original consultant involved in the program's development, the AinA Committee developed a plan for the periodic review of the AinA evaluation strategy. The plan was presented to the CEAB Executive Committee in May and is now partially included in the 2027 CEAB draft work plan, with preliminary work anticipated in late 2027 and the substantive review expected in 2028. The review is intended as a standard governance practice to assess whether the evaluation approach continues to meet its original objectives following multiple data collection cycles.

While areas for improvement remain, the AinA Committee believes the results indicate strong overall confidence among those who participated in the surveys, as highlighted in the section on acknowledged strengths.

The report presents recommendations to the CEAB Executive Committee, the CEAB, the Policies and Procedures Committee (P&P Committee), the CEAB Secretariat, and the future task force that will lead the periodic review of the AinA initiative. The recommendations focus on improving transparency and role clarity, strengthening training and visit materials, improving tools and system efficiency.

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.

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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). Some interest holders have described the accreditation process as a complex and difficult-to-understand “black box,” with limited visibility into how decisions are reached. In response, the Engineers Canada Board identified accountability in accreditation as a strategic priority in the 2019–2021 Strategic Plan and called for a robust, evidence-based accreditation system that would identify and address weaknesses in a transparent, data-driven manner. This strategic priority directed the CEAB to establish a documented annual performance measurement process, improve communication, strengthen continual improvement practices, and enhance transparency for accreditation interest holders.

To support this objective, the CEAB established 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.
- Mrinal Mandal, PhD, P.Eng.
- Mark Adams, MBA, FEC, FGC (Hon.), P.Eng.

2026 data-collection cycle

The 2026 report represents the AinA program’s fifth full data collection cycle. As noted in previous reports, the initial thresholds for the achieving, concerning, and risk ratings were intentionally set to be sensitive. In line with the AinA Committee’s previous recommendation, the revised methodology approved by the CEAB in April 2025 was first implemented in last year’s report to provide a more accurate reflection of the results. Revisions to one indicator and its associated measures, also approved by the CEAB in 2025, have been implemented for the first time in this year’s report.

The data collection cycle was launched in June 2025 and concluded in April 2026. The following groups were invited to complete feedback forms; sample forms are included in [Appendix A](#) of this report:

- Eighteen HEIs, representing 92 programs, that received an accreditation **decision** in June 2025 (39% response rate);
- All provincial/territorial engineering regulators (83% response rate);
- Eighteen HEIs, representing 72 programs that received an accreditation **visit** in the 2025/2026 cycle (133%¹ response rate);

¹ A rate above 100% indicates that, on average, more than one individual responded per HEI visited during the 2025/2026 cycle.

- 2025/2026 visit cycle visiting team members: visiting team chairs (50% response rate), visiting team vice-chairs (67% response rate), program visitors (45 % response rate); and
- Students at institutions that received visits in the 2025/2026 cycle (183%² response rate).

Compared with last year's results, key observations include the following:

- Response rates increased for regulators, visiting team chairs and vice-chairs, students, HEIs (post-visit survey), and CEAB members. Significant increases were observed for regulators, students, and HEIs (post-visit survey).
- The program visitor response rate remained consistent with the previous year.
- Response rates decreased for HEIs post-decision, Engineers Canada Board members, and Engineers Canada staff. Significant decreases were observed for HEIs (post-decision survey).

Although response rates can always be improved, the AinA Committee considers that this year's 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 **2026 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 **2026 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**, which also contains respondents' comments, is available to CEAB members (upon request).

The AinA Committee recommends that readers begin with the present **Summary Report** and refer to the Excel document for additional detail supporting the analysis. The following considerations are important when reviewing the 2026 findings:

- 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, and achieving ratings were set to be deliberately sensitive. The revised methodology, approved by the CEAB in April 2025, is being used for the second year in this report. Under this methodology, one lowest allowed value for each result, as defined in the relevant coding definition (e.g., a "no" or "partially" response), is systematically excluded from the dataset. The original dataset is retained separately for further analysis, if needed, and any accompanying comments are preserved for qualitative analysis. However, the colour-coding definition for the Program Logic Model remains

² A rate above 100% indicates that, on average, more than one student responded per HEI visited.

unchanged; no lowest result is removed at the indicator or outcome level. Therefore, an indicator is considered “at risk” if any of its measures has an at-risk result. Likewise, an outcome is considered “at risk” if any of its indicators is “at risk”.

- 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 observations

The revised methodology, first implemented last year and used again in this report, aims to make the results more representative and support the integration of the colour-coded program logic model (PLM) into the Summary Report. In this year’s results, 97/153 (63.3%) of measures are considered “achieving”, while 28/153 (18.3%) are considered “concerning” and 28/153 (18.3%) are considered “at risk”.

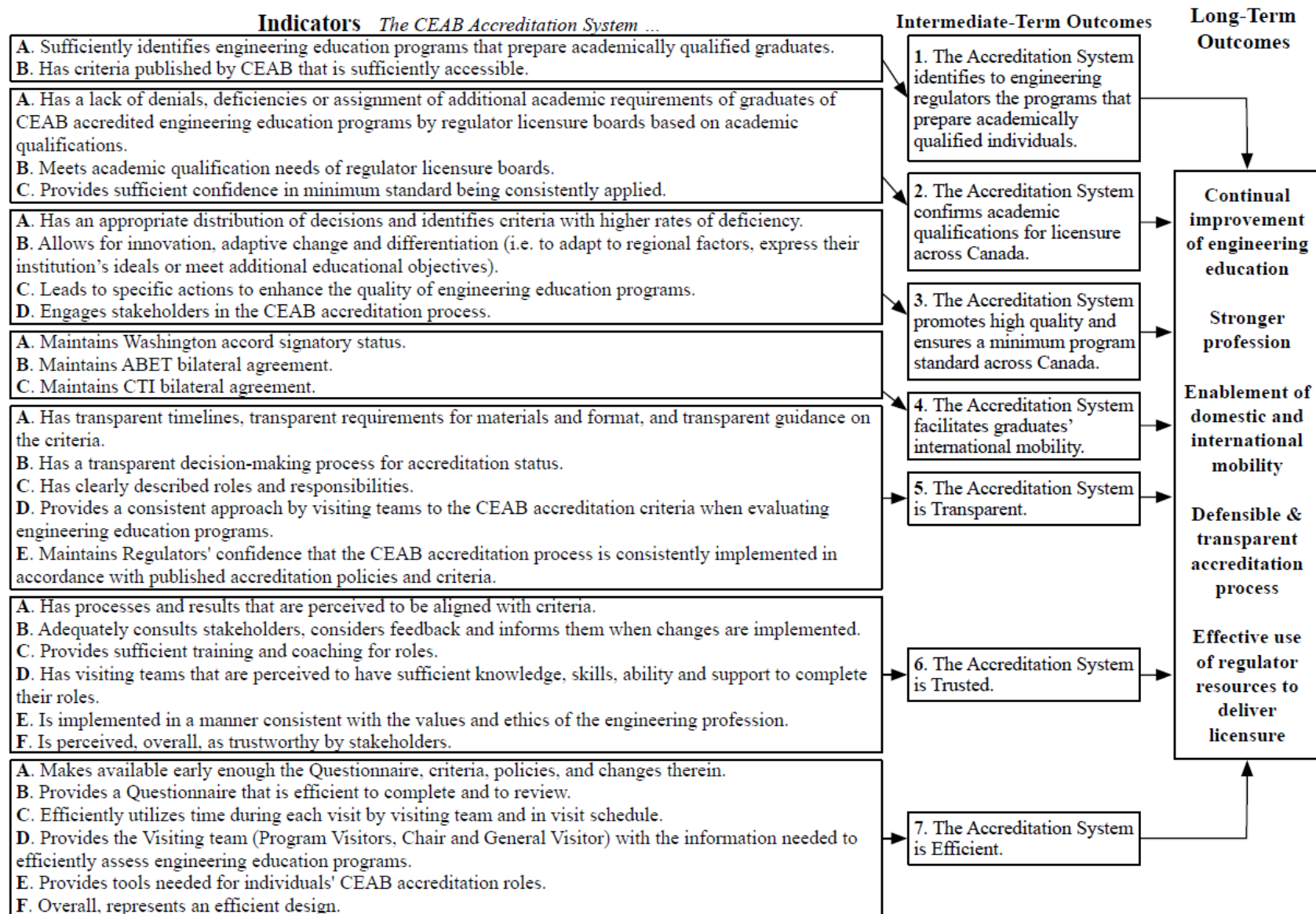
With support from the original consultant involved in the program’s development, the AinA Committee developed a plan for the periodic review of the AinA evaluation strategy. The plan was presented to the CEAB Executive Committee in May and is partially reflected in the 2027 CEAB draft work plan, with preliminary work anticipated in late 2027 and the substantive review expected in 2028. As the AinA initiative enters its fifth year, the review is intended as a standard governance practice to assess whether the evaluation approach continues to meet its original objectives following multiple data collection cycles.

Through the [Realizing Futures of Engineering Education \(RFEA\)](#) project, Engineers Canada is implementing recommendations from the Futures of Engineering Accreditation (FEA) [Path Forward Report](#). The AinA Committee believes the findings and recommendations in this 2026 report can help inform this major transformative initiative.

Next steps

The AinA Committee provides recommendations to the CEAB Executive Committee, the CEAB, the P&P Committee, the CEAB Secretariat staff and the future task force that will lead the periodic review of the AinA initiative, on areas where follow-up should be considered in response to the report’s findings. All 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 2027 report began in June 2026 and will continue through April 2027.

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](#); 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, and achieving ratings were set to be deliberately sensitive. The revised methodology, approved by the CEAB in April 2025, is being used for the second year in this report. For each result, one lowest allowed value, as defined in the relevant coding definition (e.g., a “no” or “partially” response), is systematically excluded from the dataset. The original dataset is retained separately for further analysis, if needed, and any accompanying comments are preserved for qualitative analysis.

With the exception of the 2021 report, previous Summary Reports did not include colour-coded results. The revised methodology, first implemented last year and used again in this report, was intended in part to make the results more representative and, in turn, provide a stronger basis for presenting a colour-coded version of the PLM in the Summary Report. Accordingly, the colour-coded PLM is presented in [Appendix B](#).

It is important to note that the colour-coding definition for the PLM remains unchanged; no lowest result is removed at the indicator or outcome level. Therefore, an indicator is considered “at risk” if any of its measures has an at-risk result. Likewise, an outcome is considered “at risk” if any of its indicators is “at risk”.

Acknowledged strengths

In this year's results, 63.3% of measures are considered "achieving", while 18.3% are considered "concerning" and 18.3% 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 two 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.

- **OUTCOME 2:** The Accreditation System confirms academic qualifications for licensure across Canada.
- **OUTCOME 4:** The Accreditation System facilitates graduates' international mobility.

These 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"³.

The following comment, shared by a regulator who responded to the survey, illustrates the accreditation strengths in relation to outcome 2: "For regulators, the CEAB provides an efficient mechanism for identifying applicants who meet the academic requirements for licensure in any jurisdiction in Canada. For regulatory staff who attended an accreditation visit, it was confirmed that the students receive an education that is consistent with the competencies required for registration."

All respondents were invited to describe any significant positive outcomes of the CEAB accreditation process. Many comments received state that the CEAB accreditation process as a strong national quality-assurance mechanism. Positive outcomes include that it creates consistent standards across Canada, gives regulators and interest holders confidence in graduate readiness, and supports credible, trusted engineering education programs. Many respondents also said the process drives continuous improvement, encouraging institutions to review curricula, reflect on weaknesses, collect feedback, and make program changes.

Other recurring positive outcomes include stronger interest holder engagement, especially student participation and faculty collaboration; clearer alignment with licensure, Graduate Attributes, and professional expectations; and useful learning, teamwork, and knowledge-sharing among program visitors and visiting teams. Overall, the process is viewed as rigorous, despite being resource-intensive.

³ Engineers Canada. [2025 CEAB Accreditation Criteria and Procedures](#), p. 6.

Continual improvement opportunities

The AinA Committee identified three broad continual improvement opportunities emerging from the 2026 recommendations: process transparency, training and guidance, and system efficiency.

1. Improving clarity and transparency of accreditation processes

Several recommendations point to the need for clearer information about the accreditation purpose, decision-making process, significant program changes, advisory procedures, and the roles and responsibilities of interest holders.

2. Enhancing training, guidance, and supporting materials

A recurring trend is the need to improve training resources, visit materials, and documentation for HEIs, visiting team members, students, regulators, Engineers Canada Board members and CEAB members so that each group can more confidently complete its role in the accreditation process.

3. Improving efficiency, tools, and system supports

Recommendations concerning required visit materials, Tandem, the overall efficiency of the accreditation process, and the investment of time and resources point to a broader opportunity to streamline processes and improve the tools that support accreditation work.

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 organized by the groups to which they are addressed. [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 Executive Committee

1. It is recommended that the CEAB Executive Committee investigate the best opportunities to provide information and education regarding the roles and responsibilities of the accreditation system interest holders, especially those of the regulators and Engineers Canada Board members. **(Measures 5.C.5.5a, 5.C.5.5b)**

Recommendations addressed to the CEAB

2. It is recommended that the CEAB develop an introductory package on the CEAB accreditation purpose, process and criteria for higher education institutions, students and regulators. **(Measure 1.B.1.4)**
3. It is recommended that the CEAB continue its ongoing work on proposed changes to accreditation criteria related to faculty licensure requirements. **(Measure 3.B.3.3)**
4. It is recommended that the CEAB not delay the re-evaluation of the *Temporary Exemption for Students Participating in International Exchanges* due in June 2029. **(Measure 3.B.3.3)**
5. It is recommended that the CEAB better inform HEIs about the process for significant program changes and the program development advisory procedures outlined in Appendix 13 of the *CEAB Accreditation Criteria and Procedures*. **(Measure 3.B.3.3)**

Recommendations addressed to the P&P Committee

6. As in 2025, it is recommended that the P&P Committee revisit the list of Required Visit Materials and provide further training activities and documentation 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)**
7. It is recommended that the P&P Committee review the Introductory (I), Developed (D), Advanced (A) levels of competency, as they appear to be causing confusion. **(Measures 5.A.5.3a, 5.A.5.3b)**
8. It is recommended that the P&P Committee re-examine the faculty-wide and program-specific expectations related to the balance of the Graduate Attributes indicators. **(Measures 5.A.5.3a, 5.A.5.3b)**
9. It is recommended that the P&P Committee more clearly define and communicate the role of students in the accreditation process. **(Measures 5.C.5.5a, 5.C.5.5b)**
10. As in 2025, 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)**
11. It is recommended that the P&P Committee, in collaboration with the RFEA project team, analyze respondents' comments to the question: "*From your perspective, does the CEAB accreditation process represent an efficient design, where the time and resources you invested were worthwhile?*" Similar results and comments have recurred in previous AinA evaluation cycles. **(Measure 7.F.7.11)**

Recommendations addressed to the CEAB Secretariat

12. As in 2025, 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)**

13. As in 2025, it is recommended that the CEAB Secretariat review the materials available to the accreditation system interest holders to clearly describe the decision-making process. **(Measures 5.B.5.4a and 5.B.5.4b)**
14. As in 2025, 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 and 5.B.5.4b)**
15. As in 2025, 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)**
16. It is recommended that the CEAB Secretariat prioritize the upcoming review of Tandem. The 2025/2026 cycle marked the second visit cycle utilizing the system. Feedback indicates that interest holders remain unsatisfied. **(Measures 7.B.7.4, 7.B.7.5, 7.B.7.6, 7.E.7.10a, 7.E.7.10b)**

Recommendations addressed to the future AinA periodic review task force

17. It is recommended that, as part of the periodic review of the AinA initiative, the coding definition associated with measure 3.D.3.9 be revisited so that it does not refer to the number of regulator staff and volunteers attending the CEAB meetings, since participation is outside the purview of the CEAB. **(Measure 3.D.3.9)**
18. It is recommended that, as part of the periodic review of the AinA initiative, sections 4.1, 4.2, and 4.3 of the framework be revised to provide greater clarity on the rationale for including the three international agreements. **(Measures 4.A.4.1, 4.B.4.2, 4.C.4.3)**
19. It is recommended that, as part of the periodic review of the AinA initiative, consideration be given to whether the survey for Engineers Canada Board members should include the following question: *If you were asked, could you describe the following roles and responsibilities in the CEAB accreditation process? (a) HEI deans or designated officials, (b) HEI program leads, (c) CEAB program visitors, (d) CEAB visiting team chairs, (e) regulators, (f) students, (g) Canadian Engineering Accreditation Board (CEAB), (h) Engineers Canada Board?* **(Measures 5.C.5.5a, 5.C.5.5b)**
20. It is recommended that, as part of the periodic review of the AinA initiative, the assessment of consistency among visiting teams within the same accreditation cycle be examined. The related measure should clarify the intended scope, and consideration should be given to adding a separate measure, if needed. **(Measure 5.D.5.6)**

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.	2	1	0
	B. Has criteria published by CEAB that are sufficiently accessible.	6	0	1
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	0	0
	B. Meets academic qualification needs of regulator licensure boards.	1	0	0
	C. Provides sufficient confidence in minimum standard being consistently applied.	1	0	0
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	0	0
	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	0	1
	C. Leads to specific actions to enhance the quality of engineering programs.	1	0	1
	D. Engages stakeholders in the CEAB accreditation process.	10	0	1
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.	8	8	2
	B. Has a transparent decision-making process for accreditation status.	5	0	2
	C. Has clearly described roles and responsibilities.	1	0	2
	D. Provides a consistent approach by visiting teams to the CEAB accreditation criteria when evaluating engineering programs.	3	0	2
	E. Maintains Regulators' confidence that the CEAB accreditation process is consistently implemented in accordance with published accreditation policies and criteria.	1	0	0
6. The Accreditation System is Trusted.	A. Has processes and results that are perceived to be aligned with criteria.	4	0	1
	B. Adequately consults stakeholders, considers feedback and informs them when changes are implemented.	5	0	2
	C. Provides sufficient training and coaching for roles.	3	3	1
	D. Has visiting teams that are perceived to have sufficient knowledge, skills, ability and support to complete their roles.	3	2	0
	E. Is implemented in a manner consistent with the values and ethics of the engineering profession.	6	2	0
	F. Is perceived, overall, as trustworthy by stakeholders.	6	2	0
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.	0	0	4
	C. Efficiently utilizes time during each visit by visiting team and in visit schedule.	6	1	1
	D. Provides the Visiting team (Program Visitors, Chair and General Visitor) with the information needed to efficiently assess engineering programs.	6	0	0
	E. Provides tools needed for individuals' CEAB accreditation roles.	2	2	2
	F. Overall, represents an efficient design.	1	3	3
TOTAL		97	28	28

Appendix C – Association of recommendations with PLM outcomes and indicators

OUTCOMES	INDICATORS	CEAB Executive	CEAB	P&P Comm.	CEAB Secretariat	AinA Periodic Review
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			
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. Makes publicly available the contextualized distribution of accreditation decisions and identifies criteria with higher rates of deficiency/weakness/concern findings. 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). C. Leads to specific actions to enhance the quality of engineering programs. D. Engages stakeholders in the CEAB accreditation process.		3, 4, 5		12	17
4. The Accreditation System facilitates graduates' international mobility.	A. Maintains Washington Accord signatory status. B. Maintains ABET bilateral agreement. C. Maintains CTI bilateral agreement.					18 18 18
5. The Accreditation System is Transparent.	A. Has transparent timelines, transparent requirements for materials and format, and transparent guidance on the criteria. B. Has a transparent decision-making process for accreditation status. C. Has clearly described roles and responsibilities. D. Provides a consistent approach by visiting teams to the CEAB accreditation criteria when evaluating engineering programs. E. Maintains Regulators' confidence that the CEAB accreditation process is consistently implemented in accordance with published accreditation policies and criteria.	1		6,7,8 9 10	13, 14	19 20
6. The Accreditation System is Trusted.	A. Has processes and results that are perceived to be aligned with criteria. B. Adequately consults stakeholders, considers feedback and informs them when changes are implemented. C. Provides sufficient training and coaching for roles. 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. F. Is perceived, overall, as trustworthy by stakeholders.				15	
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. C. Efficiently utilizes time during each visit by visiting team and in visit schedule. D. Provides the Visiting team (Program Visitors, Chair and General Visitor) with the information needed to efficiently assess engineering programs. E. Provides tools needed for individuals' CEAB accreditation roles. F. Overall, represents an efficient design.				16	
				11		