

## Where is the CEAB in the process of assessing outcomes?

We are on track and on schedule in implementing a major change to the process of assessing engineering programs

However....

There are major challenges to face:

- AB and Visiting Team training
- Documentation preparation
- Consultation and sharing our expectations with stakeholders
- Adjusting through lessons learned

## How has the CEAB prepared for this?

- Past and ongoing consultations with the NCDEAS through the Deans' Liaison Committee (DLC)
- Continuously revising accreditation documentation to simplify and to increase the efficiency of the process
- Continue to develop workshops and resource materials to assist all stakeholders
- Review feedback from programs receiving accreditation visits

## Feedback from NCDEAS

Issues raised:

- Increased cost and workload to prepare for a visit due to dual system of examining inputs and outcomes
- Lack of guidance from CEAB
- Lack of flexibility for international studies
- Lack of flexibility for innovation in education

## Recent changes

- Self-assessment documentation (“The Questionnaire”) updated in December 2014 for use on visits in 2015/2016:
  - Format of documentation simplified
  - Instructions revised and additional glossary of terms
  - Sampling of course materials defined by visit teams. This is expected to reduce the workload by as much as two-thirds compared to previous visits
  - Redundancies in tables and data requests eliminated
  - Automatic generation of data tables being tested by programs
- Changes were discussed with the Deans Liaison Committee on December 4, 2014 and presented to Ontario Deans\*\*

## Not-so-recent changes

- Ongoing workshops and DLC consultations
- Regulations for granting transfer credits updated in December **2011** provide more flexibility to transfer credits based on international studies
- Interpretive statement on distance learning (appendix 6 of the criteria)

## Not-so-recent changes

### **3.4.1 Approach and methodologies for quantifying curriculum content**

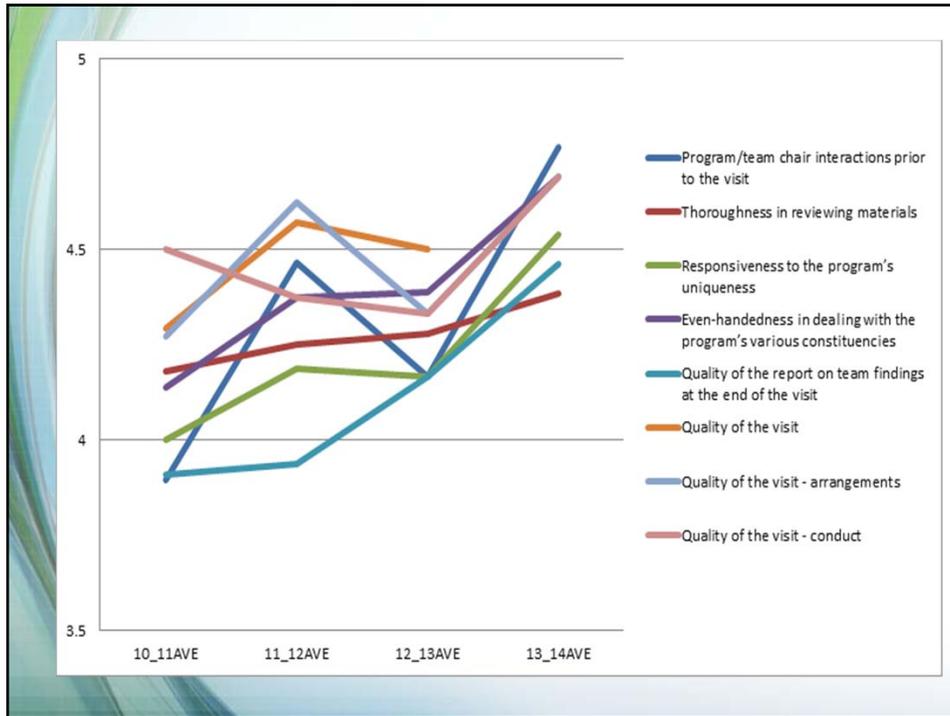
3.4.1.4 (paraphrased): *The Accreditation Board can give consideration to departures from traditional approaches in any case in which it receives convincing documentation that well-considered innovation in engineering education is in progress*

## Feedback from programs

- Programs are surveyed on their accreditation visit experience at two major milestones in the process:
  - After completion of the self-assessment (“The Questionnaire”)
  - After receipt of the accreditation decision
- Feedback from 2010 to 2014 was compiled to identify themes

## Findings: Feedback from 2010-2014

- The overall evaluation of the visit process responses were fairly positive. In 2013-2014 they were at their most favourable with each question averaging above 4.25 on a scale of 5 (“exceptional”)
- The overall evaluation seeks feedback on:
  - Program and team chair interactions
  - Comment on visiting team’s performance
  - Interactions with Accreditation Board Staff
  - Significant positive outcomes of the accreditation process
  - Possible Improvements



## Improvement and evolution of programs

Survey participants consistently indicated that one important outcome of accreditation is improvement and evolution of engineering programs

## Sample comment on the process

*“The focus on continual improvement is the most positive aspect of the revised accreditation process. The implementation of the continual improvement process evolves accreditation from a once in six year event with a lot of associated work, to a process that is ongoing and providing clear benefits to the delivery of the engineering curriculum.”*

2012-2013 Respondent

## Next Steps for Outcomes Assessment

- Accreditation Board will make decisions about compliance with the outcomes criteria starting in June 2015. Compliance with input criteria (e.g.: curriculum content) remains a requirement
- Workshop in September 2015 to discuss lessons learned and future improvements to the process

