# Program Logic Model for Engineers Canada Accreditation System

## Resources
- **Engineers Canada (Internal)**
  - Executive Leadership Team
  - Accreditation Team
  - Organizational Excellence Team
  - Communications Team
  - Operational Infrastructure Team
  - Research
  - Community Engagement
  - Business Plan
  - Annual Operating Plan and Budget
  - Terms of Reference & Policies
  - Training (for all stakeholders)
- **Stewardship**
  - Engineers Canada Board
  - Engineering Regulators Boards, Committees, Expert Group Insight
- **Suppliers**
  - Audio Visual Suppliers
  - Training (for all of Engineering Students)
  - Canadian Federation staff
  - Volunteers
  - Accreditation Board
  - Deans’ Liaison Committee, Accreditation Board
- **Enabling Technology**
  - Information Exchange Site

## Outputs
- **Visits**
  - Evidence for decision making (assessments)
  - Framework for future system of assessment for foreign credentials
- **Documentation**
  - Materials (Standard Letters, Forms, Database, Website, presentations, Engineers Canada Board Reports)
  - Repository of potential Volunteers for visits
  - Decision Letters
  - Certificates
  - Key Messages Summary for Corporate Communications
  - Meeting Materials (i.e. Minutes, Trip Reports Other Reports)
  - Improved processes (program logic model/process maps)
- **Customer Services**
  - Statistics/Trends
  - Recommendations re: Criteria
  - Advice to Engineers Canada Board
- **Make Decisions / Progress Mandate / Establish Policies**
  - Recommended policy changes
- **Research**
  - Reports
  - Surveys
  - Recommendations
- **Improvements**
  - Implementation of a Accreditation Technology System
  - Stakeholder engagement clear communication messaging
  - Volunteer onboarding process, training program & tools
  - Improved intake and scoring process

## Indicators
- **The CEAB Accreditation System ...**
  - A. Sufficiently identifies engineering education programs that prepare academically qualified graduates.
  - B. Has criteria published by CEAB that is sufficiently accessible.
  - A. Has a lack of denials, deficiencies or assignment of additional academic requirements of graduates of CEAB accredited engineering education 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.
  - A. Maintains Washington accord signatory status.
  - B. Maintains ABET bilateral agreement.
  - C. Maintains CTI bilateral agreement.
  - 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 education programs.
  - E. Maintains Regulators’ confidence that the CEAB accreditation process is consistently implemented in accordance with published accreditation policies and criteria.
  - 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.
  - 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 education programs.
  - E. Provides tools needed for individuals’ CEAB accreditation roles.
  - F. Overall, represents an efficient design.

## Intermediate-Term Outcomes
- 1. The Accreditation System identifies to engineering regulators the programs that prepare academically qualified individuals.
- 2. The Accreditation System confirms academic qualifications for licensure across Canada.
- 3. The Accreditation System promotes high quality and ensures a minimum program standard across Canada.
- 4. The Accreditation System facilitates graduates’ international mobility.
- 5. The Accreditation System is Transparent.
- 6. The Accreditation System is Trusted.
- 7. The Accreditation System is Efficient.

## Long-Term Outcomes
- Continual improvement of engineering education
- Stronger profession
- Enablement of domestic and international mobility
- Defensible & transparent accreditation process
- Effective use of regulator resources to deliver licensure