### 3.1 Graduate Attributes: Accreditation Criteria and Procedures Description

<table>
<thead>
<tr>
<th>Rating</th>
<th>Assessment Category Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Strong organizational structure in place to assure sustainable development, measurement and review of GAs AND clear evidence of engagement by faculty and leadership.</td>
</tr>
<tr>
<td>M</td>
<td>Weak organizational structure in place to assure sustainable development, measurement and review of GAs AND/OR limited evidence of engagement by some faculty and/or leadership.</td>
</tr>
<tr>
<td>U</td>
<td>No effective organizational structure in place to assure sustainable development and measurement of GAs AND/OR no evidence of engagement by most faculty and/or leadership.</td>
</tr>
</tbody>
</table>

#### Organization and engagement
- There must be demonstration that an organizational structure is in place to assure the sustainable development and measurement of graduate attributes. There must be demonstrated engagement in the process by faculty members and engineering leadership.
- Rating: A
- A sufficient number of learning activities/courses (at least three per attribute) mapped with respect to GAs and program semesters.
- A sufficient number of learning activities (at least three per attribute) mapped with respect to GAs and program semesters.
- Entries for at least one GA are missing from the curriculum map

#### Curriculum Maps
- There must be documented curriculum maps showing the relationship between learning activities for each of the attributes and the semesters in which these take place.
- Rating: A
- A sufficient number of learning activities/courses (at least three per attribute) mapped with respect to GAs and program semesters.
- A sufficient number of learning activities (at least three per attribute) mapped with respect to GAs and program semesters.
- Entries for at least one GA are missing from the curriculum map

#### Indicators
- For each attribute, there must be a set of measurable, documented indicators that describe what students must achieve in order to be considered competent in the corresponding attribute.
- Rating: A
- A sufficient number of learning activities/courses (at least three per attribute) mapped with respect to GAs and program semesters.
- A sufficient number of learning activities (at least three per attribute) mapped with respect to GAs and program semesters.
- Entries for at least one GA are missing from the curriculum map

#### Assessment tools
- There must be documented assessment tools that are appropriate to the attribute and used as the basis for obtaining data on student learning with respect to all twelve attributes over a cycle of six years or less.
- Rating: A
- A sufficient number of learning activities/courses (at least three per attribute) mapped with respect to GAs and program semesters.
- A sufficient number of learning activities (at least three per attribute) mapped with respect to GAs and program semesters.
- Entries for at least one GA are missing from the curriculum map

#### Assessment results
- At least one set of assessment results must be obtained for all twelve attributes over a cycle of six years or less. The results should provide clear evidence that the graduates of a program possess the attributes or that remedial action is in progress.
- Rating: A
- A sufficient number of learning activities/courses (at least three per attribute) mapped with respect to GAs and program semesters.
- A sufficient number of learning activities (at least three per attribute) mapped with respect to GAs and program semesters.
- Entries for at least one GA are missing from the curriculum map

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**Note 1:** "GA component" – a component of the attribute description in section 3 of the "Accreditation Criteria and Procedures" e.g. mathematics is a component of the knowledge base description.

**Note 2:** "Performance Levels" – a scale of descriptors of the performance corresponding to an individual indicator. Performance levels for a coherent group of indicators corresponding to individuals are aggregated to measure graduate attribute achievement levels.