



Graduate attributes in engineering programs.

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Engineering Graduate Attributes Development (EGAD)

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1. Presentation.

The Dean of Faculty of Engineers in coordination with the Director of Chemical Engineers Department and the support of the Vice President of Teaching and the Academic Evaluation Center, have been organized a discussions space about the graduate attributes and his impact in the Engineering programs in the context of the accreditation process, otherwise substantial equivalency.

With the goal of generate guidelines to orientate the evaluation of attributes in the Engineering Programs of the University of Costa Rica and satisfy the request of some accreditation agencies, the organizers of this event invited to Ph.D. Brian Frank to share his experiences in this area.

Nowadays, Ph.D. Frank works for the Queen's University, like a Director (Program Development) of Faculty of Engineering and Applied Science and coordinator of the Engineering Graduate Attributes Development Project (EGAD Project), initiative co-sponsored by the National Council of Deans of Engineering and Applied Science (NCDEAS), and Engineers Canada that serves as a facilitator, to open the lines of discussion between educators and institutions with common goals and challenges in outcome-based programming, assessment and accreditation.

2. Program

Time	Activity
Day 1	
8:15 to 8:30	Participants registration.
8:30 to 8:40	Presentation of lecturer, Ph.D Brian Frank
8:40 to 9:40	Why outcomes assessment, what it leads to, CEAB requirements, EGAD process, overview. Alignment. Existing cases.
9:40 to 10:00	Coffee break
10:00 to 12:00	Team working session: What do you want to know about your program? Are there issues you'd like to measure and answer? Develop/improve program goals, indicators and course learning outcomes
12:00 to 13:30	Lunch (not included)
13:30 to 14:00	Overview of curriculum mapping: what you can do with it?, visualizing it (table, graphic). What kinds of questions to ask. Converting data to some structure (table or graphic). When, how, who, what. Instructors tagging of development/assessment (introduce, or developed).
14:00 to 16:00	Team working session: mapping, or process for creating a map. Either fill in table, or postit notes and whiteboard to complete it. Or use GoogleDoc to collect curriculum information.
Day 2	
8:30 to 9:30	Overview: Assessment - use indicators and curriculum map from day 1. Alignment between outcomes and assessment currently.
9:30 to 9:50	Coffee break
9:50 to 12:00	Team working session: Audit of what is currently assessed, how. Survey data. What data do you have? Current assessment - direct/indirect, assessment measures. Checkbox/rubrics/ordinal scales
12:00 to 13:30	Lunch (not included)
13:30 to 14:30	Presentation: Drawing conclusions from data - interpreting, committee
14:30 to 16:00	Team working session: Discussion with administration about long term assessment plan/process. Committee structures for managing this, making changes. Alignment of curriculum committee with continuous program improvement process.

30 personas →

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