Development of processes and criteria for CEAB graduate attribute assessment
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The Canadian Engineering Accreditation Board (CEAB) is following the lead of other accreditation bodies in requiring engineering programs to measure *graduate attributes*, also known as *outcomes*. Canadian ministers of education have also established undergraduate degree-level expectations that will impact engineering programs. This paper will review the evolution of outcomes assessment as it pertains to engineering accreditation and compare the new CEAB graduate attribute requirements to those of engineering accreditation bodies in countries including the U.S.A, U.K., and Australia.

The process of implementing outcomes assessment at Queen's University will be described, including development of measurable assessment criteria from faculty working groups. Finally, the paper will provide an overview of learning management system software that can manage and report on assessment measures.