Monitoring Report

To the

Middle States Commission on Higher Education

From

The American University in Cairo

AUC Avenue P.O. Box 74
New Cairo 11835, Egypt

Prepared by:

Zaid Adib Ansari

Executive Director, Office of Institutional Research

April 2010

[Most Recent Commission Action: "To acknowledge receipt of the substantive change request and to affirm the institution's decision to relocate the main campus to Kattameya Heights, New Cairo and retain the campus at Tahrir Square: To note that both sites were visited by the evaluation team in 2008 and will not require an additional visit. To remind the institution of the monitoring report due April 1, 2010, documenting further progress in (1) the implementation of a comprehensive, organized, and sustained process for assessment of student learning, including evidence that assessment results are used for strategic planning and budgeting (Standards 2, 14) and (2) implementation of an institutional strategic plan which links long range planning to decision making and budgeting (Standard 2). The Periodic Review is due June 1, 2013].

Response to the Recommendations and the Suggestions of the Middle States Commission on Higher Education

I. Introduction

In a letter dated June 30, 2009, the Middle States Commission on Higher Education (MSCHE) requested the American University in Cairo to comply with the Commission's requirement of submitting a monitoring report documenting actions taken by the university to address four recommendations made by the MSCHE: seven recommendations related to [Standard 1]; four recommendations related to [Standard 2]; and two recommendations related to [Standards 11, 12]. Furthermore, MSCHE cited suggestions related to [Standards 3, 4, 5, 6, 8, 9 10, 13 and 7, 14]. The university's response to these recommendations and suggestions are documented in this Monitoring Report.

II. Institutional Context/ Update

The American University in Cairo moved its main campus from downtown Cairo to New Cairo in August 2008. The relocation of the main campus was accompanied by the expansion and reorganization of several academic programs and some administrative units as well as appointing a new Provost in 2008.

In 2009, AUC launched a new Graduate School of Education offering a certificate program for teachers and administrators. The Graduate School of Education also houses the Middle East Institute of Higher Education. Also in 2009, the School of Continuing Education (formerly the Center for Adult and Continuing Education) was restructured with the appointment of a new dean reporting directly to the Provost. In addition, the School of Business, Economics, and Communication was reorganized into two schools: the School of Business and the School of Global Affairs and Public Policy. The School of Business houses the departments of Accounting, Management, Economics, as well as the Citadel Capital Financial Services Center, the Khazindar Case Center, the Economic and Business History Research Center, and the Management Center and other professional training and executive education programs. The School of Global Affairs and Public Policy houses the departments of Journalism and Mass Communication, Public Policy and Administration, Law, and five research centers including the Center for Migration and Refugee Studies (CMRS), the Cynthia Nelson Institute for Gender and Women Studies (IGWS), the Kamal Adham Center for Journalism Training and Research, the Middle East Studies Program (MESC), and the Prince Alwaleed Bin Talal Bin Abdulaziz Alsaud Center for American Studies and Research.

Lastly, management changes include the appointments of a new Vice President for Planning and Administration in March 2009, followed by a new Executive Director of Institutional Research in Fall 2009 and a new Vice President for Institutional Advancement in Spring 2010.

Monitoring Report Methodology

The organization of the Monitoring Report begins with identifying the MSCHE Standard followed by stating the Standard's number and then stating the number of the recommendation or suggestion. Next, the AUC response is given by describing the activities taken to address the recommendation or suggestion. Finally evidence is cited to document the activities undertaken.

III. **Progress to Date**

Standard 1: Mission and Goals

Standard 1, Recommendation 1: ***"AUC should revisit its mission statement through a collaborative process led by the faculty."***

AUC's Response

The university's stated mission statement at the time of the 2008 MSCHE visit was:
The mission of the American University in Cairo (AUC) is to provide high quality educational opportunities to students from all segments of Egyptian society as well as from other countries, and to contribute to Egypt's cultural and intellectual life. The university offers programs at the undergraduate, graduate and professional levels as well as an extensive continuing education program. The language of instruction is English. The university advances the ideals of American liberal arts and professional education and of life-long learning. As freedom of academic expression is fundamental to this effort, AUC encourages the free exchange of ideas and promotes open and on-going interaction with scholarly institutions throughout Egypt and other parts of the world.

The pursuit of excellence is central to AUC's mission, and the university maintains high standards of academic achievement, professional behavior and ethical conduct. Toward this end it also provides a broad range of disciplines and learning opportunities and strives to contribute to the sum of human knowledge. AUC considers it essential to foster students' appreciation of their own culture and heritage and of their responsibilities to society. The university's aim of promoting international understanding is supported by means of scholarship, learned discourse, a multicultural campus environment, and a diversified publishing program. To advance its mission, the university seeks to maintain a highly qualified faculty. Emphasis is placed on excellence in teaching as well as on research, creative work and faculty members' intellectual contributions to their disciplines. Outstanding administrative, professional and support staff, leading edge instructional technology and use of other resources are also central to the pursuit of the university's aims. The American University in Cairo is an independent, non-profit, apolitical, non-sectarian and equal-opportunity institution.

A task force composed of a cross-section of faculty from diverse disciplines with input from staff disciplines revised the mission statement with the following activities:

1. Reviewed existing AUC documents that informed and shaped the previous mission statement. This activity also included the work of the committee that prepared the mission statement for the AUC Self Study.
2. Reviewed mission statements from approximately 30 similar institutions.
3. Sought written and verbal input from a number of AUC faculty, staff, and students including the Student Union President.
4. Drafted a revised mission statement for review and comment by faculty, staff, and students.
5. Incorporated opinions from AUC community in the revised mission statement
6. Discussed the revised mission statement at a Faculty Senate Retreat and at two Faculty Senate meetings.
7. Presented the revised mission statement to AUC's Board of Trustees and incorporated Board of Trustees' feedback.
8. The Task Force re-examined the mission statement to evaluate its soundness and coherence.
9. The revised mission statement was approved by the Faculty Senate and university President in May 2009.

10. The revised mission statement was communicated to the AUC community and is reflected in all relevant publications including the university's web site.

As of the Academic Year 2009-2010, the revised mission statement reads as follows:

"The American University in Cairo (AUC) is a premier English-language institution of higher learning. The university is committed to teaching and research of the highest caliber, and offers exceptional liberal arts and professional education in a cross-cultural environment. AUC builds a culture of leadership, lifelong learning, continuing education and service among its graduates, and is dedicated to making significant contributions to Egypt and the international community in diverse fields. Chartered and accredited in the United States and Egypt, it is an independent, not-for-profit, equal-opportunity institution. AUC upholds the principles of academic freedom and is dedicated to excellence".

Standard 1, Recommendation 2: *"AUC should pay special attention to the university's definition of an American liberal arts education especially in light of the move to the new campus and the changes it is expected to engender."*

AUC's Response
AUC's move to the new campus provides additional opportunities for learning that serve the university's definition of a liberal arts education. The move to the new campus allows AUC to provide a wide spectrum of opportunities that enable students to engage faculty inside and outside the classroom in arts and science activities and projects. The state of art technology at the new campus, as well as an expanded capacity to accommodate student residential life, assists AUC in its transition from culturally rich metro-Cairo to retain this rich liberal arts culture in New Cairo. This issue was at the heart of the university's parameters for the design of the new campus, as expressed in the Master Plan: "the campus environment should be such that it translates the university's educational mission into its physical setting in a way that reflects the ideals of American liberal arts education and at the same time, is responsive to future generations of Egyptians." These objectives are also realized in the living-learning spaces on the new campus that are designed to afford students places to meet and discuss academic work or collaborate on extra-curricular interests. The university's athletic facilities also provide a common venue for students, faculty, and staff to experience a living-learning atmosphere. These living-learning spaces are a cornerstone of a liberal arts campus environment, and they provide a framework which connects students to a quasi-urban experience and also provides students with the opportunity to experience an environment comparable to an American liberal arts campus.

Standard 1, Recommendation 3: *"AUC should review its mission in light of progress to date and its desire to become a regional center of research, technology development, policy analysis and innovation for Egypt and the Arab World."*

AUC's Response
In Fall 2009, AUC's President initiated a Strategic Positioning Study to ascertain AUC's progress toward realizing its desire to emerge as a regional center of research, technology, policy analysis and innovation in the Arab World. This study will be compare and contrast AUC with other regional universities across the dimensions of research, technology, and academic offerings at the undergraduate and graduate levels. Key participants from the Senior Administrators Group have provided leadership for this study. Findings were presented to the AUC Board of Trustees in February 2010. These findings will be used in subsequent years as benchmarks to periodically assess the university's progress. The Board of Trustees at its February 2010 meeting in Cairo approved the

university's first PhD program, in Engineering. In addition, the university is considering a Masters' degree in Nano-Engineering as well as expanding concentrations in various graduate programs in social science and humanities.

Standard 1, Recommendation 4: ***"The informal components of the AUC curriculum, those which encompass the notions of a learning community and student development, where students live and learn, and shape a self which is regarded as essential to the totality of a liberal arts learning experience be included in the mission statement. In addition, the role of faculty might be expanded, beyond the understanding of them as teacher-scholars to include their overall place in the learning community. This aspect of the AUC mission has special significance in reference to the educational geography and architecture of the new campus in New Cairo. AUC will be uprooted from the streets of Cairo (now identified by students, international students and faculty in particular) as vital to their learning".***

AUC's Response
In accordance with MSCHE recommendations, the new mission statement highlights the role and contribution of AUC to Egypt and the international community and its quest for excellence in research and professional education. AUC incorporated this recommendation in the mission statement as "AUC builds a culture of leadership, life-long learning continuing education and service among its graduates and is dedicated to making significant contributions to Egypt and the international community in diverse fields." This was also translated into planned actions in the university's revised Strategic Long Range Plan. Service has been identified as one of AUC's six strategic goals in its revised strategic plan:

> *"The university has longed served as a leader in service to Egypt and the region. AUC will continue to support and expand this role by strengthening and expanding its continuing and professional education programs, by increasing financial aid to students, by building research and service linkages with the broader community, and by graduating students who value service to their communities and to larger causes at the national and international level."* [Strategic Plan 2011-2013]

The university has also included "effective citizenship" as one of its learning outcomes and is currently exploring with faculty and students how we ensure that our students achieve this outcome during their time at the university. In addition, faculty performance is evaluated each year along the three axes of teaching, research, and service. Faculty are required to engage in service at the department, school, and university level, which includes advising and mentoring students and student groups, as well as provide service to the profession and to the community.

Finally, the administration and faculty are implementing specific actions and conducting ongoing discussions to ensure that our students have opportunities to engage fully in Cairo's rich civic and cultural landscape.

Standard 1, Recommendation 5: ***"The new campus will feature neither the complexity of the city of Cairo nor the intimacy of an American style residential college. This will have implications for the nature of liberal learning and therefore, the AUC mission. The team suggests that the question of a learning community in the context of the new campus be addressed in an updated mission statement".***

AUC's Response
The university documented compliance with this recommendation in the revised mission statement, which states, "The university advances the ideals of American liberal arts and professional education

and life-long-learning. As freedom of academic expression is fundamental to this effort, AUC encourages the free exchange of ideas and promotes open and on-going interaction with scholarly institutions throughout Egypt and other parts of the World".

The university also promotes the on-going exchange of scholarly interaction through the university's American University of Cairo Press that regularly publishes academic scholarship and mainstream fiction and non-fiction that promotes professional education and life-long learning. In addition, the university's academic leadership is exploring opportunities to promote interdisciplinary programs and research.

Student Affairs at AUC has also made a point of developing a series of programs and activities designed to foster learning communities on campus. One such program is "OneAUC", which "seeks to bring all of the diversity of the AUC community together to spread intercultural understanding and foster self awareness; working together to promote principles such as appreciation of all, respect for human dignity and cultural diversity." OneAUC specifically intends to bring international students and Egyptian students together in informal settings such as activities, trips, discussions and service-learning opportunities.[1,2]

Standard 1, Recommendation 6: ***"Goals should be demarcated and concentrate on student learning with mention of measurable outcomes."***

AUC's Response

The university's six strategic planning goals cited here align the strategic plan with the revised mission statement and the university's cycle of assessment, planning, and budgeting. Parallels and crosswalks between the goals of (1) recruiting and retaining high quality faculty, (2) excellence in academic programs, and (5) institutional effectiveness link these goals to activities found in the assessment plan which describes the process of measuring learning outcomes.[3] The six strategic goals are:

1. Recruit and retain high quality faculty
2. Excellence in academic programs
3. International education
4. Service
5. Institutional effectiveness
6. Operational excellence[4]

In addition, the university requires that all new planning initiatives are linked to the strategic goals and include targets or benchmarks in order to assess progress. The university also developed a set of dashboard indicators tied to these goals to help monitor progress.[5] The process to develop a full set of accurate and robust dashboard indicators is well underway; however, the process continues to evolve. We identified areas underdevelopment with the notation "TBD"-to be determined.

[1] Appendix 1, page A1, for the "OneAUC Program" URL
[2] Appendix 2, page A1, for the "Joint Research Projects with other Universities"
[3] Appendix 3, page A3, for the "Assessment of Student Learning and Institutional Effectiveness"
[4] Appendix 4, page A25, for the "AUC's Mission and Strategic Goals"
[5] Appendix 6, page A27, for the "Dashboard Indicators"

Standard 1, Recommendation 7: ***"The Team recommends that the mission and goals along with measurable outcomes be presented to Middle States in a monitoring report in 24 months."***

AUC's Response
Recommendations 1-7 are reported in this monitoring report.

Standard 2: Planning, Resource Allocation and Institutional Renewal

Standard 2, Recommendation 1: ***"The university should incorporate the Guiding Principles as listed on page 5 of the IPART Assessment Plan of March 2008 with the six strategic themes (p.10) of the Self-Study".***

AUC's Response
The guiding principles outlined in AUC's assessment plan are an institutional commitment to assessment, the primacy of student learning, community ownership, multiple assessment measures, confidentiality, a secure environment, resources to support assessment, open access to information, and simplicity. These elements have informed and guided the development of the university's six strategic goals as well as the revised integrated planning process at every step.[6]

Moreover, the six strategic goals themselves reflect the guiding principles. The university has renewed its commitment to assessment of learning outcomes and institutional effectiveness at all levels, and it has embodied this commitment in goals 2 (excellence in academic programs), 5 (institutional effectiveness) and 6 (operational excellence). The primacy of student learning underpins all six of AUC's strategic goals, from high-quality faculty and academic excellence to the goals for international education and service which provide students with opportunities to engage in high-quality learning beyond the classroom, to the institutional effectiveness and operational excellence that will allow the university to provide students with effective and efficient access to the support infrastructure that will facilitate their learning.

The revised planning process demonstrates AUC's commitment to community ownership, open access to information, and simplicity. The process is highly participatory and has been communicated widely across campus to all stakeholders. The evidence of the success of this highly participatory process is found in an example of the announcement of the Planning Forum that occurred on AUC's Campus Spring 2010.[7]

Faculty, staff, and students have had and continue to have multiple opportunities and avenues to contribute their views, comments, feedback, and ideas to the planning process through an open access website and a blog, "Future Talk" as well as an ongoing series of open fora.[8, 9, 10] A rotating schedule of six-year program reviews and departmental self-studies also inform the planning and budgeting process.[11]

[6] Appendix 7, page A29, to examine the "Guiding Principles"
[7] Appendix 5, page A26, for an example of the handouts distributed to audience members during the Planning Forum
[8] Appendix 8, page A30, for the "Planning and Budgeting Website" URL
[9] Appendix 9, page A30 for the "Future Talk Blog" URL
[10] Appendix 5, page A26, for an example of the handouts distributed to audience members during the Planning Forum
[11] Appendix 3, page A20 for the "Assessment and Program Review Schedule"

Standard 2, Recommendation 2: ***"In order to assure that assessment on an institution-wide level become part of the annual planning process, it is recommended that the IPART office report directly to the President."***

AUC's Response
In 2009, the university streamlined IPART's name to become "The Office of Institutional Research" (OIR) while maintaining its mandate to support effective decision-making and the integration of planning, assessment, research, and testing. In November 2009, AUC's President appointed OIR's Executive Director as a member of the Senior Administrators' Group (SAG). In this role, OIR Executive Director provides the President with briefings on the status of data and information inquires, request from the SAG committees, as well as other special project requests for predictive studies and analyses that informs the President about key academic and administrative issues.

OIR's senior staff also has a direct working relationship with the President, the Provost and other senior administrators in order to provide advice and leadership on projects related to strategic planning, research, testing, and assessment of learning and of institutional effectiveness. OIR makes frequent presentations to the Provost's Council, the Senior Administrator's Group, and the University Senate on institutional survey results, assessment progress, strategic planning initiatives and other topics of interest to the university leadership. OIR's Director of Assessment meets monthly with the Provost to discuss progress on assessment and other related issues, and OIR's Executive Director and the Director of Assessment, with the VP for Planning and Administration, hold semester meetings with the President.

Standard 2, Recommendation 3: ***"Specific goals and learning outcomes should be made readily available to all constituencies".***

AUC's Response
The university's learning outcomes and strategic goals are available on AUC's website. [12,13] Completed assessment plans from all academic programs and academic support and administrative units are posted on OIR's website. In addition all program, administration and unit outcomes are also listed on AUC's assessment website.[14] Academic departments are encouraged to list their program learning outcomes on their website, on their course syllabi, and in all print materials related to their programs.

In addition, the University Senate promulgated a policy in Spring 2009 on course syllabi[15], that states that course learning outcomes must be included on all course syllabi and distributed to students during the first class meeting. At the start of the 2011-2013 planning and budgeting cycle in October 2009, the university held an open community meeting hosted by the President, Provost, Vice President for Planning and Administration and other senior administrators to launch a planning and budgeting process that more closely integrates planning, assessment, and resource allocation. At that time, the community was reminded about the university six strategic goals and the university's vision for each of those goals. A podcast of the kickoff meeting, along with the presentation, is available online[16]. Following the kick-off meeting, members of the university's new Long-Range Integrated Strategic Planning and Budgeting Committee met with each of the primary budget areas to communicate the goals and answer budgeting questions related to their areas. In addition, the goals

[12] Appendix 10, page A30, for the "University's Learning Outcomes" URL
[13] Appendix 4, page A25, for "AUC's Mission and Strategic Goals"
[14] Appendix 11, page A30, for the "Assessment Plans and Reports" URL
[15] Appendix 12, page A31, "University Policy on Course Syllabi Spring 2009"
[16] Appendix 8, page A30, for the "Planning and Budgeting Website" URL

are available on the university's new planning and budgeting website,[17] and are also available on a new blog that the university has created,[18] to provide the community with an opportunity to add their comments and insight into what AUC needs to do to achieve these goals. Additionally, the university held in Spring 2010 a series of panel discussions around each of the six strategic goals, to once again provide the AUC community, as well as interested parents, employers, and alumni, with the opportunity to brainstorm and discuss directions and strategies to achieve these goals.[19]

Standard 2, Recommendation 4: ***"The long-range plan should exhibit more consistency from year-to-year."***

AUC's Response
The university has revised its long-range planning and budgeting process to strengthen the integration between budgeting, planning, and assessment. The revised long-range planning process is designed as a rolling three-year strategic plan, with staff resources allocated to track initiatives, and the approval process and then to provide reports to departments. Focus groups will be held in the spring each year to provide the community with opportunities to provide feedback on the process and suggest improvements. With the exception of expected minor improvements, the university will repeat the planning process each Fall, providing departments with copies of the prior year's approved budgets and initiatives for their revision and update.[20]

All planning communications, deadlines, forms, presentations, and official communications are available on the Planning and Budgeting website.[21] The university has significantly streamlined the submission process so that all submissions and forms go to a single point of contact, rather than multiple offices. In addition, the university developed a single point of contact, planning@aucegypt.edu, for all questions and concerns related to planning, budgeting, or the assessment process, with a promised 24-hour response time. Moreover, the university requires departments and units to update initiatives when planning and budgeting decisions are finalized.

Standard 2, Recommendation 5: ***"Outcomes assessment should be more closely related to planning and resource allocation at the institutional unit levels."***

AUC's Response
All new planning initiatives are linked to department or unit objectives as well as to AUC's strategic goals. These unit and departmental objectives must include benchmarks for assessment. In addition, the university has stated that no new planning initiatives will be considered unless the department or unit has an approved assessment plan on file with the Office of Institutional Research. Departments and units are required to file assessment reports each year with their area head and with the Office of Institutional Research and are expected to use the results of assessment as evidence for decisions regarding staffing, new initiatives, and allocation of resources. In addition, the university has implemented a systematic schedule and program reviews for both academic and administrative units, department self-studies and academic support units. These self-studies, which include an external review component, will be critical inputs to the strategic decisions the university will make in planning and budgeting.[22,23,24]

[17] Appendix 13, page A32, for the "AUC's Mission and Strategic Goals" URL
[18] Appendix 9, page A30, for the "Future Talk Blog" URL
[19] Appendix 5, page A26, for an example of the handouts distributed to audience members during the Planning Forum
[20] Appendix 14, page A32, for the "Timelines, Matrix and Planning and Budgeting cycle"
[21] Appendix 8, page A30, for "Planning and Budgeting Website" URL
[22] Appendix 15, page A33, for the "Guidelines for Academic Program Reviews"
[23] Appendix 16, page A40, for the "Guidelines for Administration Unit Reviews"

Standard 2, Recommendation 6: ***"The Team recommends that these be met and shown in the monitoring report due in two years."***
AUC's Response
Recommendations 1-5 are reported in this monitoring report.

Standard 3: Institutional Resources

Standard 3, Suggestion 1: ***"With its move to a new campus, the university should review its current salary structure for its faculty and staff. As of May 2007, only the instructor rank had reached the benchmark goals. The university may want to change its current salary plan to be more in line with regional competition. With the workday being changed for staff employees when the new campus is opened, the university needs to make sure that staff salaries are also in line with regional competition."***

AUC's Response
AUC is committed to providing competitive salaries and benefits to both its faculty and staff. In 2008, the Provost and the University Senate commissioned salary studies to examine faculty opinions and satisfaction. Using the results of the Faculty Survey and input from various task forces, the Senate, the Provost and the Board of Trustees are currently examining faculty classification and compensation and benefit structures to align with best practices and ensure the university remains competitive to attract and retain high-quality faculty, one of the university's six strategic goals. The university is concurrently examining competency measurement, training needs, salaries and benefits for its staff and ensuring that the hours of operation of the university meet the needs of the community. In 2009, AUC extended its hours to 4:30 pm to improve our ability to serve our students, particularly graduate students. To reduce the impact on staff, the university has allowed offices to permit flexible working hours while ensuring offices remain open and functional throughout the extended work hours.

Standard 3, Suggestion 2: ***"The university has moved its legacy system to the SAP Enterprise Resource Planning software. The implementation has been a difficult process for many members of the campus. The university needs to invest resources where needed in order to make the system meet the needs of campus users."***

AUC's Response
AUC is committed to effectively operating its administrative systems within a SAP environment. Since late 2007, AUC has been working with Hewlett Packard to assess the entire system and to make the necessary improvements. Given that the initial implementation was not as effective as planned, the volume of issues to resolve, and the limited time available to make changes, this project will continue well into 2010. The university is working to recruit additional IT staff that has the necessary skill sets to support a SAP environment in the long term. Recent budget requests from IT include resources to improve SAP functionality.

[24] Appendix 3, page A20, for the "Assessment and Program Review Schedule"

Standard 3, Suggestion 3: ***"The university has a long-term strategic plan, however, the assumptions for additional expenditures necessary to operate the new campus is vague. When the university next updates its strategic plan, AUC should identify the additional resources (both human and financial) necessary to operate the new campus facilities as well as provide the necessary academic and student services to support the mission".***

AUC's Response
AUC has a three-year financial plan that aligns with the strategic goals of the university. All financial assumptions (both revenue and expense) are explicitly named, and there is an ongoing measurement process to ascertain the accuracy of its assumptions. As part of its updated campus strategic plan, the university is developing strategic plans for areas identified as critical on campus, including finance, human resources, information technology, assessment, and institutional advancement. Since the opening of the New Cairo campus in 2008, the university has used various measurement processes (including surveys) to assess the adequacy of services, including food services, transportation, and other aspects of campus life. These assessments have provided assistance and direction to improve both academic and related support services. Additionally, the university's revised planning process provides greater opportunity for community input into determining campus priorities for funding.

Standard 3, Suggestion 4: ***"The university needs to identify benchmarks and financial ratios to be used in its strategic planning process as a means of measuring and accessing institutional resources required to support its mission".***

AUC's Response
The university is currently developing a set of dashboard indicators to monitor its progress towards the goals in its strategic plan. A working draft of the dashboard is available.[25] In addition, the Associate Vice President for Finance, a position created during the 2008-2009 academic year, is working closely with all departments reporting to the Vice President for Finance to develop an extensive set of indicators and controls for their individual functions.

Standard 4: Leadership and Governance

Standard 4, Suggestion 1: ***"Middle States requires formal self-assessment of key governance bodies. It is suggested that the Board of Trustees establish a formal self-assessment. The Board may want to have a consultant to assist them in establishing such a process".***

AUC's Response
The Board of Trustees completed a self assessment in line with the best practices recommendations of the Association of Governing Boards of which it is a member. A summary of the Board's self assessment process is presented here:

"The Board conducted a self-assessment in 2008-09 in conjunction with the Association of Governing Boards of Universities and Colleges (AGB). A lengthy questionnaire, designed with input from trustees, senior administrators and an AGB facilitator, solicited evaluative information from the Board and senior administrators concerning a wide range of topics such as: AUC's mission and its role in developing policy and decision-making for AUC; long range planning; the relationship of the Board with the President and senior administrators; Board responsibility for fiscal matters, fund raising, and academic programs as well as orientation of new Board members and

[25] Appendix 6, page A27, for the "Dashboard Indicators"

Board practices and procedures. The results were processed and analyzed by the facilitator and a report was presented to the Board at its February 2009 meeting. The Board utilized the results of the survey and decided to implement changes on several fronts. The Board focused on the mission statement and decided to update it. A college-wide process, led by the Provost and Faculty Senate, resulted in a new mission statement appropriate for AUC. The Board revised its orientation policy to better inaugurate new Board members. Internal meeting procedures of the Board have been implemented, including the adoption of a consent agenda to streamline Board meetings. The Board has engaged in several discussions concerning its role. Since the dissemination of the survey results, the Board continues to examine its role at AUC. It is expected the evaluative process will occur in the next three year planning cycle."

Standard 4, Suggestion 2: ***"Based on interviews and documentation, there were indications of issues with transparency and communication. Two examples are the unexpected inclusion of a recommendation to begin an executive business program and a lack of transparency with the process of establishing a student's Bill of Rights. It is suggested that senior administration work more diligently in communicating to their constituencies about initiatives or actions that might impact them at the idea generation stage."***

AUC's Response

Interviews with senior administrators revealed they are aware of faculty concerns about the issues of transparency and communication. Results of the 2009 Faculty Survey confirmed these concerns. The President, Provost, and Vice President for Planning and Administration have made commitments to improved transparency. During the past two years, the university has made significant strides in making available meeting minutes, survey results, policies, and other documents on AUC's website. An example is the university's handling of the relocation process from downtown Cairo to New Cairo, which included the designation of "move captains" for each department to coordinate logistics and respond to concerns along with the development of communication tools like a frequent newsletter for information and announcements and a website. Another example is recent H1N1 health alert, where the administration sent out frequent emails to the university community, established a website [26] and held open information sessions with health care and government officials. Recent initiatives aimed at increasing transparency and communication includes holding regular university forums open to all. These forums are attended by all levels of university faculty and staff and provide dialogue and feedback between participants and senior administrators.

Standard 4, Suggestion 3: ***"With close to 45,000 students and almost 10% of tuition revenue is a critical part of AUC. The academic courses and programs offered, although non-credit courses and professional certificates are granted based on Middle States standards, these courses should still be consistent with the mission and should meet the appropriate standards. It is suggested that AUC create a formal process to allow for faculty review of course offerings and certificate programs".***

AUC's Response

The School of Continuing Education began a review in 2006 under the auspices of the International Association of Continuing Education and Training (IACET) and expects to meet all IACET criteria. Also, the SCE, formally under the auspices of the President of AUC, is now placed under the Provost's Office, and is a part of the regular academic review cycle. It is scheduled to undergo a self-study in 2011-2012. In addition, SCE courses are currently being vetted and reviewed through the regular University Senate process. A new Dean was hired in Fall 2009 to provide leadership to these efforts.

[26] Appendix 17, page A46, for the "H1N1 Website" URL

Standard 5: Administration

Standard 5, Suggestion 1: ***"AUC's provost is leaving at the end of this academic year. The provost has been involved with this institution for over a decade as provost and has a tremendous amount of institutional knowledge. It is suggested that there should be some transition period to assist the incoming provost, especially in light of the institution's move to the new campus".***

AUC's Response

The Provost's search was an effective process and the transition was smooth. The position was announced in reputable journals and was followed by a committee formed of representatives from the Schools, one member and the Secretary of the Board of Trustees, as well as the outgoing Faculty Senate Chair. The search was also assisted by a professional search firm. More than 30 applications were received resulting in a short list of 12 applicants. The applicants were interviewed either in the New York Office or in Cairo. The top four candidates were invited to visit the campus and had discussions with faculty. The candidate selected received a high level of acceptance from the community and was also an AUC Board of Trustee member. The new Provost paid several visits to the university before formally joining AUC in Fall 2008. To further ensure a smooth transition, the outgoing Provost was invited to remain at AUC for one semester in a consulting capacity to make sure that relevant and pending issues were addressed.

Standard 6: Integrity

Standard 6, Suggestion 1: ***"The MSCHE team suggested more consistent practices for handling academic integrity cases. AUC has also identified that in the self study as an area where an improvement is needed. For a number of years, two entities have operated at AUC in the domain of academic integrity. The first is the Council for Academic Integrity that aims at strengthening and promoting the understanding and implementation of academic integrity concepts, attitudes and behavior at AUC, and establishing an effective vehicle for continuous assessment and evaluation in this regard. The second is the Academic Integrity Committee that handles cases of violations and provides recommendations to the Provost on actions taken. Both of these entities include faculty, students and staff."***

AUC's Response

With the aim of promoting awareness within the faculty and achieving more consistency in handling integrity issues, including violation cases, Council members visit the university's schools, presenting and discussing the status of academic integrity at AUC, and obtain feedback from faculty with regards to opportunities and challenges in this regard. During the 2009/2010 academic year, visits to selected departments are planned in order to widen the scope of these discussions. Council members publish and review awareness materials and website links continue to play an active role in the orientation of new faculty and students joining AUC.

In addition to these efforts to promote student awareness and address the constantly changing student body, a campus-wide awareness campaign is underway and there is stronger involvement from the student body in promoting and maintaining academic awareness. In this respect, the Council contributed to an awareness campaign organized by the student body during 2008/2009, and continuously coordinates these activities with the Office of Student Affairs. In addition, the Council conducts academic integrity tutorial sessions for students, and the Council is entrusted to review AUC's policies on Academic Integrity to provide recommendations. The Council members are active in communicating AUC's efforts with regional universities as well as the international community through its active membership in the Center for Academic Integrity at Clemson

University. Recently, the Council restructured and updated the academic integrity website to include more information for students and faculty, including the AUC Code of Ethics, mutual responsibilities, best practices for minimizing breaches to academic integrity, and different agreement forms.[27]

The Academic Integrity Committee continues to investigate violations. In this activity, committee members communicate to Council trends and patterns of violations to be addressed in the awareness campaign throughout the year in order to ensure due process and fair treatment. Endorsed by the Senate in academic year 2008-2009, the evaluation process of the faculty includes a section that covers commitment to academic integrity values and practices. In 2008-2009 the Senate also approved a policy for syllabi that requires a statement on academic integrity be included on all syllabi.[28]

Standard 7 and 14: Institutional Assessment and Assessment of Student Learning

Standard 7, Suggestion 1: ***"The team suggests that consideration be given to establishing a committee of faculty perhaps even co-chaired by a faculty member and the Executive Director in order to provide more faculty input into the student and program assessment system."***

AUC's Response
AUC is currently organizing a university-wide assessment committee with significant faculty leadership. Committee membership will consist of faculty representation from all schools and disciplines. The committee will be given technical advice and support from the Director of Assessment and OIR's Executive Director. The committee will also seek input from senior administrators, student affairs, enrollment management, and other key stakeholders and is expected to hold its first meeting in Spring 2010.

Standards 7 and 14, Suggestion 2: ***"The lack of a systematic assessment was flagged in the Periodic Review Report (PRR) in 2003. The reviewers of the PRR noted that AUC had made significant strides in putting into place a process of outcomes assessment but regular assessment was not yet happening. Between 2003 and the date of this visit there has been limited progress on implementation of the complete assessment system. It is suggested by this Team that the assessment schedule be accelerated such that all programs have assessment underway within the next two years. It is particularly important that assessment results be used to inform practice".***

AUC's Response
Nearly all units, academic, academic support, and administrative units have developed formal assessment plans.[29] Those units whose assessment practices were not systematic are now implementing formal assessment plans. In addition, the university has continued to expand its assessment of institutional effectiveness and learning outcomes through the implementation of NSSE (February 2010), ETS major field test, ETS MAPP test, UCLA's CIRP survey and FYE survey, including surveys on transportation, food services, faculty work/life, and international student exit surveys.

The results of all surveys are used to make changes to programs and services the university offers. For example, the results of the transportation survey have been used to direct and increase training of

[27] Appendix 18, page A46, for the "Academic Integrity Website" URL
[28] Appendix 12, page A31, for" University Policy on Course Syllabi Spring 2009"
[29] Appendix 11, page A30, "Assessment plans and Reports"

drivers, revise bus schedules and routing, improve lighting in parking areas, add wireless connectivity to buses, and other changes and improvements. The results of the faculty work/life survey, administered to all full-time faculty, is currently being used to inform the work of several task forces charged with revising faculty compensation, job classification, merit pay, promotion and tenure criteria, and other issues highlighted in the survey. The university intends to repeat this survey, or a similar survey instrument, every three years. The results of the biannual international student exit survey have been used to introduce new programs, such as OneAUC and faculty-student mentoring programs to address issues and problems facing international students at AUC. The results of these surveys have been communicated to all relevant offices, and those offices are being held accountable for reporting how results have been used. In addition, reports and presentations have been made available online to the entire community.[30]

The university has been successful in laying a stable foundation for the institutionalization of a culture of assessment on campus. Units and programs throughout the university are increasingly drawing on the resources the university has made available, including teaching enhancement grants, the Director of Assessment, the Office of Institutional Research, and the Center for Teaching and Learning, to hold workshops and develop meaningful course-level assessment, program assessments, innovative teaching methods, student portfolios, and other assessment tools. Best practices in assessment are being communicated across campus through seminars and workshops and the assessment e-newsletter. In addition, the university intends to award a "Best Practices in Assessment" award starting in Spring 2010.
AUC's assessment plan is adjusted to reflect the accelerated schedule and was revised for the 2009-2013 period.[31]

Standard 8: Student Admissions and Retention

Standard 8, Suggestion 1: *"We suggest AUC give some consideration to the benefits of a more interactive admissions search process for all students. Review of admissions search process".*

AUC's Response
The Office of Undergraduate Admissions is currently undergoing significant restructuring of admission process, its criteria, timelines and workflow. In an effort to create a more diverse pool of qualified students, and to have additional determinants of academic achievement such as leadership, civic engagement, and athleticism, revised admission criteria are currently under development.

Summary Revised Admission Activities and Criteria
1) All students submit two short essays; the first essay describes their expectations of an AUC education and the second essay discusses their personal, academic, and extra-curricular accomplishments.
2) Earlier application deadlines will be implemented to allow time for the additional evaluations of student applications. Students will not be admitted until final receipt of their diploma certificates. The latter stipulation is a requirement of the Egyptian Ministry of Higher Education.
3) Face to face interviews will take place for students that traditionally are not considered "academically strong" candidates but show strong "soft skills" that can be communicated during the interview.

[30] Appendix 19, page A46, for the "Institutional Surveys Website" URL
[31] Appendix 3, Page A3, for "Assessment of Student Learning and Institutional Effectiveness"

The admissions interview process and new admissions process are planned for Fall 2011. These activities will be implemented after review and consultation with the University Senate and the Senior Administrators Group.

Standard 8, Suggestion 2 ***"The Self-Study noted concerns about the number of student entering AUC with deficient English language skills that placed a "burden" on the remedial English staff. On the site visit we learned that English language skills test scores would now be among the academic selection criteria and not merely a matter for placement. While AUC took a reasonable approach with the non admission of such students, we suggest augmenting the remedial English staff would be fruitful as well. Update on developments in English language skill testing used as criteria for admissions, increase in admissions scores, hiring of new ELI staff."***

AUC's Response
Concerns about students with weak English language proficiency and the subsequent impact on English and Rhetoric faculty assignments are addressed by AUC in its admissions reforms. Addressing these concerns in Fall 2008, AUC now requires English language proficiency as an admissions criterion instead of only a language placement consideration. This reform affected the distribution of our incoming students in remedial English courses.

For example, the Office of Enrollment Management found an increase in the Rhetoric and Composition scores from 10% to almost 28% between 2007 and 2009. These findings informed AUC decision makers, while developing this new criterion, not to exclude students that come from the Egyptian public school system given past findings that show students from the Egyptian public school system, have weaker English proficiency ability.

This policy adjustment was also taken in order to evaluate these highly desirable students that may have had slightly weaker English scores but had a high percentile ranking for their Egyptian High School Diploma. AUC is committed to maintaining our policy of admitting a diverse student body while adding additional admission weights to the set of academic skills under consideration. These criteria should increase the overall English proficiency level of our incoming students.

Given the considerably lower number of students with ELI 98 and ELI 99 placement scores, the remedial English faculty load has been reduced considerably over the past two years. AUC feels that if this trend continues, it will decrease the number of students in ELI courses and increase the number of students in RHET courses. The university has also continued to recruit and replace vacant ELI faculty positions.[32]

Standard 8, Suggestion 3: ***"AUC seeks a stable, better managed and coordinated student enrollment process, with more structure, tighter admissions cycles and application deadlines, more standardized testing, and more input from students about their interior lives, such as an admissions essay. While AUC emphasizes the distribution of information to potential students, we suggest a relational approach would be more fruitful."***

AUC's Response
AUC seeks to implement a better managed student enrollment process with an improved admissions cycle, application deadlines, including standardized testing with more attention given to students' personal experiences as reflected in the admissions essay.

[32] Figure 1, in Appendix 20, page A47, for the "ELI Placement Scores 2007 to 2009"

AUC is currently embarking upon a substantial redesign of its admissions' criteria, admission processes and admissions' timelines. This course of action is being adopted to include an accurate set of indicators that will inform the admission decision process. AUC is assessing ways to capture the nuances of 'personal reflection' in the student's application that should allow an evaluation consideration that is more balanced and is a sharp contrast to the past evaluations that placed 100% of the admissions' criteria on only English testing scores.
AUC's mission continues to emphasize integrity, leadership, civic engagement, and inter-collegial and intra-mural athleticism and other non-academically quantifiable skills.

To re-state the process, students will write two short essays, and evaluation of these essays will serve to assess the students' additional set of skills. The essay questions developed and evaluated by faculty will focus on the constructs of personal integrity, motivation, and leadership. Additionally, earlier deadlines for the admissions application process will be implemented by Fall 2011. The earlier deadlines, similar to those found in the US institutions, will allow the Admissions Office to accurately evaluate students using the additional criteria.

Standard 8, Suggestion 4: ***"Retention was a concern expressed in the Self-Study, yet figures for retention, term-to-term persistence and perseverance to the degree were scarce in the Self-Study and during the site visit. The Factbook 2007-2008, published by IPART, provides data on retention and other enrollment Management concerns but while the numbers are reasonable for a selective institution, they are not benchmarked with other comparable or competitor institutions. Along with general concerns about the number of students retained, there was a specific suggestion that retention is inflated by the retention of students "who should not have been allowed to continue their studies at AUC," based on their academic performance. Student affairs staff, though, suggested academic probation support programs were successful alternative to suspension. AUC should continue to monitor retention rates and institute procedures and useful tools to measure student admission and retention strategies to student performance strategies. Clear benchmarks should be instituted and goals should be set that can be documented, analyzed and used to create processes that will allow for greater student retention."***

AUC's Response
Student Affairs staff will monitor student retention rates in collaboration with OIR each Fall and Spring semester. The AUC provost recently commissioned OIR to develop a Peer Profile Analysis of similar institutions in the US along with one regional peer institution. OIR shared the institution's profile with the Office of Student Affairs. Student Affairs will compare IPEDS retention rates of the US institutions to AUC's voluntary IPEDS reporting activity. AUC will also compare retention rates of the regional peer institution using the institution's Factbook compared to AUC's Factbook. This data will be used to inform practice in student placement, student advising, and other student support services. These findings will be updated annually and reported to the SAG and Board of Trustees.[33] In addition, student retention and graduation rates are reported on the university's dashboard indicators.[34]

[33] Appendix 21, page A48, for the "Peer Profile Analysis"
[34] Appendix 5, page A26, for an example of the handouts distributed to audience members during the Planning Forum

Standard 9: Student Support Services

Standard 9, Suggestion 1: ***"In light of the discrepancies between the representation of these areas in the Self-Study and the reality on the ground discovered in the site visit, we suggest this staff be given more visibility and a stronger voice and the move to the new campus would be the time to do it."***

AUC's Response

Visibility of the mission and vision of Student Affairs has improved but more is needed to educate both students and faculty about their work. The visibility of student support services is also improved by the appointment of an Associate Vice President for Student Life and an Associate Vice President for Enrollment Management, both members of the Senior Administrators' Group. The new AVP for Student Life and other administrators in Student Affairs have increased awareness on campus about the activities that are carried out by Student Life and the other departments in Student Affairs. The new campus has provided Student Affairs with a foundation and platform for a more visible presence and expanded programs.

In addition, the state of the art sports facilities on AUC's new campus are providing Student Affairs with new opportunities to engage the university community. The Sports Center is open seven days per week during the academic year. Facilities include indoor training and aerobics rooms, martial arts, table tennis and squash as well as a large gymnasium for basketball, volleyball and handball. Outdoor areas include a 400 meter track, six tennis courts, an Olympic-size swimming pool, two outdoor basketball/football courts, two volleyball courts and grass fields for use by AUC teams. Recreational activities and options to learn beginning skills are offered during the year through clinics and sports days, and AUC has a number of competitive sports teams which compete against universities in Egypt and the region.

Standard 10: Faculty

Standard 10, Suggestion 1: ***"Although AUC has increased the size of its full time faculty, it needs to continue to recruit high quality faculty to meet the needs of current students (both full time and part time as student enrollment are now roughly double what they were in 1987; they have more than quadrupled in the area of continuing education). Recognizing the various difficulties in recruiting qualified faculty, the Team suggests that AUC strive to recruit some of the best performing part time faculty into the ranks of full time."***

AUC's Response

In line with the university's strategic goals regarding the recruitment and retaining of high-quality faculty, and to meet the needs of the increasing number of current students, 22 new faculty positions were added this academic year. The Board of Trustees initiated a Faculty Development Committee that will maintain and enhance AUC's competitive edge in recruiting, retaining, and developing a world-class faculty. In addition, the university is in the process of converting the most effective part-time faculty into the ranks of full-timers.

The School of Continuing Education was reorganized and is now reporting to the Provost. This restructuring activity is taking place to reflect the changing needs of students. The quality of the programs was enhanced and appropriate measures are in place for guiding students.

Standard 10, Suggestion 2: ***"Reaching the heights of excellence aspired by the university community will require vision, initiative, tenacity, and resources, but will also necessitate significant change in management process and supporting systems. The merit base to salary adjustment is certainly one example, but a significant commitment to investing in the professional development of all faculty and staff is needed. Current initiatives in this area are commended but will require a significant increase for maximum impact."***

AUC's Response
The university's mission statement was approved by the Board in May 2009. To supplement the integrated planning process already in place, the Board of Trustees launched three new planning committees focusing on Strategic Positioning, Faculty Development and Community Outreach. The Provost is initiating guidelines and a new system for periodic review of all academic units, over a strategic planning cycle of six years. On the administrative side, the university is currently developing long range plans for information technology, human resources, facilities, as well as institutional advancement and finance. With the proper resources needed to achieve our goals, the university will ensure the development and implementation of structures necessary to promote and reward professional excellence. The university is moving towards the implementation of a merit based salary structure. A professional development committee for staff also in place and significant efforts are being made to improve training and development of staff.

Standard 10, Suggestion 3: ***"The generous but competitive offer to understand faculty for a one-semester pre-tenure leave award to faculty will benefit from establishing a well documented process for monitoring and assessment of its results. Also, there is a question as to whether such an option is given too late into the process of tenure. Possible the period right after the third year review may be another option as this will allow for a long period of assessment and for an early intervention to maximize chances for securing faculty."***

AUC's Response
Since the Spring of 2004 the university awarded 25 pre-tenure awards to faculty. Eight faculty members received tenure since that time and there are two tenure considerations for 2009-2010. Seven faculty members left AUC without applying for tenure; three faculty that remain at AUC did not apply for tenure after receiving the pre-tenure award. One tenure petition was denied. Since Fall 2008 four faculty members applied for pre-tenure awards and it is likely they are preparing to apply for tenure. The entire pre-tenure award issue is presently under review and discussion at the Provost's Council meetings.

Standard 10, Suggestion 4: ***"The class portfolios option being considered as an additional course and instructor evaluation tool may also serve as an on-going, historic course portfolio mechanism, which is now an important requirement for professional accreditation (i.e. ABET)."***

AUC's Response
Recognizing the fact that AUC does not have a comprehensive approach to portfolio adoption, the Center for Learning and Teaching, along with OIR and interested academic departments, is launching an e-portfolio initiative using Epsilen.com to pilot the concept and encourage portfolios as course and program assessment tools. The university purchased the license for the course management component of the software this winter and is actively promoting its use throughout the university. These portfolios should allow students to present multiple examples of their course work and their academic development over time. Pre-tenured faculty will also be encouraged to maintain a teaching e-portfolio for documenting teaching achievements as well as for self-reflection and assessment. In addition, many of the largest departments at the university, including all engineering

programs, computer science, and business administration, maintain class portfolios as part of their professional accreditation requirements.

Standard 10, Suggestion 5: ***"It is noted that the percentage of non-Egyptian faculty as AUC has been declining. The university will certainly benefit from the development of an outreach and recruitment plan that will halt and hopefully reverse that trend."***

AUC's Response
AUC is committed to recruit and retain the most qualified faculty possible. AUC is adjusting search procedures to ensure advertisements are clear and appealing and that they are well-placed in appropriate American outlets. The university is committed to making these efforts yield a useful outcome of high quality faculty accepting AUC offers. Early evidence of our efforts is a well-credentialed group of 64 faculty with nearly 30 American citizens recruited in the US. We anticipate our efforts to aggressively recruit well qualified non-Egyptians will accelerate this trend.

Standards 11 and 12: Educational Offerings and General Education

Standard 11, Recommendation 1: ***"Ten years ago, MSA evaluation team noted that one of the major challenges facing AUC with regard to the core curriculum was that of recognizing the importance of teaching in the core program as equal to that in other disciplines. To date this challenge has not been fully met. This is mainly due to the fact that 40 to 50 percent of core curriculum classes are presently taught by part time faculty. The team highly recommends that AUC set aside sufficient funds to encourage the hiring of capable full time faculty to teach core curriculum classes. It also recommends that the university setup workshops to encourage faculty to change the perception that values research and teaching in upper-division courses much more highly than teaching in lower-division courses. While research and teaching in upper-division courses is commendable, the university needs to encourage its faculty to participate in the teaching of core curriculum as a way to advance in the tenure process and promoting excellence in teaching."***

AUC's Response
Over the past several years, the university undertook a series of measures to address the heavy dependence upon part time faculty in core curriculum courses. The first measure was a major reorganization of the core carried out in 2005-2006 and driven, in part, by the need to identify those categories of core curriculum where part time instruction was excessively high. Once this exercise was completed, the required categories of the core were adjusted with the goal of maintaining and enhancing core objectives, while more effectively matching them with available faculty resources. Second, the university recently introduced a merit pay system to create expanded opportunities for rewarding faculty that teach core curriculum courses both regularly and effectively. Third, the university established a set of new annual teaching awards to encourage and reward outstanding teaching at the undergraduate level and in general education, including the "Excellence in Core Curriculum Teaching" Award. Fourth, the university Core Curriculum Committee, which sets policy for and supervises the Core Curriculum, is devoting the 2009-2010 school-year to a thorough reconsideration of the core revisions carried out in 2006. A major objective of this process is to focus on how the university can more effectively involve its full time faculty in general education without weakening the strength of the university's undergraduate majors and graduate programs.

Finally, the university, on the initiative of President David Arnold, established a set of Core Curriculum Teaching Fellowships for the specific purpose of bringing outstanding young scholars to AUC. The principal goal of the program is to strengthen the teaching of introductory courses in the

humanities, social sciences, and natural sciences at AUC, to bring fresh ideas to "corps" faculty who teach this and other Core Curriculum classes. A secondary goal of the program, which was inaugurated in Fall 2007, is to provide these young scholars with a unique opportunity to acquire experience living and teaching abroad at a major international institution of higher learning. The fellows hold three-year, full-time appointments as visiting assistant professors, and by the terms of their appointments they are required to teach several introductory, freshman-level Core Curriculum courses in their respective disciplines every semester. The initial corps of Post-Doctoral Teaching Fellows consisted of six faculty, all of them funded by AUC itself, who took up their positions in Fall 2007. One year later their number was augmented by the addition of three new fellows, whose appointments were underwritten by the Mellon Foundation. Moreover, the corps of fellows, currently nine in number, will grow to ten in Fall 2010 with the appointment of an additional fellow funded directly by AUC. Regardless of discipline, all teach at least two core curriculum courses each semester. Moreover, the addition of the Core fellows to the body of faculty who teach core curriculum courses has not had the effect of "freeing up" current faculty from the burden of teaching core courses: the deans, at the direction of the provost, have carefully monitored teaching assignments to ensure that the core fellows represent a true increase in core teaching resources, not a replacement of teaching resources released from Core responsibilities to teach elsewhere.

The percentage of core teaching provided by part time faculty remains high (31% of all core curriculum classes in Fall 2008, 38% if intensive English and intensive Arabic classes are excluded from the calculation). The necessity of identifying ways and means of devoting more full-time faculty time to general education courses without undermining on-going undergraduate majors and graduate programs therefore remains a priority. However, the figures cited above represent a substantial improvement over the situation just five years ago. Moreover, examination of teaching assignments in Fall 2008 indicates that 36% of the total teaching hours offered by faculty with the rank of full professor consisted of 100-level and 200-level courses (most of which earn core curriculum credit), 27% of the total teaching hours offered by faculty with the rank of associate professor consisted of 100-level and 200-level courses, and 39% of the total teaching hours offered by faculty with the rank of assistant professor consisted of 100-level and 200-level courses (most of which earn core curriculum credit). Overall, 35% of the total teaching, more than one-third, offered by faculty of professorial rank consisted of 100- and 200-level courses. Moreover, many of AUC's faculty are members of departments that offer almost no 100- and 200-level courses consist of business and engineering faculty. This fact means that one-third to one-half of the professorially-ranked faculty in all other programs in Fall 2008 taught two 100- and 200-level courses. Consequently, while there is no question that AUC must continue to make substantial efforts to improve the quality of instruction in its core curriculum, the evidence indicates that AUC's current full-time faculty is increasingly committed to teaching at the core level.

Standard 11, Recommendation 2: ***"There is a perception among faculty and staff that the: quality of students entering the university is not as high as in past admissions. There is a general consensus that many entering students are weak in English composition and oral presentations and thus are unable to communicate effectively in English. The team highly recommends that AUC form a standing group of faculty, students and staff to address this important issue and make recommendations for improving the quality of the language skills of entering students and make this an on-going process throughout the curriculum. Writing across the curriculum would be a good start but much more processes have to be put in place in order for AUC to reach its goal on the six strategic themes of its long-range planning framework: Academic Excellence, Institutional Effectiveness, International Education, Service, Operational Excellence and Student Experience. The vision of the President to enhance the high quality of our liberal arts undergraduate programs while strengthening graduate programs and research capabilities in carefully selected***

fields would be greatly enhanced by improving the quality of the language skills of entering students."

AUC's Response

The university has taken several measures to address the question of the "quality of students" entering the institution. To begin with, it should be noted, as does the Middle States team, that the question is not so much a matter of the "quality" of admitted students *per se* as it is a matter of the English language skills with which admitted students enter the university. To this end, the following measures have been taken. First, the AUC Admissions Office has begun to include English language skill as one of the primary criteria for admission. Second, the reorganization of the core curriculum in 2006 placed greater emphasis on the development in English communication skills in all core curriculum courses and especially those taken by freshmen. A set of new courses designed specifically for AUC freshmen and their particular English language needs was developed during the period 2004-2006 by a group of faculty whose work was sponsored by a grant from the Mellon Foundation. These courses are now the cornerstone of a new freshman-level requirement in the humanities and social sciences, and they are inspiring other faculty to develop additional new freshman-level core courses in the humanities and social sciences. Third, a wide range of new and revised junior-level and senior-level courses emphasizing advanced English communication skills have been developed by AUC's Rhetoric department, the faculty of which also deliver the freshman- and sophomore-level English composition and communication courses that have always been a key component of AUC's general education program. The advanced Rhetoric courses have been included in the core curriculum and will provide AUC juniors and seniors with a wide range of new opportunities to enhance and improve their English language skills. Finally, as noted above, the Core Curriculum Committee is devoting the 2009-2010 school year to a thorough reconsideration of the core revisions carried out in 2006. Another major objective of this process is to focus on the requirements of freshmen and develop additional new approaches to enhancing their English language skills. Among other things, it is expected that a new freshman-level requirement will be introduced. This requirement will have only a limited set of options: a group of new courses each of which has been carefully designed to enhance students' critical thinking skills as well as their ability to communicate effectively in English.

It is still too early to determine what effect, if any, the current changes in the Core Curriculum have had in improving students' English language skills. There is evidence that the change in admissions criteria has already had a substantial impact, as the number of entering students assigned to the remedial English programs of the English Language Institute over the past two years has declined from nearly 60% of all admitted students in Fall 2007 to about 40% in Fall 2008 and 2009.[35] AUC's Office of Institutional Research is intending to field an assessment during the 2010-2012 year that will provide a benchmark evaluation of writing skills for future comparison.

Standard 13: Related Educational Activities

Standard 13, Suggestion 1: ***"Due to the superb efforts of the library staff, the Information Literacy course is clearly an important component of the students' education at AUC. It has been deemed successful based on the high percentage of the student pass rate and the course pre/post tests, done by library staff, used in assessing its impact. Although results from these tests have been useful to modify the course, a more thorough study, carried out in cooperation with the IPART, should be conducted to assess its effectiveness and role in the curriculum".***

[35] Figure 1, Appendix 20, page A47, for the "ELI Placement Scores 2007 to 2009"

AUC's Response
During Spring 2009 a library Task Force on Information Literacy Review was formed to study the program of information literacy at AUC, specifically referring to the LALT 101 course. The task force consisted of all members of Instruction Services, the Head of Research and Information Services and the Director of Public Services. The semester was spent researching IL literature in general and meeting for weekly discussions of these readings.

During Fall 2009 semester the taskforce reexamined the LALT course and its effectiveness as part of the core. The taskforce assessed the course including interviews with former students, statistics from 2008/2009, discussions with the Core administration, collaboration with OIR and evaluations of LALT instructors. Meaningful revisions are needed to allow the IL program to expand significantly beyond the LALT 101 course and offer more IL sessions to undergraduates in subject disciplines as well as to graduates.

Standard 13, Suggestion 2: ***"Related to the information literacy course, a specific software system has been identified as a candidate for adoption in order to raise awareness of and combat potential academic dishonesty, particularly in providing appropriate citations to existing work intellectual property. AUC should be commended for all such efforts and for its willingness to bring this sensitive issue to the surface as well as playing a very visible role in its deliberation outside its own boundaries. However, it is very important to devise a careful plan for the acquisition, deployment, and use of any technological aids in this area."***

AUC's Response
"Turnitin.com" is the plagiarism detection software adopted by AUC. It has been successfully implemented for the past four years to raise awareness of and to combat academic dishonesty. Turnitin.com is administered by the Center for Learning and Teaching. Many faculty members have received training and are using it successfully to educate our students and prevent and detect plagiarism.

Standard 13, Suggestion 3: ***"The subject of learning communities and residential life has come up in many meetings and settings during this visit, sometimes by AUC representatives and other times by the reviewing team. Many at AUC believe there will be shortage in student housing in the very near future. The availability of housing on the university's new campus is a key to forming a cohesive scholarly community, on what for now remains a remote and isolated location, and must therefore be readdressed."***

AUC's Response
The university's two student housing facilities, in Zamalek and in New Cairo, meet student demand for accommodation. As the university increases enrollment, the Office of Residential Life expects an increase in demand for the university's student housing options. This year current and former students are being surveyed to gather information about their preferences for campus living style. In early Spring 2010, Residential Life will submit a report to the senior administration outlining several options to consider for the future design of student housing. These options will address the questions of housing type and the location needed to attract and satisfy student needs and expectations.

Programmatic administration of Residential Life is under review and revision this year. The Resident Assistant/Resident Director program is being re-structured to improve recruitment, selection, training and evaluation of the para-professionals on the front line of campus living. Residential programming is organized each semester and includes lectures, cross-cultural activities, trips to historic Cairo and Egypt, and workshops to address sexual harassment and to promote community living. Residential

life has a strong history of programs, activities and community service projects that build community among the students. The administrative review currently underway, coupled with research on how to meet student demands in the near future, will culminate in the identification of proper facilities and a residential life program that supports learning and development.

Standard 13, Suggestion 4: ***"The Leadership for Education and Development Program is a great undertaking of AUC. The program will serve a total of 54 students annually. It is worthwhile to explore any possible avenues to go beyond the current grant now funding this program in order to attract many more of such students and maximize the impact of this worthwhile initiative".***

AUC's Response
AUC is proud of its Leadership for Education and Development (LEAD) program, its participants and alumni. To date, six cohorts have been admitted to the program and a number of students have successfully graduated. AUC is exploring possibilities in 2010-2011 of other similar partnerships to ensure program sustainability. In addition AUC has succeeded in securing another agreement with the Middle East Partnership Initiative (MEPI). The MEPI Tomorrow's Leaders (TL) program is a joint effort between the U.S. Department of State's Bureau of Near Eastern Affairs (NEA/PI) and AUC. MEPI TL provides educational opportunities to outstanding youth with leadership potential from different countries in the Arab World. MEPI TL offers these exceptional students the opportunity to pursue their undergraduate educations at AUC. To date, the program has successfully enrolled 14 students representing Palestine, Yemen, Iraq, Lebanon, and Bahrain.

The LEAD office is also seeking support from the AUC's Development Office (VP for Institutional Advancement) to secure fundraising opportunities. Additional strategies include seeking support for financial aid, student housing, and the study abroad program.

Standard 13, Suggestion 5: ***"The School of Continuing Education fills an important need for Egypt's and the region's economy. However, there is need to very carefully define its mission and role within AUC as to ensure avoidance of duplication with AUC's formal education and ensure rigor by involving the excellent academic expertise at the university in realizing its vision".***

AUC's Response
An element of the university's Strategic and Long Range Planning focused on ensuring that the School of Continuing Education becomes part of AUC's mainstream educational mission. Consequently, since SCE's restructuring in the Fall of 2006, a number of actions taken by senior administration have moved the School further toward this objective including hiring of a new Dean in the Fall of 2009. SCE also has membership on the Provost's Council that facilitates long range academic planning and reduces the risk that programs and service are duplicated. Because of this organizational realignment, the mission and role of SCE are now transparent to the entire university community.

Lastly the rigor of the School's programs benefits further from a process of self-study and review begun three years ago by SCE under the auspices of the International Association of Continuing Education and Training (IACET) to satisfy that organization's criteria for the awarding of continuing education units (CEU), an internationally recognized standard. SCE expects to fulfill all criteria for IACET accreditation by the end of the 2009-2010 academic year.

Conclusion

AUC's response to the Commissions' recommendations and suggestions were developed over several months facilitated and lead by a broad spectrum of academics, administrative, and technical professionals. Each Monitoring Report activity and written response to the recommendation and suggestion was reviewed and assessed for accuracy and supported with evidence and examples.

AUC continues to strengthen its capacity and commitment to implement the six strategic goals of 'Recruit and retain high quality faculty', 'Excellence in academic programs', 'International education', 'Service', 'Institutional effectiveness' and 'Operational excellence'. These goals were strategically integrated into the assessment, planning, and budgeting process and this report reflects evidence of this integration at many academic and administrative levels. The six goals also help shape academic plans and strategies to provide more effective learning outcomes and enhance the quality of faculty engagement with students inside and outside of the classroom. Finally, the Monitoring Report was a catalyst for AUC to marshal its energies, talents, and resources beyond to addressing each recommendation and suggestion that will serve AUC and its constituencies in the future.

Appendices

Appendix 1:

OneAUC Program Website:
http://www.aucegypt.edu/StudentLife/StudentServices/ISA/Pages/OneAUC.aspx

Appendix 2:

Joint Research Projects with other Universities

1. **International Programs Office**

List of universities of students' exchange with other universities:

United States: Exchange

1. Bard College, New York
2. Drexel University, Pennsylvania
3. James Madison University, Virginia
4. Penn State University, Pennsylvania
5. University of California
6. University of Colorado, Boulder
7. University of Massachusetts, Amherst
8. University of North Florida
9. Portland State University, Oregon
10. University of St.Thomas, Minnesota
11. University of Virginia, Charlottesville
12. University of Washington, Seattle
13. Washington College, Maryland
14. Washington & Jefferson College, Pennsylvania

Canada: Exchange

15. Concordia University, Quebec
16. Simon Fraser University, Vancouver

Europe: Exchange

17. University of East London, England
18. Bocconi University, Milan-Italy
19. St. Andrews University, Scotland
20. Sciences Po-France .

Asia: Exchange

21. Kansai Gaidai University, Osaka-Japan
22. Akita International University, Japan

Middle East: Exchange

23. American University of Beirut, Lebanon

List of Study Abroad Universities:

24. The American University in Washington,
25. SUNY -New Paltz, New York New Paltz
26. Boston University

AUC Partnerships with other international institutions:

1. Harvard University
2. Cornell University
3. Massachusetts Institute of Technology (MIT)
4. King Abdullah University of Sciences and Technologies
5. Oxford University
6. University of Cambridge
7. University of Pennsylvania's Wharton School

Office of Sponsored Programs (OSP) - External funds to AUC 2008- 2009

1. United States Department Of Education - University of Texas at Austin
2. University of Texas at Austin
3. Department for International Development, University of Sussex - Department for International Development/Sussex University
4. Department for International Development, University of Sussex
5. SP Technical Research Institute of Sweden

Assessment of Student Learning and Institutional Effectiveness

Plan 2008-2013

Executive Summary

There is a growing demand in higher education for systematic and thoughtful assessment of student learning and overall institutional effectiveness. Increasingly, institutions of higher education are being called upon to demonstrate that fiscal and human resources are being applied in ways that result in quality outcomes and that these outcomes are enabling the institution to achieve its mission. This document is a plan for strengthening the assessment of student learning and institutional effectiveness at AUC.

Assessment is a process of defining a program or unit's mission, developing desired outcomes, continuously monitoring progress towards those outcomes, communicating results, and using those results to make improvements. Assessment is an outstanding tool for faculty and administrators: at its best, it communicates expectations, provides feedback, engages students and staff in achieving desired results, and provides useful information to help improve learning and guide decision making and resource allocation.

In 1999, the Provost established a Long Range Planning Subcommittee on Assessment to develop a strategy for establishing a continuous process of assessment of student learning outcomes. Since that time, AUC has made a number of significant changes to strengthen assessment at AUC, and academic and administrative departments have become increasingly involved in conducting assessment. The university has used the results of these assessments to model student learning assessment to the rest of the university, to improve academic programs, and to make needed changes to improve student learning and support services.

OIR coordinates assessment activities across campus; provides resources including advice, training, and workshops; disseminates assessment information and best practices; and offers timely feedback on unit plans and reports.

During 2007-2008, AUC enhanced its focus on outcomes assessment, developing, revisiting and strengthening assessment processes in academic departments. In addition, the university took steps to augment and foster a culture of assessment on campus, improve the effectiveness of institutional surveys, and formalize assessment initiatives in academic support and administrative units.

During the second phase of this process, in 2008-2013, the university will complete the development and implementation of formal assessment in all academic programs and academic support and administrative units, will continue to build a strong culture of assessment at the university, will more closely integrate assessment with planning and budgeting, and will launch a number of new research initiatives designed to provide academic and administrative planners with information for planning and improving curricula, programs, and services. More particularly, the university will focus on assessment reporting and how assessment results are being used across campus for improvements. In addition, the university will continue to work to institutionalize a culture of evidence and assessment across campus, in part by highlighting and acknowledging faculty and administrators' assessment efforts and best practices, providing opportunities for faculty development, and developing and making widely available a knowledge base of assessment materials, plans, reports and other resources.

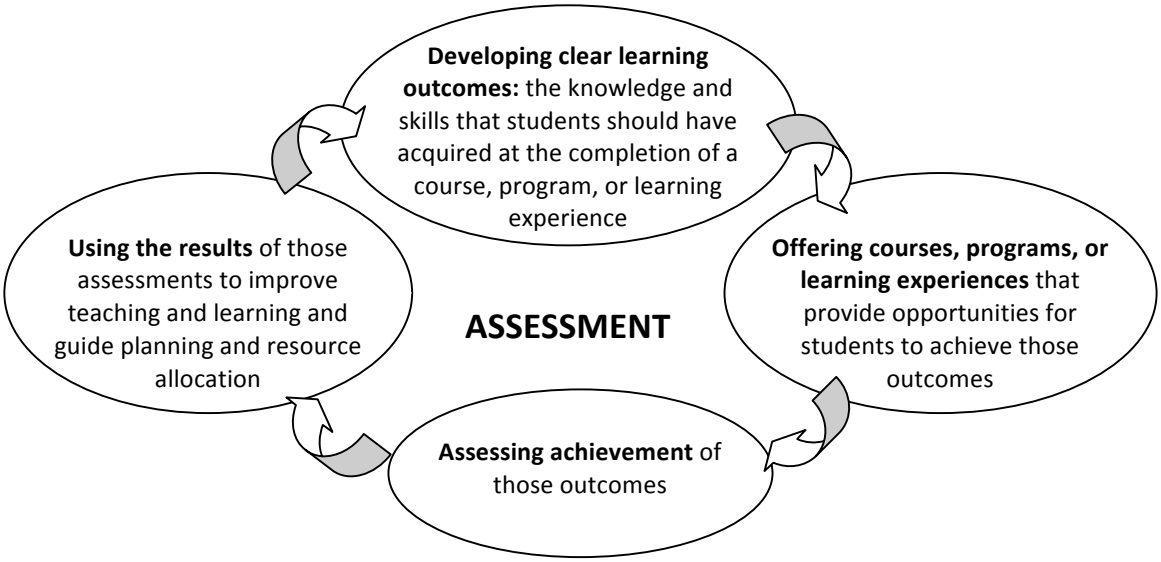
Introduction

This document presents a plan for assessing student learning and institutional effectiveness at the American University in Cairo.

The American University in Cairo is committed to a process of continuous improvement in the quality of its academic programs and its effectiveness as an institution, as described in its mission statement. AUC's assessment plan therefore focuses on improving student learning and providing effective and efficient levels of educational and social programming and administrative support to achieve its mission.

Definition of Assessment

Assessment is a continuous process of gathering, evaluating, and communicating information to improve learning and institutional effectiveness. Assessment involves defining a program or unit's mission, developing desired outcomes, monitoring progress towards those outcomes, communicating results, and using those results to make improvements.



Purpose

The goal of the assessment process is to improve student learning and enhance institutional effectiveness. Assessment provides evidence of how well the university is meeting its objectives and helps identify areas where improvement is needed. Assessment occurs at all levels of the university and is an outstanding tool for faculty and administrators to use to gather useful information to help guide decision making and resource allocation.

Rationale

This assessment initiative is the result of both external and internal drivers. The university is required by the Middle States Commission on Higher Education, AACSB, ABET, and other accrediting agencies to develop and implement plans for assessing student learning. Middle States also requires the university to develop and implement plans to assess the effectiveness of its administrative operations.

The university itself is committed to assessment as a tool to improve student learning, enhance the effectiveness and efficiency of its administrative units, highlight areas for improvement, and provide demonstrable evidence that the university is achieving its mission. In the current environment of

rapid change and increasing financial pressure, AUC recognizes the need for accountability to all of its stakeholders: students, faculty, staff, trustees, parents, governmental agencies, alumni, employers, as well as the local community and the region. Assessment data provides evidence to all of these groups that AUC is actively monitoring its progress towards its goals.

History and Background

In 1998, during the last re-accreditation cycle, the Middle States Commission for Higher Education recommended that the university prioritize the development and institutionalization of university-wide outcomes assessment. In 1999, the Provost established a Long Range Planning Subcommittee on Assessment to develop a strategy for establishing a continuous process of assessment of student learning outcomes. The following year, a parallel committee for assessment of supporting units was created. Both committees submitted reports in 2000 that were used to initiate university-wide assessment. The Subcommittee formulated a set of educational outcomes, written as core competencies and grouping them into personal/interpersonal, cognitive, preparedness for successful careers, and attitude/citizenship outcomes. In addition, the Subcommittee recommended a system of periodic program reviews for all academic programs, with a self-study and an external review component. The parallel committee for supporting activities recommended a similar process, based on broad processes rather than organizational units. The LRP Committee then created an Assessment Coordinating Council to coordinate assessment activity. The Council formed a steering committee to work with departments in developing and implementing assessment processes.

Since the last institutional self-study, AUC has made a number of significant changes to strengthen assessment at AUC; requesting a number of internal and external studies on institutional effectiveness, implementing program reviews and formal outcomes assessment in a number of academic departments as well as supporting units; training faculty and administrators in effective outcomes assessment; applying for specialized accreditation for academic programs; launching a review of the university's core curriculum; conducting student opinion, alumni, employer, and other surveys; centralizing coordination of assessment activities in a strengthened Office of Planning, Assessment, Research and Testing (OIR); and creating a new position of Director of Assessment to broaden and strengthen assessment across the university and promote the institutionalization of a culture of assessment at AUC.

The university has used the results of these assessments to model student learning assessment to the rest of the university, to improve academic programs, and to make needed changes to improve student learning and support services. Examples of these changes include standardizing and improving the process for new program development and approval; revising the core curriculum and adding a required capstone experience; and creating a "one-stop shop" to simplify the process of admissions and registration and increase both student and parent satisfaction.

During 2007-2008, AUC enhanced its focus on outcomes assessment, developing, revisiting and strengthening assessment processes in academic departments. In addition, the university took steps to augment and foster a culture of assessment on campus, improve the effectiveness of institutional surveys, and formalize assessment initiatives in academic support and administrative units.

During the second phase of this process, in 2008-2013, the university will complete the development and implementation of formal assessment in all academic programs and academic support and administrative units, will continue to build a strong culture of assessment at the university, will more closely integrate assessment with planning and budgeting, and will launch a number of new research initiatives designed to provide academic and administrative planners with information for planning and improving curricula, programs, and services. More particularly, the university will focus on assessment reporting and how assessment results are being used across campus for improvements.

In addition, the university will continue to work to institutionalize a culture of evidence and assessment across campus, in part by highlighting and acknowledging faculty and administrators' assessment efforts and best practices, providing opportunities for faculty development, and developing and making widely available a knowledge base of assessment materials, plans, reports and other resources.

Guiding Principles

The following principles are the foundation of the university's assessment plan:

- **Institutional Commitment:** The American University in Cairo is committed to establishing an assessment environment that encourages open reflection, supports innovation and experimentation in assessment methods, and promotes a culture of evidence in decision-making.
- **Primacy of Student Leaning Outcomes:** The process of improving our student's acquisition of knowledge, skills, abilities and values is at the core of the AUC mission. Assessment of student learning outcomes is therefore the university's priority in the development of an institution-wide assessment program.
- **Community "Ownership":** The involvement and support of faculty, faculty governance structures, administrators and staff are essential to the success of assessment at AUC.
    - Faculty members of each program shall have the primary responsibility for the development, implementation, and maintenance of assessment activities.
    - Clearly defined outcomes for each educational program shall originate with and be approved by the faculty who teach in those programs.
- **Multiple assessment measures:** Student learning should be assessed by both direct and indirect methods and quantitative and qualitative data to provide an informed, well-rounded, and accurate analysis.
- **Confidentiality:** Non-aggregated data gathered for assessment purposes shall remain confidential and shall be used only for the purposes of assessment.
- **A Secure Environment**: The results of student learning outcomes assessment shall not be used to evaluate faculty. However, demonstration of involvement in student learning outcomes assessment, the use of assessment results to improve teaching, development of new curricula based on assessment results, and other evidence of implementation of outcomes assessment in the classroom constitute important evidence of faculty commitment to improving teaching effectiveness.
- **Resources to Support Assessment:** The university shall provide resources to assist in the implementation of effective outcomes assessment, including financial support for faculty and administration training, institutional support for improvements in areas identified through assessment, and consideration of assessment activities in merit and promotion/retention/tenure decisions.
- **Open Access to Information:** Effective communication is critical to assessment success. Academic departments and units must communicate learning outcomes clearly and consistently in all communication materials. Course outcomes should be listed in individual course syllabi. When students understand what is expected of them and how their progress will be assessed, they become partners in the learning process.
    - Communication and collaboration between departments is also critical, particularly for interdisciplinary programs. Learning outcomes, departmental and unit

assessment plans and reports, as well as best practices are information that should be shared openly across campus to reward innovation, spread awareness and provide learning tools for others.

- **Simplicity:** Assessment should be simple, workable, and consistent with the university's mission.

AUC Mission and Strategic Goals

The AUC mission statement provides the foundation for the development of learning outcomes at all levels of the university, as well as the development of outcomes and goals for supporting service units.

The American University in Cairo (AUC) is a premier English-language institution of higher learning. The university is committed to teaching and research of the highest caliber, and offers exceptional liberal arts and professional education in a cross-cultural environment. AUC builds a culture of leadership, lifelong learning, continuing education and service among its graduates, and is dedicated to making significant contributions to Egypt and the international community in diverse fields. Chartered and accredited in the United States and Egypt, it is an independent, not-for-profit, equal-opportunity institution. AUC upholds the principles of academic freedom and is dedicated to excellence.

Strategic Goals 2010-2013

Goal 1: High-Quality Faculty

AUC will attract and retain nationally, regionally and globally-recognized faculty; provide the infrastructure to support world class discipline-based research, scholarship and creativity; advance research and innovation to address the challenges of the global society; support and sustain outstanding teaching; and promote multidisciplinary collaboration and the highest ethical standards.

Goal 2: Excellence in Academic Programs

AUC will promote excellence in learning and achievement of outcomes in and beyond the classroom; develop outstanding academic programs that meet national, regional, and international needs; and foster students' intellectual, cultural, and personal development to prepare students for lifelong learning.

Goal 3: International Education

The university will broaden the scope and enrich the quality of international education at AUC; develop outstanding academic, co-curricular, and extra-curricular programs that promote an understanding of international interdependence, cultural diversity, and consideration for values and traditions different from a student's own; strengthen efforts to attract more international faculty and students to AUC; expand study-abroad opportunities for AUC students; and increase the international reach of AUC's research and publishing programs.

Goal 4: Service

The university has longed served as a leader in service to Egypt and the region. AUC will continue to support and expand this role by strengthening and expanding its continuing and professional education programs, by increasing financial aid to students, by building research and service linkages with the broader community, and by graduating students who value service to their communities and to larger causes at the national and international level.

Goal 5: Institutional Effectiveness

The university will more closely integrate planning, assessment, and resource allocation; promote continuous quality improvement through our assessment efforts; and increase communication and transparency throughout the university.

Goal 6: Operational Excellence

AUC will develop and implement strategic plans for critical areas across campus to ensure that we have the human, financial, and technological resources we need to achieve our goals and will develop and implement structures to promote and reward professional excellence.

University Learning Outcomes

Using AUC's mission statement as a guide, the university's Long-Range Planning subcommittee on assessment developed a set of educational outcomes for students, to be used in the development and assessment of student learning. These outcomes, listed below, were later endorsed by the university's governance structure.

Personal/Interpersonal Outcomes

- Self awareness
- Ability to establish rapport
- Ability to work independently and in teams
- Leadership abilities
- Adaptability (Ability to adjust to new circumstances)

Cognitive Outcomes

- Oral and written communication skills - English and Arabic
- Critical thinking and problem solving skills
- Analytical and quantitative abilities
- Independent learning abilities
- Increase in knowledge
- Proficiency in the tools of learning and research competence (ability to gather and use information)
- Ability to bridge boundaries between disciplines

Preparedness for Successful Careers

- Job skills (professional methods of gaining knowledge - major specific)
- Ethical standards and professional conduct
- Use of technology and computers
- Ability to collaborate in a multicultural context

Attitudinal/Citizenship Outcomes

- Sense of responsibility to others and society
- Appreciation of Egyptian and Arab culture and heritage
- Cross-cultural knowledge and competence
- International understanding and sensitivity to other cultures
- Aesthetic awareness (the various modes of human artistic expression)
- Desire for lifelong learning

Because this process pre-dated the current assessment standards, many of the outcomes were not expressed in the current language of assessment. For that reason, these outcomes have been edited and organized into five logical groupings in the appropriate format as the university's key institutional learning outcomes for all students. These outcomes, which derive from institutional documents approved through the university's formal governance structure, provide a strong foundation for the development of departmental assessment plans.

Professional Skills

AUC graduates will synthesize discipline-based knowledge with a broad-based liberal arts education. They will be proficient in the tools of their discipline as well as the tools of research and learning; make decisions that reflect the highest standards of ethical conduct and professional behavior; and understand the importance of life-long learning.

Advanced Communication Skills

AUC graduates will be fluent in English and will be able to write and speak effectively in a variety of settings. AUC graduates will be able to communicate in Arabic, establish rapport in

groups, be adaptable to new circumstances, work both independently and in collaboration with others, and function effectively as leaders.

Critical Thinking
AUC graduates will be independent learners, adept at using current technologies to access information and applying strong quantitative, analytical, and critical thinking skills to analyze and synthesize complex information to solve problems.

Cultural Competence
AUC graduates will have an understanding and appreciation of Egyptian and Arab culture and heritage, as well as an understanding of international interdependence, cultural diversity, and consideration for values and traditions that may differ from their own. In addition, AUC graduates will have an aesthetic awareness of the various modes of human artistic expression and will be able to collaborate effectively in a multicultural context.

Effective Citizenship
AUC graduates value service to their local community and to broader causes at the national and international level.

These learning outcomes must be communicated widely across campus.

Organizational Structure

Assessment is an integral part of the university's strategic planning process, providing information on which to base decisions related to program and curricular development, prioritization of requests, and resource allocation. Because of this close relationship, assessment activities at AUC are located in the Office of Institutional Research and are guided by the university's Vice President for Planning and Administration in close cooperation with the Provost, President, and other senior administrators. In addition, the OIR executive director is a member of the Senior Administrators' Group, participates in budget hearings, and is a member, with the Director of Assessment, of the Long Range Integrated Planning and Budgeting Committee.

OIR provides coordination of assessment activities as well as offer training and workshops to faculty, administrators, and staff. The office reviews departments' assessment plans and reports and provide timely feedback, provides technical assistance as needed, consults with university committees and task forces, creates and maintains an assessment website and other assessment materials to assist departments in developing effective plans, communicates assessment results across campus, assists departments in developing surveys related to assessment, creates an assessment knowledge base for the university community, and promotes an assessment culture and best practices.

Individual departments and faculty members are responsible for ensuring that assessment of student learning in the classroom is taking place and providing meaningful results. Each department will appoint an assessment coordinator to collect, coordinate, and report on departmental assessment results. **Faculty members** are expected to:

1. Conduct classroom assessments in order to assess and improve student learning.
2. Share the results of classroom assessments with colleagues to discuss ideas and strategies to improve student learning.
3. Participate in planning and conducting program assessment and work with colleagues to improve program outcomes.

4. Cooperate with school and university-wide assessment efforts through providing documentation for institutional assessment and accreditation efforts and by allocating classroom time for student surveys and other assessments.

Responsibility for assessment is university-wide and is shared by the administration and staff as well as the faculty. The administration's role in the management and delivery of resources makes it a critical partner in effectively responding to the challenges and opportunities identified through assessment. **Administrators** are expected to:

1. Encourage and support outcomes assessment at all levels and in all units.
2. Facilitate faculty, program, and department changes recommended in response to assessment efforts.
3. Encourage cross-discipline dialogues and activities supporting assessment efforts and provide resources for the development of faculty skills in outcomes assessment and teaching effectiveness.
4. Support curriculum changes in classrooms and programs where challenges and opportunities have been identified through assessment activities.
5. Support the ideal of assessment information as a resource to guide improvements and not as a tool to evaluate faculty performance.[36]

The university's **Center for Learning and Teaching** is an important resource for faculty members to obtain skills in developing classroom assessment techniques as well as improving overall teaching effectiveness. The Center provides both short training courses as well as individual guidance.

Teaching Enhancement Grants are available to provide faculty with the resources needed to design, implement, and evaluate new modes of teaching and learning.

Through their leadership, **the President, Provost, Vice Presidents and Deans** promote a culture of evidence and institutionalize the integration of strategic planning, assessment, resource allocation, and governance.

Assessment of Student Learning

Assessment of student learning takes place at the classroom, course, program, and institutional levels.

At the classroom level – The classroom is at the heart of assessment of student learning. Individual course outcomes should correspond to department/program outcomes. Individual faculty members should conduct a wide range of assessments and are responsible for ensuring that course outcomes are being met. Course outcomes should be listed on the course syllabi. Examples of classroom assessments include Classroom Assessment Techniques (CATs) like Minute Papers and Direct Paraphrasing, projects, exams, homework assignments, and more. Resources for classroom assessment are provided by the Dean, OIR, and the Center for Learning and Teaching.

At the department level – Each department is responsible for determining its mission, learning outcomes and objectives, and assessment techniques. All academic departments have learning outcomes assessment plans in various stages of development and implementation.

[36] Assessment: An Institution-Wide Process to Improve and Support Student Learning. April 2000. College of DuPage. 2 April 2007 <http://www.cod.edu/Dept/Outcomes/AssessmentBook.pdf>.

At the university level, learning outcomes generally are not directly measurable. Most assessment occurs at the program level. The aggregation of these assessment results indicates the extent to which outcomes are being achieved across the university. In addition, the university uses a number of indirect measures of achievement of outcomes, including alumni and employer surveys, census data for graduation and retention statistics, course evaluations, and other measures.

Most academic departments at the university have developed mission statements and outcomes and are actively involved in conducting assessment. For others, the process is still relatively new. The task of the university in the coming planning period will be to institutionalize the assessment process across the university, revisiting departments currently conducting assessment to see where improvements can be made and working with departments newly engaged in the process to support their efforts to develop and implement an effective assessment plan. In addition, the university will work to institutionalize a culture of evidence and assessment at the university by revisiting its planning, decision-making and resource allocation processes to determine where closer ties need to be made to the assessment process; to support assessment efforts across campus; and to highlight and reward, in a risk-free environment, faculty and staff assessment efforts.

Goal/Outcome 1: All academic programs at AUC conduct ongoing and effective assessment of student learning and use the results of assessment to inform planning, decision-making, and resource allocation.

Objective 1.1: By the end of Spring 2010, all academic units will have outcomes assessment plans in place.

Strategy 1.1.1: Develop assessment materials in hard-copy and online forms. These will include an assessment guide, plan and report templates, examples, evaluative rubrics to provide feedback on plans and reports, online links to additional resources, etc.

Strategy 1.1.2: Ensure that all departments have appointed assessment coordinators to supervise and coordinate assessments efforts at the department-level.

Strategy 1.1.3: Meet individually with assessment coordinators to evaluate program assessment efforts and need for improvement, training, etc.

Strategy 1.1.4: Conduct training sessions/workshops as required for assessment coordinators and faculty.

Strategy 1.1.5: Enlist the active cooperation of senior administrators in promoting assessment efforts at the department level by meeting with deans and school councils as well as requesting statements of support from the provost and president at university forum.

Strategy 1.1.6: Ensure that all completed assessment plans are available on the OIR assessment website.

Objective 1.2: Beginning in Fall 2009, academic programs will conduct program reviews according to newly revised guidelines and a systematic schedule of report and feedback, in accordance with a six year assessment cycle (five years of assessment data followed by a program review in the sixth year).

Strategy 1.2.1: Develop and distribute guidelines and schedules, holding a series of workshops for individual schools, and make guidelines widely available online.

Strategy 1.2.2: Provide departments with data from Institutional Research, including student profile, faculty profile, enrollment, retention, and other data.

Strategy 1.2.3: The university will provide funding for external reviewers to review programs and units and give feedback on self-studies.

Goal/Outcome 2: AUC has a culture of evidence/assessment institutionalized at all levels of learning.

Objective 2.1: By the end of 2010, AUC will have made more readily available to all departments and units guidelines for planning and resource allocation that require evidence of assessment activity.

Strategy 2.1.1: Develop, as needed, revised guidelines for reporting, planning, budgeting, new program proposals, program reviews, etc. that explicitly require well-articulated mission statements and learning outcomes, evidence of assessment, and the use of results to inform planning, decision-making, and resource allocation.

Strategy 2.1.2: All guidelines will be available in both hard-copy and online, and the availability of these guidelines will be communicated to all departments.

Objective 2.2: AUC will provide opportunities for faculty development in areas of assessment and teaching effectiveness.

Strategy 2.2.1: Conduct, in cooperation with the Center for Learning and Teaching, a series of workshops open to all AUC faculty on assessment and teaching effectiveness.

Strategy 2.2.2: Conduct an annual assessment institute/workshop for faculty to highlight their assessment activities and successes. The first workshop will be held in 2010.

Strategy 2.2.3: Conduct a regional biennial assessment/IR workshop/conference, bringing a leading assessment expert as keynote speaker. The first conference will be planned for 2011 and a second in 2013.

Strategy 2.2.4: Encourage deans to make travel and conference funds available for faculty to attend workshops on assessment.

Objective 2.3: AUC will promote and reward faculty assessment efforts at all levels of learning.

Strategy 2.3.1: Communicate assessment guiding principles to all faculty.

Strategy 2.3.2: Regularly feature on OIR website best practices in assessment by AUC faculty and will give an annual “Award for Excellence in Assessment.” The award recipient will be selected by a committee to be announced. The first award will be given in 2010.

Strategy 2.3.3: Regularly feature on OIR website news and developments in assessment and will regularly update its links to online resources.

Strategy 2.3.4: Encourage faculty scholarship in teaching and learning by posting faculty research on its website and providing information about publishing opportunities.

Strategy 2.3.5: Communicate with faculty and deans that peer-reviewed research on teaching and learning and evidence of implementation of assessment in the classroom should be evaluated as part of annual faculty reports as well as promotion and tenure decisions. Work with Provost and Senate to define PPT guidelines to include these criteria.

Objective 2.4: AUC will promote transparency and the sharing of information across departments and schools.

Strategy 2.4.1: Make as much information as possible available online, including department assessment plans and reports, institutional surveys and results, policies and procedures, university fact-books, and other institutional research data.

Strategy 2.4.2: Encourage departments to post negative assessment results from which they learned valuable information as well as positive results to promote the idea of risk-free assessment.

Strategy 2.4.3: Encourage the sharing of information by posting faculty research on teaching and learning, highlighting best practices, and awarding the annual "Award for Excellence in Assessment."

Strategy 2.4.4: Work closely with Provost and senior administrators to promote the development and publication of university policies, procedures, guidelines, minutes, syllabi, and other important information.

Objective 2.5: AUC will appoint an Assessment Committee starting in Spring 2010 to provide leadership and guidance on university assessment efforts and advice on creating a culture of assessment.

Strategy 2.5.1: The first committee meeting will be held in Spring 2010. The committee will be co-chaired by the Provost and the VP for Planning and Administration, will work closely with the Long-Range Integrated Planning and Budgeting Committee and the Senate, and will be broadly representative of AUC's academic programs and administrative units.

After an initial year of planning and training, if required, each department or unit submits an assessment plan, developed in the specified format, to the Dean, with copies to OIR. Approved plans are posted on the university's assessment web site to create a knowledge base for the AUC community. The template used to standardize the format of these plans is available in downloadable format online here, on OIR's website, and in the OIR Assessment Guide.

Department assessment plans should include the following:

- Mission statement

- Program or School goals
- Key learning outcomes
- Assessment methods/measures for each outcome, listing the courses or experiences which provide students with the opportunity to achieve each outcome as well as the way achievement of each outcome will be measured
- Targets/benchmarks for each measure
- A listing of when each assessment will be conducted
- A description of who will review assessment results and how assessment results will be communicated
- Confirmation that program outcomes are communicated to students in departmental materials and course syllabi and are available on the department's website and that faculty members are receiving training in outcomes assessment. Every course syllabus should have a listing of course learning outcomes.

Each Fall semester, programs submit an annual report of the previous year's assessment activities and results to their Dean or Area Head, with a copy to OIR to provide timely feedback to departments. These results are used as input to budget planning and adjustments to the long-range plan. Templates of this report are also available for download from the OIR website.

Assessment reports closely follow the format of the assessment plan and should include the following:

- Mission statement
- Program or School goals
- Key learning outcomes
- Assessment methods/measures for each outcome, listing the courses or experiences which provided students with the opportunity to achieve each outcome as well as the way achievement of each outcome will be measured
- Targets/benchmarks for each measure
- Results and findings for each outcome
- A description of how the results were used and an action plan for each outcome assessed.

Departments may choose to assess all key outcomes within an academic year or develop a schedule whereby departments examine different subsets of outcomes each year over a two to three-year period. Certain surveys, for example, might be conducted every other year. Many programs will choose to measure their learning outcomes through the capstone course, final seminar, or thesis; others will use a series of assessment tools throughout the program. It is important that student learning is measured using a combination of both direct and indirect methods. The university will provide workshops for faculty to assist them in the development of appropriate assessment techniques, as well as workshops for new department chairs and unit heads and assessment coordinators.

Program review -- Departments and programs will conduct a program review every six years, using the previous five years of assessment data. Departments will review, analyze, and reflect on previous five years of assessment information, how that information has been used to inform decision-

making and improve student learning, changes that have been made based on assessment information, and programmatic needs to improve student learning. These program reviews will be submitted to a team of external reviewers, recommended by the department and selected by the Provost, who will evaluate the program reviews using an evaluation rubric. Departments preparing program reviews for specialized accreditation may submit those reports in place of the university program review, provided they contain similar information.

Specialized accreditation – An increasing number of AUC's programs have received or are seeking accreditation by discipline-specific accrediting agencies, such as ABET, AACSB, and ACEJMC. Each of these specialized accrediting agencies has its own standards for the assessment of student learning outcomes. These provide an additional level of assurance that learning outcomes are being achieved. While departments must ensure that these standards are met, at the same time, they must meet university guidelines for assessment plans and reports.

Assessment of Institutional Effectiveness

OIR and other departments also administer assessment instruments university-wide to measure progress towards university learning outcomes. These instruments often measure factors beyond student learning, related to the overall effectiveness of the institution in achieving its mission.

The following is a partial listing of some of these current ways in which AUC measures institutional effectiveness:

Regional accreditation The American University in Cairo is accredited by the Middle States Commission on Higher Education (MSCHE). Middle States requires an institutional self-study and review by a visiting team every ten years and an interim report at the fifth year after the self-study. Standards 7 and 14 include specific requirements for assessment of student learning and institutional effectiveness:

> ***Standard 7:*** *The institution has developed and implemented an assessment plan and process that evaluates its overall effectiveness in: achieving its mission and goals; implementing planning, resource allocation, and institutional renewal processes; using educational resources effectively; providing leadership and governance; providing administrative structures and services; demonstrating institutional integrity; and assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.*
>
> ***Standard 14:*** *Assessment of student learning demonstrates that the institution's students have knowledge, skills, and competencies consistent with institutional goals and that students at graduation have achieved appropriate higher education goals.*[37]

Other reports and data collection, such as quarterly financial reports; reports to the Board of Trustees, AUC Profile/Census Day; strategic planning and resource allocation activities, including enrollment management models, statistics on grading by department, and others; annual faculty reports; course evaluations; periodic surveys, including the Student Opinion Survey (SOS), senior exit survey, CAPS survey of employers, alumni surveys, First Year Experience survey, and international students exit survey; tracking strategic indicators (dashboard indicators); benchmarking; special studies conducted by interdisciplinary teams, such as teaching effectiveness and English in the

[37] Middle States Commission on Higher Education (2003) "Student Learning Assessment: Options and Resources" pp.83-85.

classroom; and studies by external reviewers, such as an assessment of admissions and registration activities at AUC. A schedule of AUC's institutional surveys is available in Appendix 3.

As with academic units, **assessment of administrative activities** is ongoing, continuous and systematic. The mission of each administrative unit should relate directly to the university's mission; outcomes should be explicitly stated, measurable, and relate to the administrative unit's mission; achievement of these outcomes should be assessed against targets or benchmarks; the results of the assessment should be communicated; and the results used to make changes to improve performance and effectiveness, allocate resources, and inform other decisions related to the unit's area of responsibility.

Administrative units are required to develop mission statements and goals as well as develop and submit assessment plans and reports similar to academic departments.

Goal/Outcome 3: AUC regularly assesses the extent to the university as a whole is achieving its mission and learning outcomes.

> **Objective 3.1:** AUC will conduct effective assessment of the extent to which it is achieving its mission and learning outcomes.
>
> > **Strategy 3.1.1:** By Spring 2010, complete an institutional assessment inventory to determine what tools are currently being used to assess institutional effectiveness and identify the gaps.
> >
> > **Strategy 3.1.2:** By Spring 2010, launch the first National Survey on Student Engagement to freshmen and seniors and report on results.
> >
> > **Strategy 3.1.3:** By 2011, complete the detailed schedule and launch a series of surveys to look at critical thinking, communication skills, and other institutional learning outcomes, in close coordination with the Core Curriculum.
> >
> > **Strategy 3.1.4:** Conduct existing university-wide assessment measures and communicate results back to the university community, providing information in both hard-copy and online formats, and ensure that results are used to make improvements.

Goal/Outcome 4: All academic support and administrative units at AUC conduct ongoing and effective assessment of their activities and services and use the results of assessment to inform planning, decision-making, and resource allocation.

> **Objective 4.1:** By the end of 2009-2010, all academic support and administrative units will have outcomes assessment plans in place.
>
> > **Strategy 4.1.1:** Ensure that all units have appointed assessment coordinators to supervise and coordinate assessments efforts at the unit/department-level.
> >
> > **Strategy 4.1.2:** Meet individually with assessment coordinators to evaluate program assessment efforts and need for improvement, training, etc.
> >
> > **Strategy 4.1.3**: Conduct training sessions/workshops as required for assessment coordinators and faculty.

Strategy 4.1.4: Enlist the active cooperation of senior administrators in promoting assessment efforts at the department level by meeting with directors and area heads as well as requesting statements of support from the provost and president at university forum.

Strategy 4.1.5: Share all completed assessment plans on the OIR website.

Objective 4.2: Beginning in Fall 2010, academic support and administrative units will conduct reviews according to newly revised guidelines and a systematic schedule of report and feedback, in accordance with a six year assessment cycle (five years of assessment data followed by a program review in the sixth year).

Strategy 1.2.1: Develop and distribute guidelines and schedules, holding a series of workshops for individual areas, and make guidelines widely available online.

Strategy 1.2.2: Provide departments with data as needed from Institutional Research.

Strategy 1.2.3: The university will provide funding for external reviewers to review units and give feedback on self-studies.

Academic support units and departments will be required to submit assessment plans formatted for administrative and academic support outcomes. Reports and plans from these units will be shared on the website, listed as best practices if applicable, and will otherwise be highlighted and supported as reports and plans from academic units.

In addition, an institutional assessment inventory will be conducted to determine what tools are currently being used to assess institutional effectiveness and identify the gaps. Once those gaps are identified, OIR will conduct a review of assessment tools available to survey institutional effectiveness and make recommendations to the university.

AUC is currently in the process of migrating several of its databases to new platforms. Budgeting and financial planning as well as human resources has migrated to SAP, and the university is in the process of evaluating a move to Banner for its student information system. Both of these platforms have extensive executive reporting systems that will facilitate the collection and analysis of assessment data and provide more rapid and systematic analysis of data related to students. This type of software is often available as an add-on component. In addition, the university has purchased the Epsilen e-portfolio system for use on a trial basis to promote the use of e-portfolios for assessment at the course, program, and institution level, and the university in investigating the purchase or development of other technology that will facilitate data collection, reporting, assessment, integration of planning with budgeting and assessment, and other critical areas on campus.

Appendix 1: Outcomes Assessment Timeline

Year 0: Initial year, development of the assessment process	AU, WI, SP	Development of assessment plan.
	Mar. 1	Deadline for submission of plan to Dean, with copy to OIR.
Year 1	AU, WI, SP, SU	Conduct ongoing assessment.
	Mar. 1	Send plan updates, if any, to Dean, with copy to OIR.
Year 2	AU, WI, SP, SU	Conduct ongoing assessment. Use last year's results as input to budget, planning.
	Nov. 1	Deadline for submission of annual assessment report (on last year's results) to Dean, with copy to OIR.
	Mar. 1	Send plan updates, if any, to Dean, with copy to OIR.
Year 3	AU, WI, SP, SU	Conduct ongoing assessment. Use last year's results as input to budget, planning.
	Nov. 1	Deadline for submission of annual assessment report (on last year's results) to Dean, with copy to OIR.
	Mar. 1	Send plan updates, if any, to Dean, with copy to OIR.
Year 4	AU, WI, SP, SU	Conduct ongoing assessment. Use last year's results as input to budget, planning.
	Nov. 1	Deadline for submission of annual assessment report (on last year's results) to Dean, with copy to OIR.
	Mar. 1	Send plan updates, if any, to Dean, with copy to OIR.
Year 5	AU, WI, SP, SU	Conduct ongoing assessment. Use last year's results as input to budget, planning.
	Nov. 1	Deadline for submission of annual assessment report (on last year's results) to Dean, with copy to OIR.
	Mar. 1	Send plan updates, if any, to Dean, with copy to OIR.
Year 6: Program Review	TBA	Review, analyze, and reflect on previous five years of assessment information, how that information has been used to inform decision-making and improve student learning, changes that have been made based on assessment information, and programmatic needs to improve student learning.

Appendix 2: Assessment Schedule

Assessment Cycle: Years 0 (initial year) – 5, Year 6 -- Program Review (PR). In some of the academic programs, the program reviews have been expedited to meet the needs of the department.

Academic Programs

Area	School/Division	Type	Program/Unit	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Provost	School of Business	UG	Accounting, Bacctg	2	3	4	5	6	7	PR	1	2
		UG	Business Administration, BBA	2	3	4	5	6	PR			
		UG	Economics, BA	2	3	4	PR	1	2	3	4	5
	School of Global Affairs and Public Policy	UG	Communication and Media Arts, BA	0	1	PR	1	2	3	4	5	PR
		UG	Integrated Marketing Communication, BA	0	1	PR	1	2	3	4	5	PR
		UG	Journalism, BA	0	1	PR	1	2	3	4	5	PR
		UG	Middle East Studies, BA			0	PR	1	2	3	4	5
	School of Humanities and Social Sciences	UG	Anthropology, BA	1	2	3	PR	1	2	3	4	5
		UG	Arab and Islamic Civilization, BA	1	2	3	4	5	6	PR	1	2
		UG	Arabic Language Institute	1	2	3	4	5	PR	1	2	3
		UG	Art, BA	2	3	4	5	6	PR	1	2	3
		UG	Egyptology, BA	1	2	3	PR	1	2	3	4	5
		UG	English and Comparative Literature, BA	1	2	3	4	5	6	7	PR	1
		UG	English Language Institute	1	2	3	4	PR	1	2	3	4
		UG	History, BA	2	3	PR	1	2	3	4	5	PR
		UG	Philosophy, BA	1	2	PR	1	2	3	4	5	PR
		UG	Political Science, BA	1	2	3	PR	1	2	3	4	5
		UG	Psychology, BA	1	2	3	PR	1	2	3	4	5
		UG	Rhetoric and Composition			0	1	2	3	PR	5	
		UG	Sociology, BA	1	2	3	PR	1	2	3	4	5
		UG	Theater, BA	2	3	4	5	6	PR	1	2	3
	School of Sciences and Engineering	UG	Actuarial Science, BS	1	2	PR	1	2	3	4	5	PR
		UG	Architectural Engineering, BS			0	1	2	3	4	5	
		UG	Biology, BS	2	3	4	5	PR	1	2	3	4
		UG	Chemistry, BS	2	3	4	5	6	PR	1	2	3
		UG	Computer Engineering, BS			PR	1	2	3	4	5	PR
		UG	Computer Science, BS	2	3	PR	1	2	3	4	5	PR
		UG	Construction Engineering, BS	2	PR	1	2	3	4	5	PR	1
		UG	Electronics Engineering, BS	PR	1	2	3	4	5	PR	1	2
		UG	Mathematics, BS	2	3	PR	1	2	3	4	5	PR
		UG	Mechanical Engineering, BS	2	PR	1	2	3	4	PR	1	2
		UG	Petroleum and Energy Engineering, BS			0	1	2	PR	1	2	3
		UG	Physics, BS	2	3	4	5	6	7	8	PR	1
	Graduate School of Education	G	International and Comparative Education, MA (planned)			0	1	2	3	PR	1	2
	School of Business	G	Business Administration, MBA	2	3	4	5	6	PR	1	2	3
		G	Economics in International Development, MA	2	3	4	PR	1	2	3	4	5
		G	Economics, MA	2	3	4	PR	1	2	3	4	5
	School of Global Affairs and Public Policy	G	Gender and Women's Studies, MA			0	1	2	3	4	PR	1
		G	International Human Rights Law, MA	1	2	3	4	PR	1	2	3	4
		G	Journalism and Mass Communication, MA			PR	1	2	3	4	5	PR
		G	Law, LLM	1	2	3	4	PR	1	2	3	4
		G	Middle East Studies, MA			0	PR	1	2	3	4	5
		G	Migration and Refugee Studies, MA			0	1	2	3	PR	1	2
		G	Public Policy and Administration, MPPA			0	1	2	PR	1	2	3
		G	Television and Digital Journalism, MA			PR	1	2	3	4	5	PR
	School of Humanities and	G	Arabic Studies, MA	1	2	3	4	5	6	PR	1	2
		G	Community Psychology, MA			0	PR	1	2	3	4	5

Academic Programs

Area	School/Division	Type	Program/Unit	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
	Social Sciences	G	English and Comparative Literature, MA	1	2	3	4	5	6	7	PR	1
		G	Family and Child Counseling, MA			0	PR	1	2	3	4	5
		G	Family and Couples Counseling, MA			0	PR	1	2	3	4	5
		G	Political Science, MA	1	2	3	PR	1	2	3	4	5
		G	Sociology and Anthropology, MA	1	2	3	PR	1	2	3	4	5
		G	Teaching Arabic as a Foreign Language, MA	1	2	3	4	5	PR	1	2	3
		G	Teaching English as a Foreign Language, MA	1	2	3	4	PR	1	2	3	4
	School of Sciences and Engineering	G	Biotechnology, MS			0	1	PR	1	2	3	4
		G	Chemistry, MS			0	1	2	PR	1	2	3
		G	Computer Science, MS	2	3	PR	1	2	3	4	5	PR
		G	Computing, Computing	2	3	PR	1	2	3	4	5	PR
		G	Construction Engineering, MS	2	PR	1	2	3	4	5	PR	1
		G	Construction Engineering, ME	2	PR	1	2	3	4	5	PR	1
		G	Environmental Engineering, MS			0	1	2	3	4	5	PR
		G	Environmental Systems Design, ME			0	1	2	3	4	5	PR
		G	Mechanical Engineering, MS	2	PR	1	2	3	4	PR	1	2
		G	Physics, MS	2	3	4	5	6	PR	1	2	3
		G	Product Development and Systems Management, ME			0	1	2	3	4	5	
			Core Curriculum			0	1	PR	1	2	3	4

Academic Support and Administrative Units

Area	School/Division	Type	Program/Unit	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
AUC Counselor		ADMN	Counselor			0	1	2	3	4	5	PR
		ADMN	Security	0	1	2	3	4	5	PR	1	2
Board of Trustees		ADMN	Board of Trustees		PR	1	2	PR	1	2	3	
President		ADMN	Office of the President			0	1	2	3	4	5	PR
		ADMN	US Government Relations			0	1	2	3	4	5	PR
Provost	Libraries and Learning Technologies	ACSU	Center for Learning and Teaching		0	1	2	PR	1	2	3	4
		ACSU	Main Library	0	1	2	3	4	PR	1	2	3
		ACSU	Rare Books and Special Collections Library		0	1	2	3	4	PR	1	2
	Provost	ACSU	Core Curriculum			0	1	PR	1	2	3	4
		ACSU	Faculty Services			0	1	2	3	4	5	PR
		ACSU	Graduate Studies			0	1	2	3	4	5	PR
		ACSU	International Programs			0	1	2	3	4	5	PR
		ACSU	Office of the Provost			0	1	2	3	4	5	PR
		ACSU	Research			0	1	2	3	4	5	PR
		ACSU	Sponsored Programs			0	1	2	3	4	5	PR
		ACSU	University Senate			0	1	2	3	4	5	PR
	School of Business	ACSU	Business Computer Center	2	3	4	5	6	PR	1	2	3
VP Finance	Controller	ADMN	Accounting Services			0	1	2	3	4	5	PR
		ADMN	Controller			0	1	2	3	4	5	PR
		ADMN	Disbursement			0	1	2	3	4	5	PR
		ADMN	Endowment Accounting			0	1	2	3	4	5	PR
		ADMN	General Accounting			0	1	2	3	4	5	PR
		ADMN	Payroll			0	1	2	3	4	5	PR
		ADMN	Student Accounting			0	1	2	3	4	5	PR
		ADMN	Travel Payable			0	1	2	3	4	5	PR
		ADMN	Treasury			0	1	2	3	4	5	PR
	Finance	ADMN	Budget and Financial Planning			0	1	2	3	4	5	PR
	Finance	ADMN	Internal Auditor		0	1	2	3	4	5	PR	1

Academic Programs

Area	School/Division	Type	Program/Unit	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
	Finance	ADMN	Supply Chain Management and Business Support			0	1	2	3	4	5	PR
	Finance	ADMN	Travel		0	1	2	3	4	5	PR	1
VP Institutional Advancement		ADMN	Alumni and Trustees Affairs			0	1	2	3	4	5	PR
		ADMN	Communications and Marketing			0	1	2	3	4	5	PR
		ADMN	Development			0	1	2	3	4	5	PR
VP New York Office		ADMN	New York Office			0	1	2	3	4	5	PR
VP Planning and Administration	Facilities and Operations	ADMN	Auxiliary Services			0	1	2	3	4	5	PR
		ADMN	Capital Projects and Construction Services			0	1	2	3	4	5	PR
		ADMN	Environmental Services			0	1	2	3	4	5	PR
		ADMN	Maintenance			0	1	2	3	4	5	PR
		ADMN	University Architect			0	1	2	3	4	5	PR
	Facilities and Operations, Tahrir Square Campus	ADMN	Facilities and Operations, Downtown Campus			0	1	2	3	4	5	PR
	Human Resources	ADMN	Compensation and Benefits			0	1	2	3	4	5	PR
		ADMN	Equal Opportunity and Affirmative Action		0	1	2	3	4	5	PR	1
		ADMN	HR Communications			0	1	2	3	4	5	PR
		ADMN	Human Resources Services Center		0	1	2	3	4	5	PR	1
		ADMN	Medical Services		0	1	2	3	4	5	PR	2
		ADMN	Operations			0	1	2	3	4	5	PR
		ADMN	Staff Relations			0	1	2	3	4	5	PR
		ADMN	Training and Development			0	1	2	3	4	5	PR
	Information Technology	ACSU	Classroom Technologies and Media Services (CTMS)			0	1	2	3	4	5	PR
		ACSU	University Academic Computing Technologies (UACT)			0	1	2	3	4	5	PR
		ACSU	University Information Systems (UIS)			0	1	2	3	4	5	PR
		ACSU	University Technology Infrastructure (UTI)			0	1	2	3	4	5	PR
		ADMN	Environmental Health and Safety			0	1	2	3	4	5	PR
		ADMN	Institutional Research	0	1	2	3	4	5	PR	1	2
		ADMN	Senior Legal Counsel			0	1	2	3	4	5	PR
VP Student Affairs	Enrollment Management	ACSU	Admissions	0	1	2	3	4	5	PR	1	2
		ACSU	Career Advising and Placement Services			0	1	2	3	4	5	PR
		ACSU	Student Financial Affairs	0	1	2	3	4	5	PR	1	2
		ACSU	University Registrar		0	1	2	3	4	5	PR	1
	Student Life	ACSU	First Year Experience Program		0	1	2	3	4	5	6	PR
		ACSU	International Student Affairs		0	1	2	3	4	5	PR	1
		ACSU	LEAD Program		0	1	2	3	4	5	PR	1
		ACSU	Mentoring, Counseling, and Student Conduct		0	1	2	3	4	5	PR	1
		ACSU	Residential Life		0	1	2	3	4	5	PR	1
		ACSU	Student Development		0	1	2	3	4	5	PR	1
		ACSU	Athletics		0	1	2	3	3	5	PR	1
		ACSU	Online Student Services			0	1	2	3	4	5	PR
		ACSU	Student Service Center		0	1	2	3	4	5	PR	1

Research and Training Centers

Area	School/Division	Type	Program/Unit	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
President		RETR	AUC Press			0	1	2	3	4	5	PR
Provost	Graduate School of Education	RETR	Middle East Institute of Higher Education			0	1	2	3	PR	1	2
	Provost	RETR	Desert Development Center		0	1	2	3	4	5	PR	1
		RETR	Gerhart Center for Philanthropy and Civic Engagement			0	1	2	3	4	5	PR
		RETR	Social Research Center			0	1	2	PR	1	2	3
	School of Business	RETR	Citadel Capital Financial Services Center			0	1	2	3	4	PR	1
		RETR	Economics and Business History Research Center				1	2	3	4	5	PR
		RETR	El Khazindar Business Research and Case Center			PR	1	2	3	4	5	PR
		RETR	Goldman Sachs Women's Entrepreneurship and Leadership Center			0	1	2	3	4	5	PR
	School of Global Affairs and Public Policy	RETR	AUC Forum			0	1	2	3	4	5	PR
		RETR	Center for Middle East Studies			PR	1	2	3	4	5	PR
		RETR	Center for Migration and Refugee Studies			0	1	2	3	PR	1	2
		RETR	Cynthia Nelson Institute for Gender and Women's Studies			0	1	2	3	4	PR	1
		RETR	Kamal Adham Center for Journalism Training and Research	0	1	PR	1	2	3	4	5	PR
		RETR	Prince Al Waleed Bin Talal Bin Abdulaziz Alsaud Center for American Studies and Research			0	1	PR	1	2	3	4
	School of Sciences and Engineering	RETR	Science and Technology Research Center	1	2	3	4	5	PR	1	2	3

Continuing Education

Area	School/Division	Type	Program/Unit	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Provost	Graduate School of Education	CTED	Professional Certificates			0	1	2	3	PR	1	2
	School of Business	CTED	International Executive Education Institute			0		PR	1	2	3	4
		CTED	Management Center	2	3	4	5	PR	1	2	3	4
	School of Continuing Education	CTED	Arabic Studies Division	0	1	2	3	PR	1	2	3	4
		CTED	Business Development	0	1	2	3	PR	1	2	3	4
		CTED	Business Studies Division	0	1	2	3	PR	1	2	3	4
		CTED	Computer and IT Division	0	1	2	3	PR	1	2	3	4
		CTED	Educational Testing and Assessment Division	0	1	2	3	PR	1	2	3	4
		CTED	English Studies Division	0	1	2	3	PR	1	2	3	4
		CTED	Finance and Administration			0	1	PR	1	2	3	4
		CTED	Office of Sponsored Programs and Partnerships			0	1	PR	1	2	3	4
		CTED	Student Enrollment Services			0	1	PR	1	2	3	4
		CTED	Youth and Special Studies Division			0	1	PR	1	2	3	4
	School of Sciences and Engineering	CTED	Engineering and Science Services	0	1	2	3	4	5	6	PR	1

Appendix 3: Institutional Survey Schedule

Institutional survey reports are available on the OIR website at http://www.aucegypt.edu/ResearchatAUC/IR/Assessment/Pages/InstitutionalSurveys.aspx.

Survey	Administered			Survey Cycle	Years Available on AUC Website	Next Scheduled
	To:	*When:*	*How:*			
CIRP Freshman Survey	Entering Freshman	Orientation (Fall semester)	TBD	Annual	(new)	2010
CIRP Your First College Year	Freshman at the end of their first year	End of Spring semester	TBD	Annual	(new)	2011
MAPP	TBD	TBD	TBD	Annual	(new)	2010-2011
NSSE	Freshman, Seniors	Spring	Online	Annual	(new)	Feb. 2009
ISES	Exiting international students	Fall and Spring	Online	Fall and Spring semesters	2009, 2008, 2007	May 2010
Faculty Opinion	Full-time faculty	Fall	Online	Every three years	2009	2011-2012
Faculty Research Survey	Full-time faculty	Fall	Online	Varies (every two-three years)	2008	2010-2011
Alumni	TBD	TBD	Online	TBD		2010-2011
Graduate Students	Graduate Students TBD	Spring	TBD	TBD		2010
Ad-hoc surveys: Transportation, Food Services, Bus Service, Learning Spaces, etc.			Online	As needed	2009, 2008	

Appendix 4:

AUC's Mission and Strategic Goals

THE AMERICAN UNIVERSITY IN CAIRO

Mission

The American University in Cairo (AUC) is a premier English-language institution of higher learning. The university is committed to teaching and research of the highest caliber, and offers exceptional liberal arts and professional education in a cross-cultural environment. AUC builds a culture of leader-ship, lifelong learning, continuing education and service among its graduates, and is dedicated to making significant contributions to Egypt and the international community in diverse fields. Chartered and accredited in the United States and Egypt, it is an independent, not-for-profit, equal-opportunity institution. AUC upholds the principles of academic freedom and is dedicated to excellence.

Strategic Goals

Goal 1: High-Quality Faculty

AUC will attract and retain nationally, regionally and globally-recognized faculty; provide the infrastructure to support world class discipline-based research, scholarship and creativity; advance research and innovation to address the challenges of the global society; support and sustain outstanding teaching; and promote multidisciplinary collaboration and the highest ethical standards.

Goal 2: Excellence in Academic Programs

AUC will promote excellence in learning and achievement of outcomes in and beyond the classroom; develop outstanding academic programs that meet national, regional, and international needs; and foster students' intellectual, cultural, and personal development to prepare students for lifelong learning.

Goal 3: International Education

The university will broaden the scope and enrich the quality of international education at AUC; develop out-standing academic, co-curricular, and extra-curricular programs that promote an understanding of international interdependence, cultural diversity, and consideration for values and traditions different from a student's own; strengthen efforts to attract more international faculty and students to AUC; expand study-abroad opportunities for AUC students; and increase the international reach of AUC's research and publishing programs.

Goal 4: Service

The university has longed served as a leader in service to Egypt and the region. AUC will continue to support and expand this role by strengthening and expanding its continuing and professional education programs, by in-creasing financial aid to students, by building research and service linkages with the broader community, and by graduating students who value service to their communities and to larger causes at the national and international level.

Goal 5: Institutional Effectiveness

The university will more closely integrate planning, assessment, and resource allocation; promote continuous quality improvement through our assessment efforts; and increase communication and transparency through-out the university.

Goal 6: Operational Excellence

AUC will develop and implement strategic plans for critical areas across campus to ensure that we have the human, financial, and technological resources we need to achieve our goals and will develop and implement structures to promote and reward professional excellence.

Appendix 5:

An Example of a Handout Given to the Audience during the Planning Forum

THE AMERICAN UNIVERSITY IN CAIRO

Planning Forum

Monday, February 22, 2010 1:00 pm — 2:00 pm

Today's topic: *What does AUC need to do during the next three years to Recruit and Retain High-Quality Faculty?*

AUC will attract and retain nationally, regionally and globally-recognized faculty;
provide the infrastructure to support world class discipline-based research, scholarship and creativity;
advance research and innovation to address the challenges of the global society; support and sustain outstanding teaching; and promote multidisciplinary collaboration and the highest ethical standards.

- What one thing could we do that would have an immediate impact on improving the AUC's ability to recruit and retain high-quality faculty?
- What one thing do we need to change?
- What do we need to do to encourage faculty to produce outstanding research?
- What do we need to do to encourage and support outstanding teaching?
- How do we promote multidisciplinary collaboration?
- What can we do better?

Excerpts of Community Feedback from AUC's FutureTalk Blog (http://aucplanning.blogspot.com):
"There should be a concerted drive to provide faculty with assistance in developing research projects, write grants, and search for potential funding agencies..."
"Faculty need to be held accountable for meeting certain standards: developing syllabi that meet Senate criteria, distributing syllabi on the first day of classes, grading schemes that meet university guidelines, not missing more than a few classes each semester, publishing or creative work, etc."
"One of the main issues that attract Egyptians to AUC is its faculty... AUC should keep on recruiting the most qualified faculty and provide them with adequate research opportunities in order to keep its reputation."

Panel Moderator: Provost Lisa Anderson
Panelists:
Dr. Aziza Ellozy – Associate Dean for Learning Technologies and founding Director of AUC's Center for Teaching and Learning. Dr. Ellozy is an AUC graduate with a BS in Chemistry and an MS in Solid State Science. She received her PhD in Materials Engineering from the University of North Carolina in 1973. Prior to joining AUC, Dr. Ellozy was a tenured faculty member at Fordham University in New York.

Dr. Ali Hadi – Vice Provost, Director of Graduate Studies and Research, Director of AUC's Actuarial Science Program, and Professor of Mathematics. Dr. Hadi received his PhD degree with honors from New York University in 1984. Prior to joining AUC, he worked at Cornell University for 17 years where he continues to hold the rank of Stephen Weiss Presidential Fellow and Professor Emeritus. In 2007, Dr. Hadi received AUC's award for Excellence in Research and Creative Endeavor.

Dr. Graham Harmon — Associate Vice Provost for Research, Chair of the Senate Faculty Affairs Committee, and Associate Professor of Philosophy. In 2009, Dr. Harmon received AUC's Excellence in Research and Creative Endeavors Award. Dr. Harmon was awarded his PhD, with distinction, in 1999 from DePaul University, Chicago.

Dr. Salima Ikram— Professor of Egyptology. Dr. Ikram directed the Animal Mummy Project at the Egyptian Museum, Cairo; co-directed the Predynastic Project in the Egyptian Museum; and co-directs the North Kharga Oasis Survey. She received her Ph. D. from Cambridge University, England and spent a year at AUC as a study-abroad student. Dr. Ikram's work with animal mummies was recently featured in *National Geographic*.

Dr. Sherif Sedky — Director, AUC's Yousef Jameel Science and Technology Research Center, and Professor of Physics. Dr. Sedky received his PhD degree in 1998 from the Katholieke Universiteit in Leuven, Belgium. Dr. Sedky holds six patents and was the recipient of AUC's 2007 Excellence in Research and Creative Endeavors Award. He has taught at the University of California at Berkeley, Stanford University, Katholieke University Leuven, and Cairo University.

Dr. Eskandar Tooma — British Petroleum Associate Professor of Management and founding director of AUC's Citadel Capital Financial Services Center. Dr. Tooma received his BA from AUC, a second BA from Adelphi University, two MS degrees (Adelphi and Brandeis University) and a PhD in Finance from Brandeis. He is the recipient of the 2007 AUC Excellence in Teaching Award. Currently, he is a visiting associate professor (reader) with Imperial College's Business School in London, England.

Appendix 6:
Dashboard Indicators

DASHBOARD INDICATORS (Draft – performance targets to be added)

	2008-2009	2007-2008	Performance Indicator
Recruitment and Retention of High-Quality Faculty			
Full-time teaching faculty to full-time equivalent faculty	2.5:1	2.6:1	↓
Full-time to part-time teaching load	1:0.4	1:0.3	↓
Three- and six-year faculty retention rate	TBD	TBD	
Funding for sponsored programs	$17,011,449	$20,923,410	↓
Academic Excellence			
Enrollment: Undergraduate	4,530	4,229	↑
Enrollment: Graduate	1,047	1,093	↓
Enrollment: Other non-degree seeking	487	600	↓
Acceptance rate	53.6%	59.6%	↑
Yield rate	79.7%	75.5%	↑
Percent of class sections with less than 20 students	59.0%	59.5%	↓
Percent of class sections with more than 50 students	0.2%	0.3%	↑
Faculty to student ratio	1:12	1:12	↔
First-year undergraduate student retention	93%	93%	↔
Six-year graduation rate	80%	83%	↓
International Education			
Enrollment: % of degree-seeking students who are international	10.3%	10.9%	↓
Enrollment: International non-degree students	451	548	↓
No. of outgoing study abroad students/year	128	134	↓
Faculty demography: percent US/Egyptian/other	32%/57.5%/10.5%	30.5%/59.5%/10%	↑
Student demography: percent US/Egyptian/other	10%/83%/7%	11%/81%/8%	↓
Service			
Enrollment in continuing education programs by head count	79,623	60,743	
No. of service learning courses	TBD	TBD	
Average financial aid for undergraduates	$2,887	$2,790	↑
Aid recipients as a percent of enrolled undergraduates	44.3%	46.2%	↓
No. of diversity scholarships offered/semester	419	351	↑
Institutional Effectiveness			
[TBD: measure of assessment compliance]			
Percent alumni that are donors	4.9%	6.1%	↓
Percent annual fundraising goal achieved	71%	150%	↓
Operational Excellence			
Operating income ratio	1.0%	1.1%	↔
Revenues per student FTE (tuition and fees)	$18,740	$16,674	↓
Operating expenses per student FTE	$24,949	$18,435	
Viability ratio (expendable net assets/long-term debt)	265.0%	562.6%	↓
Total value of endowment assets per FTE	$80,900	$100,200	↓
One-year percent return on endowment	-14.3%	-11.4%	↑
Classroom utilization rate	69%	48%	↓
Deferred maintenance	TBD	TBD	

DASHBOARD INDICATORS -- Definitions

Recruitment and Retention of Quality Faculty	
Full-time equivalent faculty to total full-time teaching faculty	Full-time teaching faculty headcount/Part-time FTE
Full-time to part-time teaching load	Part-time teaching load / full-time teaching load
Three- and six-year faculty retention rate	TBD
Funding for sponsored programs	Reported annually at the end of the FY by OSP
Academic Excellence	
Enrollment: Undergraduate	Undergraduate headcount at Fall census
Enrollment: Graduate	Masters and Diploma students, headcount at Fall census
Enrollment: Other non-degree seeking	ALI-CASA-Non degree
Acceptance rate	Percentage of undergraduate applicants who were accepted
Yield rate	Percentage of accepted undergraduates who registered
Percent of class sections with less than 20 students	Undergraduate for credit class sections (not including labs and independent study)
Percent of class sections with more than 50 students	Undergraduate for credit class sections (not including labs and independent study)
Faculty to student ratio	Student headcount / (full-time headcount + Part-time FTE)
First-year undergraduate student retention	Percentage of new first-time freshman enrolled in the Fall who returned the following Fall.
Six-year graduation rate	Percentage of new first-time freshman enrolled for the first time in the Fall and graduated within 6 years
International Education	
Enrollment: % of degree-seeking students who are international	International students: students who do not have Egyptian citizenship
Enrollment: International non-degree students	International students: students who do not have Egyptian citizenship
No. of outgoing study abroad students/year	Total number of FT AUC students who participate in study abroad programs, including summer study abroad
Faculty demography: percent US/Egyptian/other	Egyptian: Anyone with Egyptian citizenship
Student demography: percent US/Egyptian/other	Egyptian: Anyone with Egyptian citizenship
Service	
Enrollment in continuing education programs by head count	School of Continuing Education, Management Center, and Engineering Services (reported annually at the end of the FY)
% of faculty who report integrating community service in curricula	% of faculty who report integrating community service in curricula/total FTE faculty
Average financial aid for undergraduates	
Aid recipients as a percent of enrolled undergraduates	Total financial aid/total enrollment headcount for undergraduates
No. of diversity scholarships offered/semester	No. of LEAD, MEPI-TL, PSSF and named scholarships offered Fall semester
Institutional Effectiveness	
[TBD: measure of assessment compliance]	
% of academic programs/supporting units with approved assessment plans on file in IR	
Percent alumni that are donors	
Percent annual fundraising goal achieved	
Operational Excellence	
Operating income ratio	Operating income/educational and general expenditures
Revenues per student FTE (tuition and fees)	Total revenues/total undergraduate and graduate full time and full time equivalent students
Operating expenses per student FTE	Total operating expenses/total undergraduate and graduate full time and full time equivalent students
Viability ratio	Expendable net assets/long-term debt
Total value of endowment assets per FTE	
One-year percent return on endowment	
Classroom utilization rate	
Deferred maintenance	TBD

Appendix 7:

Guiding Principles

Excerpted from *Assessment of Student Learning and Institutional Effectiveness: Plan 2007-2008*

Guiding Principles

The following principles are the foundation of the university's assessment plan:

- **Institutional Commitment:** The American University in Cairo is committed to establishing an assessment environment that encourages open reflection, supports innovation and experimentation in assessment methods, and promotes a culture of evidence in decision-making.
- **Primacy of Student Leaning Outcomes:** The process of improving our student's acquisition of knowledge, skills, abilities and values is at the core of the AUC mission. Assessment of student learning outcomes is therefore the university's priority in the development of an institution-wide assessment program.
- **Community "Ownership":** The involvement and support of faculty, faculty governance structures, administrators and staff are essential to the success of assessment at AUC.
    - Faculty members of each program shall have the primary responsibility for the development, implementation, and maintenance of assessment activities.
    - Clearly defined outcomes for each educational program shall originate with and be approved by the faculty who teach in those programs.
- **Multiple assessment measures:** Student learning should be assessed by both direct and indirect methods and quantitative and qualitative data to provide an informed, well-rounded, and accurate analysis.
- **Confidentiality:** Non-aggregated data gathered for assessment purposes shall remain confidential and shall be used only for the purposes of assessment.
- **A Secure Environment**: The results of student learning outcomes assessment shall not be used to evaluate faculty. However, demonstration of involvement in student learning outcomes assessment, the use of assessment results to improve teaching, development of new curricula based on assessment results, and other evidence of implementation of outcomes assessment in the classroom constitute important evidence of faculty commitment to improving teaching effectiveness.
- **Resources to Support Assessment:** The university shall provide resources to assist in the implementation of effective outcomes assessment, including financial support for faculty and administration training, institutional support for improvements in areas identified through assessment, and consideration of assessment activities in merit and promotion/retention/tenure decisions.
- **Open Access to Information:** Effective communication is critical to assessment success. Academic departments and units must communicate learning outcomes clearly and consistently in all communication materials. Course outcomes should be listed in individual course syllabi. When students understand what is expected of them and how their progress will be assessed, they become partners in the learning process.
    - Communication and collaboration between departments is also critical, particularly for interdisciplinary programs. Learning outcomes, departmental and unit assessment plans and reports, as well as best practices are information that should be shared openly across campus to reward innovation, spread awareness and provide learning tools for others.
- **Simplicity:** Assessment should be simple, workable, and consistent with the university's mission.

Appendix 8:

Planning and Budgeting Website

http://www.aucegypt.edu/aboutauc/GovernanceandAdministration/Policies/PlanningandBudgeting/Pages/Home.aspx

Appendix 9:

Future Talk Blog

http://aucplanning.blogspot.com/

Appendix 10:

University's Learning Outcomes

http://www.aucegypt.edu/ResearchatAUC/IR/Assessment/Pages/AUCMissionandLearningOutcomes.aspx

Appendix 11:

Assessment Plans and Reports

http://www.aucegypt.edu/RESEARCHATAUC/IR/ASSESSMENT/Pages/AssessmentPlansandReports.aspx

Appendix 12:

University Policy on Course Syllabi Spring 2009

Syllabus Rubric

Course title, number and section, number of credits
Semester and year
Department (cross listings if applicable for particular course)
Instructor's Name
Time, duration, place of course delivery
Contact information for Instructor, including e-mail and AUC office phone extension
Office hours and location
Course Description
Course objectives and outcomes (what is being delivered and what are students expected to be able to master at the conclusion of the course):
Any pre- or co-requisites, placement tests, or instructor/Chair/Dean permissions required if applicable:
Reading
Required textbooks, recommended reading, and referral to additional sources.
Assessment
Exam schedule - list of all requirements: tests, quizzes, papers, presentations, group work, simulation, midterm, finals including, preferably, tentative exam. Dates.
Breakdown of weight of course components in computing final grade.
Exact attendance policy (at minimum in line with university standards)
Policy on Academic integrity and Policy on Attendance
Clear mention of what constitutes academic dishonesty and what consequences are, that academic dishonesty is not tolerated at AUC. Either provide link or cut and paste AUC's Academic honesty regulations.
Schedule of topics and reading
Session by session or alternatively week by week listing of topics, assigned reading (required/recommended), activities, exercises, group work, presentations etc

Appendix 13:

AUC's mission and Strategic Goals

http://www.aucegypt.edu/aboutauc/GovernanceandAdministration/Policies/PlanningandBudgeting/Pages/MissionGoals.aspx

Appendix 14:

Timelines, Matrix and Planning and Budgeting Cycle

http://www.aucegypt.edu/aboutauc/GovernanceandAdministration/Policies/
Planning and Budgeting/Pages/Timetable.aspx

Appendix 15:
Guidelines for Academic Program Reviews

Department, Program and Center Reviews: Purpose, Timing and Process
The American University in Cairo
October 2009

Introduction

Among the most important activities we undertake as teachers, scholars and scientists is to reflect on what we do and why we do it. As bench scientists, field researchers, classroom instructors, theorists and practitioners, we ask ourselves: Is what we are doing significant? Do we do it well? Might it be done better? Are there new techniques, approaches, domains of knowledge with which we should be familiar? It is important that we extend that reflection to our collective lives as well, and examine the purposes and vitality of our departments, programs, schools and centers.

To that end, we are introducing a system of departmental and center reviews. It is described in some detail below. Over time, it will be synchronized with the University's long-range planning processes, as well as the assessment efforts mandated by many accrediting agencies today and conducted by the Office of Institutional Research, and work done for one of these planning and assessment efforts should serve all three.

Purpose

Regular departmental and center reviews are designed to facilitate the assessment, maintenance and improvement of the quality of the University's academic programs. They provide faculty, administrators, staff and students with an opportunity to reflect on the development of the discipline, the value of the department's activities for the University and in the field, and the requirements for sustainable future development. Such reviews will be routine features of our institutional assessment and will inform long-range planning.

Timing

Ordinarily University departments and programs will be reviewed every six years. The Provost's Office, in consultation with the Provost's Council, will develop and maintain the schedule of reviews and will notify departments when they are programmed for review. Departments and centers may request an acceleration of their review when significant changes would seem to warrant it; in exceptional circumstances, the provost may also initiate unscheduled reviews. The schedule for reviews is in Appendix II.

Budget and University Resources

The Office of the Provost will cover all costs associated with the preparation of the self-study, the visit of the review team, the preparation of their report and final deliberations. This does not include release time for faculty, since these reviews should be collective efforts and the responsibilities distributed among the members of the department, but may

include funding for a part-time student research assistant to assist the department office in compiling the necessary data. The Office of Institutional Research (IR) will also work with offices across campus to make data available for departments and programs undergoing review. Examples of data that can be made available include:

Fall enrollments (previous five years)
Student profile
Degrees granted (previous five years)
Student to faculty ratio
Full time to part time faculty ratio
Average class size at the 100-, 200-, and 300- level
Average GPA of graduating seniors
Retention and completion rates
Faculty profile
No. of external grant proposals submitted by department faculty (OSP)
No. and dollar amount of externally funded grants (OSP)
Library collection size, by discipline (Lib.)
Relevant databases (Lib.)
List of journal holdings, by discipline (Lib.)

In addition, IR can provide advice, consultation and assistance on many aspects of the self-study process, including facilitating planning meetings and providing assistance in survey design.

The Review Process
The semester before a department or center is to begin the self-study process, the provost will alert the chair or center director. Ideally some departments will begin in the fall and some in the spring so that reviewers' visits can be spread through the year.

A. *The Self-Study*
The department chair or program director initiates the internal self-study process which should take no more than a semester and involve the entire department faculty. The Provost's Office and the Office of Institutional Research will provide data and technical support to the department during the process, but all members of the department faculty should contribute to the production of the self-study, which may also include students and staff of the department or center. Appendix I includes more detail on the content of the self-study.

B. *Provost's Council Review*
The completed self-study with all supporting material is to be submitted to the Provost's Office, which will provide copies of the documents to the Provost's Council. During its preliminary review, the Provost's Council may direct queries to the department. After the department has responded to any questions and the self study is final, it will be sent to the external reviewers. On the basis of the discussion at the Provost's Council, the provost will supply the reviewers with a series of questions.

C. *Selection of External Reviewers.*
Two, or in exceptional cases three, external reviewers will be selected from comparable departments, typically in North America. The department will be asked to recommend five or six possible reviewers, providing brief credentials and a rationale for their choices. The

Provost's office, in consultation with the School dean, will also develop a list, seeking suggestions from appropriate disciplinary associations and other sources. (The department will be able review this list and eliminate those who have personal connections to the department or are otherwise objectionable.) The two reviewers will be chosen by the provost, in consultation with the Provost's Council, from these lists on the basis of the appropriateness, the combined strengths and complementarities of the review team, and their availability.

D. *The Review Visit*
The campus visit will comprise two days. The Provost's Office, in consultation with the department, will develop the schedule for the visit and make the logistical arrangements. Several weeks in advance of their visit, reviewers will be provided with the self-study and all of the supporting materials.

The visit will include meetings with the provost and dean, with individual members of the department faculty and with the department faculty as a whole, with students—majors, minors and graduate students, with faculty from related fields; with the Provost's Council; and, where appropriate, with alumni, employers and other external constituencies. The reviewers will also visit relevant facilities and be given time to consult with each other during the visit.

Reviewers' Report

Shortly after the campus visit, the reviewers will submit a report assessing the standing and prospects of the department, responding to any specific questions that have been posed to them, and recommending future directions.

Once the reviewers report has been received, copies will be provided to the department, the Dean, the Provost's Council, and the President. The Provost may request further information or recommendations from the reviewers, and the department will be invited to respond to the report in writing, commenting on the report itself, its recommendations and how the department plans to implement the recommendations, including what resources might be needed to do so. As each stage, copies of the self-study, the report, and all other pertinent documentation will also be supplied to the Office of Institutional Research.

The Provost, guided by the Provost's Council, will take the reports and the department responses into consideration in its annual deliberations about allocation of resources, including faculty lines, graduate fellowships and other support.

Timeline
October 1: Provost announces departments/units/programs selected for review.
February 1: Self-studies due from units six weeks prior to external committee visit.
Mid-March –End of April: External reviewers visit campus and deliver report to the Provost within two weeks of completing the visit. Unit chairs or Dean corrects any factual inaccuracies in the report, and report is made immediately available to faculty and students.
May: No later than two weeks after receiving the report, unit submits written response to Dean and Provost, including an action plan with a timeline.

Appendix I Format for the Self-Study

The self-study should be *no longer* than 25 pages, single spaced, which means, since there are ten separate issues to be addressed, few, if any, of the responses to individual issues can be much longer than about two pages. This document and all appendices should be submitted to the Provost, with copies to the Office of Institutional Research, in electronic format. Appendices should be included only if they are referred to in the text. Departments which are undergoing program review for specialized accreditation such as ABET or AACSB may submit those reports in place of this program review, as long as the report contains the same information.

Status of the Discipline
Include a brief description of the status of the discipline, in Egypt, the region, and internationally, and detail emerging trends and issues. To what extent is the program's field of study remaining viable? How is the environment changing in a way that will affect demand or reshape the field?

Overview and History of the Department
Include a timeline (date started, accreditation, key events), changes to the department and its program, etc., the department's mission statement, including (as appropriate) vision, values, goals, and objectives relative to teaching, research and public service, an assessment of the department's performance in meeting these objectives, and the department's distinguishing characteristics – what makes this program different from other programs in the field?

Findings and Recommendations Made in the Previous Review (if applicable)
Specify the date and type of any previous reviews or accreditation. Briefly outline the major findings and recommendations of the previous review and the department and administration's responses. What were the strengths and weaknesses of the department and its programs? Did the faculty and administration agree with the recommendations? What actions were taken as a result of the recommendations? Has the department/unit made efforts to improve or refine good programs and to seize opportunities?

Description of the Department's Academic Programs
Briefly describe the academic programs and their curricula. This description should include a mission statement and the learning outcomes for each degree program. A matrix indicating which required courses address each learning outcome may be included for each degree program in the appendices.
Discuss, where appropriate, the dedicated classroom and office space, studios, labs, library holdings, AV equipment, computers, etc. that contribute to the success of the department's programs. Describe the enrollment patterns over past five years: what percentage of student credit hours in your program from is taken by majors? By non-majors? Where are the department's competitors, in Egypt or elsewhere?

Faculty Qualifications and Activity
Provide a list of all the faculty, by rank, including date of hire, tenure status, highest degree earned, graduating institution, and one or two areas of expertise or research interest. Provide information concerning what percentage of faculty have published peer-reviewed scholarship over the past five years and describe any recent achievements, grants, awards, patents,

performances, etc. Discuss what percentage of program credit hours are taught by full-time faculty, the ratio of full-time to part-time faculty, and the rationale of the program's use of adjunct faculty in the instructional and research programs.

Students

To the extent possible, describe your current students using data such as grade point averages and retention rates, by degree program. If available, data from previous years can also be included. Provide the number of undergraduates and graduate students, majors versus non-majors, upper division versus lower division, international versus Egyptian, etc. by degree program.

Describe what kinds of orientation, advising, and mentoring efforts have been carried out; and discuss whether (and if so how) the department helps students obtain financial support such as research or teaching assistantships, privately sponsored scholarships, assistantships through funded research, etc.

Program Resources and Cooperation

Describe any linkages, collaboration agreements with institutions outside the university, and courses or collaboration with other programs at AUC; list external grants held by individual faculty, research teams, or the department as a whole. Describe the department staff, including administrative or research assistance, secretarial, technical, student advising, etc.

Assessment

By degree program, describe how the program assesses achievement of learning outcomes, the targets or benchmarks against which performance is measured, and the results of outcomes assessment over the past five years been, if available. Discuss how information about the results of assessment shared and used to improve student learning and inform planning and resource allocation, including how the program has worked to improve teaching effectiveness.

Strengths, Weakness, Opportunities, Threats (SWOT) Analysis

Identify the strengths, weaknesses (internal to AUC), opportunities, and threats (external to AUC) that support or create barriers to achievement of program and department goals, objectives, and learning outcomes.

Plan for the Future

Discuss the department's plans for improvement over the next five years. (This should include department objectives, their relation to AUC's strategic goals, a timeline of activities, the resources required at each stage, and measurable outcomes to determine progress and measure success.) Identify internal improvements possible through reallocation of existing resources, as well as improvements that can only be addressed through additional resources and the plan to obtain those resources. Discuss new initiatives that might provide new career opportunities for graduates, potential partnerships with related programs, funding of research or service projects, etc. Describe plans for new degree programs, if any, including when the department/unit would like to initiate the program, its orientation and relationship with existing programs and the availability of necessary resources. Identify future personnel needs (faculty and staff).

Appendix II Departmental and Center Review Schedule
(Note that these assignments are subject to change, depending in part on the interests of departments and other units, the development of new initiatives, and the timing of external accreditation schedules, as well as the assessment of the Provost's Council.)

CLASS I 2009-2010
Computer Science and Engineering
History
Journalism and Mass Communications and Adham Center
Mathematics and Actuarial Science
Philosophy
El Khazindar Business Research and Case Center
Economic and Business History Research Center

CLASS II 2010-2011
Center for Middle East Studies
Economics
Political Science
Sociology, Anthropology, Psychology, and Egyptology
Gerhart Center for Philanthropy and Civic Engagement
Science and Technology Research Center

CLASS III 2011-2012
Biology
Core Curriculum
Center for Learning and Teaching
English Language Institute
Law
Management Center and IEEI
Prince Alwaleed Center for American Studies and Research
School of Continuing Education

CLASS IV 2012-2013
Arabic Language Institute
Chemistry
The Main Library
Management Department
Performing and Visual Arts
Petroleum Engineering
Public Policy and Administration
Social Research Center

CLASS V 2013-2014
Accounting
Arab and Islamic Civilizations
Electronics Engineering
Mechanical Engineering
Center for Migration and Refugee Studies
Graduate School of Education
The Rare Books and Special Collections Library
Rhetoric and Composition

CLASS VI 2014-2015
Citadel Capital Financial Services Center
Construction Engineering
English and Comparative Literature
Engineering Services
Physics
Nelson Institute for Gender and Women's Studies
Desert Development Center

Appendix 16:

Guidelines for Administration Unit Reviews

Unit Review Guidelines: Administrative and Academic Supporting Units

(Every six years)

Overview

The purpose of conducting periodic reviews of academic and administrative supporting units is to provide a mechanism to ensure the improvement of supporting units on a continuous basis, linking customer service and process improvement to strategic planning. Some of the questions to be addressed in a program review include the following:

- What is the unit's mission? What are its programmatic goals? How do these help advance AUC's mission?
- How are factors inside and outside AUC affecting the unit's function? Is it positioned to remain relevant going forward into the future?
- Could the unit collaborate better with other units and programs on campus or off campus to strengthen their function?
- Are plans for improvements and new initiatives well-conceived?

The review process helps to identify the future directions, needs, and priorities of supporting units. As such, supporting unit review is inextricably linked to strategic planning, resource allocation, and other decision-making at the unit and university levels. It is also an assumption that the review process is a participatory process that includes input from personnel in the unit as well as from units and individuals the unit is designed to serve.

Unit reviews result in recommendations for strategic planning and changes that serve to inform the department and university on decisions regarding planning and resource allocation. The outcome of the unit review should be an action plan for the next five years, which should be used to update the department's long-range plan.

- ☛ Program reviews should be critiqued by a panel, selected by the area head, of peers from similar departments at leading universities. Their evaluations should be appended to the program review.

University Resources to Aid in the Process

The Office of Institutional Research will work collaboratively with units across campus undergoing review by providing the unit with the following resources:

- Relevant data or other available information and assistance in presenting, analyzing, and interpreting the data
- Comparisons with peer universities, where available
- Comparable definitions and interpretation, where appropriate
- Results of institutional surveys
- Assistance in the development, administration, and analysis of additional questionnaires, surveys, or interviews used in program review reports, in accordance with university policy for human subjects research

Report

The unit will follow the following format for supporting unit review. The report should be very concise, a maximum of 15 single-spaced pages. Because reviews are intended to be forward-looking,

the reviews should be evaluative, with descriptive content kept to a minimum. The reviews should provide a concise and honest evaluation of a unit's strengths and weaknesses, in order to highlight areas for attention and improvement. Appendices should be included ONLY if they are referenced in the review, and all documents should be submitted in electronic format (emailed as MSWord documents or pdfs). Supporting unit reviews should be submitted to the Area Head, who will forward a copy, along with the external review, to IR.

Format for Administrative and Academic Support Unit Review

Introduction and Mission of the Unit [Limit two pages]
Describe the roles and functions of this unit and the impact of this unit upon the institution by addressing the following elements:

- The unit's mission statement
- Organization of the unit and sub-units
- Brief description of the review process and participants
- Services or functions provided: Describe the work performed by the unit, as well as who the unit serves; provide data that describes the amount of work or transactions handled by the unit
- A brief history of the unit, including recent trends and changes

Role within the University and Relationship to Other Units [Limit ½ page]
Describe how this unit relates to other units on campus and how the current unit's administrative structure serves the campus needs by addressing the following elements:

- Describe interrelationships of the unit with other units at the university, where applicable
- Identify areas of possible function overlap or service duplication with other units offered at the university

Findings and Recommendations Made in the Previous Review [Limit ½ page]

- Specify the date and type of previous review
- Briefly outline the major findings and recommendations of the previous review and the responses to them
- What were the strengths and weaknesses of the unit?
- Did the staff and administration agree with the recommendations?
- What actions were taken as a result of the recommendations?

Plans and the Planning Processes of the Unit [Limit two pages]

- Describe the goals, strategic plan, and planning processes of the unit and how they contribute to the university's mission and long-range plan. Describe the consultative process used to establish these goals and explain how they are consistent with, and supportive of, the university's goals and plans.
- Attach any long-range plans or list of goals in the appendix.

Assessment and Effectiveness [Limit three pages]

- What are the unit's outcomes?
- How does the program assess achievement of these outcomes? *Each outcome should be assessed by multiple methods.* What are the targets or benchmarks against which performance is measured?
- What are the results of outcomes assessment over the past five years?
- How is information about the results of assessment shared and used to improve service to the unit's designated constituency and inform planning and resource allocation?

    - Summarize the results or attach copies of summary reports to the review if constituent interviews or surveys have been conducted regarding the effectiveness of this unit in meeting needs
- What changes have been made or are going to be made as a result of this process?

Resource Allocation and Use [Limit three pages]
Describe how the unit maximizes its effectiveness in terms of available resources and how priorities for allocation of resources are determined in the unit, as well as the adequacy of these resources, by addressing the following elements:

- **PERSONNEL**
    - List current personnel and job titles
    - Describe the main areas of strength and weakness of your staff in fulfilling the unit's mission. *This is not a request for evaluation of individual personnel but for a general assessment of each group as a whole.*
    - Describe any major changes in the unit's personnel during the past seven years and any changes projected for the near future (e.g. resignation or retirements).
    - Describe how performance is evaluated for pay raises and promotions
    - Describe initiatives to improve personnel performance and programs for professional development, cross-training, succession planning, etc.
    - In the appendix, attach the following
        - CV and job description for each current member of your staff
        - For clerical or other positions in a unit for which individual CV are not available, provide job descriptions with the name of current employees and a brief statement of their qualification for those positions
- **FACILITIES**
    - Describe the amount, quality, and adequacy of current physical space available to the unit; *attach floor plans if available*
    - Describe the adequacy of equipment and information technology available to the unit to carry out its function
- **BUDGET**
    - Briefly evaluate the adequacy of your allocated budget for the past five years. Describe and evaluate any major expenditures or budgetary needs.
    - Include in the appendix a copy of your unit's budget for the past five years

Evaluation of the Operations of the Unit [Limit two pages]
Describe how the operating procedures of the unit are compatible with the policies and regulations of the university, and where appropriate, with administrative regulations and faculty governance structures, by addressing the following elements:

- Evaluation of the management of the unit:
    - How is appropriate staff involved in the decision-making process of the unit?
    - What mechanisms exist for staff to provide feedback to the unit?
    - What mechanisms exist for other units on campus to provide feedback to the unit?
    - How are data used to determine future goals and evaluate current performance?
- Efficiency analysis: What recommendations does the unit suggest to:
    - Improve decision-making?
    - Eliminate duplication or non-essential work?
    - Simplify reporting relationships and communications?
    - Use resources available to it effectively?
    - Reduce or contain costs?

The Future [Limit two pages]
The content of this section should focus on academic, administrative, personnel, and long- and short-term planning issues. Conducting a SWOT analysis (**S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats or Challenges) may be helpful in completing this section. This process might also benefit by obtaining outside opinions through holding focus groups, interviews with stakeholders, or other means.

- The strengths of the unit (eg. market position, expertise, personnel, reputation, etc.)
- Immediate and long-range problems to overcome
- Opportunities for development: describe current needs that could provide new opportunities for students, delivery of service to the client, expansion or consolidation of services, collaboration with other units, etc.
- Future personnel and budgetary needs
- How will factors inside and outside AUC affect the unit's function? (*such as enrollment patterns, economic factors, the creation of other educational institutions in the region, etc*.) How has the unit or will the unit work to face these challenges?
- What other challenges does the unit see on the horizon, and what are the unit's suggestions as to how they might be met and perhaps turned to AUC's advantage?

10. Appendices:
Attach to the unit's program review report, where applicable:

- Unit budget for the past five years
- Organizational chart
- Flow chart of major operations or systems
- Floor plan of office space
- Workload data, measurements, and performance indicators used for major activities
- Assessment plans and reports
- Job descriptions and CVs of staff
- Copies of significant policies and procedures
- Reports and other supporting documents
- Materials produced (brochures, publications, etc.)
- Awards, commendations, press, etc.