

Progress Report

To the

Middle States Commission on Higher Education

From
The American University in Cairo
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[June 23, 2011: To accept the Commission requested information report. To remind the institution that the Periodic Review Report due June 1, 2013, should document implementation of the Ph.D. in Applied Sciences and Engineering, including evidence that outcomes assessment is used to improve teaching and learning (Standard 14). To further remind the institution that a progress report is due by April 1, 2012, documenting further implementation of an organized and sustained assessment process to evaluate and improve student learning, including evidence that student learning assessment information is used to improve teaching and learning (Standard 14).]

**Report Documenting Further Implementation of an Organized and Sustained Assessment Process to Evaluate and Improve Student Learning, Including Evidence that Student Learning Assessment Information is Used to Improve Teaching and Learning
(Standard 14)**

I. Introduction

In April 2010, AUC submitted a monitoring report to MSCHE in response to a request following the university's 2008 re-accreditation. The monitoring report was accepted, and a progress letter on "further implementation of an organized and sustained assessment process to evaluate and improve student learning" was requested for submission in April 2012.

The American University in Cairo (AUC), founded in 1919, offers English language, American-style liberal arts and professional education to more than 5,200 undergraduates and nearly 1,300 graduate students. In addition, AUC currently provides non-degree studies to 321 students (Fall 2011) and continuing education to nearly 23,000 adult learners (academic year 2010-2011). Eighty-seven percent of AUC students are Egyptian, with the remaining 13% comprised of nationalities from around the world. AUC strives to build 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.

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 and the refurbishment of the downtown campus to accommodate a growing continuing education program. In 2009, the university restructured the academic area, adding a new Graduate School of Education and bringing the school into the academic area under the supervision of the Provost and divided the School of Business, Economics, and Communication into two new schools (the School of Business and the School of Global Affairs and Public Policy). In January 2011, a new President and a new Provost were appointed; three weeks later, Egyptians launched the January revolution, ousting President Hosni Mubarak in a mostly peaceful uprising centered in Tahrir Square, steps away from AUC's downtown campus.

Since the revolution in January 2011, the university has faced a time of turbulence, with political uncertainty, ongoing security concerns, continuing upheaval in Tahrir Square which complicates operation of the Tahrir campus, problems with the city's transportation infrastructure, and a student body stretching long-unused political muscles. At the start of Fall semester 2011, students protested increases in tuition, parking fees, and perceived inequities in salaries for buildings and grounds and security staff; students also demanded increased participation in governance and more transparency on the part of the university administration. The university responded quickly, allowing students to protest without penalty and encouraging them to do so in ways that were productive rather than destructive. The administration held a university forum open to the entire campus community to discuss the students' concerns, added student representation to most governance committees, redressed salary inequities, and took other steps to make changes where appropriate and feasible. In addition, academic committees, including the core curriculum committee and the Provost's Task Force on the Freshman Year, initiated discussions to determine how to improve student awareness of their rights and responsibilities as members of the university community, improve their skills at debate, and introduce civics in the core curriculum.

The university used the period following the revolution to improve campus safety and security mechanisms, including ways to quickly contact the AUC community, introduce new programs and revise existing programs, engage students and faculty in discussions with the larger community, focus on the process of developing in students the skills they will need to be effective citizens as well as revising the university's strategic plan to accommodate the opportunities and challenges in Egypt and the region's new paradigm. The revised plan, "AUC: Catalyst for Change"¹ builds on AUC's longstanding reputation of being a force for

¹"Catalyst for Change": <http://www.aucegypt.edu/about/PlanBudg/Documents/Catalyst%20for%20Change.pdf>

positive change in the region and focuses on those aspects of the university's mission related to education, service, research, integrity and sustainability.

II. Progress to Date and Current Status

Since submission of the Monitoring Report in April 2010, the university has experienced a great deal of disruption from the January revolution and the resulting and ongoing national upheaval. The university's administration and faculty have had to focus heavily on securing the ongoing operations of the university, ensuring the safety of our students, and absorbing and adapting to the many challenges and opportunities created by the revolution while maintaining the quality of education that we have traditionally offered our students. Unfortunately, this has meant that the university's goal to focus on and accelerate implementation of the university's assessment plan has not reached the level of full implementation that the university had planned. With very few exceptions, departments are assessing student learning and using those results to make changes and improvements to their programs; however, systematic reporting of results is not yet widespread.

II A. Implementation of an Organized and Sustained Assessment Process to Evaluate and Improve Student Learning

The university refined and strengthened its process for assessment of student learning in 2007 and began implementation of a university-wide assessment plan². All academic programs, research centers, and training units are required to develop and implement outcomes-based assessment using direct and indirect measures of assessment and report on the results of those assessments each year.³ ⁴Every six years, departments undergo a rigorous self-study and program review evaluated by external reviewers.

All undergraduate academic programs, with the exception of programs in one department which is currently revamping its majors, have developed and communicated learning outcomes, and these outcomes are mapped to the university's institutional learning outcomes.⁵ With the exception of this department, all undergraduate programs have developed assessment plans and are in various stages of implementing those plans and reporting on and using results to make improvements to their programs.⁶ ⁷Once the curriculum changes are approved, this department will begin immediately developing a complete assessment program this year. A number of departments, particularly those in the School of Science and Engineering and the School of Business, have been conducting organized and systematic assessments of student learning for many years and have successfully institutionalized the process into their day-to-day operations.

Department self-study and program reviews are proceeding on schedule, with the exception of those scheduled for external visits immediately following the revolution.⁸ The recommendations arising from this process have been used in developing priorities for planning and allocation of resources, including faculty lines. For example, based on one of the recommendations by external reviewers of the Philosophy Department, the unit has developed a proposal for an MA in Philosophy.

In addition to rigorous review, specialized accreditation has traditionally been helpful in generating faculty interest and developing expertise in assessment. For this reason, among others, the university has encouraged programs to pursue this kind of accreditation. Since 2010, several programs have received specialized accreditation or have been fully reaccredited, and in April 2011, AUC became the first university in Egypt to

² See Appendix 1: Institutional Assessment Plan 2008-2013

³ See Appendix 2: Sample Program Assessment Plan

⁴ Website listing AUC program assessment plans:

<http://www.aucegypt.edu/research/IR/assess/Pages/AssessmentAcadProg.aspx>

⁵ See Appendix 3: A Sample of Program Learning Outcomes Mapped to Institutional Learning Outcomes

⁶ See Appendix 4: Results of Assessment Inventory

⁷ See Appendix 5: Examples of How Assessment Results Have Been Used to Improve Programs

⁸ See Appendix 6: Department, Program, and Center Reviews

receive accreditation from Egypt's new national accrediting agency, the National Authority for Quality Assurance and Accreditation of Education (NAQAAE).⁹

In 2011, the university strengthened its focus on accelerating implementation of the campus assessment plan. The university appointed an associate provost for academic administration to help support and monitor program assessment. The School of Business, the School of Science and Engineering, the School of Global Affairs and Public Policy, and the School of Humanities and Social Sciences (as well as the School of Continuing Education) each have appointed associate deans charged with coordinating assessment within the School, and these associate deans, along with the associate provost, serve on the university's Assessment Committee.

To facilitate collection and reporting of assessment information, the university implemented integrated planning software in Fall 2011, with modules for strategic planning, assessment, program review, and accreditation (<http://aucegypt.compliance-assist.com>). The director of planning and assessment organized a series of workshops across campus to train 320 department chairs, assessment coordinators, and assistants to chairs in use of the software.

The university also is implementing an ambitious calendar of institutional assessments¹⁰, including assessment of university and general education learning outcomes of critical thinking, reading, and writing. The first administration of the CAAP is scheduled for November 2012.

The university is in its third administration of the National Survey of Student Engagement¹¹ and has used the results to inform efforts to improve student advising and mentoring and the first year experience and to direct efforts to improve the quality of interactions between students and faculty and administrative offices. The Provost has established a task force on advising, mentoring and registration which, backed with NSSE results from the previous two years, is working with university governance structures to approve changes to the current system. Likewise, the Provost has established task forces on the Freshman Year and the Core Curriculum; those task forces are also using the results of the survey to inform their recommendations. The results of the survey have been widely communicated across campus and made openly available on the university's website, and the Assessment Committee is considering the data in depth to identify areas where action needs to be taken.

The university will be launching an alumni survey in October 2012 to facilitate the collection of data on alumni for departments to use in program assessment and will repeat the survey every five years. Using the capabilities of online tools, the survey will allow programs to tailor surveys for their alumni and enable collection of data on alumni perceptions of their achievement of program learning outcomes. Similar information will be collected from employers starting in April 2012.

II B. Building a Culture of Assessment

The university has been successful in laying a stable foundation for the institutionalization of a culture of assessment on campus. Many departments have a substantial record of direct and indirect assessment of student learning and regularly report on and use those results to inform planning, while other departments have developed robust assessment plans but have not yet fully implemented those plans.

Units and programs throughout the university are increasingly drawing on the resources the university has made available, including teaching enhancement grants, technical support from the Office of Institutional Research and the Director of Planning and Assessment, and the Center for Teaching and Learning which holds regular workshops to help faculty develop meaningful course-level assessment, program assessments,

⁹ See Appendix 7: University, Department, Program, and Center Accreditation

¹⁰ See Appendix 8: Institutional Assessment Calendar

¹¹ See Appendix 9: Results of the National Survey of Student Engagement

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.¹²

The Assessment Committee, established in 2011 and co-chaired by the provost and the vice president for planning and administration, includes in its membership faculty, administrators, and the associate deans of the three schools, as well as the assessment coordinator for the new Graduate School of Education, the associate provost for academic administration, and the new dean of undergraduate studies. The primary mission of the committee is to support the development and institutionalization of a culture of assessment at AUC to improve student learning and institutional effectiveness. The establishment of this committee has led to a critically important devolvement of responsibility and ownership of assessment of student learning to the academic area, particularly the deans and associate deans of the Schools, and it is hoped that the committee, with its broad and high-level representation, will be a powerful tool to advise on the development of approaches and systems to increase faculty buy-in, overcoming faculty resistance, and building a culture of assessment.

Conclusion

AUC has made substantial progress in accelerating and implementing a systematic and organized process of assessment of learning outcomes and has built a strong foundation on which to institutionalize a culture of assessment, but there is much work still to be done. With the exception of a department currently restructuring its majors, all undergraduate academic programs have established learning outcomes and developed assessment plans which are in various stages of implementation. The university senate has promulgated a policy that all syllabi must include statements of course learning outcomes, and department chairs are responsible to ensure that the policy is followed. Associate deans have been appointed in all schools to shepherd and track assessment processes, and there is increasing use of institutional assessment results in making policy decisions. Best practices are being disseminated across campus, and tools have been put in place to facilitate reporting of assessment results. The task ahead of the university is to complete the institutionalization of assessment activities in all departments, improve the effectiveness of the tools being used to assess learning outcomes, further communicate best practices across the university, complete the implementation of the integrated planning and assessment software, and more closely tie programmatic assessment to academic resource allocation. We are hopeful that the Assessment Committee will be a powerful force for continuing progress in institutionalizing assessment and continuous improvement at all levels of the university.

¹² See Appendix 10: *Assessment Update*, AUC's Assessment Newsletter
<http://www.aucegypt.edu/RESEARCH/IR/ASSESS/Pages/AUC'sAssessmentUpdateNewsletter.aspx>

Appendix 1: Institutional Assessment Plan

Assessment of Student Learning and Institutional Effectiveness Plan 2008-2013

(Note: AUC is in the process of updating this plan for 2013-2015)

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 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.

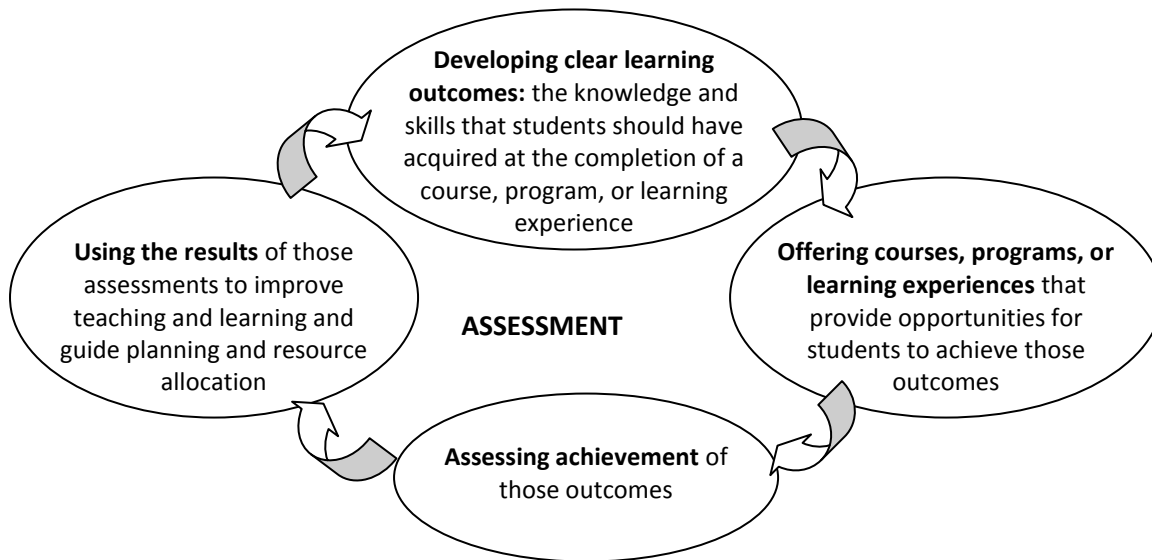
Introduction

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 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 Learning 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.

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.

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 guided by the university's Executive Committee for Long-Range Planning, Assessment, and Re-accreditation. This committee is responsible for coordinating and giving strategic direction to AUC's long-range planning process, assessment activities and the institutional self-studies required by the MSCHE re-accreditation process.

OIR will provide coordination of assessment activities as well as offer training and workshops to faculty, administrators, and staff. The office will also review departments' assessment plans and reports and provide timely feedback. OIR will create and maintain an assessment website and other assessment materials to assist departments in developing effective plans, communicate assessment results across campus, assist departments in developing surveys related to assessment, create an assessment knowledge base for the university community, and promote 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.¹³

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.

¹³ 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 year 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 fora.

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 Spring 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.

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.

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, university factbooks 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 the 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 2.4.1: The first committee meeting will be held 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 will submit an assessment plan, developed in the specified format, to the Dean, with copies to OIR. Approved plans will be 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 will submit an annual report of the previous year’s assessment activities and results to their Dean or Area Head, with a copy to OIR, which will supply timely feedback to departments, using an evaluation rubric, included in the appendix. These results will be used as input to budget planning and adjustments to the long-range plan. The template used to standardize the format of these plans is available in the appendix to this plan, in the OIR Assessment Guide and in downloadable format online on the Assessment web site.

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. A template for program review can be found on OIR's assessment website at <http://OIR.aucegypt.edu>. These program reviews will be submitted to a team of external reviewers, recommended by the Dean, 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, CSAB, 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.¹⁴*

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 classroom; and studies by external reviewers, such as an assessment of admissions and registration activities at AUC.

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: By Spring 2010, AUC 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 of Student Engagement to freshmen and seniors and report on results.

Strategy 3.1.3: Review the list of assessment tools available to survey institutional effectiveness and make recommendations to the university.

Strategy 3.1.4: 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 3.1.5: Conduct existing university-wide assessment measures and communicate results back to the university community, providing information in both hard-copy and online formats.

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.

¹⁴ Middle States Commission on Higher Education (2003) "Student Learning Assessment: Options and Resources" pp.83-85.

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 fora.

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

Strategy 4.2.2: Provide departments with data from Institutional Research.

Strategy 4.2.3: The university will provide funding for external reviewers to review programs and 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 have 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 Epsilon 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 is 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: 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. (A template for a program review can be found on OIR's assessment website at http://OIR.aucegypt.edu .)

Appendix 2: Sample Program Assessment Plan

There are two templates for plans: the initial model, which is include in our listing of program assessment plans on the website (see Appendix 4), and a new model, based on the initial model, which is used in our new integrated planning software. OIR is assisting departments in entering and updating their plans in the new software.



THE AMERICAN UNIVERSITY IN CAIRO
Assessment Plan -- Program Level

Program: B.A., Economics
Assessment Coordinator: Abdelkrim Seghir
Program Mission Statement: To provide students with a fundamental and modern Economics education in a way that promotes critical thinking, leadership, and problem-solving skills, and the values of quality, ethical behavior, responsibility to society and commitment to their work. The AUC undergraduate program in Economics opens wide opportunities for prestigious and creative jobs both in governmental and private institutions and development organizations.

Ext. 6799
Date: February 2008
Email: kseghir@aucegypt.edu

Program Outcomes	Is this a student learning outcome?	Learning Opportunities	Assessment Methods/Measures	Target Levels/ Benchmarks	When Will Assessment Be Conducted and Reviewed?	How Will Results Be Used and Communicated?
A graduate of Economics is able to: Communicate basic economic theories, concepts, analytical methods, and policy choices, using appropriate writing and oral conventions and presenting arguments and evidence clearly and concisely.	Yes	ECON 199, 201, 202, 216, 218, 301, 302, 316, 318	1. Course-based assessment (research/project papers and other writing assignments, class presentations, short and extended essays, midterm and final exam questions relating to this outcome). 2. Graduating student exit survey (indirect) 3. Alumni survey (indirect)	1. 75% demonstrate achievement of this outcome on research papers. 75% correctly answer exam questions. 2. At least 80% of respondents indicate that they believe this learning outcome was achieved. 3. 75% of alumni indicate that they are confident of their ability to communicate basic economic theories and present arguments and evidence clearly and concisely.	1. Each semester 2. Each year 3. Every two years	All assessment results will be reviewed at the end of each semester in a special departmental meeting. Results will be used to make changes to following semester's course assignments and syllabi. Aggregate results will be included in an annual assessment report.
Apply basic theories, concepts, and analytical methods of microeconomics and macroeconomics to policy impacts and case studies.	Yes	All courses	Same as above.	Same as above.	Same as above.	Same as above.
Write research papers and present their findings and be comfortable in debating	Yes	ECON 303, 308, 309, 312, 403, 413, 414	1. Research paper in ECON 403 2. Employers' survey	1. 75% demonstrate achievement of this outcome on research papers.	1. Each semester 2. Every two years 3. Every two years	Same as above.

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Program Assessment
Department: Communication and Media Arts, BA

The American University in Cairo

Provost

School of Global Affairs and Public Policy

Department of Journalism and Mass Communication

Communication and Media Arts, BA

COMM1: Understand the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances

Is This a Student Learning Outcome?: ☒

Start: 9/1/2010
End: 8/31/2011
Program: Communication and Media Arts, BA
Responsible Role(s): Progress: Completed

Primary Learning Opportunities
JPMC 202, JPMC 250, JPMC 270, JPMC 400, JPMC 482

Assessment Methods/Measures

1. Course-based assessment
2. Project in Capstone course
3. Student portfolios: Students should collect (samples of their work), select (which ones to include), reflect (on the selected pieces), and connect (make inferences and write a short report or think piece)
4. Student exit surveys (to be distributed in capstone courses or online before graduation)
5. Alumni surveys (or focus groups) measuring how well program prepared them for job
6. Employer surveys (or focus groups) measuring how well program graduates are prepared for job

Target Levels/Benchmarks

1. 75% or more demonstrate achievement of this outcome on course-based assessments
2. 75% or more achieve a B grade or better in project on items related to outcome according to a grading rubric
3. Departmental and expert review of portfolios show that 75% of students or more get a B grade or better on their portfolios
4. Departmental average of 4.0 or better on items relating to learning outcome
5. 4.0 or better on 5-point survey scales on items relating to learning outcome
6. 4.0 or better on 5-point survey scales on items relating to learning outcome

When Will Assessment Be Conducted and Reviewed?

1. Every semester
2. Every semester
3. Every year
4. Every year
5. Every 3 years
6. Every 3 years

Results/Findings
No data has been available since April 2010 as faculty have not filled out online assessment forms for their courses. Existing assessments are 18 months old.

How Did You Use the Results?
Assessment methods have not been implemented. Nothing has been assessed due to lack of any data.

Related Items

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1: 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 lifelong learning.

3: 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 in order to solve problems.

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

COMM10: Apply basic numerical and statistical concepts

Is This a Student Learning Outcome?: ☒

Start: 9/1/2010
End: 8/31/2011
Program: Communication and Media Arts, BA
Responsible Role(s): Progress: Completed

Primary Learning Opportunities
JPMC 320 & JPMC 420

Assessment Methods/Measures

1. Course-based assessment
2. Student portfolios
3. Student exit surveys
4. Alumni surveys (or focus groups)
5. Employer surveys (or focus groups)

Target Levels/Benchmarks

1. 75% or more demonstrate achievement of this outcome on course-based assessments
2. Departmental and expert review of portfolios show that 75% of students or more get a B grade or better on their portfolios
3. Departmental average of 4.0 or better on items relating to learning outcome
4. 4.0 or better on 5-point survey scales on items relating to learning outcome
5. 4.0 or better on 5-point survey scales on items relating to learning outcome

When Will Assessment Be Conducted and Reviewed?

1. Every semester
2. Every year
3. Every semester
4. Every 3 years
5. Every 3 years

Results/Findings
No data has been available since April 2010 as faculty have not filled out online assessment forms for their courses. Existing assessments are 18 months old.

How Did You Use the Results?
Assessment methods have not been implemented. Nothing has been assessed due to lack of any data.

Related Items

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Appendix 3: A Sample of Program Learning Outcomes Mapped to Institutional Learning Outcomes

<p>AUC1: 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 lifelong learning.</p> <p>Selected Program and Unit Outcomes</p> <ul style="list-style-type: none"> • ACCT2: Demonstrate an understanding of auditing, taxation concepts and applications • ANTH2: Discuss, evaluate and apply social science and ethnographic research methodology and methods • BADM2: Demonstrate an awareness of the entrepreneurial process and its relationship to society • BIOL2: Use computation analysis and/or bioinformatics tools effectively to address biological problems • BIOT2: Demonstrate an understanding of regulatory affairs, intellectual property issues, and ethics related to different aspects of biotechnology 	<p>AUC2: 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.</p> <p>Selected Program and Unit Outcomes</p> <ul style="list-style-type: none"> • COMM8: Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve • ECLT2: Students who successfully complete the program will be able to express points of view and positions in an articulate and systematic way • ECON1: Communicate basic economic theories, concepts, analytical methods, and policy choices, using appropriate writing and oral conventions and presenting arguments and evidence clearly and concisely. • EGPT1: Communicate advanced Egyptological and archaeological theories, (or Coptological) concepts and analytical methods using appropriate written and oral conventions and presenting arguments and evidence clearly and concisely • ENGR10: The ability to integrate and communicate technical issues such as structure, materials, building techniques and building systems, through appropriate technical documentation, using manual and ICT tools
<p>AUC3: 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 in order to solve problems.</p> <p>Selected Program and Unit Outcomes</p> <ul style="list-style-type: none"> • BIOL6: Analyze and evaluate information from a variety of sources including primary research literature in support of current research projects • BIOT7: Utilize computational and engineering approaches in biotechnology • COMM9: Critically evaluate their own work and that of others for accuracy, fairness, clarity, appropriate style and grammatical correctness • HIST1: Demonstrate a working knowledge of past events, people, places, ideas and values and the ability to place them in an appropriate historical context. • JRMC1: Understand the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances 	<p>AUC4: 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.</p> <p>Selected Program and Unit Outcomes</p> <ul style="list-style-type: none"> • MACT4: Present mathematical/statistical work, both in oral and written format, to various audiences (students, mathematicians, non-mathematicians) • MEST1: Demonstrate a sound knowledge of the basic facts of the region's history, culture, society, and political systems • MRS5: Design appropriate and effective research frameworks and conduct fieldwork related to migration and refugees in an ethical and culturally sensitive manner • PHYS4: The ability to function in multi-disciplinary teams, task groups, independently, and to communicate effectively using technical writing and oral presentation • PPAD8: Incorporate stakeholder perspectives into policy analysis to assess diverse interest to advocate effectively for recommendations developed
<p>AUC5: Effective Citizenship AUC graduates value service to their local community and to broader causes at the national and international level.</p> <p>Selected Program and Unit Outcomes</p> <ul style="list-style-type: none"> • MRS5: Design appropriate and effective research frameworks and conduct fieldwork related to migration and refugees in an ethical and culturally sensitive manner • POLS5: Demonstrate an awareness of social and ethical issues related to the field • PPAD6: Demonstrate a commitment to and an ability to articulate a public service perspective with a strong ethical framework and analytic approach that promotes the rule of law, transparency, and fairness 	

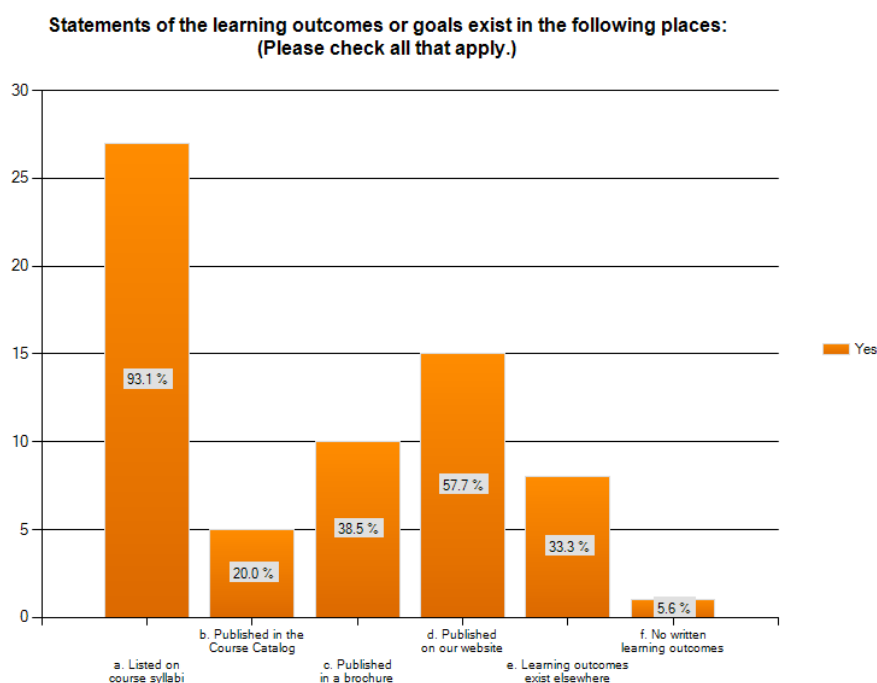
Appendix 4: Results of Assessment Inventory

Assessment Inventory Summary of Findings

The Office of Institutional Research administered an assessment survey to all of AUC's academic units in Spring semester 2012 (n=30). The purpose of the survey was to document the breadth of assessment activities focused on student learning and the use of assessment findings to improve the academic experience. The categories of direct assessment, indirect assessment, and evidence of processes that promote student learning were developed using "Examples of Evidence of Student Learning" (Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd ed.). San Francisco: Jossey-Bass) downloaded from the MSCHE website. This summary presents findings from the survey on four critical survey items of assessment activities.

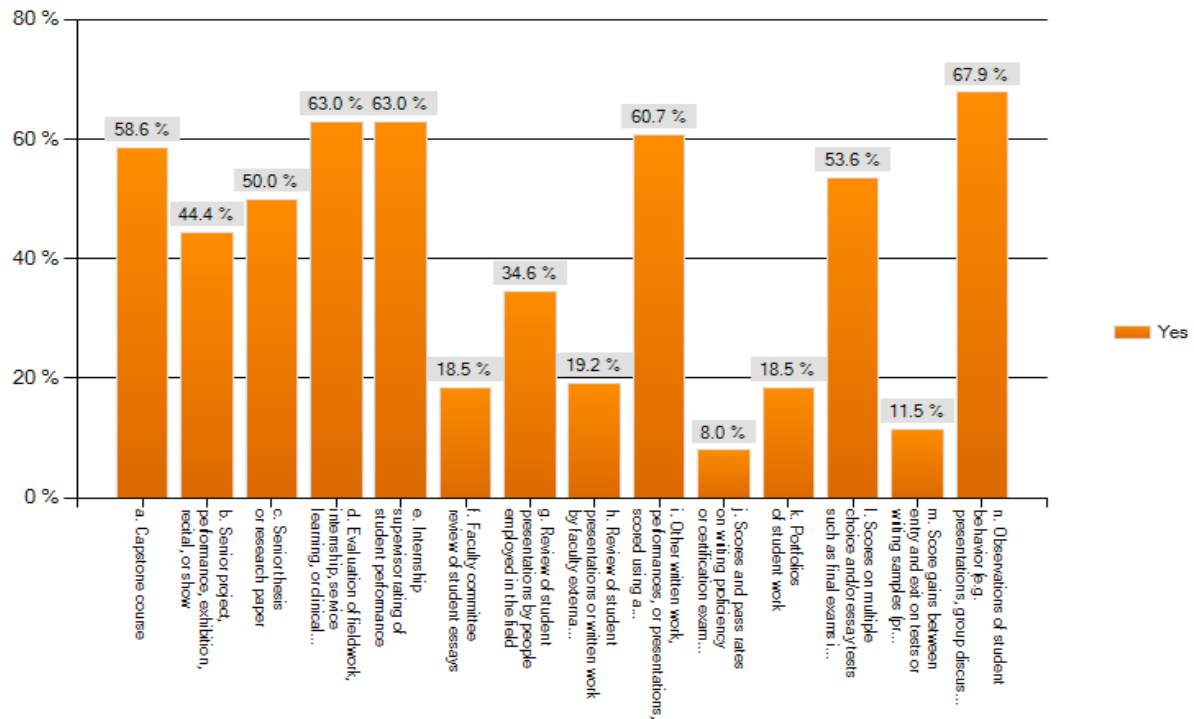
Survey item/Assessment Activity 1: Respondents were asked if their department had written learning outcomes or goals; 97 % of departments reported having learning outcomes or goals.

Survey item/Assessment Activity 2: Respondents were asked if learning goals were stated on course syllabi; 93% of departments reported having learning goals clearly stated on course syllabi.

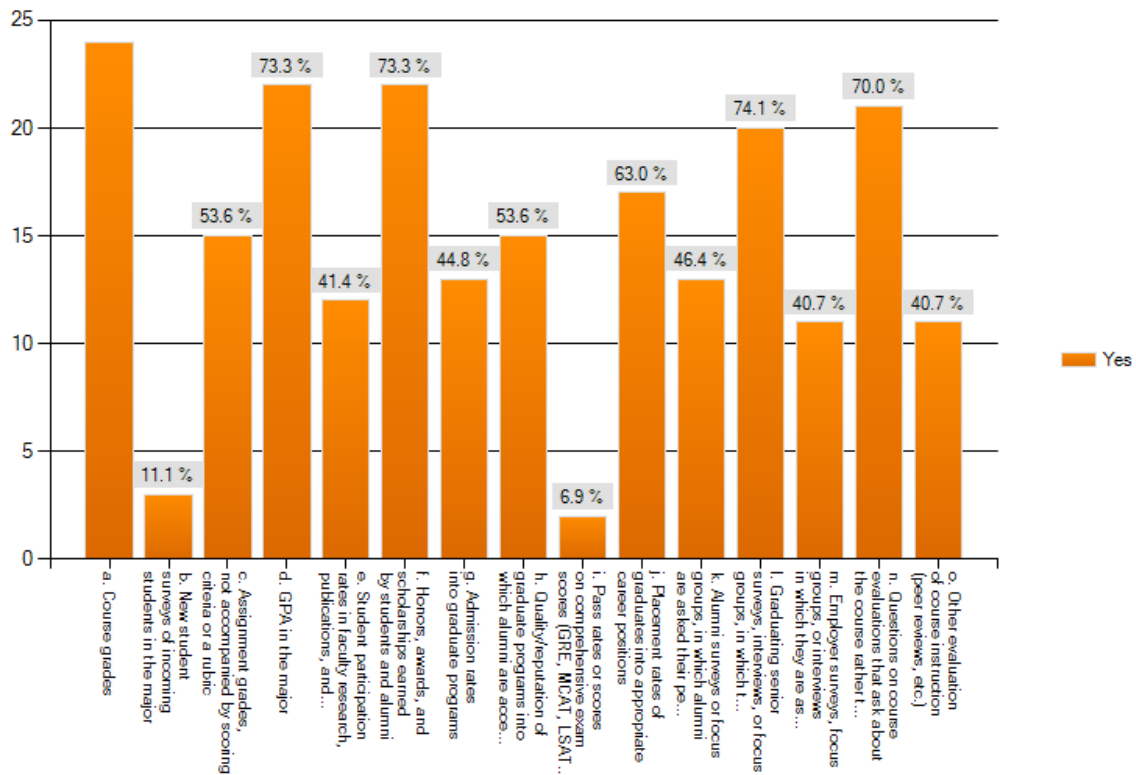


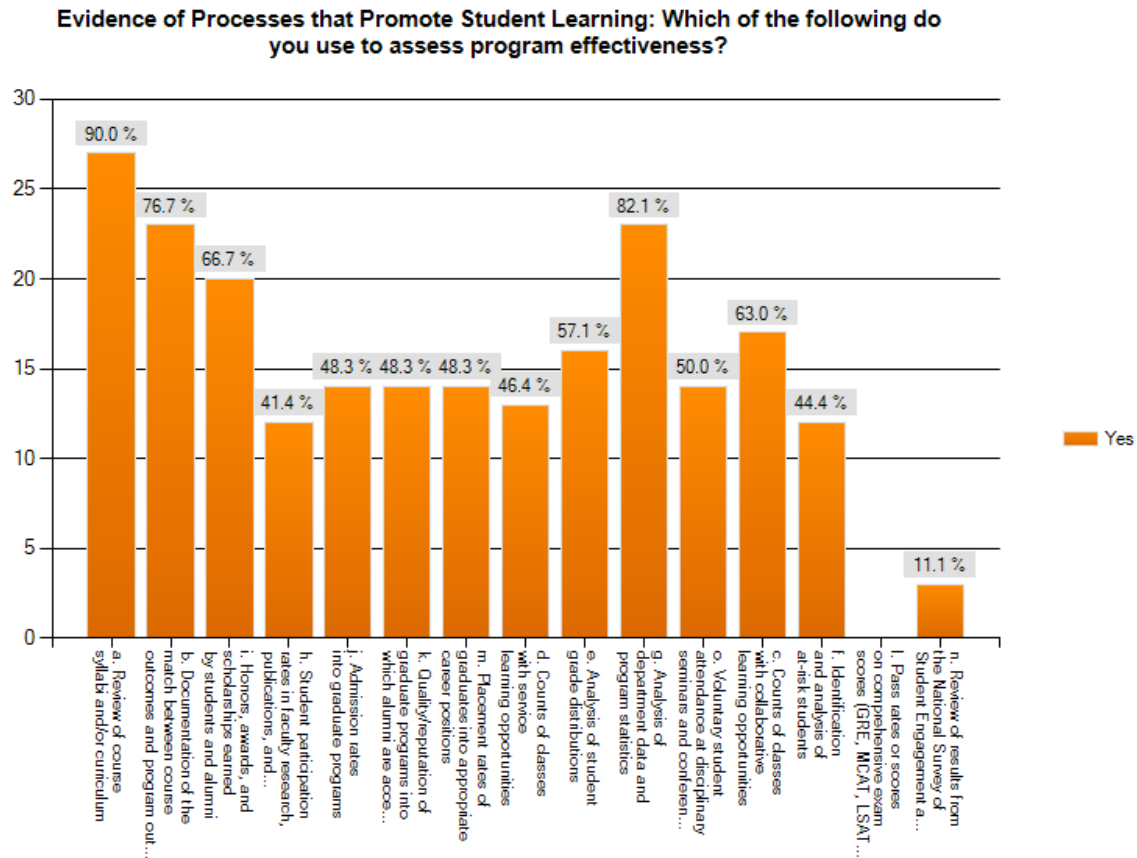
Survey item/Assessment Activity 3 Methods of Assessment: Respondents were asked to report methods used to assess student-learning outcomes. The following charts shows some of the methods used. The most popular method of direct assessment is observations of student behavior followed by internships and evaluation of internship or other field experiences, other written work, and capstone courses. In terms of indirect assessment, 80% of responding departments report using course grades. As evidence of processes that promote student learning, 90% of departments responding to the question use review of course syllabi and curriculum, and 82% use a review of department data and statistics.

Direct Evidence of Student Learning: Which of the following do you currently use to assess student learning outcomes at the program level?



Indirect Evidence of Student Learning: Which of the following do you currently use to assess student learning outcomes at the program level?:





Survey item/Assessment Activity 4: Use of Assessment Findings to Improve Departmental Programs, Services, or Operations. Seventy-three percent of responding departments reported use of findings to improve departmental programs, services, or operations (see appendix 7).

Appendix 5: Examples of How Assessment Results Have Been Used to Improve Programs

Program	Changes Made as a Result of Assessment Activities
Accounting, BAC	In Fall 2009, the Accounting Unit at the School of Business shifted status to be the Department of Accounting, in response to the rising need for a more comprehensive bachelor degree in accounting and to be in-line with international business schools. The inauguration of the department involved restructuring of the accounting curriculum, including the updating and introduction of various accounting courses. Much of the restructuring process came as a direct outcome of the recommendations built from AOL assessment results. Selection of changes from assessments: simplified rubrics to focus on concepts, added cases to prepare financial statements under different international accounting standards and Egyptian standards, Egyptian tax laws, introduced a second auditing course, focused more on Egyptian tax requirements.
Anthropology, BA	Revised the entire curriculum
Arabic Studies, BA	Placed syllabi on the website as well as the whole undergraduate and graduate programs. Revised courses, added new courses, improved the website to attract students, and planned new activities, like an Arabic Studies Club, for undergraduate students
Architectural Engineering, BS	Reviewed mapping of courses against program objectives and accreditation criteria, identified areas that need to be strengthened in the curriculum and made changes accordingly. External examiner comments from Senior Project juries have been taken into account in consequent semesters. The Professional Advisory Board feedback has been used to develop the program.
Biology, BS	Currently investigating the discrepancy between the large number of majors, the small number of graduates and the high transfer rate to identify the underlying issue and work to solve the problem. Added bioinformatics in response to student requests, and hired faculty with specific specializations
Business Administration, BBA	A selection of changes based on results of assessments: Addressed more cases and issues relevant to Egypt and the region, revised some objectives of the rubric, used more cases studies, put more emphasis on internal and organizational factors affecting employee ethics using cases, expose students to the Egyptian environment by writing cases on Egypt. In Fall 2011, the department is discussing having MGMT 307 (Management Functions) as a prerequisite for the ethics course. This will enable students to have a better idea about management before they take the course. This could solve the problem of their knowledge about how internal and organizational factors affect employee ethics. A project was introduced after the January 25 revolution in which students had to discuss the ethical problems of the late regime and to propose strategies and incentive systems that would ensure better ethical behavior.
Computer Engineering, BS	Re-designed existing course, introduced and/or updated of elective courses
Computer Science, BS	Re-designed existing courses, introduced and/or updated new elective courses
Construction Engineering, BS	Created new concentrations, changed course content to better suit the overall program objectives, offered new electives, and modified the distribution of credit hours among several courses.
Economics, BA	1- The department discussed the inclusion of additional courses as proposed by students and the possibility of introducing BSc program. 2- The department discussed students' suggestion of writing graduation project on a topic of their choice in any area of economics, and the matter was referred to the Academic Affairs Committee to investigate it. 3- The department will continue working on improving this outcome by attracting qualified students through GPA requirement who can improve this learning outcome.
Egyptology, BA	Revised course content in a number of courses and introduced new courses
Electronics Engineering, BS	After consultation with our industrial board we changed EENG 412 VLSI from being an elective course to EENG 318 and made it as a concentration course. After consultation with our alumni we included in our graduate program, Master of Engineering, a concentration in Management of Technology.
Journalism, BA	Restructured the department from one major with three specializations to three separate majors and we revised the curriculum of the three majors. Revised the journalism program to make it multimedia journalism, based on feedback from faculty and students. Cutting back on the number of students enrolled in the majors by implementing a grammar, spelling, punctuation proficiency exam as a prerequisite for declaration, as well as a "B" in RHET 201. Reduced the number of adjuncts and implemented a system of having a full-time faculty member serve as coordinator of courses with multiple sections. Implementing a system where each FT faculty member has to teach a 200-level course.
Mechanical Engineering, BS	Introduced two new concentrations in Power and Mechatronics based on market demands.
Psychology, BA	Added faculty with certain specialties, revised the undergraduate curriculum, and added an MA and a specialization in community psychology
Sociology, BA	Tweaked the curriculum, revised PSYCH210, got rid of the comprehensive exams, and integrated the thesis into the capstone course

Appendix 6: Department, Program, and Center Reviews

Department, Program and Center Reviews: Purpose, Timing and Process **The American University in Cairo** **October 2009** (Revised March 2012)

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.)

(Revised March 2012)

CLASS I 2009-2010

Computer Science and Engineering
Economics and Business History Research Center
Journalism and Mass Communications and Adham Center

CLASS II 2010-2011

History
Philosophy

CLASS III 2011-2012

Center for Learning and Teaching
Economics
Mathematics and Actuarial Science

CLASS IV 2012-2013

Biology
Center for Middle East Studies
Core Curriculum
El Khazindar Business Research and Case Center
Gerhart Center for Philanthropy and Civic Engagement
Law
Management Center and IEEEI

Political Science
Science and Technology Research Center

CLASS V 2013-2014

Arabic Language Institute
Chemistry
Management Department
Performing and Visual Arts
Prince Alwaleed Center for American Studies and Research
Public Policy and Administration
School of Continuing Education
Social Research Center
Sociology, Anthropology, Psychology and Egyptology
The Main Library

CLASS VI 2014-2015

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

CLASS VI I 2015-2016

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

Appendix 7: University, Department, Program, and Center Accreditation

Name	Accreditation
University	Middle States Commission on Higher Education (MSCHE) National Authority for Quality Assurance and Accreditation in Education (NAQAAE) (Egypt)
School of Science and Engineering	National Authority for Quality Assurance and Accreditation in Education (NAQAAE) (Egypt)
School of Business	EQUIS (in progress)
School of Continuing Education	International Association for Continuing Education and Training (IACET)
Department of Management	National Authority for Quality Assurance and Accreditation in Education (NAQAAE) (Egypt)
Accounting, BAC	Association for the Advancement of Collegiate Schools of Business (AACSB)
Actuarial Science, BS	Society of Actuaries (SOA) for all courses evaluated for Validation by Educational Experience (VEE): MACT 427 & 428 (VEE in Applied Statistics), ECON 201 & 202 (VEE in Economics) and FINC 303 & 404 (VEE in Corporate Finance)
Architectural Engineering, BS	UNESCO-UIA (International Union of Architects) (in progress)
Business Administration, BBA	Association for the Advancement of Collegiate Schools of Business (AACSB)
Business Administration, MBA	Association for the Advancement of Collegiate Schools of Business (AACSB) AMBA (in progress)
Chemistry, BS	Canadian Society for Chemistry (CSC)
Computer Science, BS	Computing Accreditation Commission of ABET
Construction Engineering, BS	Engineering Accreditation Commission of ABET
Electronics Engineering, BS	Engineering Accreditation Commission of ABET
Management Center	Accrediting Council for Continuing Education and Training (ACCET)
Management of Information and Communication Technology, BS	Association for the Advancement of Collegiate Schools of Business (AACSB)
Mechanical Engineering, BS	Engineering Accreditation Commission of ABET
Intensive English Language Program and English 100	Commission on English Language Program Accreditation (CEA)

Appendix 8: Institutional Assessment Calendar

Institutional Assessment Calendar

Institutional assessments are designed to provide faculty and administrators with the information they need to assess and improve institutional effectiveness as well as the effectiveness of their individual programs, services, and strategic and annual plans. OIR's policy is to prepare and communicate reports on survey results for the institution as a whole as well as to prepare more specific reports as requested by individual departments and units. Some surveys include items that are repeated on other surveys; this will provide us with an opportunity to validate individual survey results. Shaded surveys (below) are US-based surveys with peer comparisons available. All other surveys are developed in-house.

Survey	Outcomes	Partners with OIR and Assessment Committee	To	Administered		Survey Cycle	AY	AY	AY	AY	AY	AY
				When	How		2010	2011	2012	2013	2014	2015
Ad hoc surveys: Transportation, Food Services, etc.	Information on operational effectiveness, program effectiveness, demand for programs or services, community opinion polling	Various	Various	As needed	Online	As needed						
Alumni Survey	Updated demographic information, employment information, satisfaction, indirect assessment of learning outcomes	Alumni Office, CAPS, Schools	Alumni (all for the first administration; selected years for subsequent surveys)	Spring	Online	Every five years			S			
CAPS Graduate Survey	Information on market demand, career placement, graduate study	CAPS	Alumni, one year post-graduation	Fall and Spring	Online	Every semester	F,S	F,S	F,S	F,S	F,S	F,S
CAPS Employer Survey I	Information on employer satisfaction with AUC graduates, indirect assessment of learning outcomes, employer needs at different skill levels	CAPS	Employers (selected sample of general managers and HR directors)	Spring	Personal interview, by external marketing firm	Every five years			S			
CAPS Employer Survey II	Tailored for individual school needs, interim update to survey I, wider set of respondents	CAPS, Schools	Employers (general managers and HR directors)	TBD	Online	Every two years					S	
Faculty Survey (in-house, then HERI in 2014)	Information on faculty satisfaction and perceptions on the quality of campus services, diversity, support for research, transparency, mentoring, salaries, etc.	Senate FAC, Provost's Office, Provost's Task Forces	Faculty: Full-time faculty	Spring	Online	Every three years (beg. 2009). Will offer in 2014 rather than 2015 to align with HERI schedule.			S		S	
Faculty Research Survey	Faculty satisfaction with support for research	Assoc. Provost for Research, OSP	Faculty: Full-time faculty	Spring	Online	Every three years (beg. 2008)		S			S	
Adjunct Faculty Survey	Information on satisfaction, perceptions, and feedback on the quality of services and support	Senate FAC, Provost's Office, Provost's Task Forces	Faculty: Adjunct Faculty	Spring	Online	Every three years, in sync with FT faculty survey			S		S	
Staff Satisfaction Survey	Information on personal satisfaction, diversity and respect, facilities and services and other areas related to success.	HR, Facilities	Staff	Spring	Online and paper	Every three years			S			S
ACT CAAP: Writing, reading, and critical thinking	Direct assessment of achievement of institutional and core learning outcomes	Dean of Undergraduate Studies, Provost's Task Force on First Year	Students: Sophomores who have completed the primary core curriculum (sample)	Spring	TBD	Every year			S	S	S	
Student Satisfaction Inventory	Satisfaction with overall aspects of campus life and student services	Various	Students: All undergraduates (sample)	Spring	TBD	Every other year				S		S
Students: CRIP Freshman Survey	Information that allows for a snapshot of what incoming students are like before they experience college, including established behaviors in high school; academic preparedness; admissions decisions; expectations of college; interactions with peers and faculty; student values and goals; student demographic characteristics; and concerns about financing college. Can be post-tested in WVCY and CSS surveys, providing for longitudinal	Dean of Undergraduate Studies, Provost's Task Force on First Year	Students: Entering freshmen (sample)	Orientation (Fall)	TBD					F		F

Survey	Outcomes	Partners with OIR and Assessment Committee	To	Administered		Survey Cycle	AY	AY	AY	AY	AY	AY
				When	How		2010	2011	2012	2013	2014	2015
	analysis of cognitive and affective growth.											
NSSE	Assesses behaviors by students and institutions that are associated with desired outcomes of college; benchmarks include level of academic challenge, active and collaborative learning, enriching educational experiences, student-faculty interaction, and supportive campus environment.		Students: First-years, seniors	Spring	Online	Every other year	S	S	S		S	
CRIP Your First College Year Survey	Comprehensive information on the academic and personal development of first-year college students. Longitudinal follow up to Freshman Survey. Evaluates student adjustment to college; assesses students' academic experiences and achievement; collects information about extracurricular experiences; studies specific first-year programs; and examines student change.	Dean of Undergraduate Studies, Provost's Task Force on First Year	Students: Freshman at the end of their first year (sample)	Spring		Every other year			S	S		S
Graduate Student Survey I	Satisfaction with admissions and orientation at AUC	Dean of Graduate Studies, Graduate Student Services, AVP for Student Life	Students: First-semester graduate students	Fall and Spring	Online	Every semester	F,S	F,S	F,S	F,S	F,S	F,S
Graduate Student Survey II	Satisfaction with academics and support services, plans post-graduation	Dean of Graduate Studies, Graduate Student Services, AVP for Student Life	Students: Graduating graduate students	Fall and Spring	Online	Every semester	F,S	F,S	F,S	F,S	F,S	F,S
International Student Survey	Satisfaction with admissions, orientation, academics and support services at AUC.	International Programs Office, AVP for Student Life	Students: International students	Fall and Spring	Online	Every semester	F,S	F,S	F,S	F,S	F,S	F,S
CRIP College Senior Survey	Exit survey for graduating seniors. Focuses on academic achievement and engagement; student-faculty interaction; cognitive and affective development; student goals and values; satisfaction with the college experience; degree aspirations and career plans; post-college plans. Designed to be used longitudinally with Freshman Survey and Your First College Year Survey.	Dean of Undergraduate Studies	Students: Seniors (sample)	Spring		Every other year				S		S
The National Study of Instructional Costs and Productivity (Delaware Cost Study)	Comparative analysis of faculty teaching loads, direct instructional cost, and separately budgeted scholarly activity, all at the level of the academic discipline	Provost's Office, HR		Winter	Online	Every year			W	W	W	W
Inventory of Assessment of Learning Outcomes for Undergraduate Students	An understanding of the breadth and depth of assessment activities in undergraduate programs at AUC.		Department chairs and/or assessment coordinators	Spring	Online, personal interviews	Every two years			S		S	

Appendix 9: Results of the National Survey of Student Engagement

Complete results for the past two survey administrations are available on the OIR website at:

<http://www.aucegypt.edu/research/IR/assess/Pages/NSSE.aspx>

↑=Direction of change in the top two values from the previous year

NSSE Results from 2011 and 2010 Mapped to MSCHE Standards											
			MSCHE Standards	AUC 2011		Carnegie Class 2011		AUC 2010			
				FY	SR	FY	SR	FY	SR		
1	Academic and Intellectual Experiences – “In your experience at your institution during your current school year, about how often have you done each of the following?”										
	a.	Asked questions in class or contributed to class discussions (“often” or “very often”)	11, 12, 14	74.2%	↑	80.5%	↓	62%	74%	73.8%	83.9%
	b.	Made a class presentation (“often” or “very often”)	11, 12, 14	52.1%	↑	81.3%	↑	36%	65%	39.0%	73.2%
	c.	Prepared two or more drafts of a paper or assignment before turning it in (“often” or “very often”)	11, 12, 14	71.8%	↓	52.5%	↑	59%	49%	75.2%	50.0%
	d.	Worked on a paper or project that required integrating ideas or information from various sources (“often” or “very often”)	11, 12, 14	86.5%	↑	91.3%	↓	80%	88%	82.9%	92.8%
	e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (“often” or “very often”)	6, 11, 12, 14	67.6%	↑	58.4%	↑	63%	66%	59.9%	54.2%
	f.	Come to class without completing readings or assignments (“often” or “very often”)	14	16.9%	↑	23.9%	↓	16%	20%	16.6%	30.2%
	g.	Worked with other students on projects during class (“often” or “very often”)	11, 12, 14	51.4%	↓	52.9%	↑	46%	53%	52.2%	41.8%
	h.	Worked with classmates outside of class to prepare class assignments (“often” or “very often”)	11, 12, 14	50.3%	↑	68.4%	↓	45%	61%	49.0%	72.5%
	i.	Put together ideas or concepts from different courses when completing assignments or during class discussions (“often” or “very often”)	11, 12, 14	66.6%	↑	73.9%	↓	56%	71%	58.4%	77.2%
	j.	Tutored or taught other students (paid or voluntary) (“often” or “very often”)	3, 9, 14	21.0%	↓	34.7%	↓	14%	20%	25.8%	38.9%
	k.	Participated in a community-based project (e.g. service learning) as part of a regular course (“often” or “very often”)	9, 11, 14	13.4%	↑	22.8%	↑	14%	19%	11.8%	13.7%
	l.	Used an electronic medium (Listserv, chat group, Internet, instant messaging etc.) to discuss or complete an assignment (“often” or “very often”)	3, 9, 11, 12, 14	58.4%	↑	62.0%	↑	56%	64%	51.9%	51.1%
	m.	Used e-mail to communicate with an instructor (“often” or “very often”)	3, 9, 11, 14	90.4%	↑	88.8%	↓	81%	88%	84.7%	91.0%
	n.	Discussed grades or assignments with an instructor (“often” or “very often”)	10, 11, 14	56.3%	↑	62.8%	↑	52%	61%	51.7%	52.9%
	o.	Talked about career plans with a faculty member or advisor (“often” or “very often”)	10, 11, 14	23.3%	↑	38.9%	↑	31%	42%	22.4%	35.3%
	p.	Discussed ideas from your readings or classes with faculty members outside of class (“often” or “very often”)	6, 14	27.1%	↑	40.5%	↓	21%	28%	26.2%	41.8%
	q.	Received prompt written or oral feedback from faculty on your academic performance (“often” or “very often”)	10, 14	51.9%	↔	54.1%	↑	61%	66%	52.0%	53.0%
	r.	Worked harder than you thought you could to meet an instructor’s standards or expectations (“often” or “very often”)	11, 14	65.5%	↑	65.7%	↑	62%	64%	63.7%	58.1%
	s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) (“often” or “very often”)	9, 10, 11, 14	21.4%	↑	28.4%	↑	16%	23%	17.5%	22.0%
	t.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.) (“often” or “very often”)	14	69.4%	↑	70.2%	↑	58%	66%	62.4%	64.5%
	u.	Had serious conversations with students of a different race or ethnicity than your own (“often” or “very often”)	6, 11, 12, 14	39.1%	↑	43.2%	↑	51%	53%	37.6%	41.9%
	v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (“often” or “very often”)	6, 11, 12, 14	45.8%	↑	54.5%	↑	52%	55%	45.5%	53.5%
2	Mental Activities – “During the current school year, how much has your coursework emphasized the following mental activities?”										
	a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form (“quite a bit” or “very much”)	11, 12, 14	52.0%	↑	50.8%	↓	71%	63%	48.9%	51.6%
	b.	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components (“quite a bit” or “very much”)	11, 12, 14	81.6%	↓	89.4%	↑	81%	86%	82.5%	88.5%
	c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships (“quite a bit” or “very much”)	11, 12, 14	68.2%	↓	76.1%	↑	71%	77%	69.7%	69.9%
	d.	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions (“quite a bit” or “very much”)	11, 12, 14	70.8%	↑	71.3%	↑	72%	75%	70.0%	69.4%

NSSE Results from 2011 and 2010 Mapped to MSCHE Standards

			MSCHE Standards	AUC 2011		Carnegie Class 2011		AUC 2010	
				FY	SR	FY	SR	FY	SR
	e.	Applying theories or concepts to practical problems or in new situations ("quite a bit" or "very much")	11, 12, 14	70.5% ↓	77.1% ⇔	76%	82%	68.6%	77.0%
3	Reading and Writing – "During the current school year, about how much reading and writing have you done?"								
	a.	Number of assigned textbooks, books, or book-length packs of course readings ("11-20" or "more than 20")	11, 14	31.2% ↓	29.9% ↓	33%	32%	39.0%	34.6%
	b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment ("11-20" or "more than 20")	11, 14	8.8% ↓	9.9% ↓	8%	10%	10.9%	12.6%
	c.	Number of written papers or reports of 20 pages or more ("11-20" or "more than 20")	11, 12, 14	8.0% ↓	10.7% ↓	2%	4%	8.6%	12.0%
	d.	Number of written papers or reports between 5 and 19 pages ("11-20" or "more than 20")	11, 12, 14	13.5% ↓	25.8% ↓	6%	16%	16.1%	27.5%
	e.	Number of written papers or reports of fewer than 5 pages ("11-20" or "more than 20")	11, 12, 14	38.1% ↓	35.2% ↓	29%	31%	44.5%	36.8%
4	Problem Sets – "In a typical week, how many homework problems sets do you complete?"								
	a.	Number of problem sets that take you more than an hour to complete ("5-6" or "more than 6")	11, 14	29.0% ↑	34.4% ↑	22%	23%	28.0%	28.0%
	b.	Number of problem sets that take you less than an hour to complete ("5-6" or "more than 6")	11, 14	30.1% ↓	25.5% ↑	26%	19%	34.0%	16.7%
5	Exams								
		Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work. (6-7 ["very much"] on 7-point scale)	11, 14	38.5% ⇔	41.1% ↑	53%	55%	38.4%	35.0%
6	Additional Collegiate Experiences – "During the current school year, about how often have you done each of the following?"								
	a.	Attended an art exhibit, play, dance, music, theater, or other performance ("often" or "very often")	11, 12	29.7% ↑	28.3% ↓	28%	23%	26.6%	28.7%
	b.	Exercised or participated in physical fitness activities ("often" or "very often")	9	43.4% ↑	41.8% ↑	60%	53%	43.0%	34.4%
	c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.) ("often" or "very often")	9	43.7% ↑	38.2% ↑	30%	32%	40.1%	34.8%
	d.	Examined the strengths and weaknesses of your own views on a topic or issue ("often" or "very often")	12, 14	56.0% ↑	58.1% ↑	52%	57%	54.4%	56.4%
	e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective ("often" or "very often")	6, 12, 14	80.5% ↑	77.9% ↑	63%	67%	71.4%	70.9%
	f.	Learned something that changed the way you understand an issue or concept ("often" or "very often")	12, 14	74.5% ↑	75.5% ↑	67%	69%	72.1%	75.1%
7	Enriching Educational Experiences – "Which of the following have you done or do you plan to do before you graduate from your institution?"								
	a.	Practicum, internship, field experience, co-op experience, or clinical assignment ("plan to do" or "done")	9, 11, 13, 14	91.3% ↑	91.9% ↑	81%	77%	81.0%	90.9%
	b.	Community service or volunteer work ("plan to do" or "done")	6, 13, 14	87.2% ↑	84.6% ↑	81%	75%	83.3%	74.9%
	c.	Participate in a learning community or some other formal program where groups of students take two or more classes together ("plan to do" or "done")	13, 14	47.1% ↑	50.6% ↑	43%	37%	46.8%	45.1%
	d.	Work on a research project with a faculty member outside of course or program requirements ("plan to do" or "done")	9, 10, 13, 14	42.5% ↓	48.3% ↓	37%	31%	43.5%	49.1%
	e.	Foreign language coursework ("plan to do" or "done")	14	67.5% ↑	48.9% ↓	50%	45%	62.0%	51.7%
	f.	Study abroad ("plan to do" or "done")	3, 13, 14	80.2% ↑	50.6% ↑	43%	21%	78.1%	44.8%
	g.	Independent study or self-designed major ("plan to do" or "done")	13, 14	34.9% ↑	31.9% ↓	20%	25%	33.8%	41.3%
	h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) ("plan to do" or "done")	13, 14	71.9% ↑	93.6% ↑	49%	64%	62.5%	81.1%
8	Quality of Relationships								
	a.	Relationships with other students (6-7 ["friendly, supportive, sense of belonging"] on 7-point scale)	6	60.6% ↑	66.8% ↑	58%	64%	58.7%	60.5%
	b.	Relationships with faculty members (6-7 ["available, helpful, sympathetic"] on 7-point scale)	6, 9, 10	39.5% ↑	54.9% ↑	51%	58%	37.8%	46.6%
	c.	Relationships with administrative personnel and offices (6-7 ["helpful, considerate, flexible"] on 7-point scale)	3, 5, 6, 8, 9	21.6% ↓	26.8% ↑	39%	37%	25.5%	18.6%
9	Time Usage – "About how many hours do you spend in a typical 7-day week doing each of the following?"								
	a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) ("26-30 hrs/wk" or "30+ hrs/wk")	9, 14	11.1% ↑	15.1% ↑	10%	13%	9.9%	12.4%
	b.	Working for pay on campus ("26-30 hrs/wk" or "30+ hrs/wk")	9	1.6% ↑	3.5% ↑	0%	2%	.8%	.6%
	c.	Working for pay off campus ("26-30 hrs/wk" or "30+ hrs/wk")		1.6% ↑	1.7% ↑	9%	25%	.3%	1.1%
	d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) ("26-30 hrs/wk" or "30+ hrs/wk")	11	.9% ↓	3.9% ↓	2%	3%	2.2%	6.8%
	e.	Relaxing & socializing (watching TV, partying, etc.) ("26-30 hrs/wk" or "30+ hrs/wk")	9, 11	11.6% ↑	11.7% ↑	8%	5%	11.0%	7.3%
	f.	Providing care for dependents living with you (parents, children, spouse, etc.) ("26-30 hrs/wk" or "30+ hrs/wk")	9	4.1% ↓	3.1% ↑	8%	14%	4.7%	.6%

NSSE Results from 2011 and 2010 Mapped to MSCHE Standards

			MSCHE Standards	AUC 2011		Carnegie Class 2011		AUC 2010	
				FY	SR	FY	SR	FY	SR
	g.	Commuting to class (driving, walking, etc.) ("26-30 hrs/wk" or "30+ hrs/wk")	9	2.0% ⇔	3.9%	1%	1%	2.0%	4.0%
10	Institutional Environment – "To what extent does your institution emphasize each of the following?"								
	a.	Spending significant amounts of time studying and on academic work ("quite a bit" or "very much")	1, 11, 12, 14	82.4% ⇔	85.9% ↓	83%	82%	82.4%	86.9%
	b.	Providing the support you need to help you succeed academically ("quite a bit" or "very much")	1, 2, 5, 9	71.3% ↑	76.4% ↑	79%	82%	72.8%	65.3%
	c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds ("quite a bit" or "very much")	1, 6, 12	60.2% ↑	56.7% ↑	61%	53%	53.6%	48.9%
	d.	Helping you cope with your non-academic responsibilities (work, family, etc.) ("quite a bit" or "very much")	1, 9	31.6% ↓	35.0% ↑	40%	30%	32.7%	28.3%
	e.	Providing the support you need to thrive socially ("quite a bit" or "very much")	1, 9	40.3% ↓	45.7% ↑	51%	39%	43.0%	37.7%
	f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) ("quite a bit" or "very much")	1, 11	65.2% ↑	70.5% ↑	64%	53%	57.8%	57.8%
	g.	Using computers in academic work ("quite a bit" or "very much")	1, 2, 9, 11, 12	93.4% ⇔	95.6% ↓	84%	89%	93.6%	96.0%
11	Educational and Personal Growth – "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?"								
	a.	Acquiring a broad general education ("quite a bit" or "very much")	11, 12, 14	86.3% ↑	92.8% ↑	82%	83%	85.7%	88.8%
	b.	Acquiring job or work-related knowledge and skills ("quite a bit" or "very much")	9, 12, 14	63.8% ↑	81.4% ↑	64%	75%	63.1%	69.0%
	c.	Writing clearly and effectively ("quite a bit" or "very much")	11, 12, 14	83.9% ↑	86.9% ↑	77%	79%	81.3%	84.7%
	d.	Speaking clearly and effectively ("quite a bit" or "very much")	11, 12, 14	75.3% ↓	86.0% ↑	70%	75%	76.0%	83.5%
	e.	Thinking critically and analytically ("quite a bit" or "very much")	11, 12, 14	88.0% ↑	89.2% ↑	84%	88%	86.3%	88.2%
	f.	Analyzing quantitative problems ("quite a bit" or "very much")	11, 12, 14	78.2% ↑	86.4% ↑	73%	76%	72.5%	82.8%
	g.	Using computing and information technology ("quite a bit" or "very much")	2, 9, 11, 12, 14	84.9% ↑	91.5% ↑	74%	79%	84.0%	86.5%
	h.	Working effectively with others ("quite a bit" or "very much")	12, 14	75.9% ↓	85.7% ↑	75%	81%	76.3%	80.6%
	i.	Voting in local, state, or national elections ("quite a bit" or "very much")	6	54.0% ↑	50.0% ↑	29%	32%	32.7%	37.5%
	j.	Learning effectively on your own ("quite a bit" or "very much")	12, 14	75.0% ↑	82.2% ↑	73%	76%	69.9%	78.6%
	k.	Understanding yourself ("quite a bit" or "very much")	6, 12	66.7% ⇔	74.1% ↑	67%	66%	66.8%	72.0%
	l.	Understanding people of other racial and ethnic backgrounds ("quite a bit" or "very much")	6, 12	68.3% ↑	69.7% ↑	59%	58%	63.9%	68.7%
	m.	Solving complex real-world problems ("quite a bit" or "very much")	11, 12, 14	54.3% ↓	67.3% ↑	59%	65%	56.0%	62.7%
	n.	Developing a personal code of values and ethics ("quite a bit" or "very much")	6, 12, 14	64.8% ↑	71.6% ↑	62%	63%	59.8%	70.1%
	o.	Contributing to the welfare of your community ("quite a bit" or "very much")	6	63.4% ↑	69.1% ↑	49%	49%	55.0%	57.1%
	p.	Developing a deepened sense of spirituality ("quite a bit" or "very much")	6	45.6% ↑	38.4% ↑	38%	31%	41.4%	39.3%
12	Academic Advising								
		Overall, how would you evaluate the quality of academic advising you have received at your institution? ("good" or "excellent")	2,9,10	58.4% ↓	61.1% ↑	80%	73%	69.1%	55.0%
13	Satisfaction								
		How would you evaluate your entire educational experience at this institution? ("good" or "excellent")	14	87.7% ↑	88.7% ↑	88%	86%	87.3%	85.2%
14	Satisfaction								
		If you could start over again, would you go to the same institution you are now attending? ("probably yes" or "definitely yes")		85.0% ↑	84.2% ↑	84%	82%	82.9%	81.5%

Freshmen and Seniors Report on AUC Experience in 2011 Survey

(continued from page 1)

a supportive campus environment and student-faculty interaction.

First-year students reported less satisfaction than all comparison groups with their related to the university's commitment to their success. Specifically, first-year rated the quality of their relationships with faculty members and administrative personnel and overall satisfaction with the Carnegie class lower than all comparison groups. Seniors reported having serious conversations with students of differing beliefs, opinions or values than their Carnegie class peers. There are also more students that AUC helps students cope with non-academic responsibilities and with student and family, than the comparison group. In addition, lower AUC Freshmen and seniors had lower career plans with a faculty member or advisor.

The information contained in the survey results provides university decision makers with critical information on the quality of teaching, student life and overall institutional effectiveness, and to help direct planning, improvements to programs and services, resource allocation and more. In addition to the overall results of the survey, AUC provides participating universities with a breakdown of results by major grouping; this "major feed" report is available with OIR, Dean

Assessment in Action: SIC 120 A Focus on Scientific Thinking

Assessment Update Interviews Dr. Hoda Mostafa, Associate Professor of Practice and Scientific Thinking Course Director

What exactly is "Scientific Thinking"?

Scientific thinking is a core requirement for all students graduating from AUC. The majority of students are freshmen or sophomores and for many of them it's their first time they are exposed to a scientific literacy

and critical thinking course. Scientific thinking is a core requirement for all students graduating from AUC. The majority of students are freshmen or sophomores and for many of them it's their first time they are exposed to a scientific literacy and critical thinking course. Scientific thinking is a core requirement for all students graduating from AUC. The majority of students are freshmen or sophomores and for many of them it's their first time they are exposed to a scientific literacy and critical thinking course. Scientific thinking is a core requirement for all students graduating from AUC. The majority of students are freshmen or sophomores and for many of them it's their first time they are exposed to a scientific literacy and critical thinking course.

How do you manage such a large course?

I get an average of 700 students each semester, 22 sections of about 30-32 students each. It is a logistic challenge to get students into the course when they need to take it and not action that are freshmen years. Students are not always coming to class surprised to find out as well as freshmen for whom the course is designed. Getting students to attend the weekly sessions is a challenge. I usually find it a little challenge to get 700 students seated and ready to engage with the question at hand.

An additional challenge we have been addressing over the last few years is making sure that students across sections get a unified learning experience. This is done through instructional teaching practices and instructor pool of resources that are find works with with students.

We'd Like Your Input!

- Do you have a great assessment story to tell – something that worked for you in your class, program, or department?
- Are you trying to use assessment in a new way? You would like to tell our team – rubrics, student portfolios, minute papers, etc. to tell us how you can meet something related to assessment that you would like to share?

Send it to Assessment Update! Submit articles, news items, or announcements to assess@aacuonline.org.

And Associate Deans:

The Assessment Committee is currently reviewing and analyzing the results of the NSSE and the results are available in the OIR website. Departments and offices are encouraged to download and review the reports. Reports of results of groups of majors are also available from the OIR website. The 2012 NSSE survey was emailed to current freshmen and senior students in early February. AUC's NSSE survey results are available at: <http://www.auc.edu/assess/2012nsse/>

Measuring the Use of the Students' Behavior, "Other" or "Very Other"

Category	Other (%)	Very Other (%)
Related with academic success with other AUC students	100	0
Related with academic success with other AUC students	100	0
Related with academic success with other AUC students	100	0
Related with academic success with other AUC students	100	0
Related with academic success with other AUC students	100	0
Related with academic success with other AUC students	100	0
Related with academic success with other AUC students	100	0
Related with academic success with other AUC students	100	0
Related with academic success with other AUC students	100	0
Related with academic success with other AUC students	100	0

What are the learning outcomes, and how do you measure them?

First Learning Outcome

A Students will be able to distinguish between scientific and non-scientific thinking and apply knowledge about scientific process and ways of thinking for personal and social purposes.

A Students will be able to distinguish between scientific and non-scientific thinking and apply knowledge about scientific process and ways of thinking for personal and social purposes.

Second Learning Outcome

A Students will be able to explain the steps of scientific method and identify the relationship between scientific method and scientific process using milestone scientific discoveries/ theories as examples of this process.

A Students will be able to apply the scientific method in designing, analyzing and evaluating scientific procedures.

Third Learning Outcome

A Students will be able to recognize and discuss multiple points of view and identify bias in readings, debates, and discussions related to selected popular science topics using legitimate academic approaches.

A Students will be able to identify, summarize, and analyze the process on which science generates and validates reliable knowledge.

Fifth Learning Outcome

A Students will be able to identify and explain some of the key concepts and principles of science within the context of selected popular science topics introducing students to the modern understanding of the big ideas in science.

We administer a student survey at the end of every unit (roughly every month) with questions related to general lectures and how well the students feel they are learning objectives of the course. Most

Join The AUC Assessment Online Community!

Assessment at AUC is the University's entire instructional process. Discuss assessment and evaluation AUC positions you are being implemented in your assessment plans, what works and what doesn't work. Ask questions, get advice, and share ideas with other AUC faculty.

To join, visit this group at <http://www.auc.edu/groups/assessment/>

assess@aacuonline.org or send an email to assess@aacuonline.org.

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<http://www.aucegypt.edu/research/IR/>

For more information on **Assessment Update**, or to submit articles, news items, or announcements, please contact OIR at:

Assessment News in Brief: The "Flipped" Classroom

"How 'Flipping' the Classroom Can Improve the Traditional Lecture" by Bill Tucker in *The Chronicle of Higher Education*, February 19, 2012, <http://chronicle.com/article/How-Flipping-the-Classroom/30817/>

"The Flipped Classroom: A New Model for Learning at Home from Class Time Learning" by Bill Tucker in *EducationNext*, Winter 2012, <http://educationnext.org/the-flipped-classroom/>

"The Flipped Classroom Defined" by Tina Barseghian in *KQED's Mind/Shift*, September 8, 2011, <http://mindshift.kqed.org/2011/09/08/the-flipped-classroom-defined/>

There is one model for a "flipped classroom," but the underlying message is the same: **Students no longer are permitted to surrender more information in class.**

The flipped classroom inverts the traditional lecture-based teaching method, delivering instruction outside of class and moving "homework" into the classroom. The "flipped" comes from the inversion of expectations in the traditional lecture and can take many forms, including interactive engagement, "just-in-time" teaching (where students respond to web-based or emailed questions that the class and the professor uses the responses to inform his or her teaching), and peer instruction.

Here are some examples of how it might work:

1. Students watch lectures at home at their own pace, engaging with peers and the instructor via online discussion; in the classroom, the students engage each other on the topic of the lecture, with the help of the instructor through live or interactive activities.
2. Instead of lecturing, a professor asks his or her students to work in small groups to solve a problem or to persuade one another that the answer they arrived at before class is correct.
3. Professors record and assign lecture videos to students to watch online, and then require students to come to class with a question.

In the flipped classroom, students do what has been traditionally thought of as homework, solving problems with peers and professors and applying what they have learned to new contexts and situations. And it can be chaotic, when students work together, they learn to listen to their peers. They form groups, encourage on the spot at the front of the room, and even split out of the classroom into hallways.

Flipped classroom instructors expect to share the games that they don't the videos on their own but how they are integrated into an overall approach that makes the difference. This model increases the time

students have to discuss and solve problems with peers and professors, reduce student frustration with not understanding the material, and allow professors time to revisit difficult concepts. In an example at a high school near Detroit, the result of implementing the flipped classroom was a reduction in the percentage of freshmen who failed English from 10% to 5% and freshmen who failed math from 44% to 13% (see graph below).

Subject	BEFORE THEY FLIPPED	AFTER THEY FLIPPED
English	+50%	4.4%
Math	44%	13%

Want to Know More?

Attend CLTs "Flipping the Classroom", Monday, April 23, from 2:00-3:15 pm, in 1021, Library Bldg.

Steve MacGillivray (on leave)	President and Board of Governors and Administration	steve.macgillivray@ednet.edu
Michael Steiner (on leave)	President	michael.steiner@ednet.edu
Van Swindler (on leave)	Director, Planning and Assessment, Office of Institutional Research	van.swindler@ednet.edu
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Appendix 11: AUC Assessment Committee

AUC Assessment Committee Terms of Reference

1. Title

The name of the committee shall be the American University in Cairo Assessment Committee

2. Purpose

To provide a consultative forum for facilitating the process of continuous assessment and improvement at AUC. The primary mission of the committee is to support the development and institutionalization of a culture of assessment at AUC to improve student learning and institutional effectiveness.

3. Authority:

3.1 The functions of the Assessment Committee are to:

- Support and advise on the implementation of the university's institutional assessment plan;
- Review and advise on the quality of program and unit assessment plans, results, and reports, including periodic program reviews, and monitor the use of assessment results to ensure that they are used in subsequent planning activities;
- Review and advise on the university's adherence to the university's "Guiding Principles" for assessment, as stated in the university's institutional assessment plan;
- Review in detail the results of institutional assessments, develop a set of recommendations for changes or improvements based on those assessments, and follow-up on implementation of recommendations;
- Provide an annual report to the president documenting strengths and weaknesses of the university's overall effort in assessment and institutional effectiveness and achievement of the university's learning outcomes;
- Assist in coordinating university re-accreditation efforts.

3.2. The AUC Assessment Committee may establish such subcommittees to provide advice or to assist it in the performance of its functions.

3.3. The AUC Assessment Committee may delegate any of its functions to a subcommittee established under subsection (3.2).

4. Membership:

4.1. Membership must be composed of administrative, faculty, and student representatives.

The composition of the committee shall be:

- Associate Provost for Academic Administration
- AVP for Student Life
- Dean of Undergraduate Studies and Director of the Core Curriculum
- Director, Center for Learning and Teaching
- Representative from Senate Academic Affairs Committee, appointed by Senate Chair
- Representative from Senate Faculty Affairs Committee, appointed by Senate Chair
- Representative from Senate Student Affairs Committee or the student representative from the Senate, appointed by Senate Chair
- University Registrar
- Director of Planning and Assessment
- Executive Director of Institutional Research

Additional members may be added as determined by the Vice President for Planning and Administration and/or the Provost. The composition of the committee membership may be reviewed each year by the committee co-chairs.

4.2. The committee will be co- chaired by the Vice President for Planning and Administration and the Provost.

4.3. A quorum of members must be present before a meeting can proceed.

4.4. Decisions will be made by consensus.

4.5. The Office of Institutional Research will provide administrative support to the committee.

4.6. Minutes of each meeting will be recorded by OIR administrative support and reviewed by committee members and co-chairs.

4.7. Committee members will cease to be members if they:

- Resign from the committee;
- Fail to attend three consecutive meetings without providing notification to the committee chairs;
- Resign from their employment;
- Breach confidentiality.

4.8. Vacant positions will be filled on a casual basis, until a permanent appointment can be made.

5. Chairperson:

The chairperson(s) responsibilities include:

- Scheduling meetings and notifying committee members;
- Inviting specialists to attend meetings when required by the committee;
- Guiding the meeting according to the agenda and time available;
- Ensuring all discussion items end with a decision, action, or definite outcome; and
- Reviewing and approving the draft minutes before distribution.

6. Timing and duration of meetings:

Meetings shall be held on at least a monthly basis at a time that suits the majority of the committee's members. Meetings shall not exceed one and a half hours unless prior notification is given. A special or extraordinary meeting may be called by half the committee members or the one of the chairs of the committee, and subcommittees may meet as needed.

7. Amendments

The terms of reference shall be reviewed annually from the date of approval. They may be altered to meet the current needs of all committee members, by agreement of the majority of the members and subject to the approval of the co-chairs of the committee.

Subcommittee Mandates:

Student Learning Assessment Sub-Committee

- Review and advise on the quality of academic program assessments – annual assessment plans and reports and program reviews -- as well as achievement of overall institutional learning outcomes.
- Review the extent to which the university, schools, and departments are using the results of assessments to improve and gain efficiencies in programs.
- Suggest university actions and improvements based on results of academic assessment
- Advise on the development of a culture of assessment among faculty

Administrative Units Assessment Sub-Committee

- Review and advise on the quality of administrative unit assessments – annual assessment plans and reports and unit reviews

- Review the extent to which the university, departments, and units are using the results of assessments to improve and gain efficiencies in services and processes.
- Suggest university actions and improvements based on results of administrative assessment
- Advise on the development of a culture of assessment among staff

Institutional Assessment Sub-Committee

- Review the university's adherence to a systematic, sustained, effective and comprehensive process that uses multiple qualitative and quantitative measures to assess whether or not it is achieving its mission, goals, and plans.
- Review the extent to which the university is sharing, discussing, and using the results of assessments to improve and gain efficiencies in programs, services and processes.
- Suggest university actions and improvements
- Prepare an annual report to the president documenting strengths and weaknesses of the university's overall effort in assessment and institutional effectiveness and achievement of the university's learning outcomes with input from subcommittees.

Committee Membership 2011-2012

Name	Title	Email
Brian MacDougall (co-chair)	Vice President of Planning and Administration	brianm@aucegypt.edu
Medhat Haroun (co-chair)	Provost	maharoun@aucegypt.edu
Ann Boudinot-Amin	Director, Planning and Assessment, Office of Institutional Research	annbamin@aucegypt.edu
Aziza Ellozy	Director, Center for Learning and Teaching	aellozy@aucegypt.edu
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