Classification: Academic Affairs
Approving Authority: President
Responsible Authority: Vice President for Academic Affairs
Implementing Authority: Deans, Department Chairs, and the Office of Institutional Effectiveness (OIE)
Effective Date: February 2026
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Academic Program Review Policy and Procedures

1.0 Purpose

1.1   To provide a consistent framework/process for evaluating and improving academic programs. It ensures that program learning outcomes are clearly defined, aligned with institutional mission and educational goals, and continuously assessed to support academic quality, accountability, and evidence-based decision-making.

1.2   The policy makes sure that program review results directly inform curriculum revision, allocation of resources, and institutional planning, in line with AUIB's Institutional Effectiveness Cycle.

2.0 Scope

2.1   This policy applies to all academic programs offered at AUIB, undergraduate and graduate, whether delivered on campus, virtual, or in collaboration with international partners.

3.0 Definitions

3.1   Academic Program: A structured set of courses and learning experiences leading to a recognized degree or certificate, designed to achieve defined educational objectives and program learning outcomes.

3.2   College Curriculum Committee (CCC): A college-level committee that reviews and endorses proposals from departments or programs and forwards recommendations to the University Curriculum Committee.

3.3   Curriculum Mapping: A visualization tool that illustrates where and how learning is achieved within a program. A matrix is used to represent how and where outcomes are met across the curriculum.

3.4   Direct Assessment:
           Measures student learning through demonstrated evidence or measurable performance of what students know and can do, such as exams, projects, portfolios, presentations, or capstone assignments.

3.5   External Review: An independent evaluation of an academic program conducted by qualified experts from outside the institution. It complements the program's self study and institutional review processes and provides an objective assessment of the program's quality, effectiveness in achieving learning outcomes, viability, and alignment with the institutional mission and accreditation criteria.

3.6   Graduation Rate: The percentage of students who complete their programs within 1.5 times the normal length of study.

3.7   Indirect Assessment: Gathers perceptions or reflections about learning, such as student surveys, course evaluations, focus groups, or alumni feedback, to provide insights into the learning experience and outcomes.

3.8   Program Learning Objectives: Broad, long-term goals describing what graduates are expected to achieve a few years after completing the program. They reflect the program's mission and the institution's vision by emphasizing graduates' professional achievements, societal contributions, and continued learning or advancement.

3.9   Program Learning Outcomes: Specific statements describing what students are expected to know, be able to do, or value upon completion of an academic program.

3.10   Program Review: A faculty-led, systematic assessment of the content, delivery, and outcomes of an academic program to ensure its alignment with quality standards and institutional objectives.

3.11   Self-Study: A systematic and reflective process in which a program reviews its curriculum, learning outcomes, and effectiveness to identify strengths, challenges, and areas for improvement. It serves as the foundation for evidence-based decision making and continuous program enhancement.

3.12   SMART Learning Objectives: Specific, Measurable, Achievable, Relevant, and Time bound statements defining what students are expected to learn and demonstrate. SMART objectives ensure clarity, measurability, and alignment with program outcomes and broader institutional goals.

3.13   Student Persistence: The percentage of first-year, full-time students enrolled at the university who progress to the second year of their program.

3.14   Student Retention Rate: The percentage of students who continue their studies at the same institution in the following year, excluding those who have dropped out, been dismissed, or postponed registration for any reason.

4.0 Policy

4.1   Each program is required to complete an annual review every year, and a comprehensive program review every five years.

4.2   Program review process provides a cyclical, comprehensive assessment of a program's strengths, challenges, and opportunities for improvement.

4.3   It comprises a program self-study, review process, review report, improvement plan, and actions for improvement, completed by faculty.

4.4   It is based on data, collaborative analysis, direct and indirect assessment of the program outcomes including assessment of student learning outcomes and student, graduate, and other stakeholders' feedback on the quality of the academic program.

4.5   It further engages faculty in evidence-based analysis, resulting in the formulation of recommendations for program improvement.

4.6   The results of program evaluation will guide institutional planning, budgeting, faculty development, and curricular decisions to ensure that resources correspond with academic priorities.

5.0 Procedures

5.1 Review Cycle and Schedule

5.1.1 All academic programs at AUIB shall undergo a comprehensive program review on a five-year cycle to ensure academic quality, relevance, and alignment with institutional mission.

5.1.2 The Office of Institutional Effectiveness (OIE) shall maintain the official review schedule and coordinate timelines with the Deans, Department Chairs, and Program Coordinators.

5.1.3 Newly established programs shall undergo an initial review within three years of implementation to evaluate progress, student achievement, and operational readiness.

5.2 Notification and Preparation

5.2.1   The OIE shall notify programs scheduled for review at least one academic year in advance.

5.2.2   A pre-review orientation meeting shall be delivered with the Dean, Department Chair, Program Coordinator, and OIE to clarify the process, data requirements, and reporting expectations.

5.2.3   Programs shall begin collecting relevant quantitative and qualitative evidence, including

data on enrollment, student learning outcomes, retention, graduation, faculty credentials, student satisfaction, and alumni feedback.

5.2.4   Each program must select peer and/or aspirational benchmark institutions and metrics for comparative assessment.

5.3   Program Self-Study

5.3.1   The program faculty shall prepare a self-study report following the standardized Program Review Template provided by the OIE.

5.3.2   The self-study shall include, at minimum:

- Alignment of program mission with AUIB's mission, vision, and strategic priorities.
- Clearly defined Program Learning Outcomes (PLOs) and curriculum mapping to Student Learning Outcomes (SLOs).
- Results and analysis of direct and indirect assessment of student learning.
- Data on student success indicators, including enrollment, retention, persistence, and graduation rates.
- Summary of faculty qualifications, resources, and facilities supporting the program.
- Summary of prior annual assessment results and actions taken.
- Benchmarking and external context (peer comparisons, market demand).
- Identification of strengths, challenges, and a preliminary improvement plan.

5.4   Internal Review and Feedback

5.4.1   The self-study report shall be submitted to the Dean and the College Curriculum Committee (CCC) and a representative from the OIE.

5.4.2   The CCC shall evaluate the report using a Program Review Rubric based on academic quality assurance and accreditation standards.

5.4.3   The CCC shall issue a summary evaluation report outlining commendations, recommendations, and required follow-up actions.

5.5 External Review

5.5.1   An external reviewer from an accredited institution or an industry shall be appointed to evaluate the program.

5.5.2   Qualifications of the external reviewer: The external reviewer shall be a qualified academic or professional with expertise in the program's discipline, holding a terminal degree or equivalent experience, and familiarity with quality assurance standards.

5.5.3   Appointment of external reviewer: The Dean, in consultation with the Department Chair, shall nominate potential reviewers, and the final appointment shall be approved by the Vice President for Academic Affairs to ensure impartiality and disciplinary alignment.

5.5.4   The external reviewer shall assess the program's academic quality, relevance, and sustainability, review documentation, and engage with faculty, students, and administrators.

5.5.5   The reviewer shall submit an External Review Report to the OIE within two weeks of completing the review.

5.5.6   The External Review Report shall summarize the key findings, commendations, and recommendations regarding the program's quality, relevance, and areas for improvement.

5.5.7   The report shall be shared with the program for response and reflection, allowing the program to provide clarification, address recommendations, and identify proposed actions to be incorporated into the Program Improvement Action Plan

5.6 Action Plan Development

5.6.1   Based on internal and external feedback, the program shall develop a Program Improvement Action Plan, specifying key actions, responsible parties, timelines, and resource requirements.

5.6.2   The Action Plan shall be reviewed and approved by the Dean, VPAA, and OIE to ensure alignment with institutional priorities and feasibility.

5.6.3   The approved Action Plan shall be incorporated into the Institutional Effectiveness cycle and monitored annually.

5.6.4   The Action Plan will serve as the foundation for curricular modifications submitted in accordance with the Academic Program Development and Approval Policy.

5.7 Institutional Reporting and Integration

5.7.1   The final Program Review Report and Action Plan shall be submitted to the Vice President Academic Affairs for review and approval.

5.7.2   Key findings shall inform strategic planning, budgeting, faculty development, and curriculum improvement.

5.7.3   The OIE shall maintain a central repository of all program review documents to demonstrate institutional learning and continuous improvement.

5.8 Follow-up and Continuous Monitoring

5.8.1   The OIE and Dean shall jointly monitor the progress of each program's Action Plan through annual follow-up reports.

5.8.2   Programs shall document improvements and provide evidence of impact in their annual assessment reports.

5.8.3   The OIE shall include findings and progress updates in the Annual Institutional Effectiveness Report.

5.9 Review Schedule and Timeline

Program reviews at AUIB follow an annual cycle coordinated by the Office of Institutional Effectiveness (OIE) to ensure systematic evaluation and continuous improvement of academic quality.

5.9.1   Program Selection (January): Deans identify programs scheduled for review in the upcoming year. The OIE communicates data and evidence requirements.

5.9.2   Preparation (Spring–Fall): Programs collect data, review curriculum mapping, and align assessment tools with institutional templates.

5.9.3   Assessment and Review (December): Programs conduct formal assessment of learning outcomes, curriculum alignment, and evaluation methods.

5.9.4   Reporting (Early January): Programs submit assessment reports using the institutional template.

5.9.5   Reflection and Feedback (Mid-January): Reflection sessions with Deans, faculty, and OIE facilitate discussion of findings and proposed improvements.

5.9.6   Action and Implementation (Same Term): Approved recommendations are implemented within the same academic term.

5.9.7   Closing the Loop (Ongoing): The OIE monitors progress, documents results and ensures that findings inform subsequent review cycles.

Related Policies and Documents

- Academic Program Development and Approval Policy
- Academic Quality Assurance Policy
- Annual Program Review Template
- Assessment of Student Learning Policy

- Course Evaluation Survey
- Comprehensive Program Review Template
- Curriculum Mapping Tool
- External Review Report
- Program Improvement Action Plan Template
- Program Review Rubric
- Student Experience and Engagement Survey