

Classification: Academic Affairs

Approving Authority: President

Responsible Authority: Vice President of Academic Affairs

Implementing Authority: Deans, Office of Institutional Effectiveness

Effective Date: October 2025

Review: September 2028

Assessment of Student Learning Outcomes Policy and Procedures

1.0 Purpose

- 1.1 To establish guidelines for assessing students' knowledge, skills, attitude, and overall achievement in demonstrating course and program learning outcomes, in order to ensure that AUIB effectively measures and enhances the quality of student learning.
- 1.2 To ensure consistency in assessment and course evaluation practices across the university, promote continuous improvement in teaching and curriculum, and uphold academic standards aligned with AUIB's mission and accreditation requirements.

2.0 Scope

- 2.1 This policy applies to all undergraduate and graduate programs offered by AUIB, including online and collaborative programs. It governs all faculty, academic departments, and units involved in teaching, learning, and curriculum delivery.
- 2.2 This policy does not apply to Professional Development/non-credit courses.

3.0 Definitions

- 3.1 Assessment of Student Learning: the systematic collection, analysis, and use of data on student achievement of learning outcomes to inform improvements in curriculum, pedagogy, and student support.
- 3.2 Assessment Rubric: A scoring tool that defines clear criteria and performance levels used to evaluate the quality of a student's work and achievement of learning outcomes.
- 3.3 Constructive alignment: The alignment of learning outcomes, teaching activities, and assessment methods to ensure that students are taught and evaluated on what they are expected to learn.
- 3.4 Course Syllabus: a publicly available document providing details about a specific class for enrolled students.
- 3.5 Direct Assessment: measures student learning through demonstrated evidence / measurable performance of what students know and can do, such as exams, projects, portfolios, presentations, or capstone assignments.
- 3.6 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.
- 3.7 Formative Assessment: refers to ongoing evaluations conducted during the learning process to monitor progress, provide feedback, and guide instructional improvement (e.g., quizzes, drafts, in-class activities, reflections).
- 3.8 Learning Outcomes: Specific statements that describe what students are expected to know, value, and able to do upon completion of a course or program.
- 3.9 Summative assessment: occurs at the end of a learning period to measure the extent to which students have achieved the intended learning outcomes (e.g., final exams, major projects, capstone assessments).



3.10 Distinction Between Assessment and Grading: Grading refers to the evaluation of an individual student's performance in a specific course to certify academic achievement and assign academic credit. Assessment of student learning, by contrast, is a systematic process of collecting and analyzing aggregated evidence to determine how effectively students as a group achieve stated learning outcomes at the course, program, or institutional level. Assessment results are used to improve teaching practices, curriculum design, and overall educational effectiveness, rather than to assign individual grades.

4.0 Policy

- 4.1 AUIB is committed to maintaining a systematic, evidence-based process for assessing student learning outcomes across all academic programs.
- 4.2 Assessment of student learning shall be ongoing, faculty-led, and focused on improving the quality and effectiveness of teaching, learning, and curriculum.
- 4.3 Each academic program shall define clear Program Learning Outcomes (PLOs) and supported by Student Learning Outcomes (SLOs).
- 4.4 Faculty are responsible for integrating learning outcomes and assessment methods within the course syllabus, ensuring that all assessments measure student performance in relation to intended outcomes.
- 4.5 Various direct and indirect assessment methods may be used to evaluate student learning as outlined in the course syllabus.
 - 4.5.1 Direct methods include, but are not limited to, formal exams, written assignments, projects, oral examinations, presentations, and direct observation of performance.
 - 4.5.2 Indirect methods may include student self-assessments, reflections, surveys, and feedback gathered through course or program evaluations.
 - 4.5.3 Both formative and summative assessment methods are used to evaluate student learning and achievement, as outlined in the course syllabus
- 4.6 Faculty are responsible for selecting appropriate assessment methods that align with the stated learning outcomes and provide meaningful evidence of student achievement.
- 4.7 Assessments and course activities should align with and measure student learning outcomes PLOs.
- 4.8 Assessment data and findings shall be analyzed annually and documented in Program Assessment Reports submitted to the Office of Institutional Effectiveness (OIE).
- 4.9 The OIE shall maintain centralized documentation of all assessment activities and ensure alignment with accreditation and institutional reporting requirements.
- 4.10 All student and program learning outcomes shall align with the Institutional Learning Outcomes (ILOs) that define the core competencies expected of all AUIB graduates.
- 4.11 Assessment results shall be systematically used to inform curricular revisions, faculty development, and institutional planning and budgeting decisions.

5.0 Procedures

- 5.1 Planning and Alignment
 - 5.1.1 Each course must clearly articulate learning outcomes and assessment methods in the course syllabus.
 - 5.1.2 Program-level assessment plans shall align course-level outcomes with program outcomes.
 - 5.1.3 Faculty shall ensure constructive alignment between intended outcomes, instructional activities, and assessment tasks.
- 5.2 Implementation of Assessment
 - 5.2.1 Faculty members shall use varied and appropriate assessment tools (e.g., exams, projects, portfolios, reflections).
 - 5.2.2 Both formative and summative assessments shall be used to evaluate student progress and overall achievement.

- 5.2.3 Assessment rubrics shall be applied consistently to maintain objectivity and transparency.
- 5.3 Data Collection and Analysis
- 5.3.1 Assessment results shall be recorded and submitted to the department College at the end of each semester.
 - 5.3.2 Programs shall analyze data to identify trends, strengths, and areas for improvement.
 - 5.3.3 The Office of Institutional Effectiveness shall provide support in data analysis and reporting.
 - 5.3.4 All assessment data shall be used in aggregate form for improvement purposes only.
- 5.4 Feedback and Improvement
- 5.4.1 Faculty shall provide timely and constructive feedback to students.
 - 5.4.2 Departments shall discuss assessment results in program meetings and develop action plans for improvement with the support of the OIE.
 - 5.4.3 Continuous improvement actions and results shall be documented in annual Program Review/ Assessment Reports.
- 5.5 Review and Oversight
- 5.5.1 The Department Chairs shall aggregate assessment data, lead discussions on results, and prepare departmental assessment reports.
 - 5.5.2 The dean shall review departmental assessment reports, ensure compliance, and oversee improvement actions.
 - 5.5.3 The Office of Institutional Effectiveness (OIE) shall support development of assessment tools, coordinate institution-wide assessment reporting, and ensure alignment with accreditation standards.
 - 5.5.4 The VPAA shall approve institutional assessment outcomes and ensure integration into strategic planning.
 - 5.5.5 The policy and procedures shall be reviewed every three years or as needed to ensure relevance, effectiveness, and compliance with accreditation standards.

Related Policies and Documents

Academic Quality Assurance Policy
Academic Program Development and Approval Policy
Academic Program Review Policy
Testing? and Grading Policy
Course Syllabus Policy
Assessment Report Template

Approval Signatures

Signature of Policy Owner: _____

Date:

Signature of Project Chair: _____

Date:

Signature of President: _____

Date: