

# AUP Assessment Plan

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## *The American University of Paris Office of Assessment, Learning and Institutional Research*

**2015 – 2020**

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### **Objectives of this document**

The AUP Assessment Plan aims to:

- Identify the principles and methodologies guiding assessment at AUP in order to make it efficient, effective, and purposeful
- Provide information about assessment procedures and guidelines
- Serve as a guide to the larger set of assessment resources available (or soon to become available) on the AUP Website
- Identify institutional-level assessment initiatives that are presently underway
- Identify plans to develop and implement future assessment activities and initiatives

**This document is addressed to all faculty and staff of The American University of Paris.** It is written by the Dean of Assessment, Learning and Institutional Research in consultation with the President, the Provost, and the University Assessment Task Force. We welcome feedback from all stakeholders.

Whether or not explicitly mentioned in the document, **all actions described will be developed under the supervision of the Provost and in collaboration with the units and/or governance structures involved in the related processes.**

### **NOTES:**

- Although some examples of forms and resources are included in this document, the reader should refer to the online version to ensure they are using the latest version of those forms or resources.
- By ***unit*** this document designates both administrative and academic units (e.g. departments) of the University. When necessary, the distinction between *administrative units* and *academic departments* is made.

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## 1 Context

The strong commitment that AUP's leadership made ten years ago to an assessment-based progress strategy eventually resulted in the appointment of a *Director of Assessment* who could spearhead the dissemination of an assessment culture across the University. The central role that the new Strategic Plan (2015-2020) assigns to "strengthening AUP's planning and assessment culture" has resulted, after the departure of the Director in fall 2014, in the upgrading of the position to that of *Dean of Assessment, Learning and Institutional Research* in 2015. The objective of combining assessment, learning, and institutional research under the same initiative is to ensure that all assessment processes are based on clear knowledge of the institution and result in more effective student learning and curricular planning.

This Assessment Plan is a roadmap for the achievement of this objective within a structure that ensures alignment with the mission, vision, and priorities of the 2015-2020 Strategic Plan.

Under *Priority 5: Achieving Institutional Sustainability*, the Strategic Plan indicates that that "AUP will ensure continuous development of its academic offerings, administrative processes, and institutional resources by strengthening its strategic planning, execution, and assessment culture. It will create an academic culture of assessment in which the unit of analysis will be student experience rather than programs or teaching." The following objectives have been set:

- Appoint a Dean for Assessment, Learning and Institutional Research
- Revise the rolling Assessment Plan to an annual cycle of review
- Create and maintain an AUP Assessment Web page
- Create an electronic registry documenting sustained, systematic, organized, and ongoing assessment processes
- Build more intentionally the "closing of the feedback loop" into our planning and budgeting culture as part of the annual budget process
- Operationalize and create measurements for progress toward the accomplishment of the University's Strategic Plan
- Successfully submit the Periodic Review Report to Middle States in June 2015 and the Self-Study for Reaccreditation in 2020

The creation of an Office of Assessment, Learning and Institutional Research, directed by its Dean under the supervision of the Provost, has the objective of efficiently supporting all the steps of the planning and assessment cycle, making it easier to close the assessment-planning-budgeting loop. This document is particularly focused on the assessment phase of AUP's integrated process.

## 2 Principles and Values

Assessment at AUP is guided by three shaping forces: (1) the mission, vision, and priorities of the 2015-2020 Strategic Plan; (2) the needs of individual units, departments, faculty and staff; (3) the requirements of our accrediting body, the Middle States Association of Colleges and Schools<sup>1</sup>.

From these we have derived a set of principles and values that guide assessment across the whole institution.

**Assessment of institutional effectiveness and student learning is the responsibility of all.** Only through the active participation and collaboration of all University constituencies can it produce accurate, meaningful, and useful results.

**Assessment of institutional effectiveness and student learning is in every constituency's interest.** All University constituencies should participate in assessment processes and be informed about the overall assessment results of the institution and how these are used in planning.

**Assessment of student learning is the core of institutional assessment** and assessment of effectiveness in all other areas reflects the same commitment to student success.

**Assessment of institutional effectiveness aims at improving institutional planning, resource allocation, institutional processes, and the assessment process itself.**

**Assessment of institutional effectiveness and student learning is an integral part of University functioning and its results guide decision-making and planning at all levels,** from institutional to unit, programs, courses and all type of activities, with the ultimate goal of supporting student learning and delivering upon the University's mission.

**Assessment of institutional effectiveness and student learning is formed by a set of planned processes** evaluating whether the institution is achieving its goals at all levels. Assessment processes are guided by plans containing a clear statement of objectives as well as methodologies for measuring their achievement. Assessment processes should collect enough information about the achievement of the objectives so as to enable corrective actions in the case that results are unsatisfactory. Assessment plans should be realistic and proportional to the resources available for their implementation.

**Assessment of institutional effectiveness and student learning serves as a bridge between individual units and the institution as a whole by assessing how all unit plans converge towards the achievement of the University's mission.** Clear relationships should be established between goals – including learning outcomes - at all levels with interactions appearing both between levels and within levels. *“If the academic plan calls for a new academic program, for example, the technology plan should ensure faculty and students in the new program will be able to use appropriate instructional technologies. Assessments of the technology plan should evaluate not just*

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<sup>1</sup> See Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations at [http://www.msche.org/publications/Assessment\\_Expectations051222081842.pdf](http://www.msche.org/publications/Assessment_Expectations051222081842.pdf)

*whether instructional technologies have been put in place but also how effectively those technologies have helped students to achieve the program's key learning outcomes."*<sup>2</sup>

**Assessment of institutional effectiveness and student learning covers the total range of educational offerings, services, and processes and addresses all aspects of these offerings**, including those that can be assessed through quantitative measures and those requiring qualitative gauging. Assessment may be conducted in a variety of settings and situations. However, it should be **cost-effective**, using quantitative and qualitative measures that are already in place whenever possible and "*concentrating on the institution's most important goals*"<sup>3</sup>.

**Assessment of institutional effectiveness and student learning should be useful** in that it should help top administration, faculty, and staff in "*making appropriate decisions about improving programs and services, developing goals and plans, and making resource allocations*"<sup>4</sup>.

**Assessment of institutional effectiveness and student learning is a dynamic process** that adapts to the evolving needs of our student population and to changes in the internal and external institutional environment. For this reason assessment plans and their implementation are periodically reviewed.

**Assessment of institutional effectiveness and student learning should avoid unnecessary complexity** while providing useful information for effective decision-making. It "*may focus on just a few key goals in each program, unit, and curriculum.*"<sup>5</sup>

**Assessment of institutional effectiveness and student learning is a continuous process** rather than a one-time or periodic event.

**Assessment of institutional effectiveness and student learning is supported by institutional leaders** who commit the resources necessary to make effective and comprehensive assessment possible, and recognize and value efforts to improve and assess student learning.

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<sup>2</sup> Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations. Appendix 1 to the handbook for Periodic Review Reports. 12<sup>th</sup> edition Middle States Commission on Higher Education

<sup>3</sup> *ibid.*

<sup>4</sup> *ibid.*

<sup>5</sup> *ibid.*

### 3 The Assessment Process: Structure and Responsibilities

Assessment of institutional effectiveness and student learning is an integral part of the planning and implementation of AUP's activities. Figure 1 shows that AUP assessment processes supply academic departments and administrative units the information necessary for planning future actions. These actions are reviewed and analyzed by University leadership during its fall review of strategic direction. In its turn Leadership allocates budget as appropriate; the planned actions are then implemented and the cycle continues into a new assessment phase.

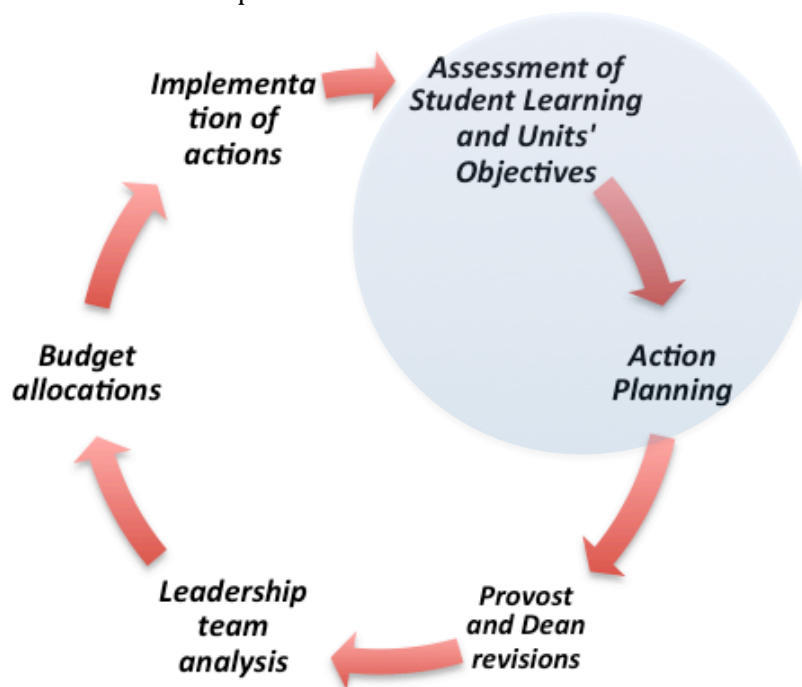


Figure 1 – Assessment, Planning and Implementation cycle

Figure 2 below shows the details of the assessment phases, which are shaded in Figure 1. In particular it shows that assessment is a planned process that includes assessment of the process itself and revision of the assessment plan as needed.

The AUP assessment cycle is annual, meaning that units produce an assessment report once a year; at this time possible changes to the assessment plans are also considered and, if implemented, apply the following academic year (see Section 5.8 Assessment Calendar).

Leaders of administrative units and chairs of academic departments are responsible for planning, implementing and reporting in a timely fashion on the assessment processes within their units. The chair of the General Education Committee is responsible for producing the general education assessment report. He/she is supported by the committee and the chairs of departments offering general education courses (e.g. English, French, Mathematics, Science).

The Office of Assessment, Learning and Institutional Research provides support and guidance for assessment of student learning and institutional effectiveness. The Office aims to enable continuous improvement of student learning and promotes institutional effectiveness through the analysis of the quality and variety of student learning experiences and the evaluation of the effectiveness of all academic and administrative processes of the institution. The Dean, supported by the University Assessment Task

Force (see section 5.1), works in strict collaboration with all units of the institution ensuring that assessment processes are effective and informative, that the planned actions resulting from the analysis of evidence are realistic, shared, and eventually implemented and assessed in their turn.

The next section of this document details the role of the various components of the assessment plan (mission statement, objectives and learning outcomes, measures) in the assessment process.

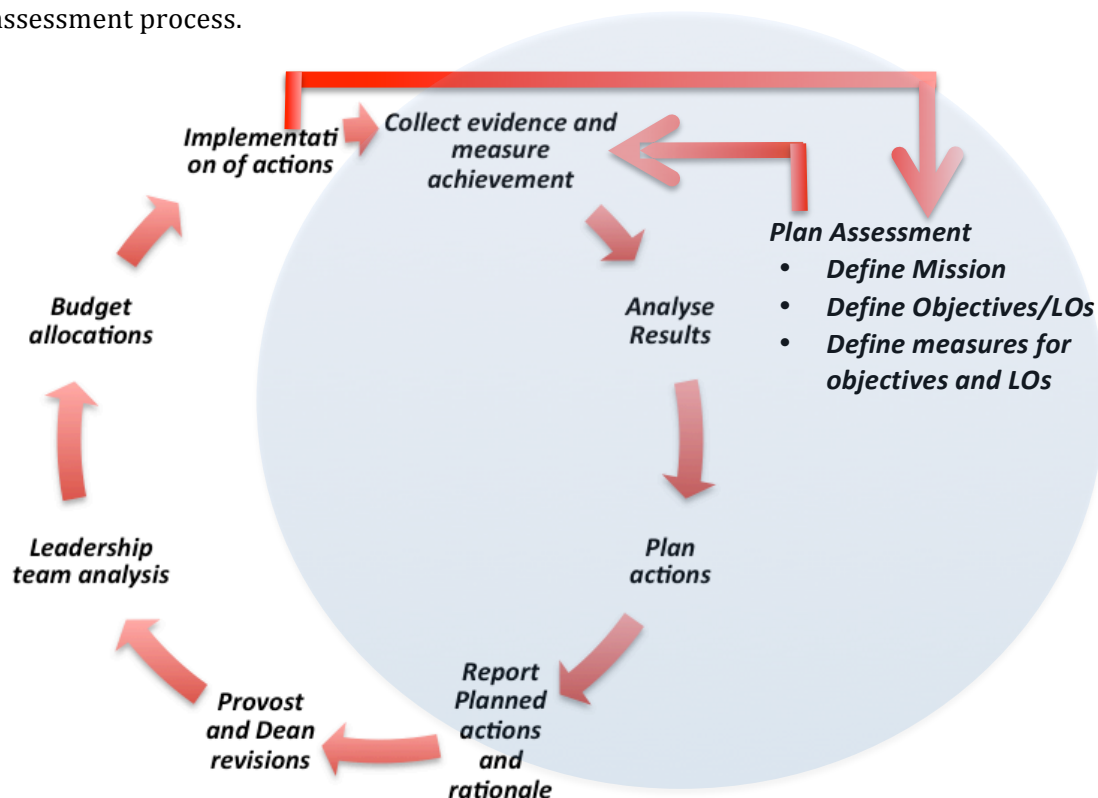


Figure 2 – Assessment, Planning and Implementation cycle with detail of Assessment Planning phase

## 4 Assessment Planning

As seen above, assessment plans include a definition of the purpose, objectives, and goals of each constituency of the institution as well as measurements of their achievement<sup>6</sup>. Assessment plans may vary significantly in content and scope; however, in order to ensure that they can be easily shared amongst all stakeholders, in January 2015 a standard template for reporting assessment plans (as well as assessment implementations, see section 5) was adopted. All units have archived an historical overview of their assessment efforts of the last four years in the new template. The template requires that each unit define its mission, the objectives / learning outcomes, the assessment methodology (measurements), as well as the alignment between objectives and learning outcomes at different levels (see red boxes in Figure 3).

<sup>6</sup> Although not discussed in this document, it should be noted that the selection of methods for measuring achievements of objectives is in itself an essential factor shaping the identity of the structure being measured (as illustrated, for example, by the effect that measures of rating agencies have on many higher education institutions)

The templates used by administrative units and academic departments to report on the 2010-2014 assessment are shown respectively in appendices 2 and 3. These are currently being revised to ensure alignment with the new Strategic Plan 2015-2020. The templates will be made available as part of the Departmental Report form and online on AUP's assessment website: <https://www.aup.edu/about/strategic-planning/assessment>

#### 4.1 Mission, Objectives, and Learning Outcomes

Assessment of institutional effectiveness and student learning at all levels of the University is guided by clearly identified objectives and/or learning outcomes (LOs) aiming at implementing the mission of the unit (see section 4.1.2). In this section is discussed how these are defined at different levels of the institution and how they interact.

The mission statement of a unit/department or program concisely describes its purpose and values and its relation to the institutional mission.

Figure 3 shows how Objective and LOs are related at different levels.

Institutional-level objectives and LOs are derived directly from the University Mission and Strategic Plan and form the basis for their assessment. At the unit/program level, Objectives and LOs are derived from the unit/program mission and from institutional level Objectives and LOs. This process continues similarly at lower levels. In Figure 3 arrows pointing downward show that objectives and LOs at higher levels are used to define objectives and LOs at lower levels, i.e. assessment planning. Arrows pointing upward show the path of assessment execution. Planning and assessment, however, can be seen and implemented as a mixture of top-down and bottom-up processes.<sup>7</sup> Further, interaction also happens across levels; administrative units, for example, often directly derive their objectives from the need for supporting the specific needs of academic programs (horizontal arrows).

Note that for most institutions, assessment plans do not contain a **learning unit level**. A learning unit is seen here as a learning activity that may or may not be integrated in a course. At AUP learning units are often shared by several courses and may include, for example, study trips, class visits, seminars, and special projects.

Our current assessment process does not directly assess learning units except as part of a specific course. Because these types of activities are so fundamental to the AUP curriculum, one of the objectives of the forthcoming years is the definition of an appropriate assessment methodology for different types of learning units (see Section 6 2015-2020 Objectives ).

##### 4.1.1 Institutional Objectives and Learning Outcomes

The definition of Objectives and Learning Outcomes at the institutional level is part of the Strategic Planning process undertaken regularly by the President, the Leadership Team and the Board in an interactive exchange with Faculty and Staff. This process is currently based on a set of key progress indicators followed at regular Board meetings. It will be strengthened in the future through the definition and regular measurement of indicators directly related to the achievement of Institutional Objectives and Institutional Learning Outcomes (see section 4.2.1).

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<sup>7</sup> For contingent reasons, for example, a department (in agreement with the Provost) may decide to offer a course that is not aligned with a program's LOs, and subsequently the success of the course may induce a change in the program LOs.





Figure 3 – Relationships between Objectives and Learning Outcomes at various levels

Assessment for the last five years has been guided by the 2010-2015 Strategic Plan and relative Institutional Goals and Institutional Learning Outcomes (see appendix 1). The new Strategic Plan 2015-2020 defines a new set of **institutional level priorities**:

<b>2015 – 2020 Institutional Level Priorities</b>	
Priority 1:	Building a Learning Community of Global Explorers.
Priority 2:	Creating a Global Liberal Arts Curriculum and Pathways to International Careers.
Priority 3:	Designing a Campus for a Global Community.
Priority 4:	Communicating AUP's Global Reach.
Priority 5:	Achieving Institutional Sustainability.

**Institutional Learning Outcomes** are derived directly from the institutional mission

**2015 – 2020 Institutional Mission**

*AUP's mission is to educate its graduates to **communicate effectively in a world of many languages; to read well, listen carefully, and write intelligently in a voice of their own; to become critical thinkers** about history and human societies, economics, culture, literature, the arts, science, politics, psychology, business, and communication; to **develop creative interdisciplinary solutions to contemporary global challenges; to be digitally literate in a world of swift-paced change; to understand the ethical imperatives of living in such a world; and to move across the cultural borders of the contemporary world** with a sense of commitment to and responsibility for a world held in common.*

and are as follows:

**2015 – 2020 Institutional Learning Outcomes**

Graduates will demonstrate proficiency in English and French with emphasis on reading texts, achieving fluent oral expression and cogent written composition.

Graduates will be able to frame up-to-date research questions, gather and assess relevant information, produce well-reasoned pathways to solutions, with attention to interdisciplinary modes of thought and to collaborative thinking.

Graduates will perform tasks effectively in a digital environment, interpret various types of media, reproduce data and images through digital manipulation, and evaluate and apply new knowledge gained from digital environments.<sup>8</sup>

Graduates will demonstrate a clear understanding of the ethical imperatives of living in a world of swift-paced change.

Graduates will demonstrate the ability to move across the cultural borders of the contemporary world with a sense of commitment to and responsibility for a world held in common.

**4.1.2 Objectives and Learning Outcomes**

Each administrative unit and academic program defines respectively its own objectives and LOs. Note that the choice of using “Objectives” for administrative units and “Learning Outcomes” for academic programs stemmed from the need to align with previous practices at the University while also maintaining the assessment process simple, in the future we would like to make more explicit the contribution of all types of units to learning outcomes. As the culture of assessment further develops we may decide to use a finer-grained definition of these terms, detailing, for example, goals,

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<sup>8</sup> Barbara R. Jones-Kavalier and Suzanne L. Flannigan: Connecting the Digital Dots: Literacy of the 21st Century;  
<http://connect.educause.edu/Library/EDUCAUSE+Quarterly/ConnectingtheDigitalDotsL/39969>

objective and outcomes for each unit and program<sup>9</sup>; or we may decide to continue with this established terminology. Objectives and LOs must be measurable and aligned with those defined at the institutional level (meaning that lower-level objectives and LOs should contribute to the achievement of higher-level ones) and must be agreed upon by all direct stakeholders. As part of the assessment-planning-implementation cycle, objectives and LOs may be reviewed. For more details and recommendations on the definition of objectives and learning outcomes please see the AUP Assessment Web site.

## 4.2 Measuring Achievement of Objectives and Learning Outcomes

In assessment plans, two types of measures, that we name *immediate*<sup>10</sup> measures and *contiguity* measures, evaluate the achievement of objectives and LOs. Immediate measures consider the achievement of an objective or LOs as an atomic item. For example, a French language program may expect its senior students to have a certain level of oral competency and establish an exit test to measure if that level is acquired. Contiguity measures, instead, are based on the assumption that the achievement of an objective or LO is dependent on the achievement of all the lower level objectives or LOs contributing to its realization; for example, in the case of the French language program, the achievement of oral competency would be demonstrated by showing that the LOs of the courses designed to achieve that competency are achieved. In general, both types of measures should be used and while immediate measures are a better “proof” of achievement, contiguity measures are better suited to provide an explanation of why a failure may occur. This is similar to *summative* versus *formative* evaluations; however, the *summative/formative* dichotomy emphasizes the timing of the evaluation (after performance and during performance respectively) while, in the case of *immediate* versus *contiguity* evaluations, the emphasis is on assessment of the whole versus assessment of the parts. Similarly the distinction between *direct/indirect* evaluations emphasizes the distinction between *effective* and *perceived* rather than the distinction between *whole* and *parts*.

Assessment methodologies for each one of the objectives and LOs of, respectively, administrative units and academic programs are specified in the “Objectives” and “Learning Outcomes” tables of the Assessment Plan Template (see appendices 2 and 3).

A further set of measures, currently not fully integrated into the assessment process, is related to environmental factors. Examples of environmental factors impacting student learning include, for example, the changing expectations of students, their evolving level of knowledge of certain subjects, their access to new modes of knowledge and communication. Examples of environmental factors impacting institutional effectiveness include, for example, the number and quality of institutions offering degrees similar to ours, the evolving availability of digital tools to support administrative tasks, etc. One of our objectives for the next five years is the gradual integration of environmental measures in the assessment process.

The Office of Assessment, Learning and Institutional Research provides support for assessment-related measurements. The objective is to move from an ad-hoc service to units and departments towards a more structured service based on customized online dashboards reporting real time (or regularly updated) information about the activities

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<sup>9</sup> Note that numerous definitions have been used in the assessment literature. For an example see the definition provided by the University of Connecticut  
<http://assessment.uconn.edu/primer/goals1.html>

<sup>10</sup> The word “direct” here would have probably been more appropriate but “immediate” is used to avoid confusion with direct/indirect evidence as defined in section 4.2.2 and widely used in the assessment literature

and status of units, departments, and the faculty, staff, and students taking part in them (see section 5.2.3). The identification of relevant indicators is and will continue to be done in collaboration with the information stakeholders.

#### 4.2.1 Institutional Performance Indicators

Several indicators are currently used to assess the achievement of institutional-level objectives. These include, for example: ten-year comparative tables measuring admission of new students and enrollment, graduate and undergraduate acceptance and yield rates (total and by applicant category), entering students by applicant category (degree seeking, visitors, graduate/undergraduate, transfer), enrollment by category, retention rates, FIT analysis, student nationality analysis (including representation of US citizens), etc. Several surveys also contribute to the analysis of institutional performance. These include student surveys (e.g. satisfaction survey, incoming class survey, advising survey, exit survey), alumni destination surveys, periodic faculty and staff satisfaction surveys, and periodic Board surveys.

One of the main objectives for future development is the strengthening of the assessment input into the Strategic Planning process through the identification and regular provision of key performance indicators enabling the *immediate* and *contiguity* measurement of Institutional Objective and Learning Outcomes achievement. An institutional digital dashboard, collecting all relevant indicators, will be created and survey taking and reporting will be rationalized and made more sustainable and meaningful. This work will be done in direct collaboration with the President, the Provost and the Leadership Team which will define the appropriate measures and target results for Institutional Objective and Learning Outcomes.

#### 4.2.2 Measuring the Achievement of Objectives and Learning Outcomes

Each university unit defines the most appropriate measures and target results for its own objectives and LOs. *Direct* evidence – i.e. evidence that looks at products such as student work or services provided - should be privileged; however, *indirect* evidence – i.e. evidence of how something is perceived or received - may also be included and may provide precious information about how students (or other stakeholders) perceive the level of success of the unit or program. Both *immediate* and *contiguity* measures should contribute to the analysis. Any instrument supporting measurement methodologies used by the units or programs - such as scoring rubrics, instructions for portfolio creations, qualifying or comprehensive examinations – should be described or included in the assessment plan. For more details and recommendations on measurements of objectives and learning outcomes see the AUP Assessment Web site.

## 5 Implementing Assessment

After assessment plans have been defined as indicated in the previous section, academic departments and administrative units collect the evidence following the measurement methodologies defined for each LO and objective. This may include evidence collected directly by the department and evidence collected within the unit/departamental dashboards (see section 5.2.3). Members of the unit, department or program then analyze this evidence collaboratively and draw conclusions. On the basis of these conclusions, the unit plans its future actions. At the same time, unit members verify the state of advancement of actions planned in the previous assessment cycle.

As in the case of assessment plans, assessment implementations may vary significantly in content and scope; however, in order to ensure that they can be easily shared amongst all stakeholders, a standard template for reporting the results of assessment processes has been created by the Office of Assessment, Learning and Institutional

Research. The template requires describing the evidence collected, the conclusions drawn on the basis of this evidence, and the actions planned. The template also contains a section in which the unit can specify planned actions that do not result from the assessment process, but, for example, by contingent situations (e.g. replacing a member of personnel, an unexpected increase or drop in enrollment, etc.). Finally, the template includes a section for reporting on the state of advancement of previously planned actions. The templates used by administrative units and academic departments to systematize and organize their 2010-2014 assessment implementations are shown, respectively, in appendices 4 and 5. These however, will likely be revised after this first implementation (see section 5.5); the most up-to-date version of the templates is available on the AUP Assessment website.

Once units have prepared their assessment documents in June of each year, they send them to the Provost and to the Office of Assessment, Learning and Institutional Research. The Dean reviews the documents over the summer, with assistance from the University Assessment Task Force, and prepares an annual Assessment Report on institutional assessment-based analysis and planned actions. The report is discussed with the Leadership Team during the September planning retreat. Recommendations are also made to units with respect to possible improvements of assessment processes, appropriateness and feasibility of planned actions, eventual interactions between planned actions of different units, challenges and opportunities with respect to student learning outcomes and institutional effectiveness.

### 5.1 University Assessment Task Force

In order to bring together faculty and administration in the sharing of assessment results, an Assessment Task Force<sup>11</sup>, formed by both faculty and administrative staff, assists the Dean in: (1) giving AUP's faculty and staff a better understanding of assessment processes; (2) ensuring that assessment is meaningful and useful; (3) ensuring that assessment is appropriately integrated in all university processes including shared governance processes; (4) envisioning appropriate assessment methodologies for those aspects of AUP's education which are currently not adequately assessed (see section 6 2015-2020 Objectives); and (5) reviewing assessment documents at the end of each academic year and making recommendations to the President and the Leadership Team for implementation of actions, and to all University units for improvements to their assessment processes.

### 5.2 Assessment Communication

Communication is essential to the assessment process in order to:

- Create a common understanding of what assessment of student learning and institutional effectiveness are and the methodologies that can be used to plan and implement assessment
- Create a common understanding of how assessment-based planning at one level of the University informs planning and assessment at other levels
- Share information about assessment (both assessment plans and assessment results) amongst University units to create a better inter-unit understanding of objectives, methodologies, difficulties, and achievements
- Share experiences (celebrate achievements and honestly confront difficulties) with the assessment process

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<sup>11</sup> The Assessment Task Force will be appointed by the Dean during the Spring 2015 and Fall 2015 semesters. The task force will define more precisely its own charter and status (whether it should continue to be an appointed task force or become an elected committee) and its mode of functioning.

The current perception of assessment processes at AUP is very fragmented in terms of awareness, opinion, and methodologies. In the past, assessment was mostly shared in a bottom-up fashion<sup>12</sup>, with limited interaction between peer units or from top units towards the bottom. While **bottom-up sharing** of assessment is essential for contiguity assessment and assessment-based planning, **peer-sharing and top-down** sharing would contribute greatly to increasing units' understanding of the objectives and needs of other units (possibly reducing disputes over resource allocation and generating occasions for profitable collaborations) and to improving institutional assessment processes through peer learning. Effective assessment communication is essential for these types of sharing processes to take place.

Another important aspect of assessment is its **historical basis**. Although it is possible to assess student learning and institutional effectiveness on the basis of an analysis over a semester or academic year, substantially more significant results may be obtained by analyzing learning and administrative processes over a more extended period of time. Creating adequate digital structures supporting institutional memory has the potential of improving the quality of assessment processes while also making them more efficient and informative. Further, changes in personnel and roles (e.g. a new chair of a department) would be facilitated by the existence of a repository of systematized, organized, and digitized assessment data and analysis.

#### 5.2.1 University Outcomes Assessment Day

Sharing of assessment results begins at the end of each academic year with an Outcomes Assessment Day open to the whole University community and attended by the President, Leadership Team, and heads of all departments, programs and units. During the day, those who have led assessment for the various University units report on demonstrated achievements and problems; they focus, in particular, on assessment-based planning for the unit. Assessment leaders also highlight lessons learned during the assessment process, addressing measurement methodologies that have been particularly fruitful or difficult to implement as well as activities that have been more difficult to assess or for which particularly interesting results have been uncovered.

The objective of the June University Outcomes Assessment Day is threefold: first, getting members of different units to gain a better knowledge of each other's work, plans, challenges and achievements; second, sharing assessment best practices and supporting each other in the continuous improvement and adaptation of assessment processes; third, provide the President and Leadership Team with an immediate overview of the plans of each unit and the resources that will be requested to implement these plans, de facto initiating a new cycle of the Institutional-Level Planning-Implementation-Assessment process.

#### 5.2.2 AUP Assessment Web site

As mentioned earlier, in order to facilitate intra- and inter-unit communication, information about past assessment efforts has been reorganized into standard templates (see appendices 2, 3, 4, and 5). These reports have been made available to all faculty and staff in a newly created assessment Web site<sup>13</sup> that digitizes our assessment records for the past five years and provides a systematized means of documenting them in the future. In addition to pages reporting on assessment plans and assessment cycles of all University units, the Web site contains resources aimed at explaining and facilitating the assessment process. The assessment Web site is updated yearly with the

<sup>12</sup> Assessment of units lower in the organizational chart - academic programs, for example – have been sharing assessment with units higher in the organizational chart – e.g. academic affairs.

<sup>13</sup> <https://www.aup.edu/about/strategic-planning/assessment>



new outcomes assessments and possibly more frequently with assessment resources and highlights of achievements. The structure of the site may also be revised to provide an increasing number of resources, connect it to units' assessment archives, increase usability and manage visibility of information which is currently all made available with the same privacy level (all faculty and staff can read the information and the head of the unit can update it). We will be increasingly making some of our assessment information public by establishing appropriate privacy and access levels.

### 5.2.3 Dashboards

The University has collected a large amount of data about all aspects of its activity; thus far it has only been possible for faculty and staff to access this data by making specific requests to the Office of Institutional Research. The problem, however, has been low awareness of data availability and possibility for aggregating it or representing it in a useful manner. In order to obviate these problems and to make the best use of available information, we have started collecting it in "unit dashboards." The long-term plan is to have dashboards at every level of the University:

- Personal dashboards (accessible to individuals only) collecting information about people's activities over time; faculty members, for example, may see the courses they have taught, the papers they have published, the committees they have served on, the students they have advised, the grades they have given as against institutional averages, the evaluation of their courses, etc.<sup>14</sup>
- Academic departments' dashboards collecting aggregate information about students and professors in the department, as well as, for example, about courses and grades.
- Administrative units' dashboards collecting information relevant to the specific unit; for example, the dashboard of the Internship Office may contain information about students, employers, and internships.
- Leadership Team dashboard containing aggregate information about all aspects of University activities, processes, and stakeholders.
- Institutional dashboard containing a selection of the information available in the Leadership Team's dashboard and accessible to everyone.

The creation of still other dashboards will also be considered, so to make available relevant information to students (both personal and for various associations and student governance groups), parents, prospective students and their parents, and the Board of Trustees.

Currently we are implementing a beta version of departmental dashboards. The main objective of this first version of the dashboards is to start a dialogue with faculty to determine which information, in which aggregate form, may be most useful for them (dashboards for each academic department are available at <https://www.aup.edu/about/strategic-planning/assessment/academic-departments> ).

After having determined the appropriate content for each one of these dashboards we will start the process of their automatic creation through a direct connection to University databases. The manual creation of dashboards is very labor-intensive and therefore the creation of a digital system for their automatic generation is highly desirable. This however will require an initial investment which will be evaluated by the

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<sup>14</sup> The possibility of integrating this personal dashboard in the personal faculty pages currently available will be considered

Leadership Team. The usefulness and technical feasibility<sup>15</sup> of having interactive dashboards<sup>16</sup> will also be considered.

Dashboards can have an important impact on some University processes. On the one hand, the information available in the dashboards may significantly simplify some of the processes; on the other hand, processes need to be structured so to ensure that information in the databases is maintained up-to-date.

Issues of security and privacy will play an important role in the implementation of online dashboards. All stakeholders will be consulted and appropriate privacy and security preserving technologies implemented. Procedure for private and secure data collection, use and disposal will be defined and applied in compliance with AUP's bylaws and national and international regulations.

### 5.3 Integration of Assessment in Institutional Processes

The utmost value of assessment is its provision of decision-making tools for institutional planning at all levels: from learning unit design, to administrative activities organization, from curriculum development to strategic planning. In order for decision-making tools to be effective, it is essential to establish processes that, on the one hand, collect quantitative and qualitative measures of all University activities, and, on the other hand, produce information that is relevant, readable and timely for the planning activities.

For the strategic planning process, as well as for other planning processes across the University, we have begun, and will continue, to identify which indicators are needed, in which format and at what time in each process.

Planning and streamlining information collection (section 5.3.1), benchmarking (section 5.3.2) and forecasting (section 5.3.3), all contribute to the sustainable creation of relevant, readable and timely information.

#### 5.3.1 Planning and Streamlining Information Collection

Under the guidance of the President, a common calendar of all units involved in strategic planning has been created, enabling the generation of indicators at a suitable time for guiding the decision-making process. The calendar of the Office of Assessment, Learning and Institutional Research (see section 5.8) has been aligned with that of all other units involved in strategic planning and budgeting.

Assessment information is not only provided by the yearly assessment exercise (filling the assessment matrices calls for the explicit description and analysis of unit measurements), but also through a set of other input generated as institutional processes evolve. These include, for example, information about enrollment, courses offered, grades assigned, student activities, etc. Another source of relevant information includes official reports and surveys. A set of measures are planned to streamline the collection and organization of this information. All of these actions will be undertaken in consultation with the Provost, with the appropriate faculty committees, and with the units involved:

- 1) During the course of the Spring 2015 semester, the template for **submission of a proposal to Curriculum Committee** for new courses, majors, and minors has

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<sup>15</sup> In terms of cost/benefits

<sup>16</sup> In an interactive dashboard users could, for example, specify that they want to see only a subset of the data shown in the standard charts, or that they prefer a certain type of visualization, etc.



been updated for more clarity and to ensure that all new courses and programs are aligned with the strategic plan and embed assessment. In the future we will consider digital treatment of these forms to ensure that all parties are properly consulted before the committee considers any proposal and that all appropriate units are informed after proposals have been approved.

- 2) Templates for **unit reports** will be created with three aims in mind. First of all is the facilitating of inter-unit communication and showcasing of achievements, by having a standard set of information that is collected from all units; second is the making of the collection of assessment information a part of the unit reports; third is facilitating the unit leaders' work by providing rather than asking for information that is already available. Most of this information is (or will be) accessible through the unit's dashboards. A new template for academic departments' reports has been distributed at the end of this Spring 2015 semester. Feedback from department chairs will be used for future improvements of the form. The digital treatment of these forms will be explored so that content specific to each unit can be automatically generated and information can be more easily distributed and shared.
- 3) In consultation with faculty and all appropriate committees (e.g. comitée d'entreprise), a template for **Faculty Activity Reports** will be created with the aim of structuring information collection and stressing achievements while also encouraging self-assessment and highlighting needs of support for faculty development. Another aim is to be able to aggregate information about faculty members of a department into departmental reports and dashboards. Activity reports of administrative staff are managed by the human resources department and therefore not addressed by this plan.
- 4) An assessment of our current **Course Evaluation Form** both in terms of its contents and data collection methods is also underway with a view toward its revision next year. Students currently complete course evaluations on paper. While this has the advantage of ensuring that the large majority of students will complete the evaluations during the twenty-minute period regularly allocated in each course at the end of each semester, it has the disadvantage that the data processing involved is very labor intensive and only a very limited set of information is extracted after data entry. Currently, the quantitative sections of the course evaluations bring very limited information to both faculty and administration. The most useful information is provided by the sections with free text comments. These comments are very valued by professors and provide useful feedback. The quantitative sections (informed by multiple-choice questions) have the potential of providing data that can be aggregated in both longitudinal and latitudinal studies about students' perception of various courses. Unfortunately, at the moment, this information is very poorly exploited. Consultation with faculty and administration are needed to clarify the precise objectives of course evaluations, and once objectives are clarified, AUP's course evaluations should be redesigned accordingly.
- 5) Many **surveys** have been run throughout the years to gauge various aspects of institutional activities. These include, for example, students, alumni, staff and faculty satisfaction surveys, exit surveys, alumni next-destination surveys, etc. In the future we plan to improve the value of these surveys to the institution by providing thorough analysis of the survey results, ensuring appropriate distribution of the reports, scheduling regular taking of the surveys so to allow longitudinal studies, and creating a central survey repository that will allow cross-analysis of results. We plan to establish a regular calendar for survey taking and analysis (a first draft of the survey calendar is included in the Calendar of the Office of Assessment, Learning and Institutional Research in section 5.8) as well as specific procedures for the distribution of results to all

appropriate stakeholders. Circulation procedures may range from the distribution of an executive summary of such reports to the whole University community and the general public, to delivery of specific sections of data analysis to certain dashboards.

### 5.3.2 Benchmarking

Because of the characteristics of our University, benchmarking against other institutions, both at the institutional and unit levels, has been very challenging. Previous attempts to benchmark have been based on technologies made available to member institutions by the Council for Independent Colleges<sup>17</sup>. However several problems were encountered. First, finding appropriate comparison groups proved very difficult; second, samples were too small to make valid comparisons; finally, currency conversion was often too complex, resulting in inaccurate trends<sup>18</sup>. In 2010 the conclusion was made that “AUP would probably best be served by comparing IPEDS data with that of other American institutions abroad, notably those in Western Europe (Franklin College, American University of Rome, John Cabot University, Richmond International University).”<sup>19</sup> In 2012, in collaboration with AAICU members, we have participated in the Annual Survey of the Member Institutions of AAICU, which collects basic information about students, faculty, and finance of its members.

We plan to continue considering possible benchmarking against other institutions, and those with the characteristics mentioned above in particular.<sup>20</sup> At a recent AAICU meeting, it was decided that we would focus as a consortium on intercultural competency acquisition, an area in which our specific brand of education should be able to demonstrate superior outcomes.<sup>21</sup> In order to measure and benchmark for this competency we will consider using tools available on the market, such as Kozai’s Intercultural Effectiveness Scale (IES)<sup>22</sup> or the Intercultural Development Inventory (IDI)<sup>23</sup>. Several members of our consortium also specialize in these areas and will bring their own academic expertise to bear on the surveys we choose. The possibility of using simulation software for assessing and benchmarking this specific competency is also an attractive possibility; however, thus far we have only been able to find benchmarking simulations targeted to business students.<sup>24</sup>

Another common area of interest is students’ information literacy skills. In collaboration with other members of the AMICAL consortium, the AUP library has run a preliminary test for benchmarking against other members of the consortium. The tool used was the Standardized Assessment of Information Literacy Skills (SAILS)<sup>25</sup>. While the experiment with SAILS did not yield very interesting results, highlighting some

<sup>17</sup> <http://www.cic.edu/Research-and-Data/Benchmarking-Tools-and-Services/Pages/Benchmarking-Services.aspx> see 2010 self study for a complete description of the experience with this benchmarking exercise.

<sup>18</sup> This was a period of high variability of dollar/euro exchanges

<sup>19</sup> AUP 2010 Self Study, p.42

<sup>20</sup> We have privileged working relations with many of these institutions through partnerships such as the American International Consortium of Academic Libraries, the Global Liberal Arts Alliance, and the Association of American International Colleges and Universities

<sup>21</sup> As reflected by our fifth institutional learning outcome: “Graduates will demonstrate the ability to move across the cultural borders of the contemporary world with a sense of commitment to and responsibility for a world held in common.”

<sup>22</sup> <http://kozaigroup.com/inventories/the-intercultural-effectiveness-scale/>

<sup>23</sup> <https://idiinventory.com>

<sup>24</sup> See for example <http://globalmindset.thunderbird.edu/home/global-mindset-inventory/gmi-universities-and-academic-institutions>

<sup>25</sup> <https://www.projectsails.org/>

problems with the tool as well as with a too- small sample, we plan to continue investigating other possibilities.

The inclusion of larger benchmarking surveys<sup>26</sup> will depend on our ability to find a meaningful set of reasonably similar institutions against which we can compare performance.

### 5.3.3 Forecasting

Historical assessment data, coupled with targeted heuristics may be profitably used for forecasting purposes. In collaboration with the Admissions and Finance Offices, we have already begun improving our enrollment forecasting process that integrates, into various sets of projections, two base forecasts: admissions (new student) forecasts and returning-student forecasts using historical retention data. The process is documented in our Strategic Enrollment Management Plan, updated each year by the CFO, the Director of Enrollment Management, and Institutional Research. The projections generated are used by the CFO to generate budget forecasts. In the future we plan to improve the current system by enlarging the number of variables used to produce the two base forecasts.

Other forecast systems, e.g. course enrollment forecast, and space and schedule planning, may be considered in the future to support the activity of the administration.

## 5.4 Integration of Assessment in Strategic Planning

As mentioned in section 4.2.1, we plan to strengthen the assessment input into the strategic planning and annual planning processes by means of: (1) the input provided by the assessment exercises of all University units, and; (2) the identification and regular provision of Key Performance Indicators (KPI) enabling the measurement of the level of achievement of Institutional Objective and Learning Outcomes (a list of existing, planned, and possible performance indicators is available in appendix 9). The smooth integration of assessment into annual strategic planning and budget allocation is supported by the planned framework of communication described below.

During the University Outcome Assessment Day, unit leaders share with the whole University community - including the President and Leadership Team - the results of their units' assessment exercises and the resulting evidence-based plans for the forthcoming academic year. This event marks the beginning of the institutional planning cycle and is followed, at the beginning of September, by a retreat of the Leadership Team and the Dean on the Assessment of the Strategic Plan that will take into account the input received by all units. Shortly after this meeting, on a specific annual census day, the Office of Assessment, Learning and Institutional Research provides adjusted enrollment predictions for the 3-year budget and updated KPIs on enrollment, retention, finance and academic matters for the October Board meeting. At the same time the Dean, in consultation with the Provost and the University Assessment Task Force, submits to the President and Leadership Team, the *Annual Institutional Outcomes Assessment Report* and *Action Plan Report* that includes: (1) recommendations with respect to the conclusions and planned actions based on the collected evidence; (2) comments on the Departmental Reports, highlighting achievements, challenges, and opportunities; (3) comments on any interaction between plans of different units; (4) an appraisal of the assessment methods as well as an analysis of the assessment results and, where necessary, recommendations for improvement of the assessment plan, evidence collected, and assessment processes.

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<sup>26</sup> e.g. US's National Survey of Student Engagement (NSSE) and Proficiency Profile by ETS

These processes will inform the President's preparation of the high-level annual review of the strategic plan and action items for the coming year presented to the Board of Trustees and the University at large during the State of the University Address in October. At the beginning of February, a second retreat of the President, Leadership Team and the Dean on the integration of Assessment and Planning into the Budget Process will, on one hand, ensure that input provided by assessment-based planning is reflected in budget allocations, and, on the other hand, that all appropriate indicators are available and well grounded, including the February enrollment predictions for the 3- year budget.

### **5.5 Assessing Assessment Processes**

All assessment processes, including this Assessment Plan, will be reviewed on a yearly basis as part of the regular assessment cycle. Whenever the need for major revisions is revealed the appropriate resources (possibly including the consultation with external experts) will be allocated to ensure that the revision is thorough, balanced and yields optimal results. We plan to invite assessment experts to campus on a yearly basis both to ensure the continuous improvement of our assessment processes and to address specific issues relevant to our community.

Improvements to assessment processes, however, will most often take the form of small changes. One example is the change planned to the assessment matrices to enable separating actions planned that can be simply implemented within a unit (e.g. changing the content of a course) from those that require the intervention of another unit or some budget allocation (e.g. organize a study trip or hiring a new professor).

### **5.6 Recognizing Assessment Efforts**

The Outcomes Assessment Day and the AUP Assessment Web site will both provide occasions for showcasing and recognizing the assessment efforts of faculty and staff. More substantially, assessment efforts will be recognized as a necessary component of the activity of administrative units and, for faculty, as a contribution to service to the University. In particular, faculty and staff leading the assessment exercise of each unit and the members of the assessment task force will be providing a significant amount of their time to ensuring the quality of assessment at our institution.

## 5.7 Assessment Calendar

ASSESSMENT CALENDAR	
June 1	<b>Deadline for units and departments to submit Unit / Departmental Reports including Annual Assessment Report</b> from the previous academic year to the Dean and the Provost for review.
June 1 – June 20	Members of the Assessment Task Force review Unit and Departmental Reports and make recommendations to the Dean with respect to possible improvements of assessment processes, appropriateness and feasibility of planned actions, eventual interactions between planned actions of different units, challenges and opportunities with respect to student learning outcomes and institutional effectiveness.
June 30	<b>Institutional Outcomes Assessment Day</b> —attended by President, Leadership Team, heads of all departments, programs and units; open to the entire community
September	Leadership Team and Dean retreat on Assessment of Strategic Plan
September	The Dean writes an Annual Institutional Outcomes Assessment and Action Plan Report that includes: <ul style="list-style-type: none"> <li>• Recommendations with respect to the conclusions and planned actions based on the collected evidence</li> <li>• Comments on the Departmental Reports, highlighting achievements, challenges, and opportunities;</li> <li>• Comments on any interaction between plans of different units;</li> <li>• An appraisal of the assessment methods as well as an analysis of the assessment results and, where necessary, recommendations for improvement of the assessment plan, evidence collected, and assessment processes</li> </ul>
October 15 <sup>th</sup> – October 30	<b>Departments and units send final version of assessment reports</b> to Web master (Departments that have no revisions to their reports may do this earlier)
February 15	Leadership Retreat including Dean on integrating Assessment and Planning into Budget Process
March 1 <sup>st</sup> – April 1 <sup>st</sup>	IR updates units' and departments' dashboards and prepares departmental report forms
April 15	Dean calls for departmental reports
April - May	Dean meets with unit leaders to prepare for assessment reports
April 15-June 1st	<b>Units and departments review their assessment results</b> from the previous academic year and <b>include in the Departmental Report the Annual Assessment Report according to their assessment plan</b> . Units and departments also review and revise assessment plan as needed for the forthcoming year. <b>An Assessment Plan is resubmitted (as part of the departmental report) if changes are made to the plan.</b>

## 5.8 Draft Calendar of the Office of Assessment, Learning and Institutional Research

The draft calendar below outlines the schedule of the principal regular activities of the Office of Assessment, Learning and Institutional Research. It attempts both to coordinate with the needs of the President's Office and the Leadership Team and to rationalize the activities of our office. Experience will certainly reveal the need for adjustments. Updates to the calendar will be published on the Web site.

Throughout the academic year:

- Academic departments and administrative units collect assessment data
- The Dean works with the Assessment Task Force to implement the actions planned for the year
- The Dean works with the Provost to ensure that the assessment process produces information relevant to the academic plan and that the assessment loop is appropriately closed

**This calendar only includes recurring events. The majority of the activities described in this Institutional Assessment Plan such as ad-hoc studies, process management, support for assessment and implementation of assessment results are not included**

<b>Calendar of the Office of Assessment, Learning and Institutional Research</b> <b>This calendar only includes recurring events.</b> The majority of the activities described in this Institutional Assessment Plan such as ad-hoc studies, process management, support for assessment and implementation of assessment results are not included.	
<b>June 1</b> Departments and units → Dean and Provost	Deadline for units and departments to submit <b>Unit / Departmental Reports including Annual Assessment Report</b> from the previous academic year to the Dean and the Provost for review.
<b>June 1 – June 20</b> Assessment committee → Dean	Assessment Committee reviews Unit and Departmental Reports and makes recommendations to the Dean with respect to possible improvements of assessment processes, appropriateness and feasibility of planned actions, eventual interactions between planned actions of different units, challenges and opportunities with respect to student learning outcomes and institutional effectiveness.
<b>June 30</b>	<b>Institutional Outcomes Assessment Day—attended by President, Leadership Team, heads of all departments, programs and units; open to the entire community</b>
First week September	<b>Leadership Team and Dean retreat on Assessment of Strategic Plan</b>
<b>September 20</b> IR → Finance	IR provides enrollment and FTE figures for Fall and if needed provides adjusted predictions UDG and GRAD for 3 year plan based on final Fall registration figures
September 1 – <b>September 30</b>  Dean → Units, Provost and President	The Dean writes an Annual Institutional Outcomes Assessment and Action Plan Report that includes: <ul style="list-style-type: none"> <li>• Any request to units for improvements or clarifications on the assessment processes, collected evidence and conclusions</li> <li>• Recommendations with respect to the conclusions and planned actions based on the collected evidence.</li> <li>• An evaluation of the assessment methods as well as an analysis of the assessment results. Where necessary, recommendations for improvement of the evidence collection and assessment processes should also be included.</li> <li>• Any comments on the Departmental Report highlighting achievements, challenges and opportunities</li> <li>• Any interaction between plans of different units</li> </ul>
September 15 to <b>October 15</b>	IR updates institutional annual Dashboard, slides on enrollment, retention and financials for President's State of the University review and October

IR → President	<a href="#">board meeting</a>
October 7	Fall census date - IR distributes final enrollment and FTE figures to community – adjusts 3ys enrollment plan as necessary (this may become part of the dashboard)
November Every three years	Detailed retention analysis and recommendations
October 10	Distribute semester reports to community – majors, minors, class standing, nationality, etc. (this may become part of the dashboard)
October 1 – October 15	1) Dean works with units and departments to revise assessment plans as needed. 2) <a href="#">President prepares high-level annual review of the strategic plan and action items for the coming year. Reports to BOT, Faculty Senate, and Staff on "State of the University"</a>
October 15 <sup>th</sup> - <b>October 30</b> Departments and units → Web master and Dean	<a href="#">Departments and unit send final version of assessment reports to Web master (Departments that have no revisions to their reports may do this earlier)</a>
October 30 – <b>November 15</b> Web master → Dean	<a href="#">Web master notifies Dean of final assessment reports being published online</a>
October 15 -November 01	Create and disseminate Fall Entering Student Survey (in collaboration with AA and SA)
November 15 (every three years: 16, 19, 22)	Analysis and Report on Faculty and Staff Satisfaction Surveys
November	Dashboards evaluation through analysis of ad-hoc requests and survey
November 16 – December 16	College Board Survey (first annual external survey)
January 15	Provide data for BoT meeting to members of the leadership team
January 15	Analysis and report on Fall Entering Student Survey
<b>Jan 28</b> IR → Leadership team	<a href="#">IR provides enrolment and FTE figures for Spring to leadership team</a>
February 1	Call for Faculty Activity Reports
February 10 IR → Unit leaders, Dean and Provost	IR provides report on Fall course evaluations
January – February (even years)	Next destination survey (last three years of alum, every two years) – coordinated with outreach
<b>February 15</b>	IR distributes final enrollment and FTE figures to community
<b>February 15</b>	<a href="#">Leadership Retreat including Dean on integrating Assessment and Planning into Budget Process</a>
Feb 20 – Admission → IR	<a href="#">IR receives updated 3 year incoming student forecast for Fall, Spring and Summer (UDG / GRAD) from admission</a>
Second half of February	Peterson's undergraduate survey
Feb 28 IR → Leadership team	<a href="#">IR produces student enrollment predictions for 3 year plan for leadership team</a>
March 1 - 15	Rectorat enquete annuel and <i>tax apprentissage</i> Peterson's undergraduate financial aid survey
March 1 – March 15 (odd years, starting 2017)	Create and circulate Student Satisfaction Survey
March 10	Distribute semester reports to community – majors, minors, class standing, nationality, etc. (this may become part of the dashboard)



March	Assessment resources are updated on the assessment web site
March 1	Call for Faculty Activity Reports
March 30	Deadline for Faculty Activity Reports (from individual faculty members to chairs). Interviews take place in April
March 1 – April 1 IR → Web master	IR updates units' and departments' dashboards and sends them to Web master
April 1 – April 15 Web master → Dean	Web master notifies Dean of revised dashboard being published online
April 1 – April 15	AAICU annual survey, Wintergreen Orchard House Survey, ACT-ACT institutional data, Peterson's graduate survey (institution and grad school), Middle State Institutional Profile (IP), Peterson's interim expenses for undergraduate
April 1 Alumni → IR	Alumni office sends information about alumni to be included in departmental reports
April 1 – April 14 IR → Dean	IR prepares departmental reports forms
April 15	Dean calls for departmental reports
April 30	Deadline for Faculty Activity Reports submission to Provost and Dean
April 30 IR → Leadership team	IR produces final update of student enrollment predictions for 3 year plan
April - May	Dean meets with unit leaders to prepare for assessment reports
May 1 – 15 (even years)	Analysis and reports on next destination survey (including data mined by the outreach office)
May 1 – May 15 (odd years, starting 2017)	Analysis and Report on Student Satisfaction Survey
May – June (every three years 16, 19, 22)	Create and circulate Faculty and Staff Satisfaction Surveys (close September)
May 1 <sup>st</sup> – May 15 IR → Leadership team	IR updates statistics for President's report to BOT and Faculty Senate
April 15-June 1st	Units and departments review their assessment results from the previous academic year and <b>include in the Departmental Report the Annual Assessment Report according to their assessment plan</b> . Units and departments also review and revise assessment plan as needed for the forthcoming year. An <b>Assessment Plan</b> is resubmitted (as part of the departmental report) if changes are made to the plan.
June 20 Summer Coordinator → Leadership team	Summer Semester Coordinator provides final registration figures for Summer
June 30 IR → Unit leaders, Dean and Provost	IR provides report on Spring course evaluations
July Library -> IR -> library/faculty	Information literacy survey analysis and report
August 30 IR → Unit leaders, Dean and Provost	IR provides report on Summer course evaluations

In green interactions with CFO's budget process calendar

In blue interactions with the President's planning calendar

In purple interactions with Advancement and Communication calendar

In orange interaction with Admissions calendar



### Calendar of the Office of Assessment, Learning and Institutional Research

**This calendar only includes recurring events.** The majority of the activities described in this Institutional Assessment Plan such as ad-hoc studies, process management, support for assessment and implementation of assessment results are not included.

JANUARY	FEBRUARY	MARCH
<p>Jan 15</p> <ul style="list-style-type: none"> <li>Data for BoT meeting</li> <li>Fall Entering Student Survey report</li> </ul> <p>Jan 28</p> <ul style="list-style-type: none"> <li>Spring Enrolment and FTE figures</li> </ul> <p>Jan-Feb (even years)</p> <ul style="list-style-type: none"> <li>Next destination survey<sup>27</sup></li> </ul>	<p>Feb 10</p> <ul style="list-style-type: none"> <li>Report on Fall course evaluations</li> </ul> <p>Feb 15</p> <ul style="list-style-type: none"> <li>Final enrollment and FTE figures</li> <li>Leadership Team and Dean Retreat on integrating Assessment and Planning into Budget Process</li> </ul> <p>Second half of Feb</p> <ul style="list-style-type: none"> <li>Peterson's undergraduate survey</li> </ul> <p>Feb 28</p> <ul style="list-style-type: none"> <li>Student enrollment predictions for 3 years plan</li> </ul>	<p>March 1-15</p> <ul style="list-style-type: none"> <li>Rectorat enquête annuelle and taxe d'apprentissage</li> <li>Peterson's undergraduate financial aid survey</li> <li>Student Satisfaction Survey (odd years, starting 2017)</li> </ul> <p>March 10</p> <ul style="list-style-type: none"> <li>Semester reports<sup>28</sup></li> </ul> <p>March 1 – April 1</p> <ul style="list-style-type: none"> <li>Units' and departments' dashboards update</li> </ul>
APRIL	MAY	JUNE
<p>April 1-15</p> <ul style="list-style-type: none"> <li>AAICU annual survey, Wintergreen Orchard House Survey, ACT-ACT institutional data, Peterson's graduate survey (institution and grad school), Middle State Institutional Profile (IP), Peterson's interim expenses for undergraduate</li> <li>Departmental reports forms</li> </ul> <p>April 15</p> <ul style="list-style-type: none"> <li>Dean calls for departmental reports</li> </ul> <p>March-April</p> <ul style="list-style-type: none"> <li>Information Literacy Survey</li> <li>Final update of student enrollment predictions for 3 years plan</li> </ul>	<p>April - May</p> <ul style="list-style-type: none"> <li>Dean meets with unit leaders to prepare for assessment reports</li> </ul> <p>May 1-15</p> <ul style="list-style-type: none"> <li>Next destination survey report (even years)</li> <li>Student Satisfaction Survey report (odd years, starting 2017)</li> </ul> <p>May 1-20</p> <ul style="list-style-type: none"> <li>Update statistics for President's report to BOT and Faculty Senate</li> </ul> <p>May – June (every three years 16, 19)</p> <ul style="list-style-type: none"> <li>Faculty and Staff Satisfaction Surveys (open till September)</li> </ul>	<p>June 1</p> <ul style="list-style-type: none"> <li>Deadline for submission of Unit / Departmental Reports including Annual Assessment Report</li> </ul> <p>June 1-20</p> <ul style="list-style-type: none"> <li>Assessment Committee reviews Unit and Departmental Reports</li> </ul> <p>June 30</p> <ul style="list-style-type: none"> <li>Report on Spring course evaluations</li> </ul> <p>June 30</p> <ul style="list-style-type: none"> <li>Institutional Outcomes Assessment Day</li> </ul>
JULY	AUGUST	SEPTEMBER
<ul style="list-style-type: none"> <li>Summer course evaluations</li> <li>Assessment report</li> </ul>	<ul style="list-style-type: none"> <li>Report on Summer course evaluations</li> </ul>	<p>First week of Sept</p> <ul style="list-style-type: none"> <li>Leadership Team and Dean retreat on Assessment of Strategic Plan</li> </ul> <p>Sept 20</p> <ul style="list-style-type: none"> <li>Fall Enrollment and FTE figures</li> </ul> <p>Sept 30</p> <ul style="list-style-type: none"> <li>Final version Assessment Report</li> </ul>
OCTOBER	NOVEMBER	DECEMBER
<p>Oct 7 - 15</p> <ul style="list-style-type: none"> <li>Final enrollment and FTE figures<sup>29</sup></li> <li>Semester reports<sup>28</sup></li> <li>Institutional Dashboard update</li> <li>Dean works with units and departments to revise assessment plans as needed.</li> </ul> <p>Oct 15-Oct 30</p> <ul style="list-style-type: none"> <li>Departments and unit send final version of assessment reports</li> </ul> <p>Oct 15-Nov 1</p> <ul style="list-style-type: none"> <li>Fall Entering Student Survey</li> </ul>	<p>Nov 15</p> <ul style="list-style-type: none"> <li>Report on Faculty and Staff Satisfaction Surveys (every three years: 16, 19)</li> </ul> <p>Nov 16-Dec 16</p> <ul style="list-style-type: none"> <li>College Board Survey (first annual external survey)</li> <li>Information literacy survey report</li> </ul> <p>Nov 1 – 30</p> <ul style="list-style-type: none"> <li>Dashboards evaluation through analysis of ad-hoc requests and survey</li> </ul>	<p>Dec 15 (every three years)</p> <ul style="list-style-type: none"> <li>Detailed retention analysis and recommendations</li> </ul>

<sup>27</sup> (Last three years of alum, every two years) – coordinated with outreach

<sup>28</sup> Majors, minors, class standing, nationality, etc. (this may become part of the dashboard)

<sup>29</sup> This may become part of the dashboard

## 6 2015-2020 Objectives

- 1) The Office of Assessment, Learning and Institutional Research will improve the understanding of student learning processes at our institution by ensuring that the **assessment process is organized, systematized, sustained, planned, useful, cost-effective and reasonably accurate and truthful**<sup>30</sup>.
  - a) Create a standard reporting method for all units for both assessment plan and assessment implementation, which includes actions planned and follow-up on those actions.
  - b) Collect the results of the assessment for the last four years with the objectives of analyzing challenges and achievements, sharing experiences within and across units and reflecting on the whole assessment process
  - c) Create dashboards addressing the needs of stakeholders at all levels (President, Board of Trustees, Leadership Team, units, departments, individual faculty and administrators) by identifying Key Performance Indicators and indicators of student learning
  - d) Regularly evaluate the reporting methodology and dashboards described above and make the necessary changes (including review of dashboard content for effectiveness, correctness and usability)
  - e) Regularly review the AUP Assessment Plan
  - f) Regularly work with all units to review their assessment plans and implementation (in particular, review the definition of learning outcomes and measurement methodology)
  - g) Consider the definition of default measurement methodologies for learning outcomes and provide supporting structures
  - h) Involve students in assessment both by appraising their experiences through focus groups and surveys, and by developing with them assessment processes for SGA and clubs activities
  - i) Rationalize and develop a sustainable process for survey taking, interviews and focus groups as well as their processing and distribution (this includes in-house surveys, regular interviews/focus groups with students and alumni and larger scale benchmarking surveys)
  - j) Explore most appropriate assessment methodologies and benchmarking tools for specific areas of interest such as:
    - Intercultural competencies
    - Information literacy
    - Interdisciplinary mode of thought
    - Collaborative thinking
  - k) Review assessment of the general education program
  - l) Explore appropriate assessment methodology for evaluating the impact that the following have on student learning at AUP:
    - Faculty research
    - Cultural programs (e.g. class visits and study trips)
    - AUP's multicultural environment
    - Peer learning
    - Student participation in student governance and clubs
  - m) Gradually integrate environmental measures (see section 4.2) in the assessment process
  - n) Consider the integration of “correlation measures” in dashboards

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<sup>30</sup> These characteristics reflect Middle-States requirements as indicated in the document “Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations”

- o) Consider the development of a digital system capable of linking finer grain assessment measures (e.g. course assessment, faculty activity reports) to coarser grain elements (e.g. assessment of programs) flagging unusual situations (challenges and opportunities)
  - p) Invite assessment experts to campus on a yearly basis both to ensure the continuous improvement of our assessment processes and to address specific issues relevant to our community
  - q) Create an Assessment Task Force formed of both faculty and staff with an advisory role for the Dean
- 2) The Office of Assessment, Learning and Institutional Research will provide appropriate decision making tools supporting curriculum development, faculty development and administrative processes by ensuring that **assessment is seamlessly integrated in all University processes**.
- a) Promote the use of learning outcomes assessment results for improving students' learning experiences at all levels: courses, academic programs, cultural programs, internship program, etc.
  - b) Build more intentionally the "closing of the feedback loop" into our planning and budgeting culture as part of the annual budget process
  - c) Update the *Curriculum Proposal Template*, in collaboration with the Provost and the Curriculum Committee, so to include assessment in all new courses and programs of the university.
  - d) Develop an online system implementing the curriculum proposals and approval process so as to facilitate the process and ensure that all relevant information is appropriately collected, stored and distributed.
  - e) Update the *Departmental Report Template*, in collaboration with the Provost and the Council of Chairs, so to include assessment in the regular reporting system of the university and ensure that available data are available to chairs at the time of reporting.
  - f) Develop an online system implementing the *Departmental Report Template* so to facilitate the associated processes and ensure that all relevant information is appropriately collected, stored and distributed.
  - g) Update the *Faculty Activity Report Template*, in collaboration with the Provost, the Council of Chairs, the Executive Committee and the *Comité d'Entreprise*, so to include assessment in the regular reporting system of the University and ensure that available data are available to faculty at the time of reporting.
  - h) Develop an online system implementing the *Faculty Activity Report Template* so to facilitate the associated processes and ensure that all relevant information is appropriately collected, stored and distributed.
  - i) Update the *Course Evaluation Template*, in collaboration with the Provost, the Executive Committee and the *Comité d'Entreprise*, so to include assessment in the regular reporting system of the University and ensure that available data are available to students at the time of evaluation.
  - j) Develop an online system implementing the *Course Evaluation Template* so to facilitate the associated processes and ensure that all relevant information is appropriately collected, stored and distributed.
  - k) In collaboration with the President's Office and the Leadership Team ensure the alignment of the calendar of the Office of Assessment, Learning and Institutional Research with that of all other relevant units, so that assessment data and KPI are provided in a timely manner.
  - l) In collaboration with the Provost and the faculty at large, ensure systematic annual assessment at the course level for all existing courses.
  - m) In collaboration with the Leadership Team, strengthen assessment input into the strategic planning and annual planning processes by defining and regularly

- providing KPI, including indicators measuring the achievement of Institutional Objective and Institutional Learning Outcomes.
- n) In collaboration with the Provost, the CFO, the Associate Dean of Academic Administration and the Council of Chairs strengthen the integration of academic assessment and planning with financial planning.
  - o) In collaboration with the Provost and the Internship Office, modify internship employer evaluation form to include questions that enable assessment of student learning.
  - p) In collaboration with faculty committees (in particular standing committees of the faculty senate), consider the assessment of shared governance processes.
- 3) The Office of Assessment, Learning and Institutional Research will **ensure wide participation in, and understanding of, assessment processes by communicating assessment procedures and results** effectively.<sup>31</sup> It will:
- a) Liaise between University units and the Leadership Team for all matters related to assessment
  - b) Collect, analyze and make available electronically essential, up-to-date data and indicators about institutional effectiveness and student learning
  - c) Design, implement and maintain the AUP Assessment Web site that makes available - to faculty, staff and administration - material about assessment, including, assessment plans and assessment results for all units, key achievements and challenges, information about assessment methodologies and approaches.
  - d) Make dashboards available online.
  - e) Integrate the dashboards with the University databases so as to have real-time (or regular) updates of data presented. Each dashboard should be accessible to the appropriate stakeholders.
  - f) Communicate in a timely fashion data for external surveys and compliance documents.
  - g) Organize the University Outcomes Assessment Day

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<sup>31</sup> This will require active collaboration with the Office of Information and Technology Services and the Office of Outreach and Advancement.

## 6.1 Objectives Priorities

<b>OBJECTIVES PRIORITIES</b> Please see complete definition of each objective above			
	Improve the understanding of student learning processes through appropriate assessment processes	Provide decision making tools supporting curriculum development, faculty development and administrative processes	Ensure wide participation in, and understanding of, assessment processes
2015-2016	<ul style="list-style-type: none"> <li>• Create a standard reporting method for all units for both assessment plan and assessment implementation, which includes actions planned and follow-up on those actions.</li> <li>• Collect the results of the assessment for the last four years</li> <li>• Create and assess dashboards for academic departments</li> <li>• Rationalize and develop a sustainable process for survey taking, interviews and focus groups</li> <li>• Explore most appropriate assessment methodologies and benchmarking tools for Intercultural competencies</li> <li>• Explore appropriate assessment methodology for evaluating the impact of Faculty research and Cultural programs on student learning</li> <li>• Invite assessment experts to campus on a yearly basis both to ensure the continuous improvement of our assessment processes and to address specific issues relevant to our community</li> <li>• Appoint Assessment Task Force</li> </ul>	<ul style="list-style-type: none"> <li>• Promote the use of learning outcomes assessment results for improving students' learning experiences at all levels: courses, academic programs, cultural programs, internship program, etc.</li> <li>• Update <i>Curriculum Proposal Template</i>.</li> <li>• Update <i>Departmental Report Template</i>.</li> <li>• Update <i>Faculty Activity Report Template</i>.</li> <li>• Update <i>Course Evaluation Template</i>.</li> <li>• Develop an online system implementing the <i>Course Evaluation Template</i>.</li> <li>• Ensure the alignment of the calendar of the Office of Assessment, Learning and Institutional Research with that of all other relevant units.</li> <li>• Strengthen the integration of academic assessment and planning with financial planning.</li> <li>• Update internship employer evaluation form to include questions that enable assessment of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect, analyze and make available electronically essential, up-to-date data and indicators about institutional effectiveness and student learning</li> <li>• Design, implement and maintain the AUP Assessment Web site that makes available - to faculty, staff and administration - material about assessment, including, assessment plans and assessment results for all units, key achievements and challenges, information about assessment methodologies and approaches.</li> <li>• Make dashboards available online.</li> <li>• Communicate in a timely fashion data for external surveys and compliance documents.</li> <li>• Organize the University Outcomes Assessment Day</li> </ul>
2016-2017	<ul style="list-style-type: none"> <li>• Create and assess dashboards for administrative units (Part I)</li> <li>• Consider the definition of default measurement methodologies for learning outcomes and provide supporting structures</li> <li>• Involve students in assessment both by appraising their experiences through focus groups and surveys, and by developing with them assessment processes for SGA and clubs activities</li> <li>• Explore most appropriate assessment methodologies and benchmarking tools for specific areas of interest such as:               <ul style="list-style-type: none"> <li>○ Information literacy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop an online system implementing the curriculum proposals and approval process so as to facilitate the process and ensure that all relevant information is appropriately collected, stored and distributed.</li> <li>• In collaboration with the Provost and the faculty at large, ensure systematic annual assessment at the course level for all existing courses.</li> <li>• In collaboration with the Leadership Team, strengthen assessment input into the strategic planning and annual</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate dashboards for academic departments with the University databases so as to have real-time (or regular) updates of data presented. Each dashboard should be accessible to the appropriate stakeholders (beta).</li> <li>• Organize the University Outcomes Assessment Day</li> </ul>

	<ul style="list-style-type: none"> <li>○ Interdisciplinary mode of thought</li> <li>• Review assessment of the general education program</li> <li>• Gradually integrate environmental measures in the assessment process</li> <li>• Consider the integration of “correlation measures” in dashboards</li> <li>• Consider the development of a digital system capable of linking finer grain assessment measures (e.g. course assessment, faculty activity reports) to coarser grain elements (e.g. assessment of programs) flagging unusual situations (challenges and opportunities)</li> <li>• Invite assessment experts to campus on a yearly basis both to ensure the continuous improvement of our assessment processes and to address specific issues relevant to our community</li> </ul>	<p>planning processes by defining and regularly providing KPI, including indicators measuring the achievement of Institutional Objective and Institutional Learning Outcomes.</p> <ul style="list-style-type: none"> <li>• Strengthen the integration of academic assessment and planning with financial planning.</li> </ul>	
2017-2018	<ul style="list-style-type: none"> <li>• Create and assess dashboards for administrative units (Part II)</li> <li>• Explore appropriate assessment methodology for evaluating the impact that the following have on student learning at AUP: <ul style="list-style-type: none"> <li>○ AUP’s multicultural environment</li> <li>○ Peer learning</li> <li>○ Student participation in student governance and clubs</li> </ul> </li> <li>• Gradually integrate environmental measures in the assessment process</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an online system implementing the <i>Departmental Report Template</i> so to facilitate the associated processes and ensure that all relevant information is appropriately collected, stored and distributed.</li> <li>• Develop an online system implementing the <i>Faculty Activity Report Template</i> so to facilitate the associated processes and ensure that all relevant information is appropriately collected, stored and distributed.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate dashboards for academic departments with the University databases so as to have real-time (or regular) updates of data presented. Each dashboard should be accessible to the appropriate stakeholders (V1).</li> <li>• Integrate dashboards for administrative units with the University databases so as to have real-time (or regular) updates of data presented. Each dashboard should be accessible to the appropriate stakeholders (beta, part I)</li> <li>• Organize the University Outcomes Assessment Day</li> </ul>
2018-2019	<ul style="list-style-type: none"> <li>• Create and assess dashboards for administrative units (Part III)</li> <li>• Involve students in assessment both by appraising their experiences through focus groups and surveys, and by developing with them assessment processes for SGA and clubs activities</li> </ul>	<ul style="list-style-type: none"> <li>• In collaboration with faculty committees (in particular standing committees of the faculty senate), consider the assessment of shared governance processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the University Outcomes Assessment Day</li> <li>• Integrate dashboards for administrative units with the University databases so as to have real-time (or regular) updates of data presented. Each dashboard should be accessible to the appropriate stakeholders (V1 part I and beta part II)</li> </ul>
2019-2020			<ul style="list-style-type: none"> <li>• Integrate dashboards for administrative units with the University databases so as to have real-time (or regular) updates of data presented. Each dashboard should be accessible to the appropriate stakeholders (V1 part II and beta part III)</li> </ul>

## 7 Appendices

### 7.1 Appendix 1: 2010-2015 Institutional Objectives and Learning Outcomes

#### **2010 – 2015 Institutional Objectives**

*As a learning community of and for the world, AUP will distinguish itself increasingly by its unique blend of liberal arts and pre-professional education, the high quality of its teaching faculty, and international recognition of its interdisciplinary programs and research.*

*AUP will recruit and retain students who will thrive in its international environment, promoting their learning and success, upholding the highest standards of academic integrity and rigor, and increasing their numbers by one third over the coming six years.*

*AUP will renovate and expand its campus in and of the city and upgrade the learning resources and technologies that enhance the work of all students, faculty, and staff.*

*AUP will enhance its reputation and visibility by all available means, including that of establishing for itself a global network of partnerships with its alumni, other academic institutions, international organizations, governments, corporations and industry.*

*AUP will deliver continuous improvement of its academic offerings, administrative capacity, and its institutional resources, by strengthening its strategic planning and assessment culture.*

*AUP will achieve a sustainable economic model that creates new revenue streams by reaching out to new students and audiences and strengthens the University's fundraising capacity and success in order to resource its growth, expanding reputation, and needs.*

#### **2010 – 2015 Institutional Learning Outcomes**

*Communicate well in a world of many languages*

*Think critically*

*Develop creative interdisciplinary approaches to important contemporary challenges*

*Be both technologically and culturally literate in a world of swift-paced change*

*Understand the ethical imperatives of living in a world of swift-paced change*

*Take their places as responsible actors in communities, civil societies, and countries around the globe*

## 7.2 Appendix 2: Assessment Plan Template for Administrative Units (2010 – 2014)

Unit: <UNIT NAME> - <DATE>

**Unit's Mission statement**

**Objectives for this unit**

<TEXT DESCRIPTION OF OBJECTIVES>

<i><b>OBJECTIVES &lt;UNIT NAME&gt;</b></i>	
<b>OBJECTIVE</b>	<b>Assessment methodology for the objective</b>
<OBJECTIVE>	<ul style="list-style-type: none"> <li>• &lt;ASSESSMENT METHODOLOGY&gt;</li> <li>• &lt;ASSESSMENT METHODOLOGY&gt;</li> <li>• ...</li> </ul>
<OBJECTIVE>	<ul style="list-style-type: none"> <li>• &lt;ASSESSMENT METHODOLOGY&gt;</li> <li>• &lt;ASSESSMENT METHODOLOGY&gt;</li> <li>• ...</li> </ul>
<OBJECTIVE>	<ul style="list-style-type: none"> <li>• &lt;ASSESSMENT METHODOLOGY&gt;</li> <li>• &lt;ASSESSMENT METHODOLOGY&gt;</li> <li>• ...</li> </ul>
<OBJECTIVE>	<ul style="list-style-type: none"> <li>• &lt;ASSESSMENT METHODOLOGY&gt;</li> <li>• &lt;ASSESSMENT METHODOLOGY&gt;</li> <li>• ...</li> </ul>



**UNIT ALIGNMENT MATRIX**  
(INDICATE HOW YOUR UNIT'S OBJECTIVES ALIGN WITH INSTITUTIONAL OBJECTIVES)

<b>Institutional objectives / program objectives (from matrix above)</b>	<b>&lt;OBJECTIVE&gt;</b>	<b>&lt;OBJECTIVE&gt;</b>	<b>&lt;OBJECTIVE&gt;</b>	<b>&lt;OBJECTIVE&gt;</b>
Goal 1: As a learning community of and for the world, AUP will distinguish itself increasingly by its unique blend of liberal arts and pre-professional education, the high quality of its teaching faculty, and international recognition of its interdisciplinary programs and research.				
Goal 2: AUP will recruit and retain students who will thrive in its international environment, promoting their learning and success, upholding the highest standards of academic integrity and rigor, and increasing their numbers by one third over the coming six years.				
Goal 3: AUP will renovate and expand its campus in and of the city and upgrade the learning resources and technologies that enhance the work of all students, faculty, and staff.				
Goal 4: AUP will enhance its reputation and visibility by all available means, including that of establishing for itself a global network of partnerships with its alumni, other academic institutions, international organizations, governments, corporations and industry.				
Goal 5: AUP will deliver continuous improvement of its academic offerings, administrative capacity, and its institutional resources, by strengthening its strategic planning and assessment culture.				
Goal 6: AUP will achieve a sustainable economic model that creates new revenue streams by reaching out to new students and audiences and strengthens the University's fundraising capacity and success in order to resource its growth, expanding reputation, and needs.				

**Long term actions planned**

Optional narrative

<i>ACTIONS &lt;UNIT NAME&gt;</i>	
<b>LONG TERM ACTION</b>	<b>EXPECTED OUTCOME</b>
<LT ACTION>	<ul style="list-style-type: none"> <li>• &lt;EXPECTED OUTCOME&gt;</li> <li>• &lt;EXPECTED OUTCOME&gt;</li> <li>• ...</li> </ul>
<LT ACTION>	<ul style="list-style-type: none"> <li>• &lt;EXPECTED OUTCOME&gt;</li> <li>• &lt;EXPECTED OUTCOME&gt;</li> <li>• ...</li> </ul>
<LT ACTION>	<ul style="list-style-type: none"> <li>• &lt;EXPECTED OUTCOME&gt;</li> <li>• &lt;EXPECTED OUTCOME&gt;</li> <li>• ...</li> </ul>
<LT ACTION>	<ul style="list-style-type: none"> <li>• &lt;EXPECTED OUTCOME&gt;</li> <li>• &lt;EXPECTED OUTCOME&gt;</li> <li>• ...</li> </ul>

<b><i>ACTIONS ALIGNMENT MATRIX &lt;UNIT&gt;</i></b> <b><i>EXPLAIN HOW THE LONG TERMS ACTIONS PLANNED CONTRIBUTE TO THE UNIT OBJECTIVE</i></b>					
<b>Objective / LT-Action</b>	LT ACTION	LT ACTION	LT ACTION	LT ACTION	LT ACTION
<OBJECTIVE>					
<OBJECTIVE>					
<OBJECTIVE>					
<OBJECTIVE>					

### 7.3 Appendix 3: Assessment Plan Template for Academic Departments (2010 – 2014)

Department: <DEPT NAME>

Department's Mission statement

<PROGRAM NAME>

#### Learning outcomes of the major

If the learning outcomes of the program have changed in the period being assessed, please create more tables with the set of learning outcomes holding in each period

<TEXT DESCRIPTION OF LEARNING OUTCOMES>

<i>LEARNING OUTCOMES &lt;PROGRAM NAME&gt;</i>	
learning outcome	Assessment methodology for learning outcome
<PROGRAM LO>	<ul style="list-style-type: none"> <li>• &lt;ASSESSMENT METHODOLOGY&gt;</li> <li>• &lt;ASSESSMENT METHODOLOGY&gt;</li> <li>• ...</li> </ul>
<PROGRAM LO>	<ul style="list-style-type: none"> <li>• &lt;ASSESSMENT METHODOLOGY&gt;</li> <li>• &lt;ASSESSMENT METHODOLOGY&gt;</li> <li>• ...</li> </ul>
<PROGRAM LO>	<ul style="list-style-type: none"> <li>• &lt;ASSESSMENT METHODOLOGY&gt;</li> <li>• &lt;ASSESSMENT METHODOLOGY&gt;</li> <li>• ...</li> </ul>
<PROGRAM LO>	<ul style="list-style-type: none"> <li>• &lt;ASSESSMENT METHODOLOGY&gt;</li> <li>• &lt;ASSESSMENT METHODOLOGY&gt;</li> <li>• ...</li> </ul>

**PROGRAM ALIGNMENT MATRIX***(PLACE A MARK WHEN THE PROGRAM LEARNING OUTCOME CONTRIBUTES TO THE INSTITUTIONAL LEARNING OUTCOME)*

<b>Institutional learning outcome / Program learning outcome (from matrix above)</b> <b>Our students will:</b>	<PROGRAM LO>	<PROGRAM LO>	<PROGRAM LO>	<PROGRAM LO>
Communicate well in a world of many languages				
Think critically				
Develop creative interdisciplinary approaches to important contemporary challenges				
Be both technologically and culturally literate in a world of swift-paced change				
Understand the ethical imperatives of living in a world of swift-paced change				
Take their places as responsible actors in communities, civil societies, and countries around the globe				

**Course Sequence <PROGRAM NAME – COURSE SEQUENCE NAME>**

Optional narrative

***CURRICULUM ALIGNMENT MATRIX <PROGRAM – COURSE SEQUENCE>***  
***I = INTRODUCED (THE STUDENT UNDERSTANDS THIS BUT WILL NOT BE ABLE TO DO THIS PROPERLY)***  
***P = PRACTICED (THE STUDENT IS EXPECTED TO USE THIS BUT NOT TO HAVE FULLY MASTERED IT)***  
***D = DEMONSTRATED (THE STUDENT CAN BE EXPECTED TO DO THIS CONSISTENTLY AND ACCURATELY)***

learning outcome / Courses	COURSE	COURSE	COURSE	COURSE	COURSE	COURSE	COURSE	ELECTIVES GROUP	THESIS / INTERNSHIP
<PROGRAM LO>	I								
<PROGRAM LO>									
<PROGRAM LO>									
<PROGRAM LO>									

## 7.4 Appendix 4: Assessment Implementation Template for Academic Departments

<i>ASSESSMENT MATRIX &lt;PROGRAM NAME&gt; 2013-2014</i>			
<b>Learning outcome</b>	<b>Evidence collected</b>	<b>Conclusions based on evidence</b>	<b>Actions planned</b>
<PROGRAM LO>			
<PROGRAM LO>			
<PROGRAM LO>			
<PROGRAM LO>			

<b>Other actions planned 2013 - 2014</b>	<b>Comments</b>

**Assessment matrix <PROGRAM NAME>**

Optional narrative

<b>2013-2014 FOLLOW-UP ON ACTIONS PLANNED IN 2012-2013 ASSESSMENT</b>		
<b>Planned actions 2012-2013</b>	<b>Status</b> (implemented/discarded/ pending/partially implemented)	<b>Comments</b>
<PLANNED ACTION>		
<PLANNED ACTION>		
<PLANNED ACTION>		
<PLANNED ACTION>		



## 7.5 Appendix 5: Assessment Implementation Template for Administrative Units

<i>ASSESSMENT MATRIX &lt;UNIT&gt; 2013-2014</i>			
<b>OBJECTIVE</b>	<b>Evidence collected</b>	<b>Conclusions based on evidence</b>	<b>Actions planned</b>
<OBJECTIVE>			
<OBJECTIVE>			
<OBJECTIVE>			
<OBJECTIVE>			

<b>Other actions planned 2013 - 2014</b>	<b>Comments</b>

**Assessment matrix <UNIT NAME>**

Optional narrative

<b>2013-2014 FOLLOW-UP ON ACTIONS PLANNED IN 2012-2013 ASSESSMENT</b>		
<b>Planned actions 2012-2013</b>	<b>Status</b> (implemented/discarded/ pending/partially implemented)	<b>Comments</b>
<PLANNED ACTION>		
<PLANNED ACTION>		
<PLANNED ACTION>		
<PLANNED ACTION>		