

 AMERICAN INTERNATIONAL UNIVERSITY الجامعة الأمريكية الدولية	Policy Main Title	Student Learning Outcomes Assessment Policy	Effective Date	14/06/2026
	Category	Institutional Effectiveness	Last Review date	
	Policy Number	IE-001	Next Review date	14/06/2029
	Responsible Entity	Institutional Effectiveness	Approved By	President

Overview

The systematic assessment of student learning outcomes is the evidentiary foundation on which academic quality is demonstrated rather than merely claimed. Every institution can describe its programs in aspirational terms. The question Accrediting agency asks, and that genuine academic quality demands, is whether students are actually achieving the learning outcomes their programs promise, whether the evidence of achievement is systematically collected, and whether that evidence is used to make the programs better. These questions are the domain of this policy.

IE-001 establishes AIU's integrated, three-tier student learning outcomes assessment framework covering Institutional Learning Outcomes, Program Learning Outcomes, and Course Learning Outcomes. It defines the four-stage assessment cycle (Plan, Collect, Analyze, Close the Loop), the methods used at each level, the annual reporting obligations, the ILO rotating assessment schedule, and the documentation and integration requirements that connect assessment evidence to curriculum improvement, resource allocation, and accreditation reporting.

This policy is read alongside ACA-004 (Curriculum Development and Program Review Policy), which governs the five-year comprehensive program review that draws on assessment evidence accumulated over the review period. Together, IE-001 and ACA-004 constitute AIU's complete quality assurance framework for educational programs. IE-001 governs the ongoing annual cycle; ACA-004 governs the periodic comprehensive evaluation that uses IE-001's accumulated evidence.

Scope

This policy applies to all academic programs, schools, departments, and faculty members at AIU involved in defining, assessing, reporting, or using student learning outcomes evidence. It governs the development and maintenance of Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs); the assessment cycle at all three levels; the roles of Assessment Coordinators, faculty, Deans, the Office of Institutional Effectiveness, and the Faculty Council; and the documentation, storage, and use of all assessment evidence. It applies to all degree programs, concentrations, and certificates at all levels offered at AIU.

Purpose

The purposes of this policy are to:

- Establish the three-tier student learning outcomes framework, ILOs, PLOs, and CLOs, and the alignment requirements that connect these levels into a coherent system
- Define the four-stage annual assessment cycle and the requirements for each stage, with particular emphasis on the Close the Loop stage as the mechanism through which assessment evidence drives improvement
- Specify the assessment methods, direct, indirect, embedded, and aggregated, and the requirement that each PLO is assessed through both a direct and an indirect measure
- Establish the Institutional Learning Outcomes rotating five-year assessment schedule and the reporting framework for ILO evidence at the institutional level

 AMERICAN INTERNATIONAL UNIVERSITY الجامعة الأمريكية الدولية	Policy Main Title	Student Learning Outcomes Assessment Policy	Effective Date	14/06/2026
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- Define the Annual Assessment Report requirements that make program-level assessment evidence auditable and demonstrable
- Define the roles and responsibilities of each party in the assessment system from faculty to the Board of Trustees
- Establish the documentation and records standards that support accreditation review, program improvement, and institutional effectiveness reporting
- Demonstrate compliance with learning outcomes clearly defined, graduation requirements and educational effectiveness, systematic assessment of student learning, assessment results used for improvement, assessment of general education, and ongoing institutional effectiveness

Definitions

Institutional Learning Outcomes (ILOs): Broad competencies, knowledge domains, skills, and dispositions expected of all AIU graduates, regardless of academic program or school. ILOs represent what AIU as an institution commits to providing to every graduate. They are approved by the Board of Trustees on Faculty Council recommendation and are assessed on a five-year rotating cycle.

Program Learning Outcomes (PLOs): The knowledge, skills, competencies, and abilities that students are expected to demonstrate upon successful completion of a specific academic program. PLOs are discipline-specific, measurable, and appropriate to the credential level of the program.

Course Learning Outcomes (CLOs): Specific, measurable competencies that students are expected to achieve upon successful completion of a single course in a specific semester. CLOs must align with and contribute to the PLOs of the program(s) in which the course is required.

Curriculum Map: A matrix documenting the alignment between CLOs and PLOs (at the program level) and between PLOs and ILOs (at the institutional level), showing whether each outcome is Introduced (I), Developed (D), or Mastered (M) in each course.

Direct Assessment Measure: An assessment method that requires students to demonstrate achievement of a learning outcome through their own work, scored against a standardized rubric, the primary evidence source for PLO achievement.

Indirect Assessment Measure: An assessment method that gathers perceptions or reflections about learning achievement from students, graduates, employers, or other stakeholders, a required supplementary evidence source for each PLO.

Embedded Assessment: An assessment instrument integrated into a regular course assignment that simultaneously produces a course grade and PLO evidence data, using a standardized rubric. The primary efficiency mechanism for PLO data collection at AIU.

Performance Benchmark: The minimum level of student achievement, expressed as a percentage of students at or above a defined proficiency level, that a program sets as the target for each PLO. Where the benchmark is not met, a close-the-loop improvement action is required.

Closing the Loop: The documented process through which assessment findings below benchmark trigger specific improvement actions, those actions are implemented, and their effectiveness is subsequently verified in the following assessment cycle. An assessment cycle without a documented close-the-loop step is incomplete.

 AMERICAN INTERNATIONAL UNIVERSITY الجامعة الأمريكية الدولية	Policy Main Title	Student Learning Outcomes Assessment Policy	Effective Date	14/06/2026
	Category	Institutional Effectiveness	Last Review date	
	Policy Number	IE-001	Next Review date	14/06/2029
	Responsible Entity	Institutional Effectiveness	Approved By	President

Assessment Coordinator: A faculty member in each academic program designated to coordinate the program's assessment activities: managing the assessment calendar, aggregating PLO data, facilitating annual assessment analysis meetings, and preparing the Annual Assessment Report.

Annual Assessment Report: The formal annual report each program submits to the Office of Institutional Effectiveness documenting PLO assessment results, analysis, improvement actions, and the assessment plan for the following year.

Office of Institutional Effectiveness (OIE): The institutional office responsible for coordinating the assessment framework, supporting faculty and Assessment Coordinators, aggregating institutional-level data, monitoring compliance, and producing the Annual Institutional Effectiveness Report.

Assessment Documentation System (ADS): The digital repository maintained by the OIE in which all assessment plans, rubrics, data, Annual Assessment Reports, and close-the-loop documentation are stored, organized by program, academic year, and PLO.

Policy

Article 1: Governing Principles of Assessment

The following principles govern all assessment activity at AIU. They distinguish genuine assessment-for-improvement from assessment-as-compliance, and they set the standard against which AIU's assessment practices are evaluated:

- Assessment serves learning:** The primary purpose of the assessment system is to improve student learning outcomes. Data collection and reporting that do not lead to evidence-based improvements do not fulfil the purposes of this policy. Assessment is a means, not an end.
- Faculty ownership:** Faculty members hold primary intellectual responsibility for defining learning outcomes, selecting appropriate assessment methods, analyzing results, and implementing improvements. Assessment is not an administrative process imposed on faculty, it is the mechanism through which faculty exercise responsibility for the quality of their students' learning.
- Evidence-based decisions:** Curriculum modifications, pedagogical changes, resource allocation, and Program continuation decisions should be informed by assessment evidence. Assessment findings do not mechanically determine institutional decisions, but major academic decisions made in the absence of relevant assessment evidence represent a failure of the quality assurance framework.
- Closing the loop is non-negotiable:** An assessment cycle in which data is collected but not used to drive documented improvement actions is not a functioning assessment cycle. AIU treats the close-the-loop step as mandatory — not optional, not deferrable, and not satisfiable by a statement that no changes were needed. If data suggests no changes are needed, the evidence supporting that conclusion must be documented.
- Proportionality:** Assessment methods are selected for their appropriateness to the learning outcome being assessed, not for their simplicity or the ease of data collection. At the same time, the assessment system is designed to be sustainable, Assessment Coordinators and faculty are not asked to generate data beyond what is needed to make genuine improvement decisions.

 AMERICAN INTERNATIONAL UNIVERSITY الجامعة الأمريكية الدولية	Policy Main Title	Student Learning Outcomes Assessment Policy	Effective Date	14/06/2026
	Category	Institutional Effectiveness	Last Review date	
	Policy Number	IE-001	Next Review date	14/06/2029
	Responsible Entity	Institutional Effectiveness	Approved By	President

- f. Transparency: Assessment results, improvement actions, and verification of effectiveness are documented and available for review by the Faculty Council, VPAA, the Board Academic Affairs Committee, and Accrediting agency. Assessment findings are not filtered or selectively disclosed to present an artificially favorable picture.

Article 2: Three-Tier Learning Outcomes Framework

AIU's learning outcomes operate at three levels, institutional, Program, and course, that must be aligned with each other through curriculum maps. Every course's learning outcomes must contribute to Program learning outcomes, and every Program's learning outcomes must contribute to institutional learning outcomes.

Outcome Level	Primary Owner	Scope	Approval Authority
Institutional Learning Outcomes (ILOs)	Office of IE in collaboration with Faculty Council	Applicable to all graduates of AIU regardless of Program or school	Faculty Council recommendation; Board of Trustees approval. ILOs may not be adopted or revised without this dual approval
Program Learning Outcomes (PLOs)	Program faculty, led by the relevant Dean	Applicable to all students who complete a specific degree Program	Faculty Council Curriculum and Academic Standards Committee recommendation; VPAA approval; PUC submission where required
Course Learning Outcomes (CLOs)	Individual faculty member responsible for the course	Applicable to all students enrolled in a specific course section in the semester it is offered	Dean review and endorsement; published in the approved course syllabus

2.1 Institutional Learning Outcomes

AIU's Institutional Learning Outcomes define the competencies all AIU graduates share, regardless of their Program. They are the institution's commitment to the breadth of a university education beyond disciplinary expertise. The current ILOs are:

1. Critical Thinking and Analytical Reasoning, the ability to evaluate evidence, analyze assumptions, identify logical fallacies, and develop reasoned conclusions

 AMERICAN INTERNATIONAL UNIVERSITY الجامعة الأمريكية الدولية	Policy Main Title	Student Learning Outcomes Assessment Policy	Effective Date	14/06/2026
	Category	Institutional Effectiveness	Last Review date	
	Policy Number	IE-001	Next Review date	14/06/2029
	Responsible Entity	Institutional Effectiveness	Approved By	President

2. Communication, written, oral, and visual communication competencies appropriate to professional and academic contexts
3. Information Literacy and Technology, the ability to locate, evaluate, and ethically use information from a variety of sources, including digital and data-rich environments
4. Quantitative and scientific Reasoning, the ability to interpret and apply numerical information and data in context
5. Ethical Reasoning and Civic Responsibility, the capacity to identify ethical dimensions of professional and social problems and apply principled frameworks to their analysis
6. Professional Competence and Employability, a commitment to ongoing intellectual and professional development beyond formal education and the ability to work effectively as a member and leader of diverse teams
7. Global and Cultural Awareness, an understanding of diverse cultural, political, and historical contexts and their implications for professional and civic life

ILOs are assessed using a rotating five-year schedule specified in Article 7. Revision of the ILOs requires Faculty Council recommendation and Board of Trustees approval, they may not be changed by the VPAA or the OIE independently.

2.2 Program Learning Outcomes

Each academic Program maintains between five and ten PLOs that are specific to the discipline and credential level of the Program. PLOs must:

- a. Be written using action verbs from an established taxonomy (Bloom's Taxonomy or an equivalent disciplinary framework) that allow the outcome to be assessed
- b. Be appropriate in rigor to the credential level, graduate PLOs must be measurably more advanced than undergraduate PLOs in related knowledge areas
- c. Collectively cover the core knowledge, skills, and professional competencies expected in the field
- d. Be aligned with at least one ILO each, documented in the curriculum map
- e. Be reviewed as part of the five-year Program review cycle under ACA-004 and updated where assessment evidence shows persistent non-achievement or curriculum map gaps

2.3 Course Learning Outcomes

Each course in AIU's curriculum has defined CLOs that are published in the approved course syllabus and in AIU's course catalogue. CLOs must:

- a. Be specific and measurable at the course level, they describe what a student who completes the course successfully will be able to do
- b. Be aligned with at least one PLO in the Program(s) for which the course is required, documented in the curriculum map
- c. Be used as the basis for course assessment activities, grading rubrics, and embedded assessment instruments

 AMERICAN INTERNATIONAL UNIVERSITY الجامعة الأمريكية الدولية	Policy Main Title	Student Learning Outcomes Assessment Policy	Effective Date	14/06/2026
	Category	Institutional Effectiveness	Last Review date	
	Policy Number	IE-001	Next Review date	14/06/2029
	Responsible Entity	Institutional Effectiveness	Approved By	President

- d. Be reviewed and, where necessary, updated when a course is substantially revised under ACA-004, or when PLO assessment evidence suggests a persistent gap in CLO coverage

Article 3: Annual Assessment Cycle

The AIU assessment cycle is a four-stage annual process conducted for every academic Program in every academic year. The cycle is not optional for Programs in good standing, it is a mandatory component of Program operation. Assessment Coordinators lead the cycle; faculty participate; Deans endorse; and the OIE provides coordination, support, and monitoring.

Stage	Stage Name	Activities	When
1	Plan	Identify which PLOs will be assessed in the coming semester; select or confirm direct and indirect assessment methods; set performance benchmarks; assign assessment responsibilities to faculty; confirm the assessment calendar with the Assessment Coordinator	September (Fall) / January (Spring)
2	Collect	Faculty administer assessments and collect student performance data; indirect data (surveys, employer feedback) collected according to schedule; Assessment Coordinator aggregates raw data from all faculty in the Program	Throughout the semester
3	Analyze	Assessment Coordinator and Program faculty analyze aggregated results against established benchmarks; identify PLOs above target (met), near target, and below target; document contextual factors that may have affected results	Within 20 working days of semester end
4	Close the Loop	Program faculty agree on specific improvement actions for below-target PLOs; document the action, the responsible party, and the implementation timeline; confirm that prior-	Within 30 working days of semester end; reported in Annual Assessment Report

	Policy Main Title	Student Learning Outcomes Assessment Policy	Effective Date	14/06/2026
	Category	Institutional Effectiveness	Last Review date	
	Policy Number	IE-001	Next Review date	14/06/2029
	Responsible Entity	Institutional Effectiveness	Approved By	President

		semester improvement actions have been implemented and assess their effect	
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3.1 Assessment of All PLOs

Not all PLOs are assessed in every semester. Each Program maintains an assessment schedule that ensures every PLO is assessed at least once every two years, using direct evidence from a course in which students have reached the Mastered level for that PLO according to the curriculum map. PLOs assessed in Year 1 and PLOs assessed in Year 2 alternate, so that the Annual Assessment Report each year covers approximately half the PLOs in direct assessment and maintains monitoring-level evidence for the other half.

3.2 Close the Loop - Required Documentation

The Close the Loop stage is the most important and the most frequently incomplete stage of the assessment cycle. AIU requires the following documentation for every PLO whose benchmark was not met in a given cycle:

- A description of the specific gap, what percentage of students achieved the benchmark and what percentage did not; what the data suggests about where in the Program the gap arises
- The improvement action agreed by the Program faculty, specific, actionable, and targeted at the identified gap. Vague actions such as 'improve teaching quality' are not acceptable. Actions must specify what will change, where, and when.
- The faculty member or team responsible for implementing the action
- The implementation timeline, in which semester or academic year the action will be in place
- The verification plan, how and when the Program will assess whether the action resulted in improved PLO achievement

For PLOs that met their benchmark, the documentation confirms the result, notes any factors that contributed to strong performance, and confirms the assessment plan for the next cycle.

Article 4: Assessment Planning Requirements

Each Program must maintain a current, documented Assessment Plan that specifies the following for every PLO:

- The PLO statement, as approved by the Faculty Council
- The performance benchmark, the specific target achievement level (for example: 75% of students scoring at the 'Meets Expectations' level or above on the PLO rubric)
- The primary direct assessment method for each semester the PLO is assessed, the instrument, the course it is embedded in, and the rubric used
- The supplementary indirect assessment method, the survey, focus group, or external feedback mechanism, with frequency and target respondent group

 AMERICAN INTERNATIONAL UNIVERSITY الجامعة الأمريكية الدولية	Policy Main Title	Student Learning Outcomes Assessment Policy	Effective Date	14/06/2026
	Category	Institutional Effectiveness	Last Review date	
	Policy Number	IE-001	Next Review date	14/06/2029
	Responsible Entity	Institutional Effectiveness	Approved By	President

- e. The responsible faculty member(s) for administering and submitting PLO evidence
- f. The assessment calendar, the specific weeks in the semester when data will be collected and the date by which it will be submitted to the Assessment Coordinator

Assessment Plans are reviewed and updated annually by the Assessment Coordinator in consultation with Program faculty, endorsed by the Dean, and submitted to the OIE before the start of each academic year. A Program without a current approved Assessment Plan is not in compliance with this policy. The OIE monitors Assessment Plan submission and notifies the VPAA of non-compliant Programs within 10 working days of the submission deadline.

Article 5: Assessment Methods

Assessment methods are selected for their appropriateness to the learning outcome being assessed and their feasibility within the Program's instructional context. Every PLO must be assessed using at least one direct measure and at least one indirect measure. The following table describes the methods available at AIU and their appropriate application:

Measure Type	Methods and Instruments	Typical Application
Direct	Examinations and quizzes scored against a standardized rubric; written assignments (essays, reports, case analyses) scored with an analytic or holistic rubric; capstone projects; design studio juries and portfolios; laboratory performance evaluations; clinical and field placement evaluations; oral presentations scored with faculty rubric; standardized external examinations (ETS Proficiency Profile, professional licensure practice exams)	Assessing PLOs that require demonstration of knowledge, skill, or competency directly through student work, the primary evidence source for PLO compliance
Indirect	Current student satisfaction surveys; graduate/alumni surveys; employer surveys of graduate performance; internship supervisor assessments; exit interviews with graduating students; employer advisory board feedback; focus groups	Supplementary evidence providing contextual understanding of student experience and employer perceptions of graduate preparation, required as a second

 AMERICAN INTERNATIONAL UNIVERSITY الجامعة الأمريكية الدولية	Policy Main Title	Student Learning Outcomes Assessment Policy	Effective Date	14/06/2026
	Category	Institutional Effectiveness	Last Review date	
	Policy Number	IE-001	Next Review date	14/06/2029
	Responsible Entity	Institutional Effectiveness	Approved By	President

		measure for each PLO in addition to the primary direct measure
Embedded Assessments	Assessment instruments built into course assignments that are simultaneously graded for the course and scored for PLO evidence, the primary efficiency mechanism at AIU; requires faculty to use standardized rubrics aligned to PLO criteria	Used where practical for all PLOs; ensures that assessment data is collected from the normal course of instruction rather than as a separate add-on activity
Aggregated Performance Data	Grade distribution analysis; course completion rates; Program GPA trends; retention and graduation rates; time-to-degree data	Contextual indicators that supplement direct PLO evidence; monitored in the annual monitoring cycle and five-year Program review under ACA-004

5.1 Rubrics

All direct assessment instruments used for PLO evidence must be accompanied by a standardized rubric. The rubric defines performance levels (for example: Exemplary, Proficient, Developing, Beginning) with clear descriptors for each level for each PLO criterion. Rubrics are developed by Program faculty, reviewed by the Assessment Coordinator, and filed in the Assessment Documentation System before the assessment is administered. The same rubric must be used by all faculty evaluating the same PLO in the same cycle to ensure comparability of data.

5.2 Sample Sizes

PLO assessment data must be based on a sample sufficient to support meaningful conclusions. For Programs with fewer than 20 students assessed, all students' work is included. For Programs with 20 or more students at the relevant assessment point, a stratified random sample of at least 25 students or 30% of the relevant cohort (whichever is larger) is acceptable. Sample selection methodology is documented by the Assessment Coordinator and reported in the Annual Assessment Report.

Article 6: Annual Assessment Reporting

Each academic Program submits an Annual Assessment Report to the OIE by 30 November each year, covering the completed academic year. The report must contain all of the following elements. Incomplete reports are returned to the Assessment Coordinator by the OIE for completion within 10 working days:

 AMERICAN INTERNATIONAL UNIVERSITY الجامعة الأمريكية الدولية	Policy Main Title	Student Learning Outcomes Assessment Policy	Effective Date	14/06/2026
	Category	Institutional Effectiveness	Last Review date	
	Policy Number	IE-001	Next Review date	14/06/2029
	Responsible Entity	Institutional Effectiveness	Approved By	President

Report Element	Required Content
Program and period	Program name, credential level, academic year covered, date of submission, Assessment Coordinator name
PLOs assessed this cycle	List of PLOs assessed during the year; for each PLO, the assessment method(s) used, whether direct and indirect evidence was collected, and the performance benchmark
Assessment results	Results for each assessed PLO: percentage or score achieved; comparison to benchmark; whether the benchmark was met, partially met, or not met; sample size
Analysis	Written analysis of results — what the data shows about student achievement of each PLO; any patterns, cohort differences, or contextual factors that explain the results; faculty interpretation of the findings
Improvement actions (Close the Loop)	For each PLO not meeting its benchmark: the specific improvement action agreed; the responsible faculty member or team; the implementation timeline; whether the action is a curriculum change, pedagogical adjustment, resource addition, or other modification
Prior-cycle action status	Status of each improvement action from the previous year's report: implemented as planned; implemented with modification; not yet implemented (with reason); superseded by a different approach; effectiveness assessed where implementation is complete
Effectiveness verification	Where a prior-cycle improvement action has been implemented for at least one full academic year: evidence of whether it resulted in improved PLO achievement in the subsequent assessment cycle
Assessment plan for next cycle	Which PLOs will be assessed in the coming year; any changes to methods or benchmarks; planned adjustments to the assessment calendar

 AMERICAN INTERNATIONAL UNIVERSITY الجامعة الأمريكية الدولية	Policy Main Title	Student Learning Outcomes Assessment Policy	Effective Date	14/06/2026
	Category	Institutional Effectiveness	Last Review date	
	Policy Number	IE-001	Next Review date	14/06/2029
	Responsible Entity	Institutional Effectiveness	Approved By	President

The OIE reviews all Annual Assessment Reports by 31 January following the submission deadline. The OIE Director prepares a cross-Program assessment summary for the VPAA identifying: Programs with strong close-the-loop evidence; Programs with persistent below-benchmark PLOs without effective improvement actions; Programs whose assessment data suggests curriculum quality concerns; and any assessment methods or benchmarks that appear inconsistent with disciplinary standards. The summary is shared with all Deans and presented to the Faculty Council Assessment Committee at its first meeting of the calendar year.

Article 7: Institutional Learning Outcomes Assessment

ILOs are assessed at the institutional level on a five-year rotating cycle, with two to three ILOs assessed per year. The rotating schedule ensures that all eight ILOs are assessed with direct and indirect evidence within each five-year cycle, and that the accumulated evidence is reviewed comprehensively at the end of the cycle to inform any revision of the ILOs for the next cycle. The current schedule is:

Assessment Year	ILOs Assessed	Assessment Mechanism
Year 1 (2026-27)	ILO 1 (Critical Thinking) and ILO 2 (Communication)	Embedded assessment in general education courses across all Schools; ILO rubric applied in capstone and first-year writing courses; student survey indirect measure
Year 2 (2027-28)	ILO 4 (Quantitative Reasoning) and ILO 5 (Ethical Reasoning)	Embedded assessment in quantitative and ethics-designated courses across all Schools; ETS Proficiency Profile or equivalent; employer survey indirect measure
Year 3 (2028-29)	ILO 7 (Global and Cultural Awareness) and ILO 6 (Employability)	Embedded assessment in group project courses and internationally focused courses; alumni survey indirect measure; employer advisory board input
Year 4 (2029-30)	ILO 3 (Information Literacy and Technology) and ILO 6 (Professional Competence)	Embedded assessment in research methods, capstone, and senior project courses; library information literacy tasks; graduate survey indirect measure

	Policy Main Title	Student Learning Outcomes Assessment Policy	Effective Date	14/06/2026
	Category	Institutional Effectiveness	Last Review date	
	Policy Number	IE-001	Next Review date	14/06/2029
	Responsible Entity	Institutional Effectiveness	Approved By	President

Year 5 (2030-31)	Full review of all ILOs — systematic analysis of five years of accumulated evidence; revision of ILOs and benchmarks for the next cycle if warranted	Cross-Program aggregate analysis; Faculty Council comprehensive review; ILO revision submitted for Faculty Council and Board approval if changes recommended; new five-year schedule established
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ILO assessment is coordinated by the OIE with the support of all Deans and Assessment Coordinators. ILO assessment uses institutional-level data aggregated from across all Programs, not Program-level PLO data, which may measure slightly different competencies, but data from courses specifically designed to assess ILO-level competencies across the student population. The OIE produces an ILO Assessment Report each year covering the ILOs assessed in that year, presented to the Faculty Council and the President. The comprehensive five-year ILO review is presented to the Faculty Council for recommendation to the Board.

Article 8: Assessment Governance

Assessment at AIU is a shared governance activity. The following roles and responsibilities define how the assessment system is owned, operated, and overseen:

Role	Responsibilities in Assessment Governance
Office of Institutional Effectiveness (OIE) Director	Develops and maintains the institutional assessment framework; coordinates the ILO assessment cycle; provides training and support to Assessment Coordinators and faculty; aggregates institutional-level assessment data; prepares the Annual IE Report; manages the Assessment Documentation System; monitors close-the-loop compliance; reports to the VPAA
Assessment Coordinators (one per Program)	Coordinates Program-level assessment activities; aggregates PLO data from faculty; prepares the Annual Assessment Report; tracks close-the-loop action status; liaises with the OIE; participates in faculty assessment discussions; maintains Program-level assessment files
Faculty Members	Define CLOs in consultation with the Department Chair; participate in PLO development and revision; administer embedded assessments;

 AMERICAN INTERNATIONAL UNIVERSITY الجامعة الأمريكية الدولية	Policy Main Title	Student Learning Outcomes Assessment Policy	Effective Date	14/06/2026
	Category	Institutional Effectiveness	Last Review date	
	Policy Number	IE-001	Next Review date	14/06/2029
	Responsible Entity	Institutional Effectiveness	Approved By	President

	collect and submit PLO evidence data; participate in annual assessment analysis meetings; implement agreed improvement actions
Deans	Ensure assessment compliance within their School; review and endorse Annual Assessment Reports before submission to OIE; ensure Assessment Coordinators are properly supported; incorporate assessment findings into school-level planning; report to the VPAA on assessment performance
VPAA	Holds overall responsibility for the assessment framework; approves PLO revisions; oversees OIE; receives the Annual Assessment Report summaries; ensures assessment findings inform curriculum, resource, and faculty development decisions; reports assessment outcomes to the President, Faculty Council, and Board Academic Affairs Committee
Faculty Council and Curriculum Committee	Reviews and recommends ILOs for Board approval; reviews PLOs and assessment plan compliance; monitors close-the-loop effectiveness across Programs; advises on assessment policy through FAC-001 binding jurisdiction
President	Receives the Annual IE Report including assessment findings; ensures that institutional resources support the assessment Program; communicates the institution's commitment to assessment-driven improvement
Board Academic Affairs Committee	Receives annual summary of assessment outcomes; uses assessment evidence to evaluate whether AIU's Programs are achieving their educational purposes

Article 9: Assessment Documentation and the Assessment Documentation System

All assessment evidence, plans, reports, and close-the-loop documentation are maintained in the Assessment Documentation System (ADS), operated by the OIE. The ADS is the authoritative repository for accreditation evidence on student learning outcomes.

- a. The ADS contains, for each Program and each academic year: the approved Assessment Plan; the rubrics used for all PLO direct assessments; aggregated PLO data by semester; the Annual

 AMERICAN INTERNATIONAL UNIVERSITY الجامعة الأمريكية الدولية	Policy Main Title	Student Learning Outcomes Assessment Policy	Effective Date	14/06/2026
	Category	Institutional Effectiveness	Last Review date	
	Policy Number	IE-001	Next Review date	14/06/2029
	Responsible Entity	Institutional Effectiveness	Approved By	President

Assessment Report; all close-the-loop improvement actions and their implementation status; and ILO assessment data at the institutional level.

- b. Faculty and Assessment Coordinators submit PLO evidence data to the ADS through the designated submission process by the deadlines in the Assessment Calendar. Data submitted after the deadline is flagged by the OIE and reported to the Dean and VPAA.
- c. The ADS is organized by Program, academic year, and PLO to allow Accrediting agency visiting teams to trace assessment evidence for any specific PLO from its definition through multiple years of data to documented improvement actions. Documents must be retrievable within two working days of any Accrediting agency request.
- d. Assessment records are retained for a minimum of ten years. Records for Programs that have been discontinued are retained for ten years from the date of discontinuation.

Article 10: Integration with Institutional Effectiveness and Strategic Planning

Student learning outcomes assessment is one input stream into AIU's broader institutional effectiveness cycle. The following integration requirements connect assessment evidence to the wider institutional planning and improvement system:

- a. Annual Assessment Report summaries are incorporated into AIU's Annual Institutional Effectiveness Report to the Board of Trustees, providing Board-level evidence of educational quality and improvement.
- b. Assessment findings that reveal persistent PLO achievement gaps are connected to the five-year Program review under ACA-004, which examines whether the curriculum, faculty, or resource factors contributing to the gap can be addressed at the Program level.
- c. Assessment evidence that suggests resource needs, library acquisitions, laboratory equipment, faculty development, or student support services, is communicated by the VPAA to the Director of Finance as part of the annual budget planning process. Resource allocations should be traceable to assessment-identified needs wherever the connection is clear.
- d. Where assessment evidence suggests that a Program's PLO achievement has fallen below benchmarks for three consecutive years without effective improvement, the VPAA initiates a Program-level academic quality review outside the standard five-year cycle, in consultation with the relevant Dean and the Faculty Council.

Article 11: Assessment Training

Effective assessment depends on trained and confident faculty and Assessment Coordinators. The OIE maintains a comprehensive professional development Program supporting all participants in the assessment system:

- a. New faculty members complete an assessment orientation before their first semester of teaching at AIU, covering: AIU's assessment framework; the three-tier outcome structure; the close-the-loop requirement; embedded assessment techniques; rubric use and inter-rater reliability; and the ADS submission process.

 AMERICAN INTERNATIONAL UNIVERSITY الجامعة الأمريكية الدولية	Policy Main Title	Student Learning Outcomes Assessment Policy	Effective Date	14/06/2026
	Category	Institutional Effectiveness	Last Review date	
	Policy Number	IE-001	Next Review date	14/06/2029
	Responsible Entity	Institutional Effectiveness	Approved By	President

- b. Assessment Coordinators receive annual training at the beginning of each academic year on any updates to the assessment framework, the Annual Assessment Report template, and ADS procedures. New Assessment Coordinators receive mentoring from the OIE Director in their first year in the role.
- c. Annual faculty assessment workshops are offered by the OIE, typically in August before the Fall semester starts, covering PLO assessment planning, rubric development, and close-the-loop facilitation. Attendance by at least one faculty member per Program is expected.
- d. Deans receive an annual briefing from the OIE Director on assessment compliance across their School and cross-Program findings that may indicate shared curriculum or pedagogical issues.
- e. Training participation is recorded by the OIE and reported annually to the VPAA. Programs whose faculty have not participated in assessment training for two or more consecutive years are identified in the cross-Program assessment summary as a professional development priority.

Procedures

Annual Assessment Cycle - Semester-by-Semester

- By 1 September (Fall) and 15 January (Spring), the Assessment Coordinator distributes the semester assessment plan to all faculty in the Program, confirming which PLOs are being assessed, by which methods, in which courses, and with which rubrics. Faculty confirm their assignments within five working days.
- During the semester, faculty administer embedded assessments using the standardized rubrics. At least two weeks before the semester's end, the Assessment Coordinator circulates a data submission reminder specifying the submission deadline and format.
- Within 10 working days of the semester's final assessment events, faculty submit their PLO data to the Assessment Coordinator through the ADS. The Assessment Coordinator aggregates and enters all data into the ADS by the end of the first month following the semester.
- Within 20 working days of semester end, the Assessment Coordinator convenes an annual assessment analysis meeting with Program faculty. The meeting reviews all PLO results, identifies above/near/below-benchmark outcomes, discusses contributing factors, and agrees improvement actions for below-benchmark PLOs.
- The Assessment Coordinator documents the improvement actions in the close-the-loop section of the ADS within five working days of the meeting, capturing the specific action, responsible party, and implementation timeline for each below-benchmark PLO.
- The Annual Assessment Report is completed by the Assessment Coordinator by 30 November and submitted to the Dean for endorsement. The endorsed Report is submitted to the OIE by 30 November.

PLO Revision Process

- A proposal to revise one or more PLOs may be initiated by the Assessment Coordinator, the Dean, or Program faculty based on assessment evidence, curriculum map gaps, Program review findings, or external accreditation requirements.

 AMERICAN INTERNATIONAL UNIVERSITY الجامعة الأمريكية الدولية	Policy Main Title	Student Learning Outcomes Assessment Policy	Effective Date	14/06/2026
	Category	Institutional Effectiveness	Last Review date	
	Policy Number	IE-001	Next Review date	14/06/2029
	Responsible Entity	Institutional Effectiveness	Approved By	President

2. The proposal specifies: which PLO(s) are proposed for revision; the current wording and the proposed new wording; the evidence base for the revision (assessment data, curriculum review, external review finding, etc.); the impact on the curriculum map; and any resources required to implement the revision.
3. The proposal is submitted to the Faculty Council Curriculum and Academic Standards Committee. The Committee reviews and makes a recommendation to the full Faculty Council within one meeting cycle. Faculty Council endorsement is required.
4. On Faculty Council endorsement, the VPAA approves the revision and notifies the OIE, which updates the ADS and the Curriculum Registry. The Assessment Coordinator updates the Assessment Plan to reflect the revised PLO before the next academic year's cycle begins.
5. Where the PLO revision constitutes a major curriculum modification under ACA-004 Article 4, the ACA-004 process applies in addition to the PLO revision process above.

ILO Assessment and Reporting

1. The OIE Director prepares the ILO assessment plan for the current year in the rotating schedule (Article 7) and distributes it to all Deans and Assessment Coordinators by 1 September, identifying the ILOs to be assessed, the courses and assessment instruments to be used, and the submission timeline.
2. Faculty in the designated courses administer ILO-level rubrics alongside their course rubrics during the semester. Data is submitted to the OIE through the ADS by the semester-end submission deadline.
3. The OIE aggregates ILO data across all Programs and prepares an ILO Assessment Report within 45 working days of the semester-end deadline. The Report presents achievement rates by ILO, by School, and for the institution overall.
4. The ILO Assessment Report is presented to the Faculty Council at its first meeting of the following semester and to the President by 31 March. The Report is filed in the ADS and in the Accreditation Evidence File.
5. In Year 5 of the rotating cycle, the OIE Director convenes a comprehensive ILO review with the Faculty Council. Where the five-year evidence suggests that any ILO should be revised, the OIE prepares a revision proposal following the Faculty Council binding authority process, with Board approval required for any adopted revision.

President Signature

Signature: _____ Date: _____