

American University of Armenia

Comparative Gap Analysis Related to Participation in Tempus TNE_QA

Pilot Project – Recommendation for Recognition of Accreditation Process

Submitted by:
Maria Martirosyan
Sharistan Melkonian

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Introduction

This self-study is an initial comparison of the accreditation standards of the following two agencies and projects:

- WASC Senior College and University Commission (WSCUC)
- National Center For Professional Education Quality Assurance Foundation (ANQA)
- Tempus TNE_QA

It is not intended to be a thorough review of either of the two accreditation agencies but rather a comparative gap analysis based initially on the Tempus TNE_QA guidelines.

It is also intended as an initial document to begin discussions recommending a process for ANQA to recognize international accreditation in compliance with Republic of Armenia law and regulations.

The document is based on the TNE_QA Standards and Procedures Guidelines and includes an appendix comparing ANQA and WSCUC standards of accreditation as outlined in the *ANQA Accreditation Manual 2015* and the *WSCUC's 2013 Handbook of Accreditation Revised*.

A. Programs

A.1. Ensure that the programs delivered across borders and in home country are of comparable quality

Corresponds to:

WSCUC 2. Achieving educational objectives through core functions

ANQA 1.5. The programs of the TLI are contextually coherent with other relevant programs and promote mobility of students and staff as well as internationalization.

A.1.1. The institution demonstrates strategic commitment to TNE

Corresponds to:

WSCUC 2. Achieving educational objectives through core functions

ANQA 1.5. The programs of the TLI are contextually coherent with other relevant programs and promote mobility of students and staff as well as internationalization.

The university's mission and vision guide the institution toward the "further development and advancement of Armenia, the region and the world through teaching and scholarship, fostering creativity, integrity and community service." <http://aua.am/the-aua-mission/>

To further the university's mission, the 2016-2022 Strategic Plan (SP) aims to help the university meet challenges and rise to the opportunities to better achieve the mission. The SP specifically aims to enhance and diversify academic programs; grow and cultivate the university's community of scholars; and expand, diversify the student body and ensure students' academic success. Academic programs and academic support units have developed appropriate priorities related to these aims and the university pauses each year to assess attainment.

Many memoranda of understanding and participation in various international projects including several within Tempus and Erasmus+ promote student, staff and faculty mobility as well as the exchange of international best practices.

The academic program review process (further discussed below) includes an external review which specifically compares the program to other similarly situated programs, international trends and best practices.

A.1.2. The teaching (pedagogical) methodologies for delivery of content, contract time, etc. are comparable.

Corresponds to:

WSCUC 2. Achieving educational objectives through core functions

ANQA 1.5. The programs of the TLI are contextually coherent with other relevant programs and promote mobility of students and staff as well as internationalization.

The university's *Credit Hour* policy academic program review process (further discussed below) includes an external review which specifically compares the program to other similarly situated programs, international trends and best practices.

As noted above and further discussed below, the academic program review process includes an external review which specifically compares the program to other similarly situated programs, international trends and best practices. And, the accreditation process requires a thorough review of the university's processes to ensure compliance with its *Credit Hour* policy. The university has implemented a credit-hour compliance monitoring system. The key steps of the process are as follows:

- The university's academic calendar is designed to assure that standard course blocks (M/W/F, T/R as well as evening courses) meet the credit hour policy requirements. The calendar is proposed by the Registrar, reviewed by the Faculty Senate, and approved by the Provost.
- The Curriculum Committee of the Faculty Senate approves all new courses and reviews them for consistency with all policies including credit hour.
- The Registrar sets the academic schedule taking into account seat-time requirements of the credit hour policy.
- Program Chairs review and approve all syllabi for compliance with all policies including the credit-hour policy. A checklist was created to assist program chairs in this process.
- The IRO archives all syllabi.
- The Office of Assessment and Accreditation performs random checks of syllabi for class meeting times.
- The Academic Program Review Process includes a review of all program activities for compliance of all policies including credit-hour.

A.1.3. There is a comparable approach / mechanism to develop intended learning outcomes (ILOs)

A.1.4. The ILOs are comparable

Corresponds to

WSCUC 2.3. *The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.*

WSCUC 2.4. *The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.*

ANQA 3.1. *(Academic Program Criteria and Standards) The academic programs are thoroughly formulated according to the intended learning outcomes, which correspond to an academic qualification and are in line with the institution's mission and the stated academic standards.*

ANQA 3.2. *(Academic Program Criteria and Standards) The TLI has a policy that ensures alignment between teaching and learning approaches and the intended learning outcomes of academic programs promoting student-centered learning*

"Achieving educational objectives through core functions" is one of four major standards of accreditation to which the university has committed itself. Institutionalizing student learning assessment across the university was one of two goals of the university's most recent reaffirmation of accreditation process (2010-2014).

Academic programs develop program goals and program student learning outcomes. Curriculum maps identifying how individual courses build each academic program are developed and routinely reviewed for alignment. Course syllabi include a section demonstrating aligning of course-based student learning outcomes to program student learning outcomes and program goals, providing students and faculty with a tool to gauge and assess learning. Faculty are supported in the development of syllabi through workshops, syllabi preparation open office hours, and online and physical resources. Program chairs review all syllabi each semester for alignment.

In addition, each year academic programs prepare annual student learning assessment plans focused on assessing student learning toward one or more SLO. Programs engage in assessment throughout the year and submit student learning assessment reports at the end of the academic year. Academic programs also undergo a five to six year full academic program review which includes a self-study, external review and wrap up meeting to prioritize recommendations.

In addition to the academic program review process, a formal process for the review of academic support units was launched in 2013. This process is still not fully implemented across the university.

Both academic program review and academic support unit review are aligned with the university's strategic plan. A strategic planning steering committee consisting of academic and administrative leadership oversees the implementation of the strategic plan.

Regular student, alumni, faculty and staff satisfaction surveys are conducted and results shared across the university for use in assessment, planning and budgeting as relevant.

Program Goals, program student learning outcomes, curricular maps are published on the university's website and in the university's annual catalog. Student learning assessment plans and reports are published on an internal site accessible to faculty.

A.1.5. The student assessment systems are comparable and documented

Corresponds to

WSCUC 2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.

ANQA 3.3 The TLI has policy on students' assessment according to the learning outcomes and ensures academic integrity.

University-wide Program Goals and Student Learning Outcomes have been developed for academic programs. PGs and attainment of SLOs are reviewed during the annual student learning process as well as during the academic program review which occurs every 5 to 6 years.

Academic programs prepare annual student learning assessment plans and submit annual student learning assessment reports. These are shared on an internal server for access and review by all faculty. Each semester program chairs come together for an assessment discussion. An annual discussion of assessment findings, strategies and challenges has yet to be institutionalized.

Regular satisfaction surveys (alumni, employer, student) are conducted to measure both overall satisfaction and perceived student learning.

The *Transfer Credit* and *Credit Hour* policies (policies.aua.am) as well as compliance initiatives are in place to guide assessment and ensure compliance. Faculty professional development workshops as

well as brown bags discussions are organized to support faculty and provide opportunities to share strategies, challenges and research and new developments in teaching and learning.

Students have access to learning resources in the university's library. Instructors share materials with students via Moodle. The university's library organizes orientation sessions as well as workshops for students and faculty on how to use available resources. A foundation course for all freshman students includes a component on information literacy with a segment facilitated by the library to further assist students in attaining proficiency in two university-wide student learning outcomes, weighing evidence and arguments, and appreciating and engage in diverse modes of inquiry characteristic of historical, cultural, political, economic, and quantitative disciplines; and properly documenting and synthesizing existing scholarship and data, keeping current with developments, conducting independent research, and discovering and learning new material on their own.

A student learning committee of the Faculty Senate serves a fundamental role in facilitating the sharing of experiences, expertise and insights across academic programs with respect to assessment and evaluation of student learning.

A.1.6. The access to learning resources is comparable

Corresponds to

WSCUC 3.5 The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes.

ANQA VII. 7.7 The TLI has mechanisms in place for the evaluation of the effectiveness, applicability and availability of resources given to the teaching staff and learners.

Expansion of university resources is ongoing. The university substantially renovated its library in 2012 and continuously expands and updates available resources both on site and electronic in order to provide students with relevant resources for academic studies and research.

Library staff provide comprehensive orientation for incoming students. In addition, the library provides ongoing training, teaching students issues related to information literacy and to evaluate articles (determine credibility based on relevance, currency and authority) and utilize resources including a library catalog and website, print and on-line subject related reference materials, cite them properly, and request interlibrary loans.

The library also provides on-going assistance, training, and instruction through individual consultations, group workshops, and on-line tutorials on topics such finding information, locating articles and documents, using journal indexes (on-line and paper), database search strategies, copyright policy for library users, and citing sources.

Library staff provide faculty instructional and support services including content management system (Moodle) training, consultation for designing course-related library instruction sessions, resources for curriculum and research support.

The university's Center for Student Success (<http://studentsuccess.aua.am/>) provides students with additional resources such as a Math and Writing Center, peer mentoring, counseling services, and workshops on topics such as note-taking skills, active listening, resume writing, stress management, time management, understanding a syllabus, presentation skills, and healthy habits.

An online repository of resources and information facilitate sharing institutional knowledge and promote consistency and commensurability of evaluations. (<http://iro.aua.am/teaching-and-learning-resources/> and <http://iro.aua.am/faculty-workshops/>)

A.1.7. The recruitment criteria for students are comparable

Corresponds to

WSCUC 2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees.

ANQA 4.1. The TLI has set mechanisms for promoting equitable recruitment, selection, and admission procedures.

Special attention has been placed on recruiting qualified students and providing guidance and academic support to ensure student success.

Admissions policies and procedures are in place and published on-line and in recruitment materials to ensure public awareness. (<http://policies.aua.am/> and <http://admissions.aua.am/>) Admissions requirements were benchmarked and are reviewed during the regular academic program review process which includes feedback from students, faculty, alumni and employers as well as an external review committee. Policies and procedures are regularly reviewed.

The admissions committees report to both the Faculty Senate and Provost.

A.1.8. There is comparability between quality assurance systems and processes at the host and the partner provider. This may include a shared approach to program approval and review, the use of external input, consultations with students, etc. (this indicator is also referred in the Internal Quality Assurance part).

Corresponds to:

WSCUC 2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.

ANQA 1.7 There are set mechanisms and procedures in place to ensure development, approval, monitoring and periodic review of the academic program.

Academic courses and programs are reviewed and approved by the Curriculum Committee of the Faculty Senate.

The University conducts academic program reviews for all academic programs on a five-year cycle. The process includes a self-study, external review, and a wrap up meeting.

Led by the program chair and overseen by the dean, the self-study focuses the faculty on a data- and evidence-based investigation of the program's activities resulting in formulation of recommendations for program improvement. The external review evaluates the self-study for accuracy and

completeness and provides an external perspective on related issues and recommendations. And, a wrap up meeting between the program chair, dean of the college, review committee chair, and provost provides the opportunity for the program to present prioritized recommendations and a multi-year assessment plan which becomes the baseline for the next academic program review.

During self-studies, faculty, students, alumni, employers and administration review the educational effectiveness of the program, formulate recommendations for the coming years, and monitor implementation of prior recommendations and compliance with university standards and policies.

The external review focuses on ensuring objectivity of the program review process, determining how the program compares to other similarly situated programs, and identifying commendations and recommendations.

The academic program review guidelines require that the program evaluates the attainment of student learning outcomes, alignment of course outcomes with degree outcomes, student recruitment, admissions standards, grading, retention and graduation rates, access to faculty, faculty and student evaluations, faculty qualifications, scholarship, research, syllabi, student grievance procedures, adequacy of facilities and library materials, and program governance.

Annual student learning assessment engages faculty, students, alumni, and administration in a collective, systematic investigation of one integral aspect of the program and its corresponding student learning outcomes. The assessment process includes the following:

- identifying an investigation topic,
- establishing a schedule and appropriate assessment methods,
- conducting faculty meetings and workshops as needed on assessment methods during which faculty are guided in rubric development and student performance exemplar selection,
- collecting and analyzing data and performing assessment, and
- closing the loop by identifying, planning, implementing and evaluating improvements.

Assessment is conducted by a faculty committee under the leadership of the program chair with guidance and support from the dean and the Office of Assessment and Accreditation and the Institutional Research Office. Student-completed course evaluation reports are systematically completed, compiled and archived on an internal server to facilitate use in assessment.

Assessment plans and reports are archived and published on an internal server for faculty reference. Results are shared and discussed at program faculty meetings. In addition, the Office of Assessment and Accreditation organizes an assessment discussion each semester to discuss specific plans, processes and results.

A.2. Ensure that the programs they deliver across borders and in their home country take into account the cultural and linguistic sensitivities of the receiving country

Corresponds to

WSCUC 2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees.

ANQA 9.4 The TLI ensures internal stakeholders' appropriate level of a foreign language to enhance productivity of internationalization

A.2.1. The curricula are compliant with the professional and national qualification frameworks (especially for regulated professions) of the host country

Corresponds to

WSCUC 2.1 The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

WSCUC 2.2a Undergraduate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, undergraduate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Baccalaureate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major).

WSCUC 2.2b The institution's graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program.

WSCUC 4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.

ANQA: I. The Tertiary Level Institution's policy and practices are in accordance with its mission, which is in accordance with the Armenian National Qualifications Framework.

First and foremost, the AUA is licensed by the Republic of Armenia Ministry of Education and Science.

In addition, academic program development is benchmarked. Program goals and student learning outcomes are developed to provide students, faculty and external stakeholders with a shared understanding of the purpose of the program and specific expectations of what graduates should know and be able to do. Student learning outcomes include both program-specific and university-wide expectations, assuring that graduates are not only specialists but also well-rounded individuals able to think critically and creatively, learn on their own, appreciate different perspectives, and work individually as well as in a diverse team.

Teaching methods are varied but include instructor-led discussions, problem sets, hands-on laboratory exploration, and individual and group projects. Methods are designed to teach knowledge and skills while providing opportunities to apply theory to real-world problems.

The academic program review process includes stakeholder input. This includes feedback from employers regarding discipline-specific requirements, feedback from alumni regarding perceived gaps in the curriculum, and feedback from students and faculty; as well as input from an external review committee to determine how the program compares to other similar programs.

A.2.2. The teaching materials are adapted to local and cultural sensitivities

A.2.3. The teaching methodologies are adapted to local and cultural sensitivities

Corresponds to

WSCUC 2.1. The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

WSCUC 2.2a Undergraduate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, undergraduate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Baccalaureate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major).

WSCUC 2.2b The institution's graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program.

ANQA 3.1. The academic programs are thoroughly formulated according to the intended learning outcomes, which correspond to an academic qualification and are in line with the institution's mission and the state academic standards.

ANQA 3.4. The academic programs of the TLI are contextually coherent with other relevant programs and promote internationalization and mobility of students and staff.

Teaching materials and teaching methods are internationally benchmarked. Faculty engage in professional development on teaching, learning and assessment methods and keep up with the developments in the field. New Faculty Orientation includes discussions about cultural awareness. Both students and faculty are surveyed to solicit feedback on satisfaction and suggested topics.

A.2.4. Whenever needed, linguistic and cultural support is provided to students

Corresponds to

WSCUC 2.13. The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers.

WSCUC 2.14. Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.

ANQA 4.2. The TLI has policies and procedures for revealing student educational needs

ANQA 4.3. The TLI provides advising services, opportunities for extra-curricular activities supporting students' effective learning.

Prior to matriculation, students participate in a university-wide new student orientation covering

topics such as student life, policies and procedures, university resources and facilities as well as course selection advising.

Students are assigned a faculty advisor and have direct access to the program chair and dean during open office hours or by appointment.

The University's Center for Student Success provides additional support including:

- disability support services,
- workshops on topics such as note-taking skills, active listening, resume writing, stress management, time management, understanding a syllabus, presentation skills, and healthy habits,
- Math and Writing Center which provides free additional math and writing support outside of the classroom, and
- peer mentoring which assists new students in identifying campus organization and activities, roommate relationships, navigating campus and the city of Yerevan.

Additional support includes:

- counseling services
- library services including a wide range of orientation and training programs during orientation plus individual assistance with research and using on-line resources and interlibrary loan,
- Alumni and Career Development Office, and
- Freshman English 1 and 2 which are mandatory General Education courses introducing students to the University's core values – academic excellence, free inquiry, integrity, scholarship, leadership, and service and university resources.

Needs assessment is incorporated into satisfaction surveys, program and academic support unit reviews and integrated within the University's planning and budgeting processes.

A.2.5. The involvement of relevant stakeholders is ensured, in particular regarding the engagement with local employers / industry and the intended market for graduates of the program

Corresponds to

WSCUC 4.5. Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.

WSCUC 2.7. All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.

ANQA 10.3. The internal and external stakeholders are involved in quality assurance processes.

The university conducts annual student surveys (entering freshmen, freshmen exit, sophomore exit, graduate student exit) and regular alumni, staff and employer surveys to ensure that relevant stakeholders are involved in program review and improvement processes. Beginning with the first undergraduate graduating class in June 2017, the university will conduct undergraduate graduating student exit surveys as well. As part of the academic program review process academic programs and external reviewers engage students, faculty, alumni and employers in focus group discussions regarding curricula.

The university's Institutional Research Office (IRO) compiles and reports survey results to campus, prepares customized reports for each academic unit, and shares summary reports online (<http://iro.aua.am/>).

B. Faculty

Recognize that quality teaching and research is made possible by the quality of faculty and the quality of their working conditions that foster independent and critical enquiry

Corresponds to

WSCUC 3.1. The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.

WSCUC 3.10. The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained.

ANQA 5.1. The TLI has policies and procedures promoting recruitment of a highly qualified teaching and supporting staff capable of ensuring program provisions.

B.1. The policy for the recruitment of teaching staff, in terms of qualification and professional experience, is comparable.

B.2. The selection and promotion procedures of teaching staff are comparable.

Corresponds to

WSCUC 3.2. Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning.

WSCUC 1.7. The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors.

WSCUC 4.3. Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.

WSCUC 4.4. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.

ANQA 5.1. The TLI has policies and procedures promoting recruitment of a highly qualified teaching and supporting staff capable of ensuring program provisions.

ANQA 5.3. The TLI has well established policies and procedures for the periodic evaluation of the teaching staff.

ANQA 5.6. *There are set policies and procedures for the staff promotion.*

Recruiting and maintaining a qualified faculty is a cornerstone of ensuring student success.

The university's *Recruitment and Employment* (<http://policies.aua.am/policy/102>), *Appointment, Retention, and Promotion and Faculty Titles* (<http://policies.aua.am/policy/20>) and *Faculty Workload* policies (<http://policies.aua.am/policy/13>) and respective procedures outline the principles, procedures, criteria for appointment and promotion, and retention of faculty. The university's *Faculty Evaluation* policy (<http://policies.aua.am/policy/52>), scheduled for review this academic year, provides faculty with opportunities to share successes in teaching, research, university service, and administration/service with the administration and for the administrators to provide feedback on faculty performance. Faculty evaluations are used for decisions on retention.

For the purposes of the evaluation, the definition of faculty includes all instructors with teaching appointments in the academic programs but does not include the deans of the academic programs. The *Evaluation of Deans* policy (<http://policies.aua.am/policy/47>) guides the evaluation of deans.

B.3. The policy for (re)training and continuous improvement of teaching staff is comparable.

Corresponds to

WSCUC 3.3. *The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.*
ANQA 5.4. *The TLI implements teacher professional development in accordance to the needs outlined during regular evaluations (both internal and external).*

Annual faculty professional development workshops and frequent faculty brown bag discussions on teaching, learning and assessment provide faculty with opportunities to tune teaching skills, become familiar with new methods, and share experiences.

The university's increased emphasis on hiring faculty with expertise in curriculum, instruction and assessment has expanded capacity for in-house workshops and training. Mini-grants for faculty professional development and research, and teaching awards have been introduced providing opportunities for faculty to further develop.

B.4. The provision for supporting the scholarly and research activity of faculty is comparable.

Corresponds to

WSCUC 2.8. *The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character.*
WSCUC 2.9. *The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service.*
ANQA 6.3. *The TLI ensures the implementation of research and development through sound policies and procedures.*

Working groups were created in 2010 that focused on cultivating a community of scholars. Multi-year contracts were introduced during recent years to build a more full-time faculty. The *Faculty Workload*

(<http://policies.aua.am/policy/13>) and *Appointment, Retention, and Promotion and Faculty Titles* (<http://policies.aua.am/policy/2000>) policies provide guidance regarding expectations for teaching, research, and service.

In recent years the university introduced faculty/staff professional development and research grants, and teaching awards providing opportunities for faculty to further develop.

Faculty regularly report research activity and in 2017 the university expects to begin republishing its annual compilation of faculty research which has ceased to be published for several academic year.

B.5. The workload policy for teaching, research and administrative duties is comparable.

B.6. The policy for distributing the time between teaching, research and administrative duties is comparable.

Corresponds to

WSCUC 2.8. The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character.

ANQA V. TLI has a highly qualified teaching and supporting staff to accomplish the institution's mission and to implement the goals set for academic programs.

As AUA's course offerings expand mostly related to the 2013 launch of the university's undergraduate programs, more faculty have become full-time core faculty of the university. At AUA, "core faculty" is defined as all full-time faculty and recurring adjuncts. Recurring faculty are those adjunct faculty who have taught at AUA for at least three semesters.

In connection with this expansion, the university adopted a standardized approach to faculty workload to assure that faculty members are able to balance their teaching, administrative and research responsibilities and bring clarity and equity to the faculty contracting and teaching assignment process.

The *Faculty Workload* (<http://policies.aua.am/policy/13>) and *Appointment, Retention, and Promotion and Faculty Titles* (<http://policies.aua.am/policy/2000>) policies provide guidance regarding expectations for teaching, research, and administrative/service responsibilities.

B.7. Whenever suitable, the use of practitioners is encouraged and follows clear policies in particular for the quality control of the teaching.

Corresponds to

WSCUC 3.1. The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.

ANQA 5.3. The TLI has well established policies and procedures for the periodic evaluation of the teaching staff.

As stated above the university has developed *Faculty Workload* (<http://policies.aua.am/policy/13>), *Recruitment and Employment* (<http://policies.aua.am/policy/102>), *Appointment, Retention, and Promotion and Faculty Titles* (<http://policies.aua.am/policy/2000>), and *Faculty Evaluation* (<http://policies.aua.am/policy/52>) policies guiding the regular evaluation of faculty.

The university organizes regular faculty professional development workshops and brown bag discussions, periodically engaging external experts as facilitators.

B.8. The fulltime / part-time staff ratios are comparable.

Corresponds to

WSCUC 3.1. The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.

ANQA V. The TLI has policies and procedures promoting recruitment of a highly qualified teaching and supporting staff capable of ensuring program provisions.

AUA does not offer tenure, rather has cultivated a 'core' faculty. "Core faculty" is defined as all full-time faculty and recurring adjuncts. Recurring faculty are those adjunct faculty who have taught at AUA for at least three semesters. In 2015-2016 approximately 50% of faculty were core, while approximately 25% were full-time. As part of the university's continued efforts to cultivate a community of scholars, steps are being taken to increase the number of core faculty.

Information regarding the full-time/part-time status of AUA's faculty is published annually in the university's Fact Book. (<http://iro.aua.am/factbook/>)

B.9. The student / staff ratios are comparable.

Corresponds to

WSCUC 2.1. The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

ANQA 5. TLI has a highly qualified teaching and supporting staff to accomplish the institution's mission and to implement the goals set for academic programs.

In 2015-2016 the FTE student: faculty ratio was 16.8:1.

Information regarding the student faculty ratios is published annually in the university's Fact Book. (<http://iro.aua.am/factbook/>)

B.10. The continuity of cooperation between home and host countries /institutions is taken into consideration.

B.11. There are mutual agreements of cooperation about faculty qualifications and teaching conditions.

As necessary, memoranda of understanding are signed between AUA and other institutions to guide student, staff and faculty engagement. AUA has signed multiple MoUs with local and international universities and organizations. MoUs focus on short-term study-abroad opportunities for students and faculty exchanges. Study-abroad opportunities are reviewed and approved by academic program chairs. Given the short-term nature of these exchanges comparability has not yet been a challenge.

B.12. The evaluation and regular review of the teaching by the students and the administration is comparable.

Corresponds to

WSCUC 4.1. The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.

WSCUC 4.5. Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.

ANQA 10.3. The internal and external stakeholders are involved in quality assurance processes

Students are invited to complete on-line course evaluations for each course each semester. The instructor, program chairs, deans, and the provost review course evaluation reports to identify possible follow up.

Regular student exit surveys are administered to solicit additional student feedback. The formal faculty evaluation process, currently under revision, provides both a self-evaluation and a review by the program chair. Program chairs observe faculty and provide commendations and recommendations on teaching.

The annual student learning assessment and periodic academic program review processes solicit additional input from various stakeholders for further review.

B.13. The working conditions and access to IT, labs and teaching instruments for teaching and research are comparable.

Corresponds to

WSCUC 3.5. The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes.

Information and technology resources on campus are sufficient. Teaching instruments on campus are available for faculty and students to conduct research and ensure effective learning. AUA Library, labs, EPIC, Moodle. AUA resources are introduced before the start of the academic year to newly hired faculty during new faculty orientation and to students during new student orientation.

B.14. If existing, does the institution comply with the national regulations? The review team may also take into consideration the university's regulations, or the specific regulations to the field of study.

Corresponds to

ANQA 1. The Tertiary Level Institutions' (TLIs) policy and practices are in accordance with its mission, which is in accordance with the Armenian National Qualifications Framework.

The American University of Armenia is licensed by the Republic of Armenia Ministry of Education and Science. WSCUC requires that international institutions receive necessary governmental licensure or approvals required to operate in the host country prior to applying for accreditation.

B.15. Does the institution follow an international benchmark or another international criteria?

Corresponds to

WSCUC 2.1. The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered. ANQA 5.6. There are set policies and procedures for the staff promotion.

The American University of Armenia is accredited by the WASC Senior College and University Commission (WSCUC). AUA initiated the accreditation process in 1998, was granted Candidate status in 2002, and reached an historic milestone when accreditation was granted effective August 2006. In March 2015, the WASC Senior College and University Commission (WSCUC) reaffirmed AUA's accreditation for nine years, through February 2024.

In order to retain accreditation status, the university is periodically reviewed to ensure that the educational standards described in the WASC 2013 Handbook of Accreditation are met. Reaffirmation of accreditation is a multi-year, self-study process that formally engages the campus in institution-wide reflection on educational capacity and performance. It is a rigorous examination of how institutional resources, structures, and processes are aligned with scholastic outcomes.

B.16. Are the selection and promotion aligned to national / or university /or field of study requirements / or professional policy?

Corresponds to

WSCUC 3.1. The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.

WSCUC 3.2. Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning.

The university's *Recruitment and Employment* (<http://policies.aua.am/policy/102>) and *Appointment, Retention, and Promotion and Faculty Titles* policy and related procedures guides the hiring and promotion of faculty.

The university's periodic academic program review, which includes an external review, assesses the qualifications of faculty.

B.17. Are there a budget or facilities inside the institutions or funds from external sources? The review team is advised to take into consideration the evolution of this budget.

Corresponds to

WSCUC 3.1. The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.

WSCUC 3.5. The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes.

WSCUC 3.4. The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives.

ANQA 7.2. The TLI provides appropriate financial resources with necessary equipment and facilities as needed to achieve its mission and objectives.

The university has made substantial progress toward financial sustainability through increased tuition revenues, growth of the endowment, and streamlining and scalability of its institutional structures.

In its 2016-2022 Strategic Plan, the AUA committed to four overarching goals including broadening and balancing the University's financial base. To this end, the University has enhanced and expanded the development staff in Yerevan, Los Angeles and elsewhere. In 2013, the AUA launched a capital campaign. And, in order to offset operating costs and provide leverage for the Capital Campaign, a program was launched to attract short term operational funds.

In addition to development activities, the University has increased efficiency and decreased administrative costs by combining two academic programs (BS in Computer Science and MS in Computer and Information Science) into one department. While maintaining a commitment to admitting all qualified applicants regardless of need, the University implements modest annual tuition rate increases. The University has been able to do this by identifying new scholarships and financial aid donors for direct and endowed scholarship gifts.

The university undergoes annual financial audits.

B.18. Are there policies in place to ensure that the teaching staff has reasonable time for his / her professional development?

Corresponds to

WSCUC CFR 3.2. Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning.

WSCUC 3.3. The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.

The university's *Appointment, Retention, and Promotion and Faculty Titles* (<http://policies.aua.am/policy/20>) and *Faculty Workload* policies (<http://policies.aua.am/policy/13>) and respective procedures outline the principles for expectations of faculty workload including teaching, research and administration/service.

The university's *Faculty Evaluation* policy (<http://policies.aua.am/policy/52>), scheduled for review this academic year, provides faculty with opportunities to share successes in teaching, research, university service, and administration/service with the administration and for the administrators to provide feedback on faculty performance. Faculty evaluations are used for decisions on retention.

The IRO compiles and reports to the provost with an annual account of faculty teaching credit points (TCPs) including those earned for teaching, administration/service, and research.

B.19. Is there a formalized recruitment policy for professional practitioners?

Corresponds to

WSCUC 3.1. The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.

WSCUC 3.2. Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning

ANQA 5.1. The TLI has policies and procedures promoting recruitment of a highly qualified teaching and supporting staff capable of ensuring program provisions.

ANQA 5.3. The TLI has well established policies and procedures for the periodic evaluation of the teaching staff.

The university's *Recruitment and Employment* (<http://policies.aua.am/policy/102>), *Appointment, Retention, and Promotion and Faculty Titles* (<http://policies.aua.am/policy/20>) and *Faculty Workload* policies (<http://policies.aua.am/policy/13>) and respective procedures outline the principles, procedures, criteria for recruitment, appointment and promotion, and retention of faculty.

B.20. Can the institution demonstrate that quality control systems are in place?

Corresponds to

WSCUC 4.1. The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using

comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.

ANQA 10.1. The TLI has internal quality assurance policies and procedures.

During the university's most recent reaffirmation of accreditation process (2010-2014), the university selected "Institutionalizing Student Learning Assessment" as a main goal. AUA recognized the challenges it previously faced in this area and prioritized the further development of resources and structures as well as awareness and training.

In the last several years, the university enhanced and up-graded its institutional capacity and practices, including the creation of a cross-program committee of the Faculty Senate (the Student Learning Committee); the enhancement of the Office of Assessment and Accreditation and Institutional Research Office with a director, an institutional research manager, data specialist, and assessment coordinator; improved and regular workshops and trainings for new and existing faculty; an assessment calendar; improved reporting and monitoring through internal distribution of materials and reports; and more frequent attention to student learning assessment at faculty and administration meetings.

Mechanisms and procedures were institutionalized to provide guidance to faculty and administration in measuring student learning as well as attainment of outcomes identified in the university's strategic plan. These include but are not limited to:

- Student learning assessment plans in December, <http://iro.aua.am/assessment-manual/>
- Student learning assessment reports in July, <http://iro.aua.am/assessment-manual/>
- Academic program review on a 5-6 year cycle, <http://iro.aua.am/self-study-guidelines/>
- Course Syllabus Template, <http://iro.aua.am/files/2012/04/Course-Syllabus-Template-Final.doc>, in line with the university's *Course Syllabus Format* policy, <http://policies.aua.am/policy/37>
- Course syllabus checklist, <http://iro.aua.am/files/2012/04/Course-syllabus-check-list-final.xlsx>
- Program Chairs assessment discussion (each semester)

AUA has devoted significant time, resources and energy to enhancing and institutionalizing evidence-based academic program reviews and assessment and gathering, analyzing and disseminating the data necessary to perform these activities effectively.

B.21. Is the teaching staff sufficient (in numbers and qualification) for the delivery of the programs?

Corresponds to

WSCUC 3.1. The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.

ANQA 5.1. The TLI has policies and procedures promoting recruitment of a highly qualified teaching and supporting staff capable of ensuring program provisions.

In 2015-2016 the FTE student: faculty ratio was 16.8:1.

Information regarding the student faculty ratios is published annually in the university's Fact Book. (<http://iro.aua.am/factbook/>)

Student: faculty ratios are reviewed during the academic program review process as well as through student satisfaction surveys.

C. Internal Quality Assurance

Develop, maintain or review current internal quality management systems so that they make full use of the competencies of stakeholders such as academic staff, administrators, students and graduates and take full responsibility for delivering higher education qualifications comparable in standard in their home country and across borders.

Corresponds to

WSCUC 3.1. The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.

WSCUC Standard 4 Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

ANQA 10.1 The TLI has internal quality assurance policies and procedures.

ANQA 10.2. The TLI allocates sufficient time, material, human and financial resources to manage internal quality assurance processes

C.1. Internal Quality Assurance systems are based on a comparable quality policy.

Compares to

WSCUC 4.1. The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.

ANQA ~~10X~~. The TLI has an internal quality assurance system for promoting establishment of a quality culture and continuous improvement of all the processes of TLI.

See B.20 above.

C.2. Internal Quality Assurance systems ensure comparable student recruitment processes (institutional level) and entry requirements (program level) at home and host countries / institutions.

Compares to

WSCUC 2.2. All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees.

WSCUC 4.1. The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes

include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.

WSCUC 4.3. Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes

ANQA 4.1. The TLI has set mechanisms for promoting equitable recruitment, selection, and admission procedures.

Admissions policies and procedures are in place and published on-line and in recruitment materials to ensure public awareness. (<http://policies.aua.am/> and <http://admissions.aua.am/>) Admissions requirements were benchmarked and are reviewed during the regular academic program review process which includes feedback from students, faculty, alumni and employers as well as an external review committee. Policies and procedures are regularly reviewed by relevant stakeholders.

The admissions committees report to both the Faculty Senate and Provost.

C.3. Internal Quality Assurance systems involve relevant stakeholders in the information collection processes (students, staff, graduates and employers).

Compares to

WSCUC 4.5. Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.

WSCUC 4.6. The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.

ANQA 10.3. The internal and external stakeholders are involved in quality assurance processes and

ANQA 10.6. The internal quality assurance system ensures the transparency of the processes unfolding in the TLI through providing information on the quality of the processes to the internal and external stakeholders.

Feedback from stakeholders is solicited, compiled and shared with programs, administrative staff and the public. Feedback includes student-generated course evaluations, student satisfaction surveys, alumni surveys, faculty/staff surveys, employer surveys as well as focus group discussions.

Academic programs and support units review feedback during assessment (annual student learning assessment and academic program review) as well as overall planning and budgeting.

Summary survey reports are published online. (<http://iro.aua.am/>)

C.4. Internal Quality Assurance systems offer comparable engagement with key stakeholders.

Compares to

WSCUC 4.5. Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.

WSCUC 4.6. The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.

ANQA 10.3. The internal and external stakeholders are involved in quality assurance processes

ANQA 10.6. The internal quality assurance system ensures the transparency of the processes unfolding in the TLI through providing information on the quality of the processes to the internal and external stakeholders.

See C.2. above.

C.5. Internal Quality Assurance systems ensure that the academic staff and the students are represented in decision-making processes in a comparable manner.

Compares to

WSCUC 3.10. The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained.

WSCUC 4.3. Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.

WSCUC CFR 4.5. Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.

WSCUC 4.6. The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.

ANQA 2.2. The TLI's system of governance provides students and teachers opportunity to participate in decision-making processes directed to them.

ANQA 10.3. The internal and external stakeholders are involved in quality assurance processes.

AUA is committed to stakeholder participation in decision-making. One of the University's institutions for faculty participation is the Faculty Senate. The AUA Board of Trustees has outlined the role of the Faculty Senate in the Faculty Senate Charter. (Statement on Faculty Senate: <http://policies.aua.am/policy/123>).

Faculty and students provide additional input during annual assessment and academic program review.

The university's Policy on Policies (<http://policies.aua.am/policy/88>) guides the process for stakeholder involvement in policy development.

See also C.2. above.

C.6. Internal Quality Assurance systems include competency assessment procedures to make sure that graduates are of comparable level.

Compares to

WSCUC 2.6. The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.

WSCUC 2.10. The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.

WSCUC 4.2. The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.

ANQA 1.6. The program learning outcomes meet the needs of the students and other stakeholders.

ANQA 3.1. The academic programs are thoroughly formulated according to the intended learning outcomes, which correspond to an academic qualification and are in line with the institution's mission and the state academic standards.

ANQA 3.4. The academic programs of the TLI are contextually coherent with other relevant programs and promote internationalization and mobility of students and staff.

ANQA 10.1. The TLI has internal quality assurance policies and procedures

The University is committed to ensuring that its graduates meet expected student learning outcomes. Program Goals and Student Learning Outcomes are published online, indicated in respective course syllabi and assessed through demonstration of skills, research and testing as defined in course syllabi.

Annual student learning assessment engages faculty, students, alumni, and administration in a collective, systematic investigation of one integral aspect of the program and its corresponding student learning outcomes. Assessment is conducted by a faculty committee under the leadership of the program chair with guidance and support from the dean and the Office of Assessment and Accreditation and the Institutional Research Office.

The Capstone experience, in particular, aims to measure attainment of program SLOs. Student work produced through the Capstone is measured against intended SLOs.

The University conducts academic program reviews for all academic programs on a five-year cycle. The process includes a self-study, external review, and a wrap up meeting.

Led by the program chair and overseen by the dean, the self-study focuses the faculty on a data- and evidence-based investigation of the program's activities resulting in formulation of recommendations for program improvement. The external review evaluates the self-study for accuracy and completeness and provides an external perspective on related issues and recommendations. And, a wrap up meeting between the program chair, dean of the college, review committee chair, and provost provides the opportunity for the program to present prioritized recommendations and a multi-year assessment plan which becomes the baseline for the next academic program review.

During self-studies, faculty, students, alumni, employers and administration review the educational effectiveness of the program, formulate recommendations for the coming years, and monitor implementation of prior recommendations and compliance with university standards and policies.

The external review focuses on ensuring objectivity of the program review process, determining how the program compares to other similarly situated programs, and identifying commendations and recommendations.

The academic program review guidelines require that the program evaluates the attainment of student learning outcomes, alignment of course outcomes with degree outcomes, student recruitment, admissions standards, grading, retention and graduation rates, access to faculty, faculty and student evaluations, faculty qualifications, scholarship, research, syllabi, student grievance procedures, adequacy of facilities and library materials, and program governance.

Student-completed course evaluation reports are systematically completed, compiled and archived on an internal server to facilitate use in assessment. Assessment plans and reports are archived and published on an internal server for faculty reference. Results are shared and discussed at program faculty meetings. In addition, the Office of Assessment and Accreditation organizes an assessment discussion each semester to discuss specific plans, processes and results.

C.7. Internal Quality Assurance systems cover comparable criteria and procedures for performance reviews of academic staff and administrators.

Compares to

WSCUC 3.2. Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning.

ANQA 5.3. The TLI has well established policies and procedures for the periodic evaluation of the teaching staff.

ANQA 5.4. The TLI implements teacher professional development in accordance to the needs outlined during regular evaluations (both internal and external).

ANQA 5.6. There are set policies and procedures for the staff promotion.

The following procedures are in place to evaluate performance of both teaching and support staff at AUA: annual staff performance evaluations, faculty evaluations, dean evaluations, peer reviewed faculty/staff professional development grant proposals; teaching awards reviewed by a faculty/staff committee, guidelines for the review of academic support units, and student-generated course evaluations.

C.8. Internal Quality Assurance systems include comparable and explicit procedures for academic program review.

Compares to

WSCUC 2.7. All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.

WSCUC 4.1. The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.

ANQA 3.5. The TLI has policy ensuring academic program monitoring, effectiveness assessment and improvement.

The University conducts academic program reviews for all academic programs on a five-year cycle. The process includes a self-study, external review, and a wrap up meeting.

Led by the program chair and overseen by the dean, the self-study focuses the faculty on a data- and evidence-based investigation of the program's activities resulting in formulation of recommendations for program improvement. The external review evaluates the self-study for accuracy and completeness and provides an external perspective on related issues and recommendations. And, a wrap up meeting between the program chair, dean of the college, review committee chair, and provost provides the opportunity for the program to present prioritized recommendations and a multi-year assessment plan which becomes the baseline for the next academic program review.

During self-studies, faculty, students, alumni, employers and administration review the educational effectiveness of the program, formulate recommendations for the coming years, and monitor implementation of prior recommendations and compliance with university standards and policies.

The external review focuses on ensuring objectivity of the program review process, determining how the program compares to other similarly situated programs, and identifying commendations and recommendations.

The academic program review guidelines require that the program evaluates the attainment of student learning outcomes, alignment of course outcomes with degree outcomes, student recruitment, admissions standards, grading, retention and graduation rates, access to faculty, faculty and student evaluations, faculty qualifications, scholarship, research, syllabi, student grievance procedures, adequacy of facilities and library materials, and program governance.

Academic program reviews are compiled and posted to an internal server for review by faculty and staff.

C.9. Internal Quality Assurance systems offer comparable opportunities for the professional development of the staff.

Compares to

WSCUC 3.3. The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.

ANQA 5.4. The TLI implements teacher professional development in accordance to the needs outlined during regular evaluations (both internal and external).

ANQA 5.6. There are set policies and procedures for the staff promotion

ANQA 5.7. There is necessary technical and administrative staff to achieve the strategic goals.

The following policies and procedures provide professional development of both teaching and support staff:

- Employee Benefits policy, <http://policies.aua.am/policy/44>

- Faculty Evaluation policy, <http://policies.aua.am/policy/52>
- Teaching Excellence Award
- Faculty/Staff Professional Development grants
- Faculty Professional Development workshops (in house)
- Faculty Brown Bag discussions
- Job Performance Evaluation policy, <http://policies.aua.am/policy/71>

Following review of feedback from annual job performance evaluations, the Human Resources Office designs staff professional development offerings to align with perceived needs.

The university administers periodic staff and faculty surveys to solicit input about, among other things, professional development opportunities.

D. External Quality Assurance

Consult competent quality assurance and accreditation bodies and respect the quality assurance and accreditation systems of the receiving country when delivering higher education across borders, including distance education.

Compares with

WSCUC 1.8. The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.

WSCUC CFR 2.1. The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery.

They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

ANQA 10. The TLI has an internal quality assurance system for promoting establishment of a quality culture and continuous improvement of all the processes of TLI.

D.1. There is a policy/regulation, which includes the mandatory consultation of relevant accreditation's information worldwide, and which is relevant for the provision and to map the alignment with accreditation standards in the receiving country.

Compares to

WSCUC 4.4. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.

WSCUC 1.5. Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.

The university's Statement on Educational Effectiveness (<http://policies.aua.am/policy/122>) refers to the university's accreditation status and requires that AUA degree programs "demonstrate that they

have developed and are implementing plans for evidence-based long term curricular designs that will serve as the institutional basis for assessing AUA's commitment to student learning."

D.2. The Internal Quality Assurance of the institution refers to the External Quality Assurance system and ensures alignment / compliance with the accreditation standards in the receiving country

Compares to:

WSCUC 2.7. All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.

WSCUC 4.1. The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.

ANQA 10.5. The internal quality assurance system provides valid and sufficient background for the success of the external quality assurance processes.

See also D.1. above.

D.3. Results are made accessible with various levels of details for internal / external audiences.

Compares to

WSCUC 4.2. The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.

ANQA 10.6 The internal quality assurance system ensures the transparency of the processes unfolding in the TLI through providing information on the quality of the processes to the internal and external stakeholders.

The IRO maintains a page on the university's website to publish reports, surveys, data, and other institutional data, information and research. (<http://iro.aua.am/>).

In addition to the public space, an internal page is accessible to faculty and staff for annual student learning assessment plans and reports, academic program reviews, and other material.

The IRO regularly conducts surveys related to academic programs and support services and publishes an annual Fact Book of institutional data and information, available to the public in summary format (<http://iro.aua.am/>) and in full format to faculty and staff.

D.4. Responsibility is allocated to a job role to continuously monitor and report on updates to relevant committees.

Compares to

WSCUC 4.3. Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes

ANQA 10. The TLI has an internal quality assurance system for promoting establishment of a quality culture and continuous improvement of all the processes of TLI.

The Institutional Research collects and publishes data on the university's website; prepares complete annual data to academic programs, support units, and the administration; prepares data packets for academic program reviews; and responds to program requests for additional data information as well as feedback to improve the process and contents of the data packet.

E. Good Practices

Share good practices by participating in sector organizations and inter-institutional networks at national and international levels

Compares to

WSCUC 4.7. Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and

higher education environment as part of its planning, new program development, and resource allocation.

ANQA 9.3. The TLI promotes fruitful and effective collaboration with local and international counterparts

E.1. There is a clear policy to select the networks to participate into. The participation is regularly reviewed to ensure its relevance.

E.2. There are mechanisms to ensure the dissemination of good practices.

E. 3. Regular and active participation in sector organizations and institutional networks is maintained.

Compares to

WSCUC 4.7. Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.

ANQA 9.3. The TLI promotes fruitful and effective collaboration with local and international counterparts.

AUA has taken part and is currently taking part in several international projects (Erasmus +, TEMPUS projects including ICo-op, GOVERN, TNE_QA, MARUEEB, PEOPLE). In addition, the university has signed multiple MoUs with local and international universities and organizations to promote mobility for students, staff and faculty.

In addition, the university is a member of the following active consortiums:

- The WASC Senior College and University Commission (Accreditation)
- The Association of Association of American International Colleges and Universities
- AUA's School of Public Health is a member of the Association of Schools of Public Health in the European Region (ASPHER)
- AMICAL Consortium
- ELCA Electronic Library Consortium of Armenia (part of EIFL International Consortium)
- Black Seat Universities Network (BSUN)
- MARUEEB consortium
- NeReLa – Network of Remote Labs

and partners or has MoUs with the following HEIs:

- Johns Hopkin University Bloomberg School of Public Health
- University of Geneva
- University of Pennsylvania
- University of California, Irvine
- University of California, Los Angeles
- Utah State University
- California State University, Fresno
- Southwestern Law School, Los Angeles
- United World Colleges (Dilijan)
- Copenhagen Business School
- The American Research Institute of the South Caucasus
- Sol Price School of Public Policy, University of Southern California
- Georgian Technical University
- University of Queensland, Australia
- London School of Economics
- Hebrew University of Jerusalem
- Asian Development Bank Institute
- Norwegian University of Science and Technology
- Harvard Medical School
- National Instruments Armenia
- Ilmenau University of Technology
- Carinthia University of Applied Sciences
- University of Deusto
- TRANSILVANIA University of Brasov
- Quality Austria Training, Certification and Evaluation Ltd.
- National Technical University "Kharkiv Polytechnic Institute"
- Ivano-Frankivsk National Technical University of Oil and Gas
- Zaporizhzhya National Technical University
- Ilia State University
- Shota Rustaveli State University
- LEPL Institute of Micro and Nanoelectronics
- Research and Production Company ZOND, Ltd.
- NTNU (Norwegian University of Science and Technology)
- California State University Northridge
- University of Seville
- Southern Connecticut State University
- The University of Cyprus

- AUDENCIA Business School
- GefaÖ - Die Gesellschaft für angewandte Ökologie und Umweltplanung mbH

Faculty brown bag discussions are one venue for faculty to share research, local and international experiences, and teaching and learning strategies and challenges.

Through the Tempus GOVERN project, AUA had the opportunity to host HEIs to two site visits: 1. a case study in academic affairs to share the experience of the Office of the Registrar; and 2. to share the experience of the university's Center for Student Success.

F. Internationalization and recognition of education

Develop and maintain networks and partnerships to facilitate the process of recognition by acknowledging each other's qualifications as equivalent or comparable Higher education environment as part of its planning, new program development, and resource allocation.

Compares to:

WSCUC 4.7. Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.

ANQA 9.1. The TLI promotes its external relations through sound policies and procedures aimed at creating an environment conducive to experience exchange and enhancement as well as internationalization.

ANQA 9.4. The TLI ensures internal stakeholders' appropriate level of a foreign language to enhance productivity of internationalization

ANQA 3.4. The academic programs of the TLI are contextually coherent with other relevant programs and promote internationalization and mobility of students and staff.

F.1. The institution demonstrates strategic commitment to internationalization

Compares to:

WSCUC 4.7. Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.

ANQA 9.1. The TLI promotes its external relations through sound policies and procedures aimed at creating an environment conducive to experience exchange and enhancement as well as internationalization.

ANQA 9.4. The TLI ensures internal stakeholders' appropriate level of a foreign language to enhance productivity of internationalization

In addition to the university's mission which guides the university to contribute "to the further development and advancement of Armenia, the region and the world" the university's 2016-2022 Strategic Plan (SP) commits itself to further internationalization. This is defined through three of the major foci of the SP:

- Enhance and diversify academic programs
- Grow and cultivate the university's community of scholars
- Expand and diversify the student body

with relevant priorities:

- Build community and intercollegiate cooperation (institution-to-institution, faculty-to-faculty, student-to-student) to design and grow internationally competitive programs
- Develop and implement strategies to recruit and retain highly qualified and diverse faculty
- Write and implement an international recruitment strategic plan in order to increase applications and enrollments...to increase student diversity and institutional self-sufficiency
- Designate an office responsible for international students once admitted and AUA students inquiring about study abroad and develop resources addressing logistics, tuition, financial aid and other relevant information
- Increase the number and type of extra-curricular events for students and foster their participation in national, regional and international competitions

(<http://aua.am/wp-content/uploads/2012/02/Strategic-Plan-2016-2022-Final-8.4.16.docx>)

See also E above.

F.2. Internationally recognized mechanisms and tools are used to help the recognition of qualifications (e.g. diploma supplements, ECTS, etc.).

Compares to:

WSCUC 1.4. Consistent with its purposes and character, the institution demonstrates and appropriated response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices.

WSCUC 2.14. Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.

ANQA 3.4. The academic programs of the TLI are contextually coherent with other relevant programs and promote internationalization and mobility of students and staff.

The university utilizes several policies and procedures, developed based on the university's needs and by benchmarking international best practices, to guide the recognition of qualifications. Policies include:

- Undergraduate Admissions, <http://policies.aua.am/policy/132>
- Graduate Admissions, <http://policies.aua.am/policy/143>
- Transfer Credit, <http://policies.aua.am/policy/126>
- Concurrent and Non-Concurrent Enrollment and Waiver of Requirements for University-Level Courses, <http://policies.aua.am/policy/148>
- Grades Policies, <http://policies.aua.am/policy/11>

F.3. Regular and active participation in sector organizations and institutional networks is maintained.

Compares to:

WSCUC 4.7. Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.

ANQA 9.3. The TLI promotes fruitful and effective collaboration with local and international counterparts.

See E above.

G. Compliance with international codes and practices

This criterion is covered under External Quality Assurance

H. Information

H.1. When promoting their programs to potential students through agents, they should take full responsibility to ensure that the information and guidance provided by their agents are accurate, reliable and easily accessible

Compares to

WSCUC 2.12. The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.

ANQA 8.4. The TLI has mechanisms that ensure knowledge transfer to the society.

H.1.1. Information material with accurate data and linked to the university's website is available.

Compares to:

WSCUC 1.2. Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning.

ANQA 8.2. The TLI ensures transparency of its procedures and processes and makes them publicly available.

ANQA 10.6. The internal quality assurance system ensures the transparency of the processes unfolding in the TLI through providing information on the quality of the processes to the internal and external stakeholders.

AUA policies and procedures are published on the university's website (<http://policies.aua.am/>).

Program Goals and Student Learning Outcomes, degree requirements, and curricula maps are published in the annual AUA Catalog (<http://catalog.aua.am/>) as well as on the web pages of each academic program.

The university publishes an annual Fact Book of student, staff, and faculty data and information. (<http://iro.aua.am/factbook/>)

Summary survey reports are also published online for public consumption. (<http://iro.aua.am/>)

H.1.2. Monitoring mechanisms for agents are in place.

AUA does not contract with external consultants for recruitment or survey purposes. In accordance with US law (Section 487(a)(20) Higher Education Act) Institutions are prohibited from providing incentive compensation to third-party entities for their success in securing student enrolment.

H. 2 Provide accurate, reliable and easily accessible information on the criteria and procedures of external and internal quality assurance and the academic and professional recognition of qualifications they deliver and provide complete description of programs and qualifications, preferably with descriptions of the knowledge, understanding and skills that a successful student should acquire.

Compares to:

WSCUC 2.3. The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.

WSCUC 1.6. The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid

ANQA 8.2. The TLI ensures transparency of its procedures and processes and makes them publicly available.

H.2.1. Information on the External Quality Assurance of the programs is publicly available on the university's website (with links to accreditation agencies' website) and relevant information material.

H.2.2. Information on the recognition status is publicly available on the website and relevant information material is provided.

Compares to:

WSCUC 1.6. The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.

WSCUC 1.8. The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.

ANQA 8.2. The TLI ensures transparency of its procedures and processes and makes them publicly available.

Information regarding the university's accreditation status, including self-study reports and commendation and recommendation letters are posted on the university's website at <http://aua.am/accreditation-affiliations/>.

H.2.3. Information on the Internal Quality Assurance system of the university is publicly available.

Compares to:

WSCUC 1.6. The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.

ANQA 10.6. The internal quality assurance system ensures the transparency of the processes unfolding in the TLI through providing information on the quality of the processes to the internal and external stakeholders.

University policies and procedures are published on the university's website (<http://policies.aua.am/>).

University assessment process guidelines are available on the university's website:

- Review guidelines, <http://iro.aua.am/self-study-guidelines/>
- Assessment manual, <http://iro.aua.am/assessment-manual/>

H.2.4. Information on ILOs, a list of courses and credits, links to home and host countries' qualification frameworks, teaching learning processes and assessment systems and the duration of the program is publicly available.

Compares to

WSCUC 2.3. The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.

WSCUC 2.12. The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.

ANQA 4.2. The TLI has policies and procedures for revealing student educational needs.

ANQA 8.3. The TLI ensures transparency of its procedures and processes and makes them publicly available.

Program goals and student learning outcomes, degree requirements, and curricula maps are published in the annual AUA Catalog (<http://catalog.aua.am/>) as well as on the web pages of each academic program. Program goals and program student learning outcomes also appear on course syllabi aligned to course-based student learning outcomes. See Course Syllabus Template (<http://iro.aua.am/files/2012/04/Course-Syllabus-Template-Final.doc>)

H.2.5. Information on the provided qualification, by which institution and how it relates to national qualification, is publicly available.

Compares to

WSCUC 2.2. All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent

philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees.

WSCUC 2.3. The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.

WSCUC 1.6. The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.

ANQA 8.3. The TLI ensures transparency of its procedures and processes and makes them publicly available.

Program descriptions, which include typical career paths, as well as program goals and student learning outcomes are published in the annual AUA Catalog (<http://catalog.aua.am/>) as well as on the web pages of each academic program.

H.2.6. Information on the profile of the teachers and contact details is publicly available.

Compares to:

WSCUC 1.7. The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors.

ANQA 8.3. The TLI ensures transparency of its procedures and processes and makes them publicly available.

Faculty information is published annually in the university's Fact Book. (<http://iro.aua.am/factbook/>)

Contact information is accessible on the online directory available on the front page of the university's website, <http://aua.am/>. In addition, the university's Course Syllabi Format policy requires that instructor contact information be available on course syllabi as well. (<http://policies.aua.am/policy/37>)

H.2.7. If possible, statistical indicators by program on the selectivity at the entry, the study success rate and the labor market entry is made available.

Compares to

WSCUC 2.7. All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.

ANQA 4.5. The TLI has student career support services.

Information related to admissions, enrollment, retention and graduation rates, and alumni employment is published in the university's annual Factbook available publicly at <http://iro.aua.am/factbook/>.

H.2.8. Information on tuition fees and available scholarships is publicly available.

Compares to

WSCUC CFR 1.6. The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.

ANQA 8.2. The TLI ensures transparency of its procedures and processes and makes them publicly available.

Information related to tuition, fees and the availability of financial assistance is published on AUA's website and included in relevant promotional material.

- Admissions, <http://admissions.aua.am/>
- Financial Aid, <http://finaid.aua.am/>

Recruitment materials include information regarding tuition and fees and contact information for obtaining additional information regarding financial assistance. The Office of Financial Aid office organizes financial assistance help days to answer questions from applicants and parents and assist in completing financial aid applications.

H.2.9. Information on the entry requirements, selection process and criteria to the program (e.g. prerequisites, expected grades, other experiences) is publicly available.

Compares to

WSCUC 1.6. The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.

WSCUC 2.12. The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.

ANQA 4.1. The TLI has set mechanisms for promoting equitable recruitment, selection, and admission procedures.

ANQA 8.2. The TLI ensures transparency of its procedures and processes and makes them publicly available.

Admissions is guided by the university's admissions policies (<http://policies.aua.am/>). Information regarding admissions requirements published on AUA's website and included in relevant promotional material. (<http://admissions.aua.am/>) and in the annual AUA Catalog (<http://catalog.aua.am/>).

H.2.10. Information on the opportunities for mobility is publicly available

Compares to

WSCUC 1.6. The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.

ANQA 3.4. The academic programs of the TLI are contextually coherent with other relevant programs and promote internationalization and mobility of students and staff.

The Provost sends periodic announcements to students with opportunities for study abroad. These opportunities. As possible, opportunities are also posted on bulletin boards on campus.

H.2.11. Information on the study environment, student services and student learning opportunities is publicly available.

Compares to

WSCUC 1.2. Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning.

WSCUC 2.13. The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers.

ANQA 4. The TLI provides relevant student support services ensuring the effectiveness of the learning environment.

Information regarding university resources is available throughout campus as well as on the AUA website especially at:

- Center for Student Success, <http://studentsuccess.aua.am/>
- Office of the Registrar, <http://registrar.aua.am/>
- AUA Catalog, <http://catalog.aua.am/>
- Policies, <http://policies.aua.am/>

Recruitment efforts include explaining the available resources to applicants and parents. Incoming students participate in an orientation which provides additional information regarding supports services including peer tutoring, writing and math center, counseling and disability services. The first year foundation course provides additional reference to university resources. And, faculty advisors provide students with reference to university resources as relevant.

H.3. Higher education institutions / providers should collaborate especially with quality assurance and accreditation bodies and with student bodies to facilitate the dissemination of information

Compares to

WSCUC 4.5. Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.

WSCUC 1.8. The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.

H.3.1. Quality assurance bodies are informed about the nature of TNE programs.

Compares to

WSCUC 1.8. The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.

ANQA 8.2. The TLI ensures transparency of its procedures and processes and makes them publicly available.

Information regarding internationalization as well as university efforts to keep current with HE trends is included in the periodic reaffirmation of accreditation process.

As noted in Section F.2. above, the university has several policies and procedures in place, developed based on the university's needs and by benchmarking international best practices, to guide TNE.

- Undergraduate Admissions, <http://policies.aua.am/policy/132>
- Graduate Admissions, <http://policies.aua.am/policy/143>
- Transfer Credit, <http://policies.aua.am/policy/126>
- Concurrent and Non-Concurrent Enrollment and Waiver of Requirements for University-Level Courses, <http://policies.aua.am/policy/148>
- Grades Policies, <http://policies.aua.am/policy/11>

H.3.2. Student bodies are informed about the nature of TNE programs.

Compares to

WSCUC 1.6. The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.

ANQA 8.2. The TLI ensures transparency of its procedures and processes and makes them publicly available.

The Provost sends periodic announcements to students and faculty with opportunities for study abroad. These opportunities. As possible, opportunities are also posted on bulletin boards on campus.

H.3.3. Records are maintained at institutional and program levels regarding TNE

Compares to

WSCUC 4.2. The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.

The Registrar's Office maintains all student records on the University's Management System (UMS). Student records are confidential in compliance with both RoA and US law.

I. Governance and Financial Management

Ensure the transparency of the financial status of the institution and / or educational program offered.

Compares to

WSCUC 1.7. The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors.

WSCUC 3.4. The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives.

ANQA 7.3. The TLI has sound financial distribution policy and capacity to sustain and ensure the integrity and continuity of the academic programs offered at the institution.

I.1. The institution is financially sustainable.

Compares to

WSCUC 3.4. The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives.

ANQA 7.2. The TLI provides appropriate financial resources with necessary equipment and facilities as needed to achieve its mission and objectives.

ANQA 7.3. The TLI has sound financial distribution policy and capacity to sustain and ensure the integrity and continuity of the academic programs offered at the institution.

In its 2016-2022 Strategic Plan, the AUA committed to four overarching goals including broadening and balancing the University's financial base. To this end, the University has enhanced and expanded the development staff in Yerevan, Los Angeles and elsewhere. In 2013, the AUA launched a capital campaign. In order to offset operating costs and provide leverage for the Capital Campaign, a program was launched secure immediate operational funds.

In addition to development activities, the University has increased efficiency and decreased administrative costs by combining two academic programs (BS in Computer Science and MS in Computer and Information Science) into one department. While maintaining a commitment to admitting all qualified applicants regardless of need, the University implements modest annual tuition rate increases. The University has been able to do this by identifying new scholarships and financial aid donors for direct and endowed scholarship gifts.

I.2. A TNE specific budget is provisioned

Compares to

WSCUC 4.7. Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.

ANQA 7.2. *The TLI provides appropriate financial resources with necessary equipment and facilities as needed to achieve its mission and objectives.*

ANQA 7.3. *The TLI has sound financial distribution policy and capacity to sustain and ensure the integrity and continuity of the academic programs offered at the institution.*

I.3. Information about tuition fees, scholarships, mobility grants, research grants, etc. is publicly and integrally available in relevant languages of the institution.

Compares to

WSCUC 1.6. *The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.*

ANQA 8.2. *The TLI ensures transparency of its procedures and processes and makes them publicly available.*

Information related to tuition, fees and the availability of financial assistance is published on AUA's website and included in relevant promotional material.

- Admissions, <http://admissions.aua.am/>
- Financial Aid, <http://finaid.aua.am/>

Recruitment materials include information regarding tuition and fees and contact information for obtaining additional information regarding financial assistance. The Office of Financial Aid office organizes financial assistance help days to answer questions from applicants and parents and assist in completing financial aid applications.

I.4. Information about institutional commitment to grant a diploma / award / certificate to students in case of program closure is publicly available.

Compares to

WSCUC 1.6. *The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid*

WSCUC 1.7. *The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors*

WSCUC 1.8 *The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.*

As noted in the university's Teach-out policy (<http://policies.aua.am/policy/128>), "AUA is committed to assuring that the university provides courses and facilities sufficient for all students admitted for a

degree program to complete that degree program within the typical time for such degree (within 2 years of admission for master's students, and within 4 years of admission for a bachelor's degree)."

Several commitments are in place the unlikely event that one, several or all degree programs are discontinued.

I.5. Information about the governance structures is published.

Compares to

WSCUC 3.7. The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.

ANQA 8.2. The TLI ensures transparency of its procedures and processes and makes them publicly available.

Information about governance structures is published on AUA website.

- Organizational chart, <http://aua.am/org-chart/>
- Executive Team, <http://aua.am/executive-team/>
- Board of Trustees, <http://aua.am/bot>

Acronyms

The following is a list of acronyms used in this report.

ANQA: National Center for Professional Education Quality Assurance Foundation (Armenia)

APR: Academic program review

AUA: American University of Armenia

IRO: Institutional Research Office

PG: Program goal

SLAP: Student learning assessment plan

SLAR: Student learning assessment report

SLO: Student learning outcome

SP: Strategic plan

TLI: Tertiary Level Institution

TNE_QA: Tempus TNE_QA project

WSCUC: WASC Senior College and University Commission

Attachments and Related Links

List of Attachments

1. Attachment 1 Self-Study and Self Study Audit Guidelines 2013
2. Attachment 2 Guidelines for Review of Academic Support Units
3. Attachment 3 Graduate Student Exit Survey 2015-2016
4. Attachment 4 2015 Alumni Survey
5. Attachment 5 Employer Satisfaction Survey 2010
6. Attachment 6 Course Syllabus Template Final
7. Attachment 7 Course Syllabus Format policy
8. Attachment 8 Transfer Credit policy
9. Attachment 9 Credit Hour policy
10. Attachment 10 Graduate Admissions policy
11. Attachment 11 Undergraduate Admissions policy
12. Attachment 12 Withdrawal and Readmission Procedures policy
13. Attachment 13 Factbook 2015-2016
14. Attachment 14 Faculty Evaluations policy
15. Attachment 15 Evaluation of Deans policy
16. Attachment 16 Appointment, Retention, and Promotion and Faculty Titles policy
17. Attachment 17 Faculty Workload policy
18. Attachment 18 RA Ministry of Education and Science Licenses
19. Attachment 19 Job Performance Evaluation
20. Attachment 20 Grade Policies policy
21. Attachment 21 Concurrent and Non-Concurrent Enrollment and Waiver of Requirements for University-Level Courses policy
22. Attachment 22 Student Records policy
23. Attachment 23 Financial Services General Provisions policy
24. Attachment 24 Teach-Out policy
25. Attachment 25 AUA Organizational Chart
26. Attachment 26 Comparison Standards of Accreditation National Center for Professional Education Quality Assurance Foundation and WASC Senior College and University Commission

Related Links

Academic Program and Academic Support Unit Review Guidelines, <http://iro.aua.am/self-study-guidelines/>

Academics, <http://aua.am/academics/>

Accreditation and Affiliations, <http://aua.am/accreditation-affiliations/>

Assessment Manual, <http://iro.aua.am/assessment-manual/>

AUA Admissions, <http://admissions.aua.am/>

AUA Admissions, Graduate Academic Programs, <http://admissions.aua.am/grad-academic-programs/>

AUA Admissions, Transfer Admissions, <http://admissions.aua.am/transfer-admissions/>

Tuition and Fees, <http://admissions.aua.am/tuition/>

AUA Admissions, Undergraduate Academic Programs, <http://admissions.aua.am/undergraduate-academic-programs/>

AUA Catalog, <http://catalog.aua.am/>

AUA Directory, <http://directory.aua.am/index.php>

AUA Factbook, <http://iro.aua.am/factbook/>

AGBU Papazian Library Guides, <http://libguides.aua.am/>

AGBU Papazian Library, <http://library.aua.am/>

Board of Trustees, <http://aua.am/bot/>

Center for Student Success, <http://studentsuccess.aua.am/>

Counseling Services, <http://studentsuccess.aua.am/counseling-services/>

Course Syllabus Template, <http://iro.aua.am/files/2012/04/Course-Syllabus-Template-Final.doc>

Educational Effectiveness Review, <http://aua.am/wp-content/uploads/2014/07/AUA-EER-2-Narrative.pdf>

E-Guide to AUA's AGBU Papazian Library, <http://library.aua.am/e-guide-to-auas-agbu-papazian-library/>

Entrepreneurship and Product Innovation Center (EPIC), <http://epic.aua.am/incubation>

Executive Team, <http://aua.am/executive-team/>

Faculty Workshops, <http://iro.aua.am/faculty-workshops/>

Institutional Research Office, <http://iro.aua.am/>

Math and Writing Center, <http://studentsuccess.aua.am/math-and-writing-center/>

Memorandums of Understanding:

AUA and Scholae Mundi Armenia Sign a Memorandum of Understanding; New Scholae Mundi Scholarships Will Allow UWC Students To Study at AUA,

<http://newsroom.aua.am/2015/12/07/aua-and-scholae-mundi-armenia-sign-a-memorandum-of-understanding-new-scholae-mundi-scholarships-will-allow-uwc-students-to-study-at-aua/>

AUA and the State Revenue Committee of Armenia Sign MoU, to Engage in Collaborative Educational Initiatives,

<http://newsroom.aua.am/2013/10/16/aua-and-the-state-revenue-committee-of-armenia-sign-mou-to-engage-in-collaborative-educational-initiatives/>

AUA Partners with Ayb High School to Deliver Environmental Education,

<http://newsroom.aua.am/2013/04/02/aua-partners-with-ayb-high-school-to-deliver-environmental-education/>

AUA Signs Memorandum of Understanding with Russian-Armenian University,

<http://newsroom.aua.am/2016/09/09/aua-signs-memorandum-of-understanding-signed-with-russian-armenian-university>

AUA Signs MoU with Mkhitar Sebastatsi School, Partnership to Focus on Environmental Education,

<http://newsroom.aua.am/2013/03/21/aua-affirms-collaboration-with-mkhitar-sebastatsi-a-pioneering-high-school-in-yerevan/>

CSUN Signs MOU with American University of Armenia,

<http://newsroom.aua.am/2015/11/02/csun-signs-mou-with-american-university-of-armenia/>

Memorandum of understanding between California State University, Northridge and American University of Armenia,

http://newsroom.aua.am/files/2015/11/2015-10-25_AUA-CalifStateUnivNorthridge-MOU.pdf

Ministry of Justice signs Memorandum of Understanding with AUA,

<https://aua.am/ministry-of-justice-signs-memorandum-of-understanding-with-aua/>

Mou Signing at AUA Results in Establishment of Environmental Education Network,

<http://newsroom.aua.am/2014/11/19/mou-signing-at-aua-results-in-establishment-of-environmental-education-network/>

Office of Financial Aid, <http://finaid.aua.am/>
Office of the Registrar, <http://registrar.aua.am/>
Office of the Registrar, Schedule, <http://registrar.aua.am/schedule/>
Organizational Chart, <http://aua.am/org-chart/>
Policies, <http://policies.aua.am/>
Appointment, Retention, and Promotion and Faculty Titles policy, <http://policies.aua.am/policy/20>
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Faculty Evaluations policy, <http://policies.aua.am/policy/52>
Faculty Workload policy, <http://policies.aua.am/policy/13>
Financial Services General Provisions policy, <http://policies.aua.am/policy/57>
Grade Policies policy, <http://policies.aua.am/policy/11>
Graduate Admissions policy, <http://policies.aua.am/policy/143>
Job Performance Evaluations policy, <http://policies.aua.am/policy/71>
Student Records policy, <http://policies.aua.am/policy/124>
Teach-out policy, <http://policies.aua.am/policy/128>
Transfer Credit policy, <http://policies.aua.am/policy/126>
Undergraduate Admissions policy, <http://policies.aua.am/policy/132>
Withdrawal and Readmission Procedures policy, <http://policies.aua.am/policy/137>
Surveys:
Alumni Survey, <http://iro.aua.am/alumni-survey/>
Employer Survey, <http://iro.aua.am/employer-survey/>
Graduate Student Exit Survey, <http://iro.aua.am/graduate-student-exit-survey/>
Teaching and Learning Resources, <http://iro.aua.am/teaching-and-learning-resources>
Tempus and Erasmus and AUA:
AUA and Tempus, Lessons Learned, <http://newsroom.aua.am/2015/10/07/aua-and-tempus-lessons-learned/>
AUA Community Participates in Erasmus+ Information Day, <http://newsroom.aua.am/2014/12/03/aua-community-participates-in-erasmus-information-day/>
AUA Participates in External Quality Assurance Workshop in Lyon, France, <http://newsroom.aua.am/2014/05/26/aua-participates-in-external-quality-assurance-workshop-in-lyon-france/>
AUA Participates in Second External Quality Assurance Workshop in Gloucester, UK, <http://newsroom.aua.am/2014/07/02/aua-participates-in-second-external-quality-assurance-workshop-in-gloucester-uk/>
AUA Participates in Workshop on “Thresholds for the Accreditation of Transnational Higher Education Providers in Armenia and Georgia,” <http://newsroom.aua.am/2015/09/23/aua-participates-in-workshop-on-thresholds-for-the-accreditation-of-transnational-higher-education-providers-in-armenia-and-georgia/>
AUA Receives Four Staff/Student Mobility and Two Capacity Building Project Grants Within the Erasmus+ Program, <http://newsroom.aua.am/2016/09/01/aua-receives-four-staffstudent-mobility-and-two-capacity-building-project-grants-within-the-erasmus-program/>
AUA Staff Participates in Tempus Meeting in Tbilisi, Georgia, <http://newsroom.aua.am/2014/10/30/aua-staff-participates-in-tempus-meeting-in-tbilisi-georgia/>
Tempus and AUA, <http://aua.am/tempus-and-aua/>
Tempus Project Presentation, <http://newsroom.aua.am/event/tempus-project-presentation/>