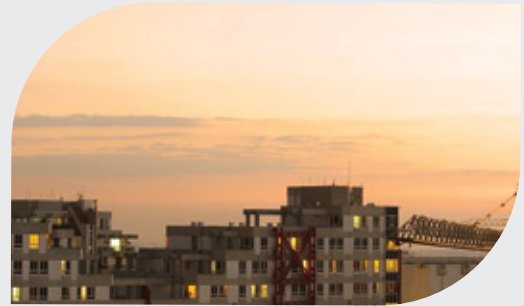


# BIENNIAL REPORT 2015

SUBMITTED TO THE NEW ENGLAND ASSOCIATION OF SCHOOLS  
AND COLLEGES-COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION



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## Table of Contents

Institutional Characteristics Form	3
Table of the CIHE Items of Special Attention	10
Acronyms	11
Preface	13
Introduction	14
Standard 1: Mission and Purpose	18
Standard 2: Planning and Evaluation	24
Standard 3: Organization and Governance	30
Standard 4: Academic Program	37
Standard 5: Faculty	59
Standard 6: Students	68
Standard 7: Library and Other Information Resources	77
Standard 8: Physical and Technological Resources	82
Standard 9: Financial Resources	87
Standard 10: Public Disclosure	94
Standard 11: Integrity	100
Appendix A: List of Supporting Documents (Exhibits)	104
Appendix B: Affirmation of Compliance with Federal Requirements of Title IV	108
Appendix C: E-Series Form	110
Appendix D: S-Series Form	127

## List of Tables and Figures

Table 1-1:	Mapping of GERs vs. Mission Values
Table 6-1:	Retention and Graduation Rates as of Summer 2014 (all campuses)
Table 6-2:	Fall 2014 Student Success Data (all campuses)
Table 6-3:	Spring 2014 Work Study Grant Distribution (by campus)
Figure 5.1:	FTE Composition of Full-time and Part-time Faculty
Figure 5.2:	Distribution of Full-Time Faculty Members holding U.S. Citizenship and/or Possessing Experience in the U.S. Higher Education System
Figure 6-1:	Applications Completed, Accepted, and Students Enrolled
Figure 6-2:	Average Composite Score of Students Upon Admission (2010-2014)
Figure 6-3:	Student Enrolment (headcount) from Fall 2006 to Fall 2014 (Main Campus, NLC, and SC)
Figure 9-1:	Credit Fees Fall 2006-2014

## Institutional Characteristics

Date:

- Corporate name of institution: **Notre Dame University-Louaize**
- Address (city, state, zip code): **Zouk Mosbeh, Lebanon**  
Phone: **+961-9-218 950**  
URL of Institutional Webpage: **www.ndu.edu.lb**
- Date institution was chartered or authorized: **August 1987**
- Date institution enrolled first students in degree programs: **October 1987**
- Date institution awarded first degrees **June 1991**
- Type of control: ( check)

Public	Private
<input type="checkbox"/> City	<input checked="" type="checkbox"/> Independent, not-for-profit
<input type="checkbox"/> State	<input type="checkbox"/> Proprietary
	<input type="checkbox"/> Other( Specify)
- By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

**Ministry of Education and Higher Education of Lebanon**  
**Decree No.4116, August 14, 1987**
- Level of postsecondary offering ( check all that apply)

<input type="checkbox"/> Less than one year of work	<input checked="" type="checkbox"/> First professional degree
<input type="checkbox"/> at least one but less than two years	<input checked="" type="checkbox"/> Master's and/or work beyond the first professional degree
<input checked="" type="checkbox"/> diploma or certificate programs of at least two but less than four years	<input type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
<input type="checkbox"/> Associate degree granting program at least two years	<input type="checkbox"/> A doctor of philosophy or equivalent degree
<input checked="" type="checkbox"/> Four or five-year baccalaureate	<input type="checkbox"/> Other
- Type of undergraduate programs (check all apply):

<input type="checkbox"/> Occupational training at the crafts/clerical level (certificate or diploma)	<input checked="" type="checkbox"/> Liberal Arts and general
<input type="checkbox"/> Occupational training at the technical or semi-professional level	<input checked="" type="checkbox"/> Teacher preparatory
<input type="checkbox"/> Two-year programs designed to a baccalaureate degree	<input checked="" type="checkbox"/> Professional
	<input type="checkbox"/> Other

10. The calendar system at the institution is:

- Semester
  Quarter
  Trimester
  Other

11. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate—12 Cr & MORE— credit hours
- b) Graduate—9 Cr & MORE— credit hours
- c) Professional—12 Cr & MORE— credit hours

12. Student population:

a) Degree-seeking students:

	Undergraduates		Graduates	TD	Ed.D.*	Total
Fall 2014	Full-time	Part-time				
<b>Grand Total</b>	6,533	617	358	6	5	7,519
<b>%</b>	87%	8%	5%	0.1%	0.1%	100%

**\*Offered by Saint Louis University**

b) Number of students ( headcount) in non-credit, short-term courses: N/A

13. List all programs accredited by a nationally, specialized accrediting, agency. List the name of the appropriate agency accredited program: N/A

14. Off-campus locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full degree programs, 50% or more degree programs, or courses only. Record the FTE enrollment of the most recent 4 semesters. Add more rows as needed.

In State Location	Full Degree	50% or More	FTE
NLC	MS IN HUMAN NUTRITION		5
	BA IN ADVERTISING & MARKETING		36
	BA IN COMMUNICATION ARTS	RTV students need to use the Studio facilities in the Faculty of Humanities	34
	BA IN FASHION DESIGN		1
	BA IN GRAPHIC DESIGN		23
	BA IN INTERIOR DESIGN		44
	BA IN POLITICAL SCIENCE		1
	BA IN PSYCHOLOGY		1
	BACHELOR OF ARCHITECTURE		103
	BACHELOR OF BUSINESS ADMINISTRATION		62
	BACHELOR OF HOTEL MANAGEMENT & TOURISM		16
	BBA IN ACCOUNTING		15
	BBA IN BANKING & FINANCE		94
	BBA IN ECONOMICS		8
	BBA IN INTERNATIONAL BUSINESS MANAGEMENT		25
	BBA IN MARKETING		12
	BE IN CIVIL ENGINEERING	some Lab courses in Faculty of Engineering ( FE)	115
	BE IN COMPUTER & COMMUNICATION ENG	some Lab courses in Faculty of Engineering ( FE)	40
	BE IN ELECTRICAL ENGINEERING	some Lab courses in Faculty of Engineering ( FE)	49
	BE IN MECHANICAL ENGINEERING	some Lab courses in Faculty of Engineering ( FE)	42
	BS IN BIOLOGY		13
BS IN BUSINESS COMPUTING	B.S. In Computing (MIS) 75 Credits In NLC Faculty of natural and Applied Sciences (FNAS)	9	
BS IN COMPUTER SCIENCE		54	
BS IN CS-COMPUTER GRAPHICS & ANIMATION		1	
BS IN CS-INFORMATION TECHNOLOGY		16	
BS IN MEDICAL LABORATORY TECHNOLOGY		19	
BS IN NUTRITION & DIETETICS		17	
Shouf	BA IN ADVERTISING & MARKETING		32
	BA IN COMMUNICATION ARTS		2
	BA IN ENGLISH		1
	BA IN GRAPHIC DESIGN		17
	BA IN INTERIOR DESIGN		2
	BACHELOR OF ARCHITECTURE		120
	BACHELOR OF BUSINESS ADMINISTRATION		34
	BBA IN BANKING & FINANCE		59
	BBA IN INTERNATIONAL BUSINESS MANAGEMENT		30
	BBA IN MARKETING		13
	BE IN CIVIL ENGINEERING	1 <sup>st</sup> Year only/32 Credits (Civil Engineering - FE)	16
	BE IN COMPUTER & COMMUNICATION ENG		29
	BE IN ELECTRICAL ENGINEERING		16
	BE IN MECHANICAL ENGINEERING	1 <sup>st</sup> year only/32 Credits (Mechanical Engineering - FE)	6
	BS IN BIOLOGY		27
	BS IN BUSINESS COMPUTING		5
	BS IN COMPUTER SCIENCE		35
	BS IN CS-INFORMATION TECHNOLOGY		4
	BS IN MATHEMATICS		7
	BS IN MEDICAL LABORATORY TECHNOLOGY		15
BS IN NUTRITION & DIETETICS		23	

15. Degrees and certificates offered 50% or more electronically: For each degree or certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percent that may be completed online, and the number of matriculated students for the most recent fall semester. Add more rows if needed.

N/A

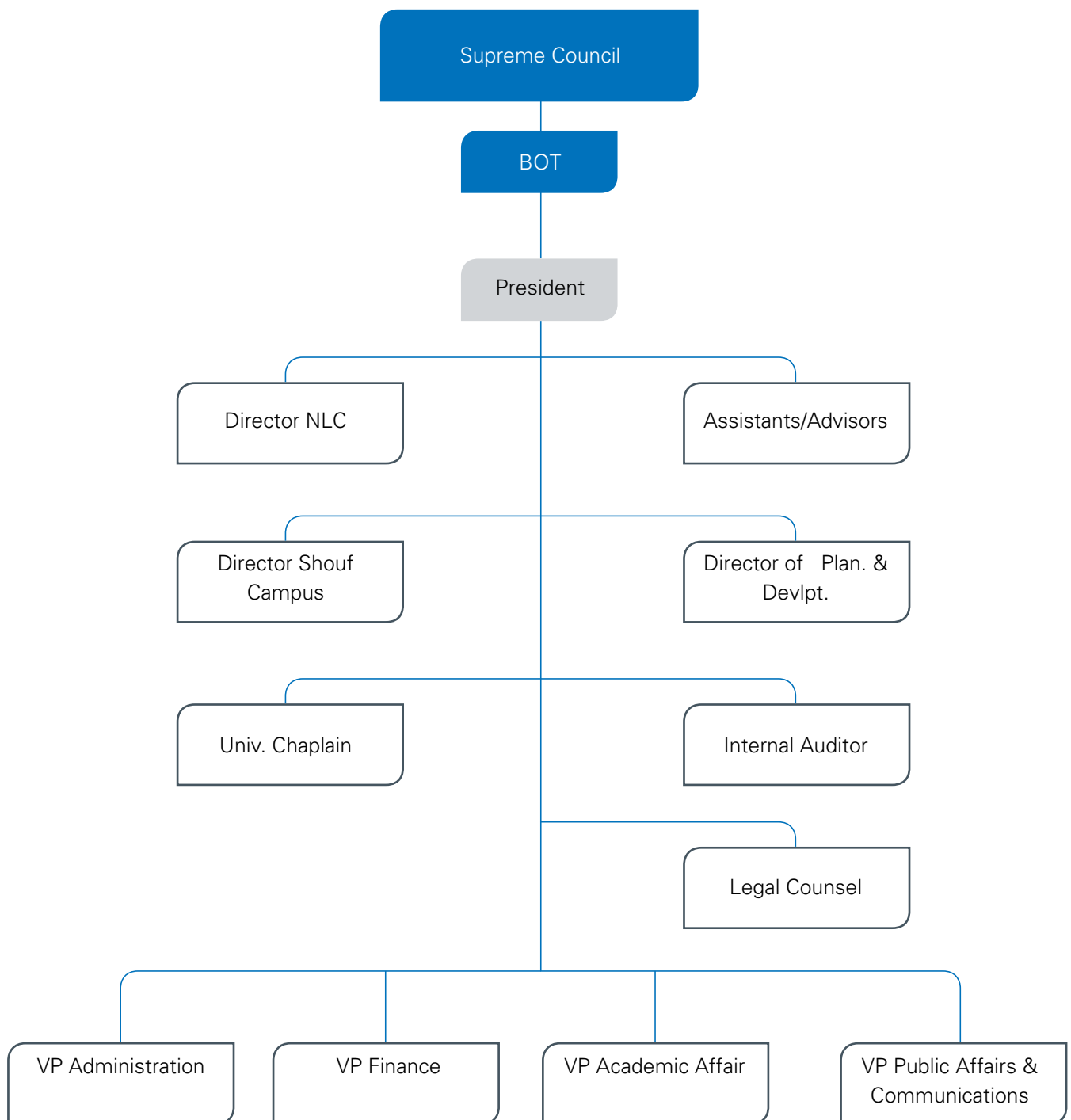
16. Instruction offered through contractual relationships: For each contractual relationship, through which instruction is offered, indicate the name of the contractor, the location of instruction, the program name and degree level, and the percent of the degree that may be completed through the contractual relationship. Enter more rows as needed.

N/A

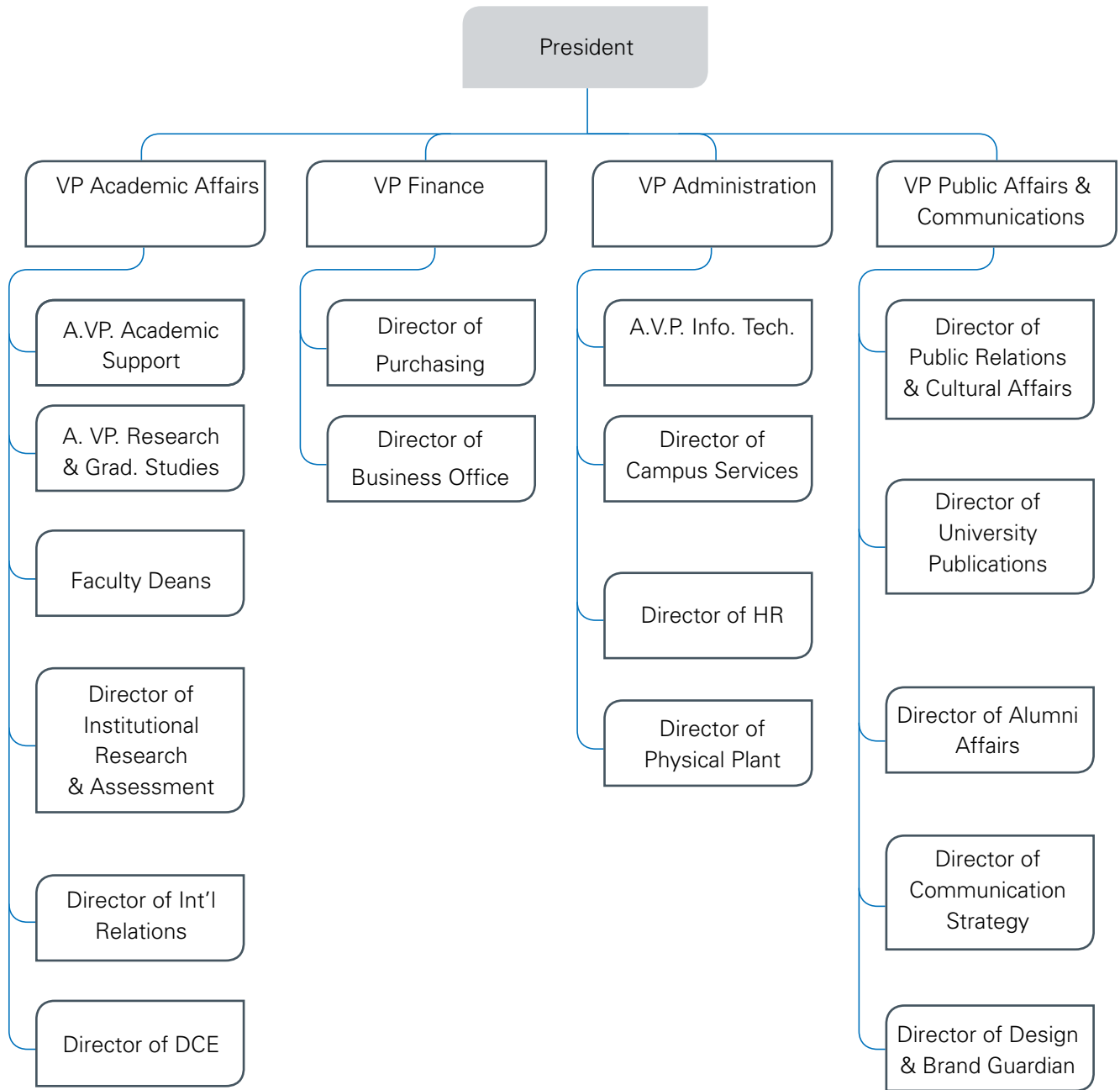
17. List by name and title the chief administrative officers of the institution (Chief Institutional Officers)

Function or Office	Name	Exact Title
Board of Trustees	Dr. Francois Bassil	Chairman
NDU President	Fr. Walid Moussa	President
Office of Academic Affairs	Dr. Elie Badr	Vice-President for Academic Affairs (VPAA)
Office of Administration	Fr. Pierre Najem	Vice-President , Administration (VPA)
Office of Public Affairs and Communications	Mr. Suheil Matar	Vice-President, Public Affairs and Communications (VPPAC)
Office of Finance	Fr. Bechara Khoury	Vice-President, Finance (VPF)
Office of Research and Graduate Studies	Dr. Ghazi Asmar	Assistant Vice-President for Research and Graduate Studies (AVPRGS)
Office of Academic Support	Mr. Simon Abou Jaoudeh	Assistant Vice-President for Academic Support (AVPAS)
Division of Computing Services and e-Learning	Dr. Fawzi Baroud	Assistant Vice-President for Information Technology (AVP Info. Tech)
Planning and Development	Dr. Assad Eid	Assistant to the President for Planning and Development
Policies and Procedures	Dr. Chahine Ghais	Assistant to the President for Policies and Procedures
Faculty of Architecture, Art and Design (FAAD)	Dr. Jean Pierre El Asmar	Dean
Faculty of Business and Administration and Economics (FBAE)	Dr. Elie Menassa	Dean
Faculty of Engineering (FE)	Dr. Michel Hayek	Dean
Faculty of Humanities (FH)	Dr. Kamal Abou Chedid	Dean
Faculty of Natural and Applied Sciences (FNAS)	Dr. Georges M. Eid	Dean
Faculty of Nursing and Health Services (FNHS)	Dr. Antoine Farhat	Dean
Faculty of Law and Political Science (FLPS)	Dr. Maan Bou Saber	Dean
Student Affairs Office (SAO)	Dr. Ziad Fahed	Dean
Office of Institutional Research and Assessment (OIRA)	Dr. Lionel Khalil	Director
Division of Continuing Education (DCE)	Dr. Roger Hajjar	Director
Office of Public Relations and Cultural Affairs	Dr. Nada Saad	Director
Office of Admissions & OTME	Mrs. Viviane Nakhle	Director
Libraries	Mrs. Leslie Alter-Hage	University Librarian
Office of the Registrar	Mrs. Lea Eid	Registrar
Business Office	Mr. Elias Saadeh	Director
Office of Communication Strategy	Mr. Sam Lahoud	Director
Alumni Affairs Office	Ms. Joyce Chidiac-Ghossain	Coordinator
Design and Brand Guardian Office	Mr. André Fahed	Director
Office of International Relations	Dr. Pierre Gedeon	Director
Office of Purchasing	Mr. Charbel Hajj	Director
Office of Campus Services	Mr. Sayed Ghossain	Director
Office of Physical Plant	Mr. Sayed Ghossain	Director
Office of Human Resources	Mr. Nabil Saber	Manager
University Publications	Mr. George Mghames	Director

18. Supply a table of organization for the institution, while the organization of any institution will depend on its purpose, size and scope of operations, institutional organizational usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:







19. Record briefly the central elements in the history of the institution:

year	Title	Details
1978	LCHE was founded under the wing of Beirut University College (BUC)	Louaize Center for Higher Education (LCHE) was founded under the wing of Beirut University College (BUC), now the Lebanese American University (LAU), by the Maronite Order of the Holy Virgin Mary (OMM), the sponsoring society of NDU.
1987	NDU license was acquired for the three founding Faculties: FH, FBAE, and FNAS	NDU license was acquired in the form of a presidential decree numbered 4116 and thus NDU was founded as the only catholic university based on the American system of education in Lebanon and the Arab Middle East region. The three Faculties licensed were: the Faculty of Humanities (FH), the Faculty of Business Administration and Economics (FBAE), and the Faculty of Natural and Applied Sciences (FNAS).
1990	Establishment of the OCP	Establishment of the Off Campus Program (OCP) in North Lebanon.
1992	Launching graduate studies	Launching of the graduate program recognized by the Lebanese Government for Computer Science, Business Administration, International Affairs and Diplomacy, English Literature, Applied Linguistics and TEFL, Arabic language and Literature.
1996	The FE was licensed	The Faculty of Engineering (FE) was established by Decree no 9278. The five majors in the initial decree were: Civil Engineering, Architecture, Mechanical Engineering, Electrical Engineering, and Computer Engineering.
1998	The main campus was inaugurated	Inauguration of the new main campus.
1999	FAAD licensing	The Faculty of Architecture, Art and Design (FAAD) was founded.
2000	License for the FPSPAD.	The Faculty of Political Science, Public Administration and Diplomacy (FPSPAD) was licensed.
2001	Shouf Campus was founded.	Another new regional campus was founded and inaugurated in Deir el-Kamar, Shouf, known as Shouf Campus (SC).
2008	FNHS was licensed.	Faculty of Nursing and Health Sciences (FNHS) was officially licensed with three programs of studies: Nursing, Nutrition and Dietetics, Medical Lab Technology.
2012	FLPS was established	The FPSPAD name was changed to Faculty of Law and Political Science (FLPS) on Dec.18, 2012 by decree number 9555

### Founders

The Maronite Order of The Holy Virgin Mary founded Notre Dame University - Louaize

### Presidents

Name of the President	Year
Patriarch Cardinal Bechara el-Rahi	1978-1984
Abbot Antoine Sfeir	1984-1987
Abbot Boutros Tarabay	1987-1993
Bishop Francois Eid	1993-1999
Abbot Boutros Tarabay	1999-2005
Father Walid Moussa	2005-Present

## Table of the CIHE Items of Special Attention

Items of Special Attention	Date of CIHE Letter	CIHE Standard
1 A board approved strategic plan supported by a facilities plan and a multi-year financial plan	November 25, 2013	2
2 Appropriate governance practices, including the demonstration of sufficient independence from the founding order in board governance and the appropriate integration of faculty governance into the operation of the University	November 25, 2013	3
3 The institution's capacity to assess student learning outcomes at the program and institutional level	November 25, 2013	4
4 Support for faculty, including promotion and tenure guidelines, faculty evaluations, teaching assignments, appropriate mix of full- and part-time faculty, and attracting and integrating American faculty and others with experience in American higher education	November 25, 2013	5
5 The University's capacity in the areas of budgeting and financial planning, and ensuring that GAAP principles are fully in place	November 25, 2013	9

## Acronyms

Academic Steering Committee (ASC)
Assistant Vice-President for Academic Support (AVPAS)
Assistant Vice President for Research and Graduate Studies (AVPRGS)
Accreditation Board for Engineering and Technology (ABET)
Association to Advance Collegiate Schools of Business (AACSB)
Association of Governing Boards (AGB)
Board of Trustees (BOT)
Center for Applied Research in Education (CARE)
Community Service Office (CSO)
Council of Deans (COD)
Course Learning Outcomes (CLOs)
Department Personnel Committees (DPC)
Design and Brand Guardian Office (DBGO)
Division of Continuing Education (DCE)
Division of Computing Services (DCS)
Executive Accreditation Committee (EAC)
Faculty of Architecture, Arts, and Design (FAAD)
Faculty of Business Administration and Economics (FBAE)
Faculty of Engineering (FE)
Faculty of Humanities (FH)
Faculty of Law and Political Science (FLPS)
Faculty of Natural and Applied Sciences (FNAS)
Faculty of Nursing and Health Sciences (FNHS)
Faculty Outcome Assessment Committee (FOAC)
Faculty Personnel Committees (FPC)
Full-time (FT)
General Education Executive Committee (GEEC)
General Education Requirements (GER)
Grade Point Average (GPA)
Graduate Management Admission Test (GMAT)
Graduate Record Examination (GRE)
Graduate Teaching Assistant (GTA)
Ministry of Education and Higher Education (MEHE)
National Survey of Student Engagement (NSSE)
New England Association of Schools and Colleges (NEASC)
Non-Profit Organizations (NGOs)
North Lebanon Campus (NLC)
Notre Dame University-Louaize (NDU)
Office of Communication Strategy (OCS)
Office of Institutional Research Assessment (OIRA)
Office of Tests, Measurement and Evaluation (OTME)
Online Grading System (OGS)
Outcome Assessment (OA)

Part-time (PT)
Program Educational Objectives (PEOs)
Program Learning Outcomes (PLOs)
Shouf Campus (SC)
Strategic Planning Executive Committee (SPEC)
Strategic Planning Review and Implementation Committee (SPRIC)
Student Affairs Office (SAO)
Student Information System (SIS)
Student Learning Outcomes (SLOs)
Student Satisfaction Survey (SSS)
Teaching Diploma (TD)
University Council (UC)
University Effectiveness Council (UEC)
University Faculty Personnel Committee (UFPC)
University Graduate Student Assistantship (UGSA)
University Personnel Committees (UPC)
Vice President for Academic Affairs (VPAA)
Vice President for Finance (VPF)
Vice President for Public Affairs and Communications (VPPAC)
Vice President for Administration (VPA)

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## Preface

In my capacity as President of Notre Dame University-Louaize (NDU), it is my pleasure and privilege to present this Biennial Report to the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC).

This Biennial Report is the fruit of a collaborative effort led by a committed group of individuals, falling under the umbrella of a Steering Committee chaired by myself and co-chaired by Dr. Elie Badr, Vice-President for Academic Affairs (VPAA), and composed of the chairs of all Eleven Standard committees. These individuals worked as members and chairs of 13 University Committees to address all the CIHE's Eleven Standards, and skillfully fulfilled their assigned tasks with great drive and passion in an endeavor to uphold our resolute commitment to building a culture of continuous improvement while pursuing quality on all fronts.

I must state for the record that the active and dynamic participation of each member of the NDU community played a pivotal and motivating role in helping us take one step closer toward meeting the accreditation requirements. Their integrity, support, and enthusiasm were among the main drivers that gave impetus to the Steering Committee to draft this comprehensive *Biennial Report*.

The Steering Committee did everything in its power to ensure that every aspect of University life was examined through a fine-tooth comb. Such scrutiny - viewed through the lens of unbiased, objective evaluation - involved a concerted effort on the part of the 'standard' groups who constantly convened in serial and in between meetings, and who took numerous valuable individual and group initiatives.

To leave no stone unturned, the 'standard' committee chairs worked closely with their groups to provide a comprehensive review of the key area assigned to them. To the credit of members working on this colossal assignment, their level of sincerity, transparency, and understanding of long-term sustainable capacity building not only demonstrated professional acumen but also served as a motivation to help the University continue on its path to success.

Although many areas of strength were recognized, key weaknesses and shortfalls were also identified. This information was compiled and used to draft projections for the future based on scrupulous implementation and strict accountability. Since the pursuit of quality is a continuous effort, we found it to be in our best interest to list all our achievements from when we received initial NEASC candidacy status as well as to underline our limitations in as many areas as possible. This activity serves as a canvas to draw a roadmap for future improvements and serves to help us deliver results down the line within a specified timeframe and to the highest possible standards.

The *Candidacy Report 2013* gave us significant experience and the lessons learned were put to good use over the last two years. In principle, our three campuses (Main, NLC, and SC), have become more synergized across the board in the sense that teamwork has developed to a noteworthy degree, new horizons are being sought, and balances are being struck in the areas of professional education vs. liberal arts, teaching vs. research, and academic freedom vs. assessment. In short, the internal dynamics that help bind our multiple constituencies are now being given the strict attention they need to flourish.

On behalf of the entire NDU family, I would like to express our deepest gratitude to the CIHE of the NEASC for their guidance and support. I would also like to thank them for providing us with this opportunity to join the list of other accredited institutions. Likewise, I am indebted to the NDU family for demonstrating every value we hold dear (authenticity, unity, and dedication), during this undertaking. I hope and pray that the resulting document will make us all proud.

**Fr. WALID MOUSSA, O.M.M.**  
President

## Introduction

Following the process of writing a candidacy self-study and the candidacy visit in April 2013 by a New England Association of Schools and Colleges (NEASC) Visiting Team, Notre Dame University-Louaize (NDU) embarked, in the academic year 2014-2015, on a process of evaluating the progress made on the matters described in the *Candidacy Report 2013* in addition to the progress made toward addressing the five NEASC concerns identified by the NEASC Evaluation Team and brought forward to the attention of the University through the Commission on Institution of Higher Education (CIHE) letter, dated November 25, 2013.

These five concerns are as follows:

- A board approved strategic plan supported by a facilities plan and a multi-year financial plan;
- Appropriate governance practices, including the demonstration of sufficient independence from the founding order in board governance and the appropriate integration of faculty governance into the operation of the University;
- The institution's capacity to assess student learning outcomes at the program and institutional level;
- Support for faculty, including promotion and tenure guidelines, faculty evaluations, teaching assignments, appropriate mix of full- and part-time faculty, and attracting and integrating American faculty and others with experience in American higher education; and
- The University's capacity in the areas of budgeting and financial planning, and ensuring that GAAP principles are fully implemented.

In October 2014, NDU formed a Steering Committee and 13 sub-committees to work on the *Biennial Report*. The NEASC-CIHE "*Procedures for the Biennial Review of Candidate Status*" guided the work. Each of the 13 committees was responsible for updating the *Candidacy Report 2013*, and reporting on the progress made, guided by the respective NEASC standard. One committee tackled the NEASC Standards 1 and 3, while four separate committees tackled Standard 4, given its size. Moreover, the five NEASC concerns were assigned among the committees, according to their subject matter.

The Steering Committee was formed by the chairs of the sub-committees in addition to individuals whose expertise and position were appropriate to the task. The Steering Committee was chaired by the President and co-chaired by the VPAA.

The work of the Steering Committee and sub-committees was divided into three phases. Phase 1 was dedicated to fact-finding; Phase 2 was dedicated to analyzing the gathered information, updating the projections of the *Candidacy Report 2013* and producing new ones as appropriate; and Phase 3 was dedicated to writing multiple versions of this report, including a final draft in addition to design and printing.

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## Institutional Overview

NDU is a Lebanese non-profit Catholic institution of higher education, which adopts the American system of higher education. It first came into being in 1978 under the name of Louaize Center for Higher Education (LCHE). The Maronite Order of the Holy Virgin Mary (OMM), the sponsoring society of NDU, founded the LCHE under the wing of Beirut University College (BUC), now the Lebanese-American University (LAU).

The OMM's report titled, *"Louaize Center for Higher Education: A Detailed Statement from 1978 to 1981,"* dated January 16, 1981, provides information on the establishment of the LCHE in terms of its objectives, importance in the region, structure, and aspirations. The report purports the need to establish a Catholic institution of higher education in Lebanon, which follows the American system of higher education.

In 1978, a total of 72 students joined the LCHE and, in 1980, 305 students enrolled. The LCHE became the first non-profit Catholic educational institution to follow the American system of higher education in Lebanon. The BUC supervised the academic programs while the OMM took charge of administrative and financial matters.

True to the mission of the Order, which insists that the country needed a national university, Catholic in spirit, Maronite in tradition, and American in system, the LCHE on April 26, 1984, applied to the Lebanese Ministry of Education and Higher Education (MEHE) for a license, requesting the establishment of an independent university. On August 14, 1987, the recognition of the University was granted in the form of a Presidential Decree numbered 4116, and thus NDU was founded, the only Catholic university based on the American system of higher education not only in Lebanon but also in the entire Arab Middle East region.

NDU's religious affiliation does not impose any sectarian obligations on faculty members, staff, or students. The cultural and spiritual heritage of the OMM highlights a belief in a unified Lebanon, a belief in education, as a means of protection against fanaticism and corruption, and a dedication to freedom of thought and expression. NDU espouses such values and beliefs irrespective of color, creed, race, or gender and seeks to enhance these values through the liberal education it offers and the career preparation that caters to the real needs of Lebanon and the region.

In July 1994, NDU celebrated its fourth graduation ceremony and NDU's president at the time, Fr. Francois Eid, announced in his address the completion of the study, design, and architecture of a new campus. The foundation stone was laid on November 19, 1994.

In 1999, a new campus in Barsa, Koura (North Lebanon) was opened, known as the North Lebanon Campus (NLC). To this day, the NLC still offers undergraduate programs leading to Bachelor degrees in all majors offered at the main campus.

NDU decided to start a new chapter in its history by extending its services to the rural Shouf region where it established a campus in Deir-el-Kamar. The Supreme Council of the OMM endorsed the proposal, which the Board of Trustees (BOT) approved in its meeting on March 8, 2001. The establishment of the Shouf Campus (SC) aspired to meet the needs of the Christian and non-Christian communities, particularly in promoting dialogue, celebrating diversity, and cementing national cohesion.

In October 1992, NDU launched its graduate programs, recognized by the Lebanese government, offering Master degrees in Computer Science, Business Administration, International Affairs and Diplomacy, English Literature, Applied Linguistics and TEFL, and Arabic language and Literature. In April 1994, NDU established the



Faculty of Engineering and Architecture and, in October 1996, the Lebanese government issued decree number 9278, granting its official recognition to NDU's new Bachelor of Architecture and Bachelor of Engineering in Civil Engineering, Computer and Communication Engineering, Electrical Engineering, and Mechanical Engineering. Later on, the Architecture and Design programs were separated from the Faculty of Engineering into their own entity; the Faculty of Architecture, Art and Design (FAAD). The most recent addition to NDU's academic programs is the Bachelor of Laws degree, which started in 2012. Today, NDU is home to seven Faculties (schools), namely:

- Faculty of Architecture, Art and Design (FAAD);
- Faculty of Business Administration and Economics (FBAE);
- Faculty of Engineering (FE);
- Faculty of Humanities (FH);
- Faculty of Law and Political Sciences (FLPS).
- Faculty of Natural and Applied Sciences (FNAS); and
- Faculty of Nursing and Health Sciences (FNHS).

As of fall 2014, total student enrolment (main campus and the two regional campuses) was 7,515 (headcount). Currently, 250 full-time faculty members and 464 part-time faculty members serve this student body. Since October 2012, NDU has been adding on a yearly basis 10 to 15% full-time faculty members to its faculty body.

Another milestone in the history of the institution and part of its commitment to proper planning and decision making was the establishment of the Office of Institutional Research and Assessment (OIRA). The OIRA supports NDU's mission by promoting a campus culture in which decision-making at all levels is based on sufficient and appropriate quantitative and qualitative evidence. The office carries out this aim by preparing standard statistical reports (*FactBook*), conducting surveys, and performing data analyses, which provide an understanding of NDU's internal operations and external environment. In addition, the office is responsible for conducting surveys particularly related to teaching effectiveness and ensuring that all institutional information supplied to external parties is accurate, consistent, and timely in its delivery. In fall 2014, the Council of Deans (COD) made a decision to administer the *Student Survey of Student Engagement (NSSE)*, and the OIRA made all the necessary arrangements needed for this survey.

Two Faculties are currently working on obtaining professional accreditation. The FE underwent a self-study process, according to the criteria set by the Accreditation Board for Engineering and Technology (ABET). A visit by an ABET team was scheduled to take place in November 2014. The visit was postponed by the ABET due to a travel advisory issued by the U.S. Department of State. We are hoping that this visit will take place in fall 2015. The FBAE is setting plans to pursue Association to Advance Collegiate Schools of Business (AACSB) accreditation. The FBAE is currently a member of the AACSB and the dean and faculty members are fully engaged in addressing the AACSB standards. In addition, the Department of Computer Science is currently setting the stage for ABET accreditation.

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## Structure of the Report

The *Biennial Report* was structured, according to pertinent NEASC-CIHE related guidelines and procedures. The report addresses all areas that NEASC-CIHE asked the University to give emphasis on as a result of the candidacy visit. The report also addresses each standard relying on the *Candidacy Report 2013* and the Visiting Team report. Each area of emphasis was addressed in the relevant standard chapter, as appropriate, and is kept separate from the body of the chapter to give the reader a better understanding of the accomplishments toward each area of emphasis. In this regard, we are aiming that this *Biennial Report* builds on the *Candidacy Report 2013* and tells the story of NDU as it continues the journey toward achieving full accreditation. This report also includes all pertinent NEASC-CIHE forms filled with all relevant data.

**ELIE A. BADR, PHD**

Vice-President for Academic Affairs

## Standard 1: Mission and Purpose

*“As a Catholic institution inspired by the cultural and spiritual heritage of the Maronite Order of the Holy Virgin Mary, Notre Dame University-Louaize (NDU) seeks to provide comprehensive quality education that fosters **excellence in scholarship, lifelong learning, enlightened citizenship, human solidarity, moral integrity, and belief in God.** In designing its curricula, NDU is committed to the philosophy and standards of the **American model of liberal arts education.** Conceiving itself as an authentic academic community, NDU promotes **diversity, respect for human dignity and rights, and concern for the common good.** Its profound aspiration is to prepare its **students to be future leaders** who can exercise reason upon knowledge and **shape a world of truth, justice, love, and freedom.**”*

Since Notre Dame University-Louaize (NDU) was established in 1987, its mission statement has witnessed several decisive turning points driven by the constant endeavors to align the University with its Catholic identity and its commitment to diversity, whilst pledging an inevitable path of persistent alignment with the new dimensions NDU has explored during its growth. It started with a *“Statement of Purpose”* inspired by the Board of Overseers, which was first published in 1991, before it was adapted to a mission statement in the Constitution drafted in the 2000s.

In 2006, several pertinent revisions, reforms, and amendments were introduced to the mission statement to cope with its continuously unfolding and expanding profile, vision, and strategy. Finally, on March 3, 2008, the Board of Deans (BOD), now the Council of Deans (COD), and the University Council (UC) approved a revised version.

The new mission statement, which is featured in most of NDU’s publications (print and electronic) and website, caters to three primary values: Spiritual, educational, and social.

Those three leading values have been subject to careful scrutiny in the *Candidacy Report 2013*, which NDU submitted to the New England Association of Schools and Colleges (NEASC) in February 2013, subtending three major sections: Description, appraisal, and projection. *An Exit Report* was delivered in April 2013, following an Evaluation Team visit, representing the NEASC. In terms of Standard 1 (Mission and Purpose), the report underscores in various standings the progress NDU has made in terms of either values related to its mission statement (*“our team sees much success on these ideals already”*). Particularly, the report positively appraises the *“remarkable consistence of multiple statements with NDU’s key social purposes.”* It also emphasizes on the diversity virtue and speaks of it as *“a point of pride amongst the institution’s community”* and *“a powerful contribution to their nation.”* Furthermore, the report acknowledges the *“traditional liberal arts curricular requirements”* as an obvious tool to *“implement many concepts”* and virtues incorporated in either values. Finally, the report recognizes that *“teaching, research and service are all present as a hallmark of higher education institutions.”*

In a letter addressed to the President of NDU on November 25, 2013, the NEASC’s Commission on Institutions of Higher Education (CIHE) stated that they had taken *“favorable note of the institution’s clear and inclusive mission to seek and serve students regardless of religion, and that the mission is well understood by all members of the campus community, gives direction to the programs and services offered by the University, and is widely regarded as a ‘powerful contribution’ to the nation of Lebanon.”*

Since the NEASC visit in April 2013, NDU has actively been involved in reviewing the projection elements of its *Candidacy Report 2013*. A committee, chaired by the Assistant to the President for Planning and Development, was formed to revisit all pending issues and projections, pertaining to mission and purpose; the outcome can be outlined as follows:

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## General Education Curriculum

NDU offers 27-33 credits in interdisciplinary courses, called General Education Requirements (GERs), as a foundation for a Liberal Arts and Basic Science education. These GERs are distributed over five categories **(Exhibit 1.1)**:

- Communication Skills in English (6 credits) and Arabic (3 credits);
- Philosophy and Ethics (3 credits) and Religion (3 credits);
- Cultural Studies (3 credits) and Social Sciences (3 credits);
- Citizenship (6 credits); and
- Science and Technology (3 credits in Mathematics/Statistics/Computer Science, and 3 credits in Natural Sciences).

Those categories and courses ensure that all students shall be exposed to all the values throughout a solid and valuable mapping, as depicted below in *Table 1*. More explicitly, the mapping of the courses guarantees that “Belief in God and Faith,” “Critical Thinking,” “Citizenship,” “Lifelong Learning,” “Moral Integrity,” and “Leadership” are being developed and presented repeatedly and in different perspectives, in diverse courses and areas, thus, securing a better inculcation of these values in students’ awareness and perception.

Additionally, NDU made great strides on this level by devising Course Learning Outcomes (CLOs) stated in all of the GERs syllabi, aiming at mapping all of the three aforementioned values. As it is an eminent common practice, NDU believes that this strategy offers a guiding tool for efficient monitoring of the mission’s effectiveness **(Exhibit 1.2)**.

Furthermore, NDU is projecting to create a tool for further assessing and measuring the effectiveness of the mission by implementing on the level of the syllabi a numerical tool linked to a course’s grading system and components for direct evaluation, which will complement the indirect evaluation accomplished via periodic surveys.

Finally, to keep the mission alive, vital, and engaging, the President of NDU has reinstated the General Education Executive Committee for the academic year 2014-2015 **(Exhibit 1.3)**. This committee shall continue reviewing the present GERs structure, categories, and courses in their correlation with the mission statement values with respect to the standard-four projections reported in the previous *University Candidacy Report 2013*; the expected outcome would be more GERs courses fashioned with the aim of enhancing the inculcation of those values among NDU students. *(For more details on the progress made, concerning the review of the GERs curriculum, see Standard 4).*

**Table 1-1: Mapping of GERs vs. Mission Values**

General Education Requirements (GER)			Mission Values										
Category	Subcategory and Number of Credits	Number of Courses Offered	Belief in God	Common Good	Human Solidarity	Faith	Rights	Diversity	Critical Thinking	Citizenship	Lifelong Learning	Moral Integrity	Leadership
<b>Communication Skills in English and Arabic</b>	<i>English (6 credits)</i>	3							•		•	•	•
	<i>Arabic (3 credits)</i>	5							•		•	•	•
<b>Philosophy and Religion</b>	<i>Philosophy and Ethics (3 credits)</i>	4	•	•		•	•	•	•	•	•	•	•
	<i>Religion (3 credits)</i>	4	•	•		•		•	•		•	•	
<b>Cultural Studies and Social Sciences</b>	<i>Cultural Studies (3 credits)</i>	9						•	•	•	•		
	<i>Social Sciences (3 credits)</i>	7						•	•	•		•	•
<b>Citizenship</b>	<i>6 credits</i>	7			•	•	•	•	•	•			
<b>Science and Technology</b>	<i>Mathematics/Statistics/Computer Science (3 credits)</i>	7							•		•	•	
	<i>Natural Sciences (3 credits)</i>	11		•				•	•	•	•	•	•

**Concerns for the Common Good**

The President of NDU announced on February 21, 2014, the formation of the Special University Policies Committee, which has been entrusted with drafting policy proposals for Transition of Academic Officers and Administrators, Non-discrimination, Sexual Harassment, Confidentiality, Records Retention, Conflict of Interest, Archives, Diversity, and other policies the President deemed necessary to ensure smooth administrative operations and to respond to the previous *Candidacy Report 2013 Projection (Exhibit 1.4)*. It is noteworthy to mention that the UC has already approved various policies within this framework (*Exhibit 1.5*).

**Responsible Citizenship**

In 2008, the Community Service Office (CSO) was founded under the umbrella of the Student Affairs Office (SAO) with the aim of providing students with opportunities to be civically engaged by working with Non-Profit Organizations (NGOs) and bringing together students with diverse talents and educational backgrounds to plan, adopt, and complete projects while maintaining sustainable relationship with the surrounding community. Rich and diversified were the activities planned, sponsored, and/or driven by the CSO since its creation; activities that subtended many themes, such as humanitarian, educational, academic, moral, via exhibitions, seminars, workshops, orientation sessions, trips, fairs, just to name a few. The CSO has teamed up with numerous NGOs throughout the past years, such as T.E.R.R.E. Liban, Father Robert’s Institute, Canne et Coeur, SESOBEL, Mission de Vie, and many others. Currently, the CSO has its own webpage and thrives on continuously recruiting new volunteers for a broader and more resonant outreach; the CSO endeavors to incorporate community service into the educational experience of the student (*Exhibit 1.6*).

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## ***Institutional Effectiveness***

Given that infusing the mission and core values in the University community is an ongoing process, the Office of Institutional Research Assessment (OIRA) has since spring 2013 sought further assessment of the effectiveness of the mission dimensions.

To further consolidate the findings of the OIRA, a survey was conducted in December 2014 amongst randomly-polled faculty, staff, and students with different backgrounds and majors (***Exhibit 1.7***). To this objective, the Mission and Purpose Committee members, in collaboration with the OIRA, carefully devised a questionnaire to accommodate relevant queries that would help formulate an unambiguous evaluation of each of the mission's values. The survey was administered to a random sample of 1,105 members of the NDU community to assess the University mission statement with regard to four areas: Catholic identity, diversity, leadership, and liberal arts. The survey indubitably demonstrates a great inculcation and appreciation of the four major areas of the mission statement among faculty and staff members, and a satisfactory level of awareness and understanding among students. A careful outcome compilation also proved that the vast majority of faculty members understood the American Liberal Arts Education Model. Moreover, this survey offered an undeniable tool to assess the mission effectiveness since the answers to the questionnaire were given upon reflection and not as a mere fact-finding application; the results demonstrate that at least 75% of NDU community agree with and understand the mission statement. Nonetheless, an intuitive recommendation to include alumni in future surveys and to regularly perform such an exercise shall be devised.

## "DATA FIRST" FORMS GENERAL INFORMATION

Institution Name: Notre Dame University-Louaize

OPE ID:  

		<b>Annual Audit</b>	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	<span style="border: 1px solid black; padding: 2px;">08/31</span>		
Most Recent Year	<span style="border: 1px solid black; padding: 2px;">2014</span>	Yes	Unqualified
1 Year Prior	<span style="border: 1px solid black; padding: 2px;">2013</span>	Yes	Unqualified
2 Years Prior	<span style="border: 1px solid black; padding: 2px;">2012</span>	Yes	Unqualified

Fiscal Year Ends on: 08/31 (month/day)

Budget / Plans

Current Year	2015
Next Year	2016

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**Standard 1: Mission and Purposes**

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	<a href="http://www.ndu.edu.lb/About/Identityandmission.htm">http://www.ndu.edu.lb/About/Identityandmission.htm</a>	University Council meeting March 3, 2008

Mission Statement published	URL	Print Publication
NDU Website	<a href="http://www.ndu.edu.lb/About/Identityandmission.htm">http://www.ndu.edu.lb/About/Identityandmission.htm</a>	
NDU Catalogs	<a href="http://www.ndu.edu.lb/administration/registrar/catalogs.htm">http://www.ndu.edu.lb/administration/registrar/catalogs.htm</a>	NDU Catalogs
Faculty Handbook	<a href="http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf">http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf</a>	Faculty Handbook
Student Handbook	<a href="http://www.ndu.edu.lb/administration/VP/NDU_Student%20Handb">http://www.ndu.edu.lb/administration/VP/NDU_Student%20Handb</a>	Student Handbook
Admission Guide	<a href="http://www.ndu.edu.lb/admissions/AdmissionsGuide.pdf">http://www.ndu.edu.lb/admissions/AdmissionsGuide.pdf</a>	Admission Guide

Related statements	URL	Print Publication
Identity	<a href="http://www.ndu.edu.lb/About/Identityandmission.htm">http://www.ndu.edu.lb/About/Identityandmission.htm</a>	
	<a href="http://www.ndu.edu.lb/administration/registrar/catalogs.htm">http://www.ndu.edu.lb/administration/registrar/catalogs.htm</a>	NDU Catalogs
	<a href="http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf">http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf</a>	Faculty Handbook
	<a href="http://www.ndu.edu.lb/administration/VP/NDU_Student%20Handb">http://www.ndu.edu.lb/administration/VP/NDU_Student%20Handb</a>	Student Handbook
Vision	<a href="http://www.ndu.edu.lb/admissions/AdmissionsGuide.pdf">http://www.ndu.edu.lb/admissions/AdmissionsGuide.pdf</a>	Admission Guide
	<a href="http://www.ndu.edu.lb/administration/registrar/catalogs.htm">http://www.ndu.edu.lb/administration/registrar/catalogs.htm</a>	NDU Catalogs
	<a href="http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf">http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf</a>	Faculty Handbook
	<a href="http://www.ndu.edu.lb/administration/VP/NDU_Student%20Handb">http://www.ndu.edu.lb/administration/VP/NDU_Student%20Handb</a>	Student Handbook
Values	<a href="http://www.ndu.edu.lb/admissions/AdmissionsGuide.pdf">http://www.ndu.edu.lb/admissions/AdmissionsGuide.pdf</a>	Admission Guide
	<a href="http://www.ndu.edu.lb/administration/registrar/catalogs.htm">http://www.ndu.edu.lb/administration/registrar/catalogs.htm</a>	NDU Catalogs
	<a href="http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf">http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf</a>	Faculty Handbook
	<a href="http://www.ndu.edu.lb/administration/VP/NDU_Student%20Handb">http://www.ndu.edu.lb/administration/VP/NDU_Student%20Handb</a>	Student Handbook
	<a href="http://www.ndu.edu.lb/admissions/AdmissionsGuide.pdf">http://www.ndu.edu.lb/admissions/AdmissionsGuide.pdf</a>	Admission Guide





## Standard 2- Planning and Evaluation And Area of Emphasis

*“A board approved strategic plan supported by a facilities plan and a multi-year financial plan.”*

This section of the Biennial report addresses both the above-mentioned area of emphasis indicated by the New England Association of Schools and Colleges (NEASC) Visiting Team and the remainder of Standard 2 with respect to the progress made by Notre Dame University-Louaize (NDU) on planning and evaluation.

### Planning

NDU engaged its first strategic planning exercise in 2006. It resulted in a five-year strategic plan (2007-2012) submitted by the Executive Accreditation Committee (EAC) in the summer of 2007. The plan, although not officially approved by the University Council (UC) and Board of Trustees (BOT), served as the backdrop for other planning efforts conducted at NDU in the period of the plan. Faculties produced two business plans in that time span. Plans focused on staff reorganization, faculty salaries and benefits, and additional facilities on campus, including a new cafeteria, a building for the Faculty of Architecture, Arts and Design (FAAD) and an on-campus observatory. The first strategic planning effort was synchronized with NDU’s work to seek institutional accreditation with the NEASC. The eligibility report, thus, was also prepared by the EAC.

During summer 2013, the President invited NDU’s executive officers to an academic retreat (**Exhibit 2.1**), where discussions set out a roadmap to begin the practical implementation of the projections outlined in NDU’s *Candidacy Report 2013*. A timeline and basic framework to design its second strategic plan was drafted during the retreat, along with a review of the timeframe and responsibilities for all the projections. Discussions around budget policies and procedures were also an important part of this retreat.

In fall 2013, the NEASC granted NDU Candidacy Status, as of April 2013. On October 23, 2013, the President formed the Strategic Planning Executive Committee (SPEC) tasked with guiding the strategic planning process, which was to start at the level of the Faculties (**Exhibit 2.2**). They were requested to produce a five-year Academic/Strategic Plan each. Those plans would then serve as one of the main feeders of the University-wide strategic plan to be produced by the SPEC. Faculties were left with the freedom to approach the exercise in the way they found most suitable, provided they could afford the largest possible participation of faculty members in the process. Committees were formed within Faculties involving various numbers of faculty members. Faculty deans submitted Academic/Strategic Plans in April 2014 (**Exhibit 2.3**). Following the reception of these plans, the SPEC formed a sub-committee from its members tasked with the identification of strategic priorities and a first draft for NDU’s strategic plan. The draft plan, including a preliminary SWOT analysis, Goals, Objectives, and Actions, (**Exhibit 2.4**) was submitted in July 2014 to the President and to the chair of the SPEC. A slightly modified strategic planning committee, the Strategic Planning Review and Implementation Committee (SPRIC) was invited on October 23, 2014 (**Exhibit 2.5**) to continue the work started by the SPEC and oversee the completion of the Strategic Plan; a modification spurred by changes in the positions of the VPAA and Dean of the Faculty of Humanities. A SPRIC sub-committee was formed to review and finalize the SWOT analysis (**Exhibit 2.6**). The final SWOT analysis (**Exhibit 2.7**) was distributed to all SPRIC members on January 28, 2015. At the same time, and in order to get the BOT feedback and initial approval on NDU identified strategic initiatives, the strategic goals were submitted and approved by the executive committee of the BOT in its meeting held in fall 2014 (**Exhibit 2.8**).

Based on this approval, the President formed five committees, encompassing members from NDU community and chaired by members of the SPRIC, in charge of reviewing and finalizing goals, objectives and action steps for NDU’s next strategic plan (**Exhibit 2.9**). The committees were also requested to assign champions, budgets, and key performance indicators to all proposed actions of the Strategic Plan. They were also provided with a specific timeline to complete their tasks. *The Strategic Plan 2015-2020* will be submitted to the executive committee and

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the BOT in July 2015, with approval of the BOT expected in September 2015.

In order to provide a level of specificity beyond the University strategic plan, Academic/Strategic plans were prepared in different ways by all Faculty chairpersons and faculty members involved; submitted plans varied in structure and content. Most importantly, not all plans included financial planning or budgeting requirements.

The FAAD presented a complete strategic plan, including goals, objectives, and actions along with a timeline and financial implications. The Faculty of Engineering (FE) also presented a plan including objectives - mapped to their mission statement — along with performance indicators and budget estimates. The FE also established a complete system, including the Accreditation Board for Engineering and Technology (ABET) requirements and has put in place a complete assessment system taking into account all aspects of the process including complete mapping that traces effects of actions on faculty, students, alumni, employers, and advisory committees.

The Faculty of Humanities (FH) also finalized its academic/strategic plan in April 2014 with the contribution of faculty members and chairpersons; the academic/strategic plan provides a blueprint for Faculty-wide improvements as well as a timeline for implementation. The FH goals and objectives will be included in the budget projection for 2016-2019.

The Faculty of Business Administration and Economics (FBAE) presented the first draft of the academic/strategic plan in April 2014 and later reviewed it during the retreat organized at the end of 2014, where faculty members were invited to fill out a feedback form, as grounds for modifications in the plan. Several meetings were held by the steering committee of the FBAE to evaluate feedback received, and to propose amendments, if necessary. Once amendments are completed, a general assembly will be held to vote on the adoption of the plan. The FBAE steering committee will then review the timeline and delegate implementation tasks.

The Faculty of Natural and Applied Sciences (FNAS) is working, or has put in a queue, every single goal, objective, and action depicted in the strategic plan, including effort to seek ABET accreditation for Computer Science programs, formation of advisory board, building of computer science labs, as well as hiring of new staff members. These aims will be incorporated in the five-year FNAS budget.

The Faculty of Nursing and Health Sciences (FNHS) followed the proposed process plan provided by the SPEC and drafted a budget for the upcoming five-year plan. The Faculty has already started working on actions proposed to achieve objectives and goals as detailed in the academic/strategic plan and will observe budget limitation in collaboration with the budget office.

The Faculty of Law and Political Science (FLPS) completed their academic/strategic plan in April 2014, which included all the main components required by the University. Objectives and actions, however, were not assigned financial resources at the time. These will be featured in the budget projections for the coming years starting with the budget prepared for 2015-2016.

Concomitant with the work of the SPEC and the SPRIC, different academic support units started working on their strategic plans. The Office of the Assistant Vice-President for Academic Support (AVPAS) organized in the year 2013-2014 a series of workshops and retreats for offices reporting to him (from October 2013 to July 2014) around strategic planning and budget preparations. These involved the NDU Libraries, the Office of Admissions, the Registrar's Office, and the Students Affairs Office (SAO). These four units produced draft strategic plans, which were submitted to the Office of the AVPAS in April 2014. The units are currently operating based on their plans (these plans are available at the Office of Institutional Research and Assessment - OIRA).

To further strengthen planning efforts and to affirm its commitment to continuous planned development, a planning policy was recommended by the University Council (UC) and approved by the President in March 30, 2015 (**Exhibit 2.10**) and will be submitted to the Board of Trustees (BOT) for approval during summer 2015.

The University's first Master Plan was approved in 1994 (**Exhibit 2.11**). In subsequent years, buildings were added to the main campus and two regional campuses were developed in the North Lebanon and the Shouf region. Development of the main campus continues and projects for a new Library, a proposed University hospital, and other facilities are being discussed. These have not translated into an officially approved Master Plan. A new plan was drafted in 2011, as a working document. Thus, in conjunction with the work on the *Strategic Plan of 2015-2020*, the University's 1994 Master Plan, the only officially approved plan to date, will be updated to better reflect the current and proposed expansions of the campus, including the possible addition of a University hospital. To that end, and to answer the demands of NDU's stakeholders, the President formed a Master Plan Committee (**Exhibit 2.12**), chaired by the VP for Administration and included members from various constituencies of NDU. The committee held its first meeting in June 2015. During this meeting, committee members were informed about their task and put abreast on the current status of the master plan for each campus.

Multi-year financial planning was absent as a systematic approach at NDU from the early days of its founding. For a few years preceding the *Candidacy Report 2013*, considerable efforts to develop policies and procedures to embed budget and financial planning were underway. During fall 2013, and in conjunction with the work on Academic/Strategic Plan of Faculties, Faculty deans received financial reports for the previous year, identifying revenues and expenses divided over a series of budgetary items (**Exhibit 2.13**). A budget plan procedure was developed and approved during spring 2014 (**Exhibit 2.14**) and accordingly Faculties and units submitted their budgets in May 2014, which were approved by the BOT (**Exhibit 2.15**). Furthermore, a financial policy was recommended by the UC and approved by the President on March 30, 2015 (**Exhibit 2.16**), which will be submitted to the BOT for approval during summer 2015. Concurrent with the Strategic Plan, a five-year financial plan has been drafted and will be adapted to priorities and needs identified in the Strategic Plan and all other unit plans. Financial planning is detailed in Standard 9 of this report.

Following various efforts at restructuring its Human Resources, NDU finally appointed consultants supervised by the chair of the Department of Management and Marketing to oversee a project whose first step included redrafting all job descriptions of current positions at NDU. This first step was completed in spring 2014 and submitted to the President (**Exhibit 2.17**). The project's next step was temporarily put on hold until the appointment of a new Vice-President for Administration (VPA), who is now preparing to continue the task from where it ended. To that end, the VPA will require all units, new and old, to review their organizational charts in view of their planning efforts and the requirements of the new Strategic Plan. This task should be completed no later than the end of fall 2015. Heads of units should take into account the new job descriptions of positions at NDU. These new charts should be reviewed and finalized no later than the end of spring 2016 and hiring initiated immediately to achieve proper staffing of units. The aim is to achieve less than 10% vacancy, as early as the end of spring 2017.

## Evaluation

Assessing learning outcomes was first introduced at NDU in the fall of 2006, concurrent with the work on the first strategic plan and the preparation for submission of an eligibility report (**Exhibit 2.18**). Outcomes Assessment Committees (OACs) were created in all departments in fall 2006. After a slow start and the elapse of a learning curve timeline, outcomes assessment activities were then revived progressively starting 2013, especially in the Faculties that experienced a slow start. The FE, in view of ABET accreditation requirements, has put in place a system to evaluate Student Learning Outcomes (SLOs), which has been functioning for six years to date. The FBAE is also completing a cycle based on the requirements of the Association to Advance Collegiate Schools of Business (AACSB) accreditation. In the academic year 2013-2014, and based on the projections of the *Candidacy Report 2013*, Faculties were invited to revive all OACs and begin to work on the establishment of an evaluation system for SLOs. In that regard, committees were formed at the department and Faculty levels where they did not exist or were inactive (**Exhibit 2.19**). A more detailed evaluation of the progress is presented in Standard 4.

In 2008, all Faculties and departments were invited to formulate their mission statements consistent with the mission of the University. They were also required to define Program

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Educational Objectives (PEOs) for all degree programs. Faculty members were also asked to include SLOs for each course. These had to be in line with the Program Learning Outcomes (PLOs). In 2011, a review of the PLOs and SLOs was completed. A full assessment of the achievement of the identified program objectives requires the finalization of a SLOs assessment system. To complete all elements of the program review process, the Council of Deans (COD) devised and approved program review guidelines (**Exhibit 2.20**). They encompass evaluation of a Program's mission, PEOs, PLOs, SLOs, resources, and facilities, including the use of external perspectives (**Exhibit 2.21**). Scheduling of such has been agreed upon in a way to provide systematic feedback. The first set of program reviews will be officially initiated by the VPAA's Office in fall 2015, following a workshop on how to conduct an effective program review for department chairs, members of OACs, and regional campus coordinators conducted in April 2015 (**Exhibit 2.22**).

In order to properly manage collection and analysis of data, NDU started considering the creation of an institution research office since 2007. A director was appointed to lead the Office of Institutional Research and Assessment (OIRA) in February 2013. The OIRA took over the administration of the Course Evaluation Questionnaire (Form T1) using the eXplorance Blue survey system. It is administered every semester to all courses offered at NDU, and its results are compiled, analyzed, and disseminated by the OIRA to all faculty members and administrators concerned. Similarly, advisors' evaluation using the S3 Questionnaire has started. It is being administered on an annual basis. In some Faculties, such as the FE, the Exit Survey process started during fall 2013 and is being handled by the OIRA (**Exhibit 2.23**).

The FBAE is expected to have its own Exit Survey by the end of spring 2015. A satisfaction survey by the OIRA is being administered to all graduates since spring 2013. An Alumni survey has been administered at the FE in spring 2014 and an Employers survey in spring 2015. Internship surveys are administered on a yearly basis in the fall semester. Their outcomes will be added to the body of data for proper evaluation of program outcomes.

To provide the OIRA with the tools needed for its work, NDU looked at options available to provide simple access to the students' database. The offices concerned decided to purchase QlikView. The software will be installed and tested in the OIRA offices as of spring 2015 (**Exhibit 2.24**). The office recently also hired a new data analyst (**Exhibit 2.25**). The director will be submitting his complete view of the development and structure of the office to the VPAA by the end of summer 2015. It should take into account the requirements of the *Strategic Plan 2015-2020*. In that regard, the Office of the VP for Administration will help strengthening the staff of the office as early as fall 2015.

In 2012, the OIRA started publishing annually the *NDU FactBook*. It is worth noting, however, that preparation of such, although done by the OIRA, is not its discretion since the information resides in the Division of Computing Services (DCS). A task that will be transferred to the OIRA once the appropriate software (QlikView) is in place. In order to better propose data of relevance to the evaluation of the University, and in line with the projections of the *Candidacy Report 2013*, the OIRA was tasked with preparing Key Performance Indicators (KPIs) related to data structures and reporting guidelines. The KPIs of the University-wide Strategic Plan will be incorporated, where appropriate, into NDU's FactBook to provide for a better understanding of the status of the University and its progress in achieving its mission.

Conforming to its commitment to continuous improvement, NDU established the University Effectiveness Council - UEC (**Exhibit 2.26**). The UEC is a body mandated to exercise policy oversight over other assessment-related bodies, work on maintaining inter-Faculty and administrative units consistency in assessment practices, follow-up on implementation, and ensure the closing of the loop on all assessment-related feedback by ascertaining improved performance of all University processes, academic and non-academic. It is also a body that addresses broad assessment framework and long-term resource allocation priorities related to assessment. The UEC held its first meeting in spring 2015. Members were presented the concept of Lean Management modeled as possible applications to two specific functions: One in the Registrar's Office and another in the Admissions Office.

### *Institutional Effectiveness*

A change in the University approach toward planning and evaluation is in progress. NDU will complete its first Board-approved Strategic Plan by the end of summer 2015. It also created the position of Assistant to the President for Planning and Development (**Exhibit 2.27**) in the aim of developing a permanent position for planning and development. The development of budget and budgetary procedures, along with what precedes, shows NDU's commitment to put in place all necessary tools to chart and properly assess the implementation of its plans. The OIRA is now in its third year of operation and is gradually increasing its ownership of various analysis and data reporting tools and mechanisms. Added to the lessons learned from the evaluation cycles put in place for programmatic accreditation in two Faculties, NDU will soon have completed setting up an effective review cycle for its programs. Efforts to inform the public about the institution are gradually placed on the website. Accreditation activities, such as the NEASC and ABET updates can be found at the following internet addresses: NEASC - [http://www.ndu.edu.lb/academics/accredit/candidacy\\_status.htm](http://www.ndu.edu.lb/academics/accredit/candidacy_status.htm); ABET -<http://www.ndu.edu.lb/academics/fe/accreditation.htm>. In addition, NDU has also established the University Effectiveness Council, which held its first meeting in spring 2015.

**Standard 2: Planning and Evaluation**

PLANS		Year of Completion	Effective Dates	URL or Folder Number
<b>Strategic Plans</b>				
Immediately prior Strategic Plan		2007	2007-2012	http://electra.ndu.edu.lb/academics/accredit/strategicplan.pdf
Current Strategic Plan		2015	2015-2020	
Next Strategic Plan				
Planning Policy		2015		Exhibit 2.10
<b>Other institution-wide plans</b>				
Master plan		1994		Exhibit 2.11
Academic plan				
Financial plan				
Technology plan				
Enrollment plan				
Development plan				
<i>(Add rows for additional institution-wide plans, as needed.)</i>				
<b>Plans for major units (e.g., departments, library)</b>				
Seven Faculty Strategy plans		2014	2015-2020	Exhibit 2.3
Students Affairs Office		2014	2015-2020	Available at the OIRA Office
Admission Office		2014	2015-2020	Available at the OIRA Office
Registrar Office		2014	2015-2020	Available at the OIRA Office
Library		2014	2015-2020	Available at the OIRA Office
<i>(Add rows for additional plans, as needed.)</i>				
<b>EVALUATION</b>				<b>URL or Folder Number</b>
<b>Academic program review</b>				
Program review system (colleges and departments). System last updated:				Exhibit 2.20
Program review schedule (e.g., every 5 years)				Exhibit 2.22 Agenda and Presentation
1. Faculty of Engineering ABET program review				Program will start as of FA 2015 (see standard 2)
2 Faculty of Business Economics and Administration AACSB program review				The first Program review cycle will end on 2013
<b>System to review other functions and units</b>				
Program review schedule (every X years or URL of schedule)				
Sample program review reports (name of unit or program)				
<i>(Insert additional rows, as appropriate.)</i>				
<b>Other significant evaluation reports (Name and URL or Location)</b>				<b>Date</b>
President Annual Report				2013-2014
				Exhibit 10.3
Faculty Annual report and plan of Action				2013-2014
Department Annual report				2013-2014
Supporting offices				2013-2014
				Annual Report 2013/2014 file in the working room
				Annual Report 2013/2014 file in the working room
				Annual Report 2013/2014 file in the working room

## Standard 3- Organization and Governance And Area of Emphasis

*“Appropriate governance practices, including the demonstration of sufficient independence from the founding Order in board governance and the appropriate integration of Faculty governance into the operation of the University.”*

This section of the Biennial Report addresses both the area of emphasis mentioned above that was indicated by the New England Association of Schools and Colleges (NEASC) Visiting Team and the remainder of Standard 3 with respect to the progress made by Notre Dame University-Louaize (NDU) on organization and governance.

On November 25, 2013, and following the NEASC Evaluation Team’s visit in April 2013, the NEASC Commission on Institutions of Higher Education (CIHE) informed the President that they have taken *“favorable note of the changes NDU has made to its governance structure, including the adoption of a new constitution and bylaws for the University and a new constitution and bylaws for the Board of Trustees, that give the institution’s governing board greater autonomy and independence from the founding order and clarify responsibility for the appointment of the President.”* They concurred with the Visiting Team, however, that *“the University would benefit from greater clarity about the respective roles and responsibilities of the founding order, Board of Trustees, and President,”* and that they *“share the judgment of the team that it is important for NDU to find a ‘permanent manner’ in which faculty can participate appropriately in governance.”*

As noted in the projections of the *Candidacy Report 2013*, different revisions of the University governance framework had been underway since the year 2000. At the outset of the 2013-2014 academic year, NDU’s new governance framework emerged. The efforts of a variety of committees have finally produced three new documents: the Constitution and Bylaws of the Board of Trustees (hereafter referred to as the Board or BOT); a Constitution for the University; and new bylaws for the University (**Exhibit 3.1**). The Board Executive Committee has approved all three documents in preparation for final approval by the full Board.

The transition to the new governance framework has prompted several changes in the institutional organization and governance at all levels. New administrative positions, entities, policies, and reporting relationships have altered some of the previously existing ones. At the University level, for instance, the senior leadership is now comprised of the President and four Vice-Presidents instead of three, in addition to a President’s Cabinet and Assistant Vice- Presidents (**Exhibit 3.2**). As for faculty, the new bylaws have created multiple avenues for a more active participation in governance.

### Board Governance

The new statutes and bylaws of the BOT clearly define the role and responsibilities of the Board, its relationship to the Council of Elders or the Supreme Council, and to the President. The purpose is to create a structure for ‘shared governance’ among the three entities (**Exhibit 3.3**). This structure reserves the power of the Supreme Council in ‘electing’ the President (*Statutes, p.5*), guarantees its representation on the BOT (*Statutes, p.4*), and maintains its presence in certain key positions by offering the services of some members of the Maronite Order of the Holy Virgin Mary (OMM) to the President. The Board, on the other hand, exercises more control over the ‘appointment’ of the President. For the President to be appointed, he has to secure the ‘approval’ of the Board (*Statutes, p.5*). In addition, the Board enjoys autonomy in electing its chairperson, deputy chairperson, treasurer, secretary, and board committees (*Statutes, p.4*). Within this new framework, the Board has become more active. It has engaged its members in different committees while continuing to hold biannual meetings (**Exhibit 3.4**). Its Executive Committee has been holding monthly meetings to explore opportunities that would help sustain academic excellence and shape NDU’s strategies over the coming years. The other Board Committees, namely the Development and Planning Committee,

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the Financial Committee, and the Alumni and Students Committee, have been meeting regularly with their University counterparts to conduct their specialized work and to coordinate plans and determine the most promising directions to pursue **(Exhibit 3.5)**.

Within the context of strategic planning, the initiatives/goals of the Strategic Plan 2015-2020 were shared and approved by the Board Executive Committee and became the basis for further review by the Steering Committee. Recommendations and suggestions from the Board, through its representative, were incorporated into the document before the Board's Executive Committee approved it **(Exhibit 3.6)**. The Board meets at least twice a year and is kept abreast on all issues related to the University operation **(Exhibit 3.7)**.

The President, the Chair of the BOT, and the VPAA are working on an action plan with the Association of Governing Boards (AGB) in the U.S. to improve the work and effectiveness of the BOT. The focus of these services is a year-long plan for the AGB to work with the Board and key administrators of NDU for Board development in support of NDU's efforts for accreditation by the NEASC. This work will be done through a combination of teleconference calls, publications, written materials and presentations, videoconferences, and training and preparation of a consultant who will support this work in Lebanon **(Exhibit 3.12)**.

As for the President, he has exercised the authority and right to direct all operations and activities of the University in accordance with the University constitution, bylaws, and the laws of the Lebanese Republic governing higher education in Lebanon *(Statutes, p.5)*. He, for instance, appointed members of the OMM, who the Supreme Council nominated, to the following key positions: Vice-President for Administration, Vice-President for Finance, and two directors for the two regional campuses.

These new provisions have facilitated the sharing of power among the three highest governing entities.

## Constitution of the University

The new Constitution of the University further details the evolving relationship between the Supreme Council and the Board, in addition to the University governance framework, including the President's Cabinet and other new positions and entities **(Exhibit 3.8)**.

The success of the new governance structure and its inclusive process helped shape the approach for monitoring progress and ensuring accountability. For instance, the President's Cabinet assigned itself the responsibility for guidance and oversight. During its meetings, it has successfully responded to perceived University-wide initiatives and needs through providing diverse input and recommendations to the President for proper action **(Exhibit 3.9)**.

## Bylaws of the University

In early spring 2013, the administration sought feedback from faculty members before submitting the revised bylaws to the University Council (UC) for approval. In August 2013, the amended bylaws were subject to final revisions. On September 17, 2013, the UC approved the revised bylaws before they were submitted to the BOT for final approval. On October 21, 2013, the BOT amended and approved the proposed bylaws **(Exhibit 3.10)**. Within the 'shared governance' framework, the new bylaws provide ample opportunities for faculty and students to participate in the decision-making process. The new structure enables students to develop and present ideas to appropriate administrators. Besides the Student Union, students enjoy a better representation on different University Committees; they voice concerns, make suggestions and propose solutions *(see University Bylaws)*. They appreciate the opportunity for being full members on those committees. In general, students have repeatedly reported satisfaction with their ability to communicate more effectively with administrators at all levels.

As for the faculty, the new bylaws have created multiple venues for a better representation and a more active participation at different levels: University, Faculty, and Department. At the University level, two structures allow



for greater and more effective faculty participation (currently twelve voting members) at the UC and a majority vote on the University Standing Committees except for the Financial Aid Committee. As a result, new policies and procedures to ensure smooth operation have been derived. Appointed ad-hoc committees address new issues as they arise (**Exhibit 3.11**).

At the Faculty and department levels, it is clear that the faculty shoulder the responsibility to plan, review, and administer the curriculum through committee structures, in addition to their active participation through Department Personnel Committees (DPC) and Faculty Personnel Committees (FPC) for hiring new faculty, reappointment, and promotion, as mandated by University bylaws. Deans report that they actively encourage faculty participation in committees to review existing policies or develop new ones on issues pertaining to workload, reappointment, promotion, pension, indemnity, etc. In addition, following campus-wide discussion and feedback during fall 2013, the seven Faculties, with active participation of faculty members and other constituents, produced Faculty Strategic Plans, incorporating goals, objectives, and actions (*see Standard 2 for details*). Furthermore, recent efforts have been made to enhance faculty governance by developing a communication plan that would provide guidelines and clarification of policies and procedures, in addition to rights, duties, and privileges. Starting the academic year 2015-2016, all policies and the procedures reflecting the decision-making processes will be made available on the intranet.

The shift toward the 'shared governance' model is well received by the majority of faculty and students. Many see this new process as more efficient and beneficial, because decisions shaped in this way are better understood and supported, and thus are invested in the University success and fulfillment of its mission.

Staff members, on the other hand, do not participate in the decision-making mechanism, except in few ad-hoc committees whose membership consists of a mix of administrators, faculty, staff, and students. For staff to engage actively in the administrative decision-making process, they need to have a formal voice in the community. This matter has been given serious consideration by the newly appointed Vice-President for Administration (VPA), who believes that a Staff Advisory Committee should be formed to address staff concerns.

### Intra/Inter Campus Management

In summer 2013, a three-day retreat was held outside the University premises. On the agenda were the several concerns submitted by the NEASC Commission on Institution of Higher Education (CIHE) (**Exhibit 3.13**). The roles of directors and coordinators at the regional campuses were discussed. It was noted that within the 'shared governance framework,' a closer understanding of the principles guiding the operational framework among the three campuses was developed.

These principles are:

- 1- All campuses of NDU form one University with a single mission and an integrated administrative hierarchy.
- 2- The core service of a university is its academic program, such as all other services are meant to support academic affairs. The core academic unit in that regard is the Faculty, which knows no geographic boundaries.

Accordingly, a committee composed of the VPA, the Assistant to the President, the Dean of the Faculty of Engineering, and the Director of the North Lebanon Campus (NLC) was formed to propose a draft elaborating the operational framework that should conduct the affairs of the regional campuses. A proposed draft titled, "*Bylaws Governing Regional Campuses*," was submitted to the President for approval (**Exhibit 3.14**).

### Faculty and Staff Recruitment

Despite the difficult economic and political conditions in Lebanon, NDU's progress on different fronts maintained its momentum. To better serve the curriculum and the increased student body, plans to recruit more faculty and

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staff were seriously considered. Successful recruitment efforts have been made leading to the recruitment of 42 full-time faculty members and 32 staff members since October 2013. These and other appointments will ensure a more successful growth of the University. They are a positive indication that progress will continue. Other prospective candidates are being considered for the Library, the Office of Communication Strategy (OCS), and the Division of Computing Services - DCS (**Exhibit 3.15.**).

## **Institutional Visibility and Transparency**

In February 2013, the President announced the establishment of the Design and Brand Guardian Office (DBGO) as a major unit within the Office of Public Affairs and Communications. The DBGO has been successful in communicating a uniform image and identity of NDU in all print and digital materials. The number of publications produced since spring 2013 (more than 2,000) attest to its efficiency.

On September 2, 2014, the President also announced the establishment of the Office of Communication Strategy (OCS), as part of the Office of Public Affairs and Communications. The OCS is responsible for developing and implementing a unified communication plan for NDU through different types of media. Being the hub for the University's external and internal communication, the office has actively engaged in setting a strategy to promote the University, its Faculties, programs, activities, news, and events to a variety of audiences (**Exhibit 3.16.**).

On the other hand, transparency in decision-making has been seriously considered. Minutes of councils, such as the COD and committees, have been made available to the University community via the intranet. Faculty and students now have access to all decisions and/or recommendations issued by those entities.

## **Financial Management**

In 2013-2014, the University developed an evolutionary budget planning process (*see Standard 9 for details*). Deans, department chairs, and unit directors took part in this new budget process. Their efforts produced an approved budget for the upcoming fiscal year. The President and the BOT approved the proposed budget (2014-2015).

Although the operating budget plan employs an approval procedure, which includes academic and administrative officers, the final decision rests with the President and the BOT, who remain committed to a balanced budget and to fiscal stability, and to providing financial support for the strategies needed to serve students and recruit qualified faculty and staff consistent with the planning process and the mission of the University. To that end, and in order to cope with the increased financial needs, the University approved a Development Policy and began to build a fundraising campaign (**Exhibit 3.17**). This campaign required a great deal of communication and planning among the Board, President, and other members of the University community.

To solidify NDU's financial aid programs, a development capital campaign titled, "*Living Up to the Promise*," has been designed. Other secondary campaigns, titled, "*Bench Plaque and Knights of NDU*" (with a projected income of US\$1.4 million), will be launched soon in partnership with the BOT and NDU alumni (**Exhibit 3.18**).

## **Institutional Effectiveness**

The progress that NDU has made in organization and governance is quite clear. The move toward broader decision-making among the various parts of the University community is significant. As evidenced in the makeup of several University committees, faculty, students, and administrators who partake in the planning and policy-making processes. The number of policies developed by those mixed committees, and the percentage of participation by faculty at all levels, indicate confidence in the new governance structure and its effectiveness. In addition, processes and procedures of the decision making mechanism are developing, which has in turn enabled all University bodies to adapt, gradually, more effectively to the new system, particularly the UC, the COD, and

the BOT. There is, however, a need for more work to be done in clarifying those processes and procedures. At meetings of councils and committees, the President always stresses that the priority, at this stage, is to transform the institutional culture to one in which 'shared governance' is enhanced and exercised. There is no doubt that NDU is better positioned today to develop a broader participation of faculty in the governance structures, and that the proper mechanisms have been created for periodic review of the effectiveness of this new culture, and that steady progress will be made in the upcoming years.



### Standard 3: Organization and Governance (Locations and Modalities)

#### Campuses, Branches, Locations, and Modalities Currently in Operation

*(Insert additional rows as appropriate.)*

Fall 2014

	City	State or Country	Date Initiated	Enrollment*
Main campus	Zouk Mosbeh	Lebanon	8/14/1987	6339
Other principal campuses	Barsa	Lebanon	5/1/1990	757
	Deir El-Qamar	Lebanon	10/26/2001	423
Branch campuses				
Other instructional locations	DCE Zouk Mosbeh	Lebanon	8/14/1987	70
Distance Learning, e-learning				<b>Enrollment*</b>
		<b>Date Initiated</b>		
First on-line course				
First program 50% or more on-line				
First program 100% on-line				
Distance Learning, other Modality			<b>Date Initiated</b>	<b>Enrollment*</b>
Correspondence Education			<b>Date Initiated</b>	<b>Enrollment*</b>

**Main campus:** primary campus, including the principal office of the chief executive officer.

**Other principal campus:** a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

**Branch campus (federal definition):** a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

**Instructional location:** a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

**Distance Learning, e-learning:** A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

**Distance Learning, other:** A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

**Correspondence Education (federal definition):** Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

\* Report here the annual unduplicated headcount for the most recently completed year.

Standard 3: Organization and Governance

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
  
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

<a href="http://www.ndu.edu.lb/governance/bylaws.pdf">www.ndu.edu.lb/governance/bylaws.pdf</a>
decreee number 4116 on August 14,1987

If there is a "related entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the related entity  
 URL of documentation of relationship

Maronite Mariamite Order
<a href="http://www.omm.org.lb">www.omm.org.lb</a>
<a href="http://www.ndu.edu.lb/governance/chairmessage.pdf">www.ndu.edu.lb/governance/chairmessage.pdf</a>

Governing Board

By-laws  
 Board members' names and affiliations

URL
<a href="http://www.ndu.edu.lb/governance/bylaws.pdf">www.ndu.edu.lb/governance/bylaws.pdf</a>
<a href="http://www.ndu.edu.lb/administration/BoardofTrustees.htm">www.ndu.edu.lb/administration/BoardofTrustees.htm</a>

Board committees

Supreme Council
BOT
University General Assembly
President's Cabinet
University Council (UC)
Council of Deans

*(Insert additional rows as appropriate.)*

URL or document name for meeting minutes

Sample of Minutes are available electronically at the OIRA Office
Sample of Minutes are available electronically at the OIRA Office
Sample of Minutes are available electronically at the OIRA Office
Sample of Minutes are available electronically at the OIRA Office
Sample of Minutes are available electronically at the OIRA Office

Major institutional committees or governance groups\*

Committees under University bylaws (art 6.01)

1. The University Admissions Committee
2. The University Appeals Committee
3. The University Budget and Planning Committee
4. The University Curriculum Committee
5. The University Faculty Personnel Committee
6. The University Financial Aid Committee
7. The University Graduate Committee
8. The University Information Technology Committee
9. The University Library Committee
10. The University Research Committee
11. The University Student Affairs Committee

*Other committees*

a. Student Union
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*(Insert additional rows as appropriate.)*

URL or document name for meeting minutes

Sample of Minutes are available electronically at the OIRA Office
Sample of Minutes are available electronically at the OIRA Office
Sample of Minutes are available electronically at the OIRA Office
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Sample of Minutes are available electronically at the OIRA Office

<a href="http://www.ndu.edu.lb/administration/sao/studentunion/meetings.htm">http://www.ndu.edu.lb/administration/sao/studentunion/meetings.htm</a>
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\*Include faculty, staff, and student groups.

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## Standard 4-the Academic Program-4.1-4.20

In February 2013, Notre Dame University-Louaize (NDU) submitted to the New England Association of Schools and Colleges (NEASC) its *Candidacy Report 2013* to become a candidate for institutional accreditation, a status it earned soon after. At the time, the *Candidacy Report 2013*, pertaining to the NEASC Standard 4 (Academic Program) examined issues related to academic oversight, evidence of student achievement, and institutional support for quality teaching and learning. *The Candidacy Report 2013* provided evidence clearly showing that “NDU meets the minimum quality standard of an academic program” while enumerating areas of weaknesses and concern, concluding with recommendations (projections) for improvement. This section of the *Biennial Report* is an update on the status of the Academic Program at NDU.

In keeping with its mission, NDU offers a total of 38 Bachelor degrees and 20 Master degree programs across seven Faculties, namely, the Faculty of Art, Architecture and Design (FAAD); Faculty of Business Administration and Economics (FBAE); Faculty of Engineering (FE); Faculty of Humanities (FH); Faculty of Natural and Applied Sciences (FNAS); Faculty of Nursing and Health Sciences (FNHS); and the Faculty of Law and Political Science (FLPS)

[For a list of all active degree programs, see the University Catalog found online at <http://www.ndu.edu.lb/administration/registrar/2014-2015.pdf>.]

Degree programs offered include 16 Bachelor of Arts (B.A.); 13 Bachelor of Science (B.S.), one Bachelor of Business Administration (BBA); one Bachelor of Architecture (B.Arch); one Bachelor of Hotel Management and Tourism (BHMT); four Bachelor of Engineering (B.E.); one Bachelor of Laws (LL.B.); and one Bachelor of Nursing (B.N.). Master degree programs include 10 Master of Arts (M.A.); eight Master of Science (M.S.); one Master of Business Administration (MBA); and one Master of Architecture (M.Arch). In addition, the University offers 31 emphasis areas at the Bachelor level and 13 at the graduate level, as well as 10 Teaching Diplomas and a Teaching Certificate (**Exhibit 4.1.1**). The above list reflects changes made to previously dormant majors due to low student enrollment for the past five years. The Lebanese Ministry of Education and Higher Education (MEHE) licenses all degree programs.

All courses carry academic credit and Bachelor programs require between 90 and 108 credits to complete, not including transferable freshman credits from the Lebanese Baccalaureate II (L.B.II). In keeping with Lebanese law, there are some exceptions, however, such as the B.Arch, the B.E., and the Bachelor in Interior Design, which need 182, 150, and 136 credits respectively for successful completion. Master-level programs require a minimum of 30 credits of coursework for completion and also require a thesis or major project. As stated in the *University Catalog*, all programs consist of a sequence of courses leading to the degree, beginning in the sophomore year through the senior year, and advancing in order of complexity from introductory to advanced.

In accordance with Lebanese law, all university-bound students must be holders of a L.B.II, which is the equivalent of the freshman year of study; students who do not hold this L.B.II may, following approval from MEHE, complete an initial freshman year of studies, totaling 30 credits before being admitted as sophomore students. The *University Catalog* describes the coding of three-digit courses beginning with freshman all the way to senior courses and running the gamut from traditional lectures to laboratories and internships. All 600-level courses are reserved for graduate studies (*see Catalog, p. 81 for more details*).

Oversight over the academic program is enshrined in the University Bylaws. Every department and Faculty consists of a standing curriculum committee responsible for approving changes to curricula as well as approving proposals for new courses or programs. A departmental and Faculty personnel committee evaluates applications for new faculty positions and makes recommendations for reappointment and promotion. Once departments and Faculties have made recommendations, standing committees at the University level approve measures by the department and Faculty. The key role of faculty members in academic oversight is ensured by their presence in

all of these committees. Faculty members are also present in the University Council (UC), the University's highest legislative body, as Faculty representatives. A Council of Deans (COD) acts as the University's highest executive academic body and meets regularly to *"ensure proper implementation of the strategies, plans, and policies approved by the University Council and/or the [Board of Trustees]"* (**Exhibit 4.1.2**).

Academic oversight and decision-making takes place at NDU's main campus in Zouk Mosbeh to ensure that a single, standard program of study, rules, and procedures apply to the regional campuses as well. Such academic oversight with respect to the regional campuses is clearly stated in the Bylaws Governing Regional Campuses: *"all campuses of NDU form one university with a single mission and an integrated/central administrative hierarchy"* (**Exhibit 4.3**). In practice this means that academic departments, under the supervision of each Faculty Dean, are responsible for maintaining a single standard when it comes to faculty hiring, the issuing of a University-wide course offering and common registration. To align the work of the main and regional campuses, the University assigns a regional coordinator whose task is to coordinate academic matters with departmental chairs and to ensure that appropriate policies and procedures are followed. The bylaws stipulate that the role of the Director of the Regional Campus is a managerial one and does not encompass academic matters.

In accordance with these bylaws, deans and chairpersons are required to visit regional campuses to *"exercise proper oversight and control of the academic process and to insure that programs offered at the Regional Campus are managed according to approved rules and regulations."* On March 9 and 19, 2015, the COD held its weekly meeting at the Shouf and North Lebanon regional campuses respectively. This was done to highlight the principle of a single University comprised of a central location and two regional campuses. The meetings served to discuss specific concerns affecting the regional campuses (**Exhibits 4.1.4 and 4.1.5**).

For most (but not all) departments, program educational objectives and learning outcomes are now published on the NDU website. Faculties, such as the FNHS, FAAD, FBAE, FNAS and FE, make their program objectives and program outcomes explicit, whereas others, for example, the FH and FLPS have finalized their program outcomes but have yet to publish them (**Exhibit 4.1.6**- <http://www.ndu.edu.lb/academics/faad/archdep/badegree.htm>).

Currently, there are efforts to carry out program reviews in step with guidelines set out by a special committee appointed in fall 2014 by the Office of the Vice-President for Academic Affairs (VPAA). The *Candidacy Report 2013* identified the importance of program review as a periodic means of reviewing curricula and determining program needs, such as qualified faculty members and facilities. Of key importance, the *Candidacy Report 2013* linked the review of Student Learning Outcomes (SLOs) and the establishment of assessment systems, as *"part of comprehensive program review."*

A program review guide and set of procedures have been developed (**Exhibit 4.1.7** and **Exhibit 4.1.8**). The initial specification was for a single academic program to be reviewed within departments, a slight variation on the initiative called for in the *Candidacy Report 2013*. The FE has made strides in this regard given their continuing quest for programmatic accreditation.

In addition, the University conducted a program review workshop on April 30, 2015, to provide training and explain guidelines for academic review (**Exhibit 4.1.9**).

Chairs were also queried on whether they assessed students' collegiate English language skills other than by simple completion of required English courses. Probing revealed that this was done at the course level and not in a systematic, methodological way. Representatives from the FE said that communication skills are one of their standards for program accreditation, and thus part of their over-all assessment system. The committee proposes that, as the University moves forward in its assessment plans at the program and institutional level, particular attention be paid to the assessment of collegiate English at entry and exit points of all NDU students.

NDU's commitment to the importance of the liberal arts is central to its definition of an educated person and is

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articulated in its mission statement (<http://www.ndu.edu.lb/About/Identity.htm>). All students, regardless of major, must take anywhere between 27 and 33 credits of GERs courses to graduate from NDU in addition to their major courses, core courses and free electives. The 30 credits in liberal arts earned during the final year of secondary education, again referred to as L.B. II above, brings the total average number of credits to anywhere between 57 and 63. The University defines General Education as encompassing courses, including academic English, the Humanities, Mathematics, and Science, and the Social Sciences, among others related to the University mission, such as citizenship. Information literacy, while not an outright GERs requirement, is embedded in required English courses focusing on research, such as ENL 110 and ENL 213. (For a full list of GERs courses, see <http://www.ndu.edu.lb/academics/ger.htm>.)

According to the *Candidacy Report 2013*, efforts to review the GERs have been continuing for the past eight years, beginning in 2007. In 2008, re-categorization of the pool of courses and course modifications were made. The *Candidacy Report 2013* called for further efforts to rethink the approach to the GERs by establishing a standing Liberal Arts and General Education Executive Committee. The *Report* recommended that its task would be to “[review] current GERs and [draft] policies that restore the GER as a single, institution-wide experience while promoting the study of the *humanities*, the natural and applied *sciences*, and the *social sciences*.” [Emphasis added.]

To its credit, the University named a standing General Education Executive Committee (GEEC) in fall 2013. Its mission and scope of action aligns with the projections of the *Candidacy Report 2013* (**Exhibit 4.1.10**).

As part of the GERs, and in order to be able to undertake advanced academic work, all students are expected to complete at least six credits in English at the intermediate (200+) level, namely ENL 213-Sophomore Rhetoric plus an additional course in either English in the Workplace or Public Speaking. After taking a placement test administered by the Admissions Office, students with insufficient mastery of the language may take remedial English language courses before continuing with advanced academic work. The meeting with chairs listed above showed that while most departments place a high value on students’ collegiate English language competency, there was no evidence yet that the University has begun to assess student’s English competency.

On December 15, 2014, the committee held a meeting with the GEEC to measure progress in reviewing the GERs at NDU. The committee concluded that efforts continue to be made toward the enhancement of the GERs on campus, though some areas of concern were identified (**Exhibit 4.1.11**). These problems include the following:

- The GERs is still not a single shared academic experience for all students, as called for by *Candidacy Report 2013*, though the committee has made progress in addressing this issue by suggesting new courses and standardizing the existing pool;
- The rationale for some courses currently counting as GERs is not persuasive and may reflect more the desire of particular Faculties to promote their curricula, rather than a genuine, philosophical understanding of the GERs, as a set of courses drawn from the Humanities, Sciences, and Social Sciences; and
- Confusion in the dissemination of GERs courses, both online and within the 2014-15 *Catalog* itself.

The GEEC provided (**Exhibit 4.1.12**), as part of its internal analysis, and it displays some of the inconsistencies in the GERs pool of courses. For example, selected courses in Literature, Philosophy, and Political Science (LIR 214, PHL 211, and POS 319 and 337 to be exact) are accepted by some but not all Faculties as GERs options, as are other courses in Mathematics and Statistics. The University’s website (<http://www.ndu.edu.lb/academics/ger.htm>) lists the 27-33 credits of GERs available to students to choose from, but this public list is belied by Faculty-specific communications as to the range of GERs options available to students to meet degree requirements.

In the latest update by the GEEC, it was reported that the COD approved a GER course validation scheme for the adoption of new GERs courses as well as a broad categorization of courses. Progress is also apparent in the expansion of the GERs pool courses, with final approval pending subject to further study. A new GER course on



Ethics has also been approved. A report drafted by the committee of the GEEC for the academic year 2014-2015 was submitted to the VPAA in April 2015. The committee's work was presented to the COD on May 6, 2015. Proposals presented to the COD are the result of the committee's reflection and reevaluation of the GERs in effect since 2008. It was agreed that the Liberal Arts Core Curriculum would replace the term GERs. The committee proposed the following:

1. All Faculties will abide by a Core Curriculum, which varies between 27 and 30 credits.
2. All students will take 18 credits from the English and Arabic Communication, Religion, Citizenship, and Ethics categories.
3. The remaining credits will be taken from Life Sciences and the Humanities.
4. A Liberal Arts Core Curriculum Course Guideline Template would be implemented to ensure that the courses would be taught in an effective manner, corresponding to best practices in education. **(Exhibit 4.1.13).**

The University undertakes evaluation measures of its mission and program objectives through its Office of Institutional Research and Assessment, also known as the OIRA. An interview was conducted with the Director of the OIRA on December 5, 2014 **(Exhibit 4.1.14)** to assess efforts toward University-led assessment. The OIRA has initiated some important practices in administering indirect modes of assessment, though there is no evidence that these have become standard across all Faculties yet. These include: (1) exit interviews of graduates to get feedback on program outcomes; (2) internship surveys for employer feedback on the caliber of NDU students; (3) importantly, customized T1 forms that can include SLOs upon request by chairpersons or deans; and finally, (4) alumni surveys **(Exhibit 4.1.15)**.

Upon the request of Faculties and departments, T1 forms may be customized to include questions in which students self-assess the degree to which they have met these outcomes. Assessment literature lists this as a good practice and a source of reliable evidence on the quality of student learning. The interview with the OIRA Director revealed that the customization of T1 forms to include SLOs is not widespread across Faculties, but as a "service provider," the OIRA may make this available to Faculties and departments.

An *Alumni Survey*, which offers valuable feedback on the quality of student learning, took place only once, namely in spring 2014 for the FE alumni. The committee found no evidence that other Faculties have requested that such alumni surveys become a regular part of their alumni feedback.

## STANDARD 4-GRADUATE PROGRAMS- 4.21-4.29

Presently, six out of seven Faculties offer 20 Master programs. However, with the introduction in fall 2015 of three additional Master's program at the Faculty of Engineering (FE) and one at the Faculty of Nursing and Health Science (FNHS), all seven Faculties at NDU would be offering graduate programs leading to Master degrees licensed by the Lebanese Ministry of Education and Higher Education (MEHE). All programs' requirements are organized systematically, as clearly outlined in the University Catalog and its website. Only four (FAAD, FBAE, FNAS, and FNHS) out of the six Faculties, however, have clear graduate program mission statements, program educational objectives and program learning outcomes. More specifically, the program goals and the corresponding program learning outcomes of the M.S. in Human Nutrition offered by the FNHS and the MBA and the M.S. in Financial Risk Management programs offered by the FBAE are categorized under «general skills,» «program specific skills,» and «research skills.» The structure of the courses and their learning outcomes reflect activities that go beyond those at similar undergraduate programs. The other Faculties are expected to publish their educational objectives by the end of spring 2015. In addition, the FBAE is in the process of assessing courses and program learning outcomes for the fall and spring semester of this academic year **(Exhibit 4.2.1)**.

Graduate programs knowledge base and skills are delivered in small class sizes of, at most, an average of 16 students per course in addition to practical and research work, which is carried out in computer laboratory; dealing room; science labs (chemistry, biology, and physics); animal house; green house; herbarium; analytical chemistry

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lab; manufacturing lab; anechoic chamber; and a fully-equipped observatory, along with the use of a remarkable increase in academic and professional databases provided by the Library.

Compared with the academic year 2011-2012, the Library acquisition in fall 2014 showed an increase of 17.90%, and 105.04% in printed titles (excluding periodicals) and e-books respectively; and while subscriptions to printed periodicals decreased by 30.55%, database subscriptions and electronic periodical subscriptions (perpetual access) increased by 23.38% and 100 % respectively (**Exhibit 4.2.2**).

No full-time faculty members are assigned to teach only graduate courses. Ph.D. or doctorate degree holders teach most of the courses except in programs requiring professionally oriented courses such as the programs offered by the FAAD, the FBAE, and the FH. Each faculty member teaches about one or two graduate courses per semester in her/his area of specialization and can supervise or be the second reader of theses and/or research projects. In fall 2014, for example, experienced full-time faculty members holding doctoral degrees in their respective field administered 80% of the credits taught for the MBA program and all the courses taught for the Master in Financial Risk Management (M.S.-FRM) program. Part-time faculty members teaching at the graduate level are either holders of Ph.D.'s, either with or without professional experience, or Master degree holders with extensive professional experience and oftentimes holding key positions in the pertaining private or public sector. In the FNAS, FNHS, and FLPS, experienced full-time faculty members holding doctoral degrees in the field teach 100% of the credits. In addition, the research output in refereed publications by faculty members who are Ph.D. holders is on average 104 publications per year with an average of 0.62 publication per Faculty per year (**Exhibit 4.2.3**). Now that a University-wide "*Graduate Student Assistantship Rules and Regulations*" is in effect, an increase in research output by graduate students and faculty is anticipated (**Exhibit 4.2.4**).

According to the University admission requirements for graduate programs, applicants should demonstrate an academic ability translated in terms of a minimum undergraduate GPA of 2.7, an adequate score of GMAT or GRE (when applicable), positive recommendation letters from a former professor and current employer, and a letter of intent. Faculties, however, use different procedures for the final admission decision (**Exhibit 4.2.5**).

Since English is the medium of instruction at NDU, moreover, applicants for a graduate study should demonstrate English-language proficiency. Applicants coming from institutions where English is not the language of instruction, will be required to sit for either the NDU English Entrance Test (EET) or the Test of English as a Foreign Language (TOEFL); the minimum score must be 600 for the EET and 96-97 for the iBT (**Exhibit 4.2.5**).

Furthermore, individual Faculties retain the right to request further requirements for admission to graduate programs. Such requirements may include recommendations from employer(s), auditions, interviews, and samples of the student's work (specifically in the Faculty of Architecture, Art and Design), or personal statements. These other admission requirements will be stated in the letters of conditional admission authorized by the Faculty concerned. For instance, in the Faculty of Humanities, for a Masters of Arts in Translation and Interpretation, a written language proficiency test in French and Arabic with a minimum grade of 70/100 in each is required (**Exhibit 4.2.5**).

Regular Admission is granted to those applicants with a minimum cumulative undergraduate GPA of 3.0 out of 4.0, and meeting the requirements of the Faculty concerned. Whereas Conditional Admission is granted to applicants whose cumulative GPA at the undergraduate level ranges between 2.7/4.0 and 2.99/4.0 or to those applicants whose undergraduate degree is different from the graduate degree they intend to join. These applicants are required to achieve a minimum GPA of 3.0 on the six credits taken in their first semester or to take at most 12 credit hours of preparatory courses in the areas of identified deficiencies, and earn a minimum grade of "B" in these courses to be eligible to pursue their graduate studies. The latter is applicable in the FNAS (except for Actuarial Sciences) and the FNHS (**Exhibit 4.2.5**).

Admission to the MBA program depends on a composite score or a weighted average that is computed based on four criteria: The undergraduate GPA, which shows past performances, a GMAT or GRE score, which more or less

predicts future performance in the program, an interview, which detects the candidate's skills and the university of origin, as well as professional experience. While there is no minimum GPA, GMAT/GRE, or minimum year of experience required, a candidate is admitted if his/her composite score is beyond a minimum threshold. On the other hand, admission to the Master in Financial Risk Management program requires an undergraduate GPA of at least 3.0/4.0 to be admitted unconditionally (**Exhibit 4.2.5**).

The FBAE has the largest number of graduate students among all Faculties. Starting fall 2011, a strict implementation of the new basis of admissions selected the right applicants who can follow the program; more specifically, the average undergraduate GPA of the cohorts during the past four years is 3.2/4.0 and their GMAT scores average 490. In fall 2013, a new MBA curriculum was put into effect based on a mission and clearly defined educational objectives, which will be assessed in 2015 to ensure a smooth sequence of necessary courses to properly conduct a research work (theses or project) and graduate. Faculty members were also redistributed in a way as to give priority to experienced Ph.D. holders and full-time commitment to teach each in his/her area of specialization. In fall 2014 and in spring 2015, Ph.D. and full-time faculty taught 80% and 86% respectively of the credits offered, compared with less than 60% before 2011.

The above strategies resulted in joint publications between 13 students and their supervisors, a large decrease in dropouts; hence, retaining thus far 75%, 78%, 86%, and 100% of the cohorts per academic year since 2011-2012, taking into consideration that most of the students work and, therefore, enroll on a part-time basis. Consequently, it takes an MBA student about three to four years to graduate. (**Exhibit 4.2.6**)

The demands made by the institution graduate programs on students' intellectual capacities are significantly greater than those expected at the undergraduate level. This is revealed by both the admission as well as the graduation requirements (**Exhibit 4.2.5**). It was projected to study the initiation of a Dean of Graduate Studies in the academic structure of NDU, but such a function was accommodated in the newly introduced position of an Assistant Vice-President for Research and Graduate Studies (AVPRGS). The AVPRGS is responsible for developing and managing the research environment and activities, and enhancing the production of quality research by Faculty, and graduate students as well as involving undergraduate students into the research experience at NDU. The graduation requirements of a Bachelor degree in any undergraduate program are more lenient than those of an M.A. /M.S. A minimum GPA of 2.3 for core and major courses, and a minimum cumulative GPA of 2.0 are required to earn a Bachelor degree. The minimum passing grade for the majority of undergraduate courses is "D" with some exceptions (the passing grade of all engineering courses is C- except for the ENG series). Students in graduate studies are required to maintain a cumulative average of at least a grade "B" (3.0) in all courses taken for graduate credit.

Some of the graduate programs at NDU have areas of emphasis. The first three columns of (**Exhibit 4.2.7**) show a listing of all the graduate degrees offered at NDU along with the corresponding emphasis, where applicable. At this time, NDU does not offer a graduate degree beyond the Master's.

Every Master program has a mission statement through which the intended purpose of the program is clearly outlined. Students wishing to enroll in any of the Master programs are informed, therefore, on what is expected of them and on the goals the program strives to reach.

In general, the objectives of the graduate programs at NDU are twofold: Theoretical and practical. Every program has, in its course curriculum, one or more thesis courses that students are required to take and which are designed to initiate the students to research and methodically guide them to, ultimately, write and defend a thesis, which is supposed to be the culmination of their research work. Certain programs, further, include courses on research methodologies, which are intended to teach students research methods appropriate to their discipline. It is through these theses and research methodologies courses that students are expected to acquire the skills to formulate a hypothesis, collect, analyze and disseminate information in a systematic manner, i.e. to become independent researchers.

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Similarly, the practical aspect of any Master's program at NDU resides in the practicum/internship/hands-on experience courses of the curricula proper to that program. Although not all Master programs offer such courses, all Faculties include programs that have courses emphasizing practical or professional experience (**Exhibit 4.2.7**). For example, the FBAE has a pool of courses devoted to developing professional skills; they are called Professional Enhancement courses, and students enrolled in an MBA program must choose at least six credits from this pool. Likewise, the Master of Arts in Education, in its three areas of concentration, is entirely designed to promote education as a profession, especially, through its series of seminar courses.

Certain programs underlining professional development require their students to produce a written account of their work in the form of a report or a project in much the same way that graduate students involved in research are required to write and defend a thesis.

For both, research type of work and practice type of work, all programs require that committees be set up to assess the quality and relevancy of the student's work. In addition, every student is assigned a full-time faculty member as a thesis or a project supervisor to provide expert advice and guidance throughout the period during which he/she is enrolled in the Master's program. Moreover, the student's ability to disseminate the information in a professional and efficient manner is partly judged by requiring that every student demonstrates how well he/she can verbally convey the information by giving an oral presentation of his/her work. This is in addition, of course, to a written thesis or report as mentioned previously.

It is also noteworthy to mention that some graduate students, e.g., in the FBAE, FNAS and the FHNS, have been publishing articles in international journals and conferences jointly with their advisors/thesis/project supervisors. This serves to further attest the quality of the work produced by those graduate students (**Exhibit 4.2.8**).

During the past two years, in addition to the progress made at the level of undergraduate programs, all graduate programs have already set program objectives, program learning outcomes, and working on developing their assessment tools (**Exhibit 4.2.9**), but only the FBAE, FAAD, FNAS, and FNHS have them presented on the website. An example is presented in (**Exhibit 4.2.10**). Once we build more capacity for undergraduate learning assessment, however, we will move into building assessment systems for graduate programs.

A total of 13 graduate degrees entail both research and professional components within the same track (**Exhibit 4.2.11**). All of these programs have program objectives clearly defining both the research activities and professional practice sought by the program. These objectives are reflected in the curricula and program requirements.

In certain programs, a thesis (research oriented) or non-thesis (applied research or practice oriented) options are offered within the same graduate degree. The programs' objectives clearly highlight both tracks and these objectives are answered for in the program curriculum and requirements. For example, the M.S. in Human Nutrition offers both tracks. The program objectives state both research and practice expertise to be answered for by the differences between the curriculum and program requirements of both tracks. While the thesis track encompasses almost a total of 15 credits of research activities, the non-thesis track comprises more course work including a practicum course and an applied research project (**Exhibit 4.2.12**).

Only two graduate programs, the Master of Arts in English and that in Translation (**Exhibit 4.2.11**), enjoy a direct indicator of achievement of the graduate program objectives outside the university. The Office of Institutional Research and Assessment (OIRA) recently launched a support service by which internship students and their supervisors are surveyed for feedback on their experience. The main two direct indicators at the university are the comprehensive exam and the thesis to be successfully defended. However, indirect indicators, such as the rank of universities where the graduates were accepted for their Ph.D., personal follow-up between the thesis advisors and their former students, and the quality of the companies they joined following graduation, are currently referred to. The OIRA, in collaboration with the deans, is tasked with developing tools by fall 2015 to acquire direct

indicators to be considered in the already set program reviews process that is anticipated to start in the academic year 2015-2016.

## **STANDARD 4-INTEGRITY IN THE AWARD OF ACADEMIC CREDIT- 4.30-4.47**

For the “*Integrity in the Award of the Academic Credit*” section, the *NDU Candidacy Report 2013* concluded that the University should continue implementing current policies and procedures, regarding transfer of credit, grading, and academic honesty (*NDU Candidacy Report 2013*, p.36). Moreover, the New England Association of Schools and Colleges (NEASC) Commission observed in the *Candidacy Report 2013* that “*the integrity of the course credit is carefully maintained and monitored.*” Based on the above-mentioned facts, the below is a narrative of the University’s position regarding Standards 4.30-4.47.

Credits are based upon the number of 50-minute periods scheduled weekly during one semester or summer session. One credit signifies a minimum of either a 50-minute period of class work, or two to three hours of laboratory over a period of 15 weeks or its equivalent (*Catalog 14-15*, p. 81).

All the undergraduate degree programs are properly named and require between 90 and 108 credits, starting at the sophomore level, which is the typical entry level for Lebanese students who have passed the Lebanese Baccalaureate (L.B.) II (L.B. II is the 13th year of schooling, which is equivalent to the 30 credits freshmen students receive at university). Some degrees require more credits, namely the Bachelor of Laws (139 cr.), Bachelor of Architecture (182 cr.), Bachelor of Engineering (150 cr.), and Bachelor of Arts in Interior Design (136 cr.). Those four degrees are set to comply with the relevant Lebanese laws and the appropriate professional organizations in Lebanon. Upon authorization of the Ministry of Education and Higher Education (MEHE), students who do not have the L.B. II may complete a 30-credit freshman year that is equated by the ministry as a L.B. II. The minimum credit requirement for graduation at the Master’s level is 30 credits. All relevant information is made public on the NDU website where a complete version of the University Catalog can be found and downloaded ([www.ndu.edu.lb/administration/registrar/2014-2015.pdf](http://www.ndu.edu.lb/administration/registrar/2014-2015.pdf)).

Degree programs offered at the regional campuses are identical to those offered at the main campus.

The chairpersons and coordinators of all departments prepare the course offering and assign teaching loads. Faculties’ administrative assistants ensure that courses to be offered for the next semester are available electronically before the pre-registration period. During the advising and pre-registration period, students, with the help of their advisor, plan their schedule based on their program sheet; they can always pre-register in a course that is not listed by the concerned Faculty in the course offering, yet necessary for them to graduate on time. Based on the input of the online pre-registration, chairpersons, and coordinators account for the demand of such courses and update the course offering accordingly. In programs with limited enrollment, especially at regional campuses, a course may be offered on a tutorial basis to allow a student to graduate on time. In some cases, students are advised to enroll in courses at the main campus to be able to complete their degree requirements on time. The latter solution is feasible because of the relative proximity of campuses and the transportation made available by the University.

There are four kinds of academic standing for an undergraduate student at NDU: Good academic standing, academic probation, academic suspension, and academic dismissal, all conditioned on GPA averages. The policies for continuation in, termination from, and re-admission to are published in the *Catalog 14-15*, p. 72-73, and the Registrar’s Office, with the support of the Student Information System (SIS), closely monitors their application. This electronic system automatically warns the student and his/her advisor about probation and strictly forbids the student from registering and continuing in the program if the student is on suspension.

In the *Academic Catalog*, general graduation requirements are clearly listed and closely checked by the Registrar before a student is allowed to graduate (*Catalog 14-15*, p. 75-76). Among the conditions for graduation is the

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completion of all required credits for the degree, with a cumulative GPA of at least 2.0/4.0. In addition, the specific graduation requirements for the degree are stated under each degree program throughout the *Catalog* and verified by the Advisors and Registrar with the help of the SIS and the electronic contract sheet.

All NDU instructors are required to include a section in their syllabus where they detail the computation of the final grade (over 100%); clearly showing the percentage distribution on exam, projects, portfolios, and other course activities. At the end of each semester, the computed final grade is transformed to a letter grade and submitted online using the Online Grading System (OGS). Through this workflow system, the chairperson and the Faculty dean are required to approve and electronically sign each graded section before it becomes final and available to students (*Catalog 14-15*, p. 68). As of summer 2014, a new feature was added to the OGS, whereby the dean and the chairperson can check statistical information to compare multi-section courses to prevent grade inflation and help preserve the integrity of grades. Once the Faculty approves a student's grade, it shall be deemed final. Under justifiable circumstances, the instructor can initiate a change of grade process within five working days of the posting of the final grades of the course. The dean and chairperson concerned should approve the new grade (*Catalog 14-15*, p. 69). Changes made to the provisional grade "I" and "PR" should be made within an allotted period; otherwise, the Registrar's Office will immediately convert the grade to "F" (*Catalog 14-15*, p. 69).

The Office of Institutional Research and Assessment Office (OIRA) conducted a GPA study through the years 1994 to 2013 and found that the *"the average undergraduate GPA at NDU stands at 2.4 during 1994 2012..."* And using other University standards, the study confirmed the non-existence of the grade inflation hypothesis (**Exhibit 4.3.1**).

Students at NDU are expected to uphold the highest standards of academic integrity. They are required to desist from any academic misconduct, including plagiarism, cheating, and assisting any fraudulent act. These expectations are clearly stated in the *Catalog* and all NDU course syllabi. The *Student Code of Conduct* (awaiting approval) clearly outlines all types of misconduct and the related sanctions to each infraction. In the case where a student elects to break the code of conduct in any way, in each Faculty, the dean is the highest authority to whom all cases of academic misconduct are reported. In very serious cases, the student may then be required to face the University Disciplinary Committee whose task it is to listen to all parties involved in the breach of academic integrity and pass judgment on the accused student. The academic penalties a student can face range from the failure of a course to a dismissal from the University (*Catalog 14-15*, p. 74). Professors at NDU are equipped with SafeAssign, a plagiarism prevention software, to ensure students do not plagiarize on course project, term papers, and reports. Instructors are provided with year-round training to use SafeAssign and other tools on Blackboard.

All the programs at NDU abide by the academic requirements of the MEHE, which has granted the license under which the University is functioning. The license specifies face-to-face teaching/learning in each major with a residency requirement (*Catalog 14-15*, p. 77). As a result, distance learning or correspondence education is not available. In addition, NDU does not offer programs and courses for abbreviated or concentrated periods.

In addition to degree programs, NDU also offers teaching diploma and teaching certificate programs. The Faculty of Humanities (FH) offers a Teaching Diploma (TD) program to students who are pursuing or who have earned a Bachelor degree in the following majors: English, Mathematics, Biology, Physical Education, and Arabic. The FH also offers a Teaching Certificate (TC) to teachers who have earned the L.B. II or its equivalent. In both cases, the requirement is to complete a sequence of 18-21 credits in Education over a 10-month period. In addition, candidates must sit for an oral interview through which they prove language proficiency in English or in Arabic.

In general, all Faculties follow the Admissions Policy regarding transfer of credit. The University Catalog under the Office of Admissions states that any student coming from another accredited institution with a minimum of 12 credits and a GPA of at least 2.0 at the sophomore level is considered a transfer student (*e-Catalog 14-15*, p. 56, 64, 67).

Credits transferred from institutions of higher education, which the Lebanese MEHE recognizes are accepted provided that the Department and Faculty concerned ensure that the credits accepted are applicable to the

corresponding degree program and that a minimum grade of “C” was obtained. The accepted credit, however, does not count toward the student’s GPA at NDU (*Catalog 14-15*, p. 67). The criteria established by NDU regarding this policy are made available to students through its website and *Catalog*.

Depending on the Faculty, a transfer student is required to complete at least 30 or 45 credits at NDU to be eligible for a degree, while the remainder of the credits that are taken at other institutions of higher education can be transferred if they satisfy the criteria of the department and Faculty concerned. Exceptionally, transfer students who want to join the Faculty of Engineering / Bachelor of Architecture can receive credit for NDU courses listed under the GERs, core requirements, and free elective categories of the NDU contract sheet (*Catalog 14-15*, p. 250-251). In order to ensure that students have achieved the required outcomes and objectives specified by the Department concerned, the Faculty of Engineering reserves the right not to give transfer credit for courses listed under the major requirements category even if students have taken similar courses at the institution they previously attended.

The Office of Admissions further requires that the number of allowed transfer credits at the graduate level is generally nine (9) credits and that those credits must not only come from an accredited institution but also will be reviewed, evaluated, and approved by the respective Faculty. The course content and quality must correspond to the NDU course description as required for the requested major. The minimum score of each course must be a grade of “B” or its equivalent. Transfer credits are not computed in the Cumulative GPA but marked “Transfer” (*Catalog 14-15*, p. 64).

## STANDARD 4-ASSESSMENT OF LEARNING-STANDARDS 4.48 – 4.54 And Area of Emphasis

*“The institution’s capacity to assess Student Learning Outcomes at the program and institutional levels.”*

This section of the Biennial Report of Notre Dame University-Louaize (NDU) addresses both the above-mentioned area of emphasis indicated by the New England Association of Schools and Colleges (NEASC) Visiting Team and Standards 4.48 to 4.54.

Central to the concept of undergraduate student learning is Student Learning Outcomes Assessment<sup>1</sup>. Efforts to develop and implement an institutional learning assessment plan led the faculties to assess student learning outcomes at the program<sup>2</sup> and institutional levels. As such, the report below describes each of NDU’s seven Faculties progress thus far with respect to SLOs assessment at the program and course levels, both of which must align with the SLOs at the institutional level. The fact-finding method consisted of collecting qualitative data by interviewing deans and chairpersons. The interviews were semi-structured through a prepared template that consisted of seven open-ended questions (**Exhibit 4.4.1**). Below is a summary of the data collected and supported by evidence-based documents, including the Faculties’ projections on assessment of learning outcomes.

### FACULTY OF ARCHITECTURE, ART & DESIGN (FAAD)

A few years ago, the different Program Learning Outcomes (PLOs) were defined to be consistent with the NDU mission statement. However, a new review started in fall 2013 by redefining the Architecture program’s PLOs to become measurable and aligned with three realms in line with the National Accreditation Architecture Board (NAAB) requirements. All Program Learning Outcomes are accessible on their respective NDU webpage. The course learning outcomes are also available on the syllabi (**Exhibit 4.4.2**)

<sup>1</sup> **Student Learning Outcomes (SLOs)** are sentences that start with active verbs to describe what the students will be able to accomplish at the end of a particular course. In other words, the SLOs denote the knowledge and skills acquired by students at the completion of a course (Biggs, & Tang, 2007).

<sup>2</sup> **Statement of Program Objectives:** As opposed to a mission statement or a listing of goals, the NEASC hopes to see programs identify very specific objectives that describe the desired learning outcomes (Program Learning Outcomes: PLOs) for students who complete the program. Such outcomes (PLOs) might be defined in terms of what students know and can do at the time they graduate, and/or what they will be able to do in the future vis-à-vis their career, graduate study, etc.

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The Faculty Committee for the Assessment of PLOs was trained in a workshop in fall 2013 to ensure PLOs are consistent across all regional campuses. The primary tasks were dedicated to reviewing the PLOs of each major to ensure their measurability (assessment), to develop a curriculum map while aligning

PLOs (**Exhibits 4.4.3** and **4.4.4**) with the programs' courses, and to decide on the appropriate assessment tools (exams, questions from exams, rubrics, as appropriate per courses) to assess SLOs and ultimately PLOs. The NAAB approach was implemented and adopted as a model to follow by all FAAD undergraduate majors.

In terms of piloting, the first cycle of assessment in all active undergraduate programs focused on the SLOs for courses in design. A number of these courses, which were more comprehensive than others, were selected to assess students' performance criteria through rubrics (**Exhibit 4.4.5**).

Faculty members (full- and part-time) of all design courses are now involved in the process of assessing the SLOs (**Exhibit 4.4.6**) under the supervision of the Course Coordinator. Furthermore, each faculty member is responsible for his/her course in using rubrics and evaluating their courses both quantitatively and qualitatively for artistic and technological qualities. It is too early to confirm if the feedback is effective, as rubrics definitely impose more granularities and methodology on the instructors' work and incidentally bring more transparency to students when it comes to the grading system (**Exhibit 4.4.2**).

Since curriculum mapping is in place for all undergraduate programs, the first assessment cycle will start in spring 2015 and should be completed by fall 2015. Data collected in fall 2014, regarding SLOs, will be analyzed to partially assess the achievement of SLOs by comparing results with assigned thresholds. In the process, the tool used to compare SLOs with PLOs will be validated.

Means of assessment will rely on the evaluation of the first and last project based on a relevant rubric and also on student portfolios and their corresponding rubrics. In theory-based courses, a selection of questions from exams and quizzes along with researches and presentations, where applicable, will be used to evaluate SLOs and compare achievements with thresholds. The SLOs data will be monitored via Microsoft Excel tables.

To ensure faculty involvement, departmental workshops will be prepared for full- and part-time faculty members to inform them about the importance of rubrics, to seek their feedback with respect to the system being implemented, and to explain to them how the Faculty is planning to evaluate the SLOs of theoretical courses.

## **FACULTY OF BUSINESS ADMINISTRATION & ECONOMICS (FBAE)**

The FBAE received the membership of Associate to Advance Collegiate Schools of Business (AACSB) in July 2013 and as such, the work on Student Learning Assessment started with the formulation of Program Educational Objectives (**Exhibit 4.4.9**) that were clearly aligned with the Programs and Faculty missions. From this perspective, educational goals for the different programs were categorized under two main sections: Management Specific Skills (theoretical knowledge + practical attributes) and General Skills. One more category related to Research Skills was added for the Graduate programs for complete alignment with the Graduate programs mission statements (Program Educational Goals and Objectives are available on NDU website).

In the same line, all course Intended Learning Outcomes (ILOs) were re-formulated and aligned with the Programs Educational Goals and Objectives. This alignment was translated into curriculum maps where matrices showing the direct links between the ILOs and Goals and Objectives were constructed (**Exhibit 4.4.8**). The same matrices show the assessment tools proposed and used to measure (direct measure) the level of achievement of ILOs.

The courses ILOs are consistent across campuses, and are accessible to students on the syllabi (**Exhibit 4.4.7**). Full-time faculty members are involved in varying degrees in the learning outcomes assessment process. Part-time faculty members operate under the supervision of their respective coordinators. From this angle, the FBAE has



assigned Discipline Coordinators and Multi-section Coordinators to organize the work and render it more efficient when dealing with the learning outcomes assessment. Chairpersons and coordinators, hence, are the ones who mainly steer the learning outcomes assessment system forward.

The FBAE has conducted learning outcomes' assessment workshops to coach and prepare its faculty members, and has shared the matrices [curriculum map] with its faculty members, who fill in information about the ILOs for documentation purposes. Each faculty member, moreover, has to fill out a "notebook," that contains relevant information and exhibits about what took place in a given course, per semester.

Therefore, the system is in place, but implementation is a work in progress, and closing the loop is expected to take place by the end of the academic year 2014-2015. For this purpose, direct and indirect tools (quantitative and qualitative as well) attempting to measure the achievement level of the different Programs Educational Goals and Objectives will be used (including questionnaires to employers and internship providers, as well as exit surveys and interviews). As mentioned earlier, Discipline Coordinators and Chairpersons are steering the work related to assurance of learning and will be analyzing the results of the different measures and communicating back the results to FBAE constituents for continuous improvement at the curriculum and course levels. It is noteworthy that FBAE has adopted a one-year assessment cycle; thus, the first cycle that started fall 2014 will end in July 2015; a new one-year cycle will resume in fall 2015.

## FACULTY OF ENGINEERING (FE)

A major milestone for the Faculty of Engineering (FE) was the launching of the ABET Accreditation process in 2010 (<http://www.ndu.edu.lb/academics/fe/accreditation.htm>). Committees from the Faculty's three departments set out to prepare rigorous self-studies for each of their engineering programs. The process involved all the Faculty's constituents: Students, faculty, alumni, employers, and the advisory committees. The Faculty completed the work in time and was ready to host the evaluation team in November 2014. An official notification, however, was sent to NDU regarding the cancellation of the ABET review due to travel advisory warnings issued by the U.S. Department of State. It is worth mentioning that similar visits were also cancelled across many countries in the Middle East.

The FE has a complete assessment system that is built around curricula maps and other pertinent matrices (**Exhibits 4.4.10 and 4.4.11**).

An essential part of the Program Educational Objectives<sup>3</sup> (PEOs) is to prepare students to enter the profession by providing them with an educational program, which is contemporary and consistent with the demands of the industry. The PEOs include many features that may be divided into three main topics: Professional preparation, lifelong learning, and professional conduct.

To ensure the wide participation of faculty members in the assessment process, in addition to the full-time faculty members' contribution to the process, two workshops on assessment for part-timers were conducted with different time slots along with training sessions for students.

Furthermore, faculty members at the FE are adding a self-assessment form to their course files; recommendations for improvement resulting from the assessment process are documented to be reviewed by the chain of command at the Faculty (**Exhibit 4.4.12**). The fulfillment of the SLOs is measured using homework (**Exhibit 4.4.13**), assignments, quizzes, exams, and presentations that validate the students' achievement of the corresponding objectives. Assessment of the student learning outcomes at the program level is done using both qualitative and quantitative methodologies like rubrics (**Exhibit 4.4.14**), surveys, and direct assessment in selected courses to quantify the level of achievement throughout the Bachelor of Engineering programs.

<sup>3</sup> Program Educational Objectives (PEOs) are by definition broad statements that describe what graduates are expected to attain within a few years after graduation (ABET, 2012).

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A new visit by the ABET Review Team is tentatively planned for fall 2015. An application to that effect was prepared and sent by the Dean to the ABET Officials during spring 2015.

Since a complete and operational learning assessment outcomes system is in place, the Faculty is currently repeating an awareness campaign targeting students and the newly-hired faculty members. Updated self-study reports, including the assessment results of 2014-2015, will be submitted by July 1, 2015, as required, and the preparation for a new visit next fall 2015 is being tackled in parallel. Once the visit is over, all programs will start a new cycle of assessment to assess all program learning objectives at least twice between the evaluation visits expected every six years.

## **FACULTY OF HUMANITIES (FH)**

In this Faculty, an attempt took place in 2008 whereby courses and program learning outcomes were aligned with the mission of the University. However, the work is not final (**Exhibit 4.4.15**). The current program outcomes need to be revisited in parallel with the course learning outcomes and should reflect the University's mission, goals, and objectives.

At the course level, although there are student learning outcomes on the syllabi, measuring endeavors are not in place yet. Hence, there is no systematic evaluation of SLOs at the course level. In fact, four coordinators, who were assigned by the Chairperson, have redesigned the SLOs (**Exhibit 4.4.16**) in the Department of English and Translation, but further work is needed, as they are not yet aligned with the program learning outcomes.

Thus, direct assessment of learning outcomes is not taking place; the indirect assessment only is taking place for the Education program through students' course evaluations (T1). Assessment results need to be communicated to all departments and faculty members, and feedback should be requested to secure proper involvement of faculty members in the learning outcomes' requirements.

The four departments housed under the Faculty of Humanities are currently engrossed in revising the existing drafts of PLOs and their corresponding SLOs, which will be completed by September 2015. The curriculum mapping process will begin in October 2015 and is expected to end by December 2015. To ensure that SLOs at the course level are met, a complete plan of action will start in June 2015. In September 2015, faculty members will be trained on rubric formation and implementation at the course level. The assessment plan at the program level will start in October 2015 and end in March 2016.

Various means of assessment of SLOs are used, such as oral presentations, focus groups, student portfolios, and interviews. The starting date for initiating the assessment process on a piloting basis and systematic analysis of results at the department and Faculty levels will be in March 2016. The FH will collect data from surveys by focusing on representative samples from each program. The piloting process will start in April 2016 and end in June 2016.

To ensure faculty involvement, two training sessions for faculty members will be organized every semester on SLOs assessment and development of grading rubrics and their measurement, starting fall 2015.

## **FACULTY OF LAW AND POLITICAL SCIENCE (FLPS)**

In this Faculty, there are two departments: Law and Government & International Relations.

For the Department of Law, the program of the Bachelor in Laws is aligned with the University's mission. The program has specific conditions since the Lebanese MEHE mandates the course description of ten courses. Furthermore, the department is currently preparing a substantive change report. The PLOs have been drafted and are under the process of validation (**Exhibit 4.4.17**).

In the Law program, faculty members, under the supervision of the dean, have prepared the SLOs, for some courses; however, they were not aligned with the program's objectives. Yet, the SLOs are available in the syllabi. For the time being, the major and core courses are only taught at the main campus.

Since the Department of Law is newly established, the SLOs are neither being measured nor assessed (**Exhibit 4.4.18**). Faculty members are being introduced to the learning outcomes assessment system.

For the Department of Government & International Relations, the PLOs and SLOs are consistent with NDU's mission. SLOs are available in some syllabi (**Exhibit 4.4.19**), but the PLOs are neither on the website nor on the department's brochures, and curricula mapping is not in place. Additionally, the SLOs for the last two semesters have been assessed on a pilot course (**Exhibit 4.4.20**). The tool to assess the SLOs is still under development.

The PLOs are reviewed periodically every few years (last revision in fall 2012) and are indirectly assessed through the *Exit Survey* upon graduation. Analogous to the Department of Law, they only offer their courses at the main campus.

As for course level SLOs, course instructors mainly evaluate them. The engagement and commitment of faculty members varies. Since last semester, the department has been conducting a pilot study to assess the SLOs. Moreover, the SLOs of all the courses, which are offered in this Faculty, are being monitored each semester through the *T1 Survey*. Actual evaluation of the SLOs is limited to whether they are aligned with the PLOs.

Each department in the FLPS is progressing at its own pace in reinforcing alignment of SLOs with assignment of structure and rubrics. Faculty members are learning and beginning to make changes in how they address this issue in their courses. Articulated expectations for student learning will be demonstrated in the clearly stated course learning outcomes in all syllabi.

As for the Department of Law, the curriculum mapping of the PLOs with SLOs of courses at the three levels (initiation, development, consolidation) of the Bachelor of Laws will start by Fall 2015.

A Faculty Outcome Assessment Committee (FOAC) will be set up with the explicit purpose of drafting a comprehensive learning assessment plan. The work will start in Fall 2015 to validate the Bachelor of Laws PLOs and PEOs, and to authenticate the curriculum mapping of the Bachelor of Laws. The PLOs and PEOs of the Bachelor of Laws will be published on the website once the work is completed.

Subsequent meetings by the FOAC will be held in February 2016, July 2016, February 2017, and July 2017 to control the progress of the assessment of the conformity of the courses with the SLOs and to take remedial actions if necessary.

The Department of Government & International Relations has launched a data collection effort between March and June 2015 to document the existing SLOs for all major courses and formulate whatever is missing with the respective professors. The curriculum mapping of the PLOs with the Course Learning Outcomes started in June 2015 and will end in June 2016. This framework will initiate a sustainable assessment process across the three programs offered by the department.

A Departmental Outcome Assessment Committee, which has been already created, will be assigned the duty of validating the Assessment Plan to cover all undergraduate courses in the three programs offered on a two-year cycle. Subsequent meetings by the Departmental Outcome Assessment Committee will be held in February 2016, July 2016, February 2017, and July 2017, to control the progress of the assessments of the conformity of the courses with the students learning outcomes and to make programmatic changes, if necessary. Each cycle will develop a Faculty-driven process to improve the SLOs and PLOs of the programs.

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## FACULTY OF NATURAL & APPLIED SCIENCES (FNAS)

In this Faculty, SLOs at the course level have been in the syllabi since 2008. As of 2012, instructors reviewed these SLOs and integrated them into the syllabi (**Exhibit 4.4.21**), which are consistently available at all campuses. Departments wrote PEOs and PLOs; in addition, they also devised mission statements for Faculty, departments, and programs, which are currently being published under each department's webpage.

Starting in academic year 2013-2014, all departments started positioning themselves to go through SLOs assessment. The Computer Science Department initiated an ABET accreditation process. The Physics and Astronomy Department has been collecting data on embedded exam questions for the past year (**Exhibit 4.4.22**). Nevertheless, institutional guidance is sought on how to proceed from course-based assessment to program assessment, linking it to the NDU mission.

In the academic year 2014-2015, the FOAC will provide guidance to departmental OACs to start a simplified course-based assessment on selected courses, as a pilot project. Departmental OACs will select a few courses for which to embed in the final exams; the OAC members will evaluate emerging statistics from the individual problems and quantitative assessment.

The OAC members, therefore, are introducing the SLOs implementation process gradually. The implementation of SLOs is in its early stages; therefore, its qualitative or quantitative measurement through faculty members' feedback cannot be performed yet.

The FNAS projections are for a five-year period. Assessment of learning outcomes will become a regular process. SLOs assessment at the course level began in fall 2014 and initial results are being made available for analysis. Curriculum mapping will start in spring 2015. In two years time, the assessment of SLOs will cover all courses. All faculty members will be involved by default and naturally through faculty learning communities that have sprouted organically.

## FACULTY OF NURSING & HEALTH SCIENCES (FNHS)

This Faculty has developed the mission, the program objectives, and the PLOs for its undergraduate programs (**Exhibit 4.4.23**), which are: the Bachelor of Science programs in Nursing, Nutrition and Dietetics, and Medical Laboratory Technology as well as the graduate program Master of Science in Human Nutrition (**Exhibit 4.4.24**). Furthermore, the Faculty has developed SLOs at the course level for all four programs (**Exhibit 4.4.25**).

After the first assessment, the FNHS has discovered that some SLOs are not measurable, therefore, all SLOs statements are being revisited to use Bloom's Taxonomy verbs (measurable verbs) and to start building performance indicators. Assessment was conducted before the introduction of the concept. At the Faculty level, measuring SLOs is a work in progress. Only few courses were assessed in spring 2014 and fall 2014. The tools to assess the data and link them to PLOs will be implemented starting fall 2015.

SLOs at the course level are available for students in the syllabi (**Exhibit 4.4.26**), Catalog, and the website. In the last academic year 2013-2014 and during spring 2015, the Faculty initiated the assessment of the learning outcomes in a selected number of graduate and undergraduate courses through administered exams (**Exhibit 4.4.27**). The SLOs are also assessed indirectly through the *T1 Survey*.

At present, the means of evaluation are readings, exams, assignments, presentations, term papers, and projects in and outside NDU, and through a final project or thesis. Currently, consistency across NDU's three campuses has been fully achieved. However, given the new governance structure of NDU, whereby Faculties monitor academic programs, uniformity should reach one hundred percent.

The FNHS has professional, theoretical, and practicum courses. Methodology of assessment is designed to suit each category of courses, hence, the outcomes of each will be determined. Feedback from the Faculty on SLOs is being used to assess if SLOs have been achieved at 80% and to determine where the cut-off should be for each course. Both quantitative (for low enrollment courses/programs) and qualitative feedback are constructive. The FNHS gets feedback from the marketplace as well. Ninety percent of our nutrition majors open their own clinics, and clients and patients provide us with comments. The feedback on nursing graduates from NDU is promising. In addition, student performance at prominent centers is excellent. The most significant indicator is the 100% success rate on the National Colloquium Exam.

After revising the B.S. and M.S. PLOs and objectives of the three major programs at the Faculty, the learning assessment process will begin in fall 2015 and the two-cycle loop will be completed by spring 2019. For the Nutrition & Dietetics program, the process will take place during the academic year 2015-2016, and the Nursing program will follow in 2016-2017. The FNHS will be developing a learning assessment cycle for program and course learning outcomes and creating rubrics to measure achievement and set timelines. Faculty members will be required to give feedback on the overall process. Among the means of assessment are class presentations, activities, and assignments; further, a comprehensive evaluation of the assessment means is expected by fall 2015. The tools that will be used to measure outcomes are being studied and expected to be determined by fall 2015. All faculty members are engaged in outcomes assessment subcommittees.

## STUDENT LEARNING AT THE INSTITUTIONAL LEVEL

At the institutional level, the General Education Requirements (GERs) courses represent the common curriculum among all majors offered at NDU. The GERs task force is currently revisiting these requirements to potentially align them with the mission key elements—scholarship, lifelong learning, citizenship, human solidarity, moral integrity, and belief in God. As the work progresses on producing the new set of GERs courses, NDU will have a clearer and updated definition of the common SLOs guided by the University mission statement. This can only materialize when GERs SLOs (**Exhibit 4.4.28**) are clearly articulated at the institutional level and accordingly, the development of plans for assessing these outcomes will be put in place.

### *Institutional Effectiveness*

Since the last NEASC Team Visit, NDU has witnessed significant improvements regarding the Student Learning Assessment Process, most of which have been positive. Based on the e-series (Exhibit 4.4.29), Faculties have started to identify assessment tools other than GPA to measure learning outcomes. All Faculties have formed an Outcome Assessment Committee (OAC). At the Faculty level, the OAC is currently reviewing *Exit Survey* results on an annual basis. However, the scope of the OAC depends on the advancement of the Faculty in terms of evaluating SLOs and PLOs.

The OAC effectiveness differs from one department to the other. The Faculties that have made progress on the Learning Outcomes Assessment process during the last two years are the FBAE, FAAD, FE, FNHS, and FNAS. The SLOs are indirectly assessed for the FE, FNHS, FLPS, and the Department of Education at the FH. Specific SLOs for internship in the FE, Architecture (FAAD), and the FNHS are assessed by both an evaluation from the direct supervisor in conjunction with and by feedback from the intern student. The PLOs are assessed in the *Senior Exit Survey* for the FE, FH, FNAS, FAAD, FNHS, and FLPS, excluding the FBAE. Finally, PEOs of the FE have been assessed through an *Alumni and Employer Surveys*. Moreover, the Office of Institutional Research and Assessment (OIRA) serves Faculties to assess indirectly SLOs and PLOs.

**Standard 4: The Academic Program  
(Summary - Enrollment and Degrees)**

**Fall Enrollment\* by location and modality, as of Census Date**

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Doctor of Education (Ed.D.)**	M.D., J.D., DDS	Ph.D.	Total Degree- Seeking FTE
Main Campus FTE		6,893	229		5			7,127
NLC Campus FTE		849	5					854
SC Campus FTE		499	0					499
Branches FTE								0
Other Locations FTE								0
Overseas Locations FTE								0
On-Line FTE								0
Correspondence FTE								0
Low-Residency Programs FTE								0
<b>Total FTE</b>	0	8,241	234	0	5	0	0	8,480
Unduplicated Headcount Total		7,140	358		5			7,503
Degrees Awarded, Most Recent Year		1,010	93					1,103

Student Type/ Location & Modality	Non- Matriculated Students	Visiting Students	Cross- Registration students	Title IV-Eligible Certificates: Students Seeking Certificates	
				Teaching Diploma/ Certificate	DCE (Session 1 - 2014)
Main Campus FTE			6	6	70
NLC Campus FTE			2		
SC Campus FTE			0		
Branches FTE					
Other Locations FTE					
Overseas Locations FTE					
On-Line FTE					
Correspondence FTE					
Low-Residency Programs FTE					
<b>Total FTE</b>			8	6	70
Unduplicated Headcount Total			10	6	70
<b>Certificates Awarded, Most Recent Year</b>	n.a.	n.a.	n.a.	8	

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
  - 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
  - 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.
- \* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

**The diploma for this program will be delivered by Saint Louis University**

**Standard 4: The Academic Program  
(Headcount by UNDERGRADUATE Major) \*\***

For Fall Term, as of Census Date

3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
FA 11	FA 12	FA 13	FA 14	Estimation

**Certificate**

TEACHING CERTIFICATE	1				-
TEACHING DIPLOMA	8	9	6	6	4
Total	9	9	6	6	4

**Associate**


**Baccalaureate**

BA IN ADVERTISING & MARKETING	397	379	384	414	427
BA IN COMMUNICATION ARTS	192	205	197	220	222
BA IN DECORATIVE ARTS & CRAFTS		1	1		1
BA IN EDUCATION	23	20	22	16	15
BA IN EDUCATION-BASIC EDUCATION		1	1	1	1
BA IN ENGLISH LANGUAGE	21	16	13	12	10
BA IN FASHION DESIGN	24	26	27	41	46
BA IN FINE ARTS	1			1	1
BA IN GRAPHIC DESIGN	186	177	167	153	142
BA IN INTERIOR DESIGN	256	303	381	405	465
BA IN INTERNATIONAL AFFAIRS & DIPLOMACY	60	65	54	54	47
BA IN MUSIC & MUSICOLOGY-ARABIC MUSICOLOGY	1	1	1	2	2
BA IN MUSIC & MUSICOLOGY-JAZZ MUSIC	1	5	4	5	5
BA IN MUSIC & MUSICOLOGY-MUSIC EDUCATION				1	1
BA IN MUSIC & MUSICOLOGY-MUSICOLOGY	4	4	5	6	7
BA IN MUSIC & MUSICOLOGY-MUSIMEDIALOGY	11	12	12	11	11
BA IN PHOTOGRAPHY	3	7	15	20	27
BA IN PHYSICAL EDU & SPORT	25	33	50	72	91
BA IN POLITICAL SCIENCE	5	7	10	11	13
BA IN POLITICAL SCIENCE- EURO-MEDITERRANEAN STUDIES	2	1	2	2	3
BA IN POLITICAL SCIENCE-AMERICAN STUDIES				1	
BA IN PSYCHOLOGY	43	50	70	92	113
BA IN PUBLIC ADMINISTRATION	7	5	7	4	4
BA IN TRANSLATION & INTERPRETATION	19	22	24	30	33
BACHELOR OF ARCHITECTURE	490	694	769	703	731
BACHELOR OF BUSINESS ADMINISTRATION	432	425	385	382	354

	3 Years Prior FA 11	2 Years Prior FA 12	1 Year Prior FA 13	Current Year* FA 14	Next Year Forward (goal) Estimation
BACHELOR OF HOTEL MANAGEMENT & TOURISM	193	183	206	224	245
BACHELOR OF LAW			23	51	79
BACHELOR OF NURSING	4	12	23	23	30
BBA IN ACCOUNTING	90	100	90	98	94
BBA IN BANKING & FINANCE	639	668	613	582	535
BBA IN ECONOMICS	92	76	61	64	55
BBA IN INTERNATIONAL BUSINESS MANAGEMENT	522	505	421	420	364
BBA IN MARKETING	205	202	186	162	143
BE IN CIVIL ENGINEERING	553	653	702	759	811
BE IN COMPUTER & COMMUNICATION ENG	393	350	320	277	243
BE IN ELECTRICAL ENGINEERING	321	348	325	300	276
BE IN MECHANICAL ENGINEERING	382	388	399	394	400
BS IN ACTUARIAL SCIENCES	22	21	21	21	21
BS IN BC-MANAGEMENT INFORMATION SYSTEMS	1	16	38	46	63
BS IN BIOLOGY	54	62	64	83	91
BS IN BUSINESS COMPUTING	88	72	55	47	33
BS IN CHEMISTRY	10	5	9	9	12
BS IN COMPUTER SCIENCE	244	231	238	298	323
BS IN CS-COMPUTER GRAPHICS & ANIMATION	48	58	73	84	98
BS IN CS-INFORMATION TECHNOLOGY	6	58	100	100	128
BS IN ENVIRONMENTAL SCIENCE	4	7	8	9	10
BS IN GEOGRAPHIC INFORMATION SYSTEMS	24	20	19	24	25
BS IN MATHEMATICS	14	16	21	25	30
BS IN MEDICAL LABORATORY TECHNOLOGY	41	41	43	49	52
BS IN NUTRITION & DIETETICS	118	114	126	133	143
BS IN PHYSICS	12	15	24	27	34
Undeclared	241	221	203	182	163
Total	6,524	6,901	7,012	7,150	7,273
Total Undergraduate	6,533	6,910	7,018	7,156	7,277

\*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

\* Only licensed majors/concentrations are listed, non-licensed concentrations are added to the licensed major

\*\* DCE Students are not counted



**Standard 4: The Academic Program  
(Headcount by GRADUATE Major)**

For Fall Term, as of Census Date		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
		FA 11	FA 12	FA 13	FA 14	Estimation
			12	13	14	
<b>Master's</b>						
MA IN DESIGN		21	15	10	10	7
MA IN EDUCATION		20	22	15	16	12
MA IN ENGLISH LANGUAGE & LITERATURE		7	4	7	8	10
MA IN INTERNATIONAL AFFAIRS & DIPLOMACY		25	34	32	23	19
MA IN MEDIA STUDIES		57	50	61	50	54
MA IN MUSIC		1	3	3	5	6
MA IN POLITICAL SCIENCE		3	11	13	11	12
MA IN PSYCHOLOGY-EDUCATIONAL PSYCHOLOGY		9	12	13	14	15
MA IN PUBLIC ADMINISTRATION		8	6	7	10	12
MA IN TRANSLATION		7	7	7	8	8
MASTER OF ARCHITECTURE IN LANDSCAPE URBANISM						
MASTER OF BUSINESS ADMINISTRATION		234	186	124	104	56
MASTER OF SCIENCE IN FINANCIAL RISK MGT				12	26	40
MBA-MASTER OF SCIENCE IN INT'L BUSINESS		42	19			
MS IN ASTROPHYSICS		7	12	8	3	3
MS IN BIOLOGY			6	11	15	20
MS IN COMPUTER SCIENCE		18	20	19	18	17
MS IN FINANCIAL MATHEMATICS				3	7	11
MS IN HUMAN NUTRITION				14	17	20
MS IN MATHEMATICS		5	14	11	10	8
(UNDECLARED)		49	23	6	3	3
<b>Doctorate</b>	<b>Total</b>	<b>513</b>	<b>444</b>	<b>376</b>	<b>358</b>	<b>331</b>
<b>First Professional</b>						
Doctor of Education (Ed.D.)		13	13	6	5	5
<b>First Professional</b>	<b>Total</b>	<b>13</b>	<b>13</b>	<b>6</b>	<b>5</b>	<b>5</b>
<b>Other</b>						
N/A						
<b>Other</b>	<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Graduate</b>						
	<b>Total</b>	<b>526</b>	<b>457</b>	<b>382</b>	<b>363</b>	<b>336</b>

\*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 4: The Academic Program  
(Credit Hours Generated By Department or Comparable Academic Unit)**

Includes Fall, Spring, Summer for each Academic Year

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward
2011-2012	2012-2013	2013-2014	2014-2015	Estimation

11

12

13

14

**Undergraduate**

<b>Faculty of Architecture, Art and Design</b>					
Architecture	12,987	16,294	16,607	16,316	20,726
Arts		2,520	2,628	2,217	2,844
Design	11,938	10,340	10,690	12,795	9,117
Music	1,796	2,369	2,693	2,486	3,632
<b>Faculty of Business Administration and Economics</b>					
Accounting, Finance and Economics	17,425	17,523	16,667	16,031	16,068
Hospitality Management and Tourism	3,345	3,389	3,693	3,928	3,998
Management and Marketing	16,237	15,054	14,400	13,895	12,475
Graduate Programs (Remedial Courses)	321	150	27	33	33
<b>Faculty of Engineering</b>					
Civil and Environmental Engineering	11,562	12,802	13,409	12,186	15,362
Electrical and Computer Engineering	8,634	9,148	8,500	9,928	8,560
Mechanical Engineering	6,914	7,065	7,012	6,723	7,144
<b>Faculty of Humanities</b>					
English and Translation			29,309	28,797	28,797
English, Translation and Education	27,863	29,069			
Humanities and Religious Studies			8,901	8,493	8,493
Media Studies	10,285	10,781	11,286	11,991	12,286
Psychology, Education and Physical Education			5,566	6,268	6,970
Social and Behavioral Sciences	16,572	16,479			
<b>Faculty of Law and Political Science</b>					
Government and International Relations			7,080	7,260	7,440
International Affairs and Diplomacy	633	513			
Law			591	1,455	2,319
Political Science	5,328	5,937			
Public Administration	186	144			
<b>Faculty of Natural and Applied Sciences</b>					
Computer Science	8,988	10,229	10,878	10,200	12,867
Mathematics and Statistics	21,914	22,069	22,056	20,865	22,226
Sciences	6,532	6,244	5,807	6,436	5,107
Physics & Astronomy	2,898	3,059	3,497	3,583	4,050
<b>Faculty of Nursing and Health Sciences</b>					
Nursing and Health Sciences	5,844	6,090	6,567	7,107	7,252
Total	198,202	207,268	207,864	208,993	217,763

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward
2011-2012	2012-2013	2013-2014	2014-2015	Estimation

**Graduate + EdD Program**

<b>Faculty of Architecture, Art and Design</b>					
Design	255	165	108	132	139
Music	18	36	48	81	85
<b>Faculty of Business Administration and Economics</b>					
Graduate Programs	3,849	2,365	1,719	1,464	1,537
<b>Faculty of Humanities</b>					
English and Translation			173	179	188
English, Translation and Education	586	517			
Media Studies	696	765	726	528	554
Psychology, Education and Physical Education			390	363	381
Social and Behavioral Sciences	108	171			
<b>Faculty of Law and Political Science</b>					
Government and International Relations			564	471	495
International Affairs and Diplomacy	222	360			
Political Science	153	261			
Public Administration	87	63			
<b>Faculty of Natural and Applied Sciences</b>					
Computer Science	192	234	189	171	180
Mathematics and Statistics	105	156	234	210	221
Physics & Astronomy	118	168	116	46	48
Sciences		85	166	196	206
<b>Faculty of Natural and Applied Sciences</b>					-
Nursing and Health Sciences			172	248	260
Total	6,389	5,346	4,605	4,089	3,827

\*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

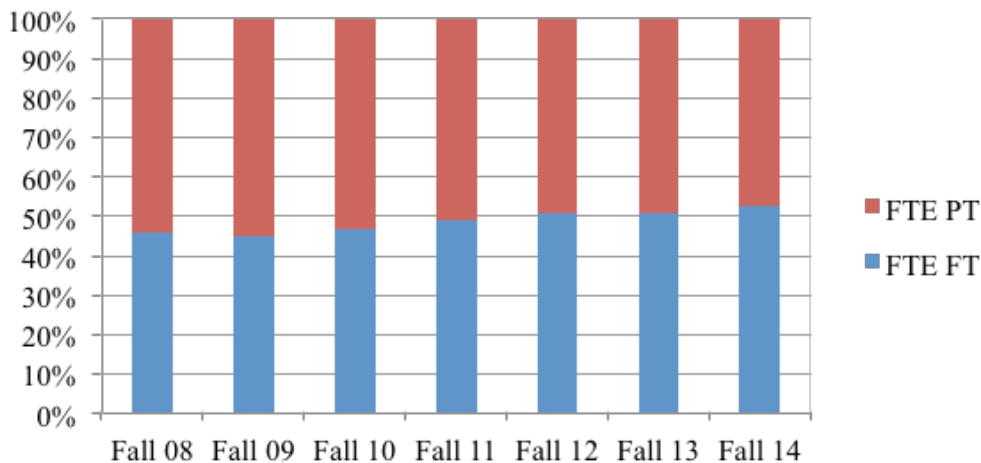
## Standard 5- Faculty And Area of Emphasis

*“Support for faculty, including promotion and tenure guidelines, faculty evaluations, teaching assignments, appropriate mix of full- and part-time faculty, and attracting and integrating American faculty and others with experience in American higher education.”*

This section of the Biennial Report addresses the above-mentioned area of emphasis the New England Association of Schools and Colleges (NEASC) Visiting Team indicated as well as the remainder of Standard 5 in relation to the progress made by Notre Dame University-Louaize (NDU), regarding that standard.

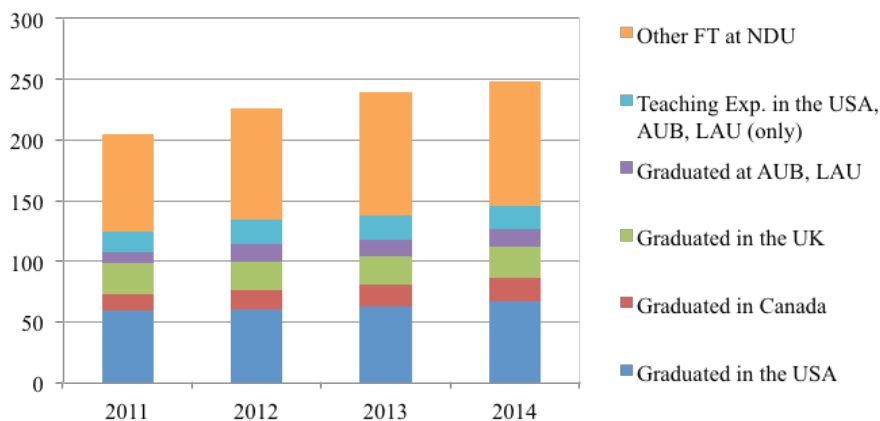
### Faculty distribution, workload, and evaluation

NDU faculty was composed of 34.4% full-time (hereinafter referred to as FT) and 65.6% part-time (hereinafter referred to PT) members (headcount) in fall 2011. Since then, the distribution has significantly improved. **Figure 5.1** below tracks the **Full-Time Equivalent** (FTE) composition over the past few years.



**Figure 5.1:** FTE Composition of Full-time and Part-time Faculty

Furthermore, Figure 5.2 shows that the number of FT faculty members, either holding U.S. citizenship and/or possessing experience in the U.S. higher education system, is consistently on the rise.



**Figure 5.2:** Distribution of Full Time Faculty Members holding U.S. Citizenship and/or Possessing Experience in the U.S. Higher Education System. (AUB and LAU are American Institutions operating in Lebanon)

The various Faculties shall increase the hire rate of qualified full time faculty members, aiming at improving the ratio of FT to PT faculty members. A case in point, in fall 2014, 22 full time faculty members joined NDU and during spring 2015, 20 applicants were extended an offer to join in fall 2015. Furthermore, the FTE faculty-to-student ratio, which was 1:19, according to the *Candidacy Report 2013*, is currently 1:17.5.

In February 2015, the University Council (UC) unanimously approved the “adjunct faculty” category (**Exhibits 5.26 and 5.27**), which was established to attract accomplished practitioners or scholars of distinction and possessing significant experience in specialized areas, with the intent of benefitting students both at the academic and professional levels. An adjunct faculty member would be employed on a yearly contract basis and would carry a yearly teaching load as determined by mutual agreement between him/her and the department/Faculty concerned. As mentioned previously, NDU believes that adjunct faculty members would enrich the teaching body of the University across all Faculties, giving students the opportunity to take advantage of their knowledge and experience. In addition, the University, as a whole, stands to gain from high-profile adjunct faculty serving as its ambassadors and promoters. Furthermore, adjunct faculty better serve the academic process and the staffing of the course offering than purely part-time faculty. In addition to their qualifications, this improvement lies in the nature of their contract with a predefined course load similar to FT faculty. In retrospect and in many cases, PT faculty members are being hired/engaged on short notice, as dictated by the volatility of student enrollment in courses/sections.

The responsibilities of faculty members are defined in the bylaws and in the Faculty Handbook (**Exhibits 5.2 and 5.3**). Although the teaching load for Assistant Professors at NDU may be higher than for those at comparable universities, Associate and Full Professors, in general, have either an equal or even a lower teaching load than their counterparts do at similar universities. The teaching load is unaffected whether teaching at the graduate level or not. As for research and publication, NDU’s output in terms of publications varies, as compared with other universities; it is higher than in some and lower than in others. Moreover, the University administration encourages research and requires that faculty members engage in this activity as part of their duties for promotion besides teaching and services. The University Research Committee (URC) and the Council of Deans (COD) are currently developing a framework for the application of the existing 3-credit course release procedure for research. All FT faculty members at the professorial ranks are eligible to apply for a course release by which a maximum of three teaching credits per semester could be waived (**Exhibit 5.3**). The procedure requires that, if the beneficiary wishes to renew his/her course release one additional semester, he/she should submit a written progress report, along with supporting documents pertinent to his/her research work, by the end of the semester that he/she obtained a course release. If approved, this release time would continue for one extra semester only. A new application would have to be filed to be considered for renewal past one year.

With respect to the involvement of faculty members in institutional governance, significant progress has been made (*refer to Standard 3*). Faculty members are being informed regularly about new policies, procedures, and rules and regulations. Since fall 2014, the Minutes of the COD meetings have been sent regularly to all members. In addition to teaching, faculty members are expected to engage in academic planning, course and curricula development, student advisement, and serve on Department, Faculty, and University committees. Teaching assignments vary, according to professorial rank and administrative positions (**Exhibit 5.4**).

FT faculty can teach as an overload up to three credits in any two of the regional campuses and up to maximum of six credits during the summer term. The rules at NDU do not allow FT faculty to teach at other higher education institutions unless authorized by the President. PT faculty can teach a maximum load of nine credits per semester. FT faculty who hold administrative positions are released of a certain number of teaching assignments (**Exhibit 5.2**).

Concerning Faculty assessment, teaching evaluation forms (T1, T2, T3, T4), research evaluation forms (R1, R2), services evaluation forms (S1, S2, S3), and overall reporting (TRS) became effective as of fall 2011 and are currently being used routinely for faculty members’ evaluation. These evaluation forms are relevant documents in any FT member’s file applying for promotion or seeking a contract renewal (**Exhibit 5.5**). They provide qualitative and quantitative assessments of the various duties of FT faculty members. Faculty assessment forms use various

tools, such as peer observations, students' course and teaching evaluation, a teaching portfolio, a research plan, etc. These evaluations forms are applicable to FT faculty members at all regional campuses. PT faculty members are evaluated using the teaching evaluation tools only.

The Academic Steering Committee (ASC) updated in 2012 the T1 form that assesses the students' perception of the course and delivery effectiveness and again by the Course Evaluation Form Committee in March 19, 2014. The COD validated the changes of the T1 Survey that took effect in spring 2014.

Weights for the different areas of faculty duties are based on the promotion expectations that have been tentatively determined at 50% for teaching, 30% for scholarly work and professional recognition, and 20% for services (**Exhibit 5.1**).

Moreover, a new proposal on "*Promotion Policy for Professorial and Non-Professorial Ranks*" was prepared by the University Faculty Personnel Committee (UFPC) and forwarded to the University Council (UC) on May 5, 2014 for approval (**Exhibit 5.6**) but was, subsequently, voted down by the UC (**Exhibits 5.7** and **5.8**). The promotion process was, consequently, suspended until new criteria are developed and approved. The proposed criteria required a higher number of publications from FT faculty and recognized differences across disciplines. As of fall 2014, the promotion process was reactivated and a retroactive system was established for eligible FT faculty with pending files.

Furthermore, the Center for Applied Research in Education (CARE) at NDU developed in fall 2014 a series of workshops to support faculty members in using their self-evaluation tools. Through a Program for Learning and Teaching Excellence, seven workshops were organized to help faculty members develop teaching portfolios (T4). The program for "*Developing Approaches to Research*" aims to support the development of research plans and activities (R1 and R2).

As for the issue reported by the NEASC Evaluation Team, concerning the quota system regulating the number of associate and full professors, it is stated that the University reserves the right to establish, per Faculty, maximum percentages (quotas) of FT faculty members in the ranks of Associate Professor and Professor relative to the total number of faculty members. At present, this maximum percentage is 25% for the rank of Associate Professor and 10% for the rank of Professor.

## Faculty contracts, compensation, and benefits

FT faculty members at NDU are officially associated to a Faculty and not to any of the University's regional campuses. The hiring procedure for all members follows exactly the same process regardless of the geographical location to which the recruited person is ultimately assigned. Up until fall 2014, most FT faculty members were offered two-year contracts beyond the first two years of appointment. During spring 2015, the President and the COD approved a proposal (**Exhibit 5.10**) presented by the VPAA, whereby all newly-hired faculty members at the Assistant Professor level would be offered a two-year contract renewable twice for a maximum of six years. Faculty members promoted to the rank of Associate or Full Professor will automatically benefit from a three-year rolling contract (three-year contract renewed on a yearly basis for another three years). This move was made to afford current and new faculty members better career security. The above contractual system was established to allow the University through its appropriate governance bodies to reenact the tenure track once the entire promotion process is revisited.

Since fall 2012, the increase in salaries has been made, according to the scale shown in the following table (**Exhibits 5.14, 5.15, and 5.16**):

	2012/2013	2013/2014	2014/2015
<b>Salary increases</b>	10 %	5 % on the first US\$40,000	4 % on the first US\$40,000

The starting salary for an Assistant Professor at the FBAE and FE are respectively 7.5% and 12.5% higher than the above-stated value (**Exhibits 5.11, 5.12, and 5.13**). Finally, the VPAA at the General Assembly meeting held on November 5, 2014, announced that an independent consultant company would work on a new salary scale and a pension plan based on existing salaries at NDU and universities across Lebanon. This would make NDU's salaries more attractive to new FT faculty members (especially for those holding U.S. citizenship and/or possessing experience in the U.S. higher education system) and would make for a better retention of current FT faculty member.

A fringe benefits package already exists and includes co-paid first-class health insurance (25% FT, 75% NDU). The UFPC has suggested major changes to the current Health Insurance Policy (**Exhibit 5.17**). Such changes would eliminate many limitations and would make the fringe benefits more attractive. These changes should be ready to be discussed in the UC by fall 2015. The University also covers the schooling tuition for all Catholic schools. If a dependent is enrolled in a non-Catholic school, the University pays the average schooling tuition of Catholic schools. The University increased its contribution to schooling tuitions of siblings at non-Catholic schools by around 45% at the beginning of the academic year 2012-2013 (**Exhibit 5.18**).

In the case of life insurance, the UFPC suggested a new policy to make fringe benefits more attractive and to ensure that such benefits do not lag behind other major universities in Lebanon (**Exhibit 5.19**). The UC shall consider these new suggestions in fall 2015.

As part of NDU's efforts to pursue accreditation, the NEASC Visiting Team, specifically, enquired about the support provided by the University to faculty members for their research and publications, including presenting at conferences. Over the past five years, faculty members have appropriately used for conference travel a support of up to US\$2,500 per academic year (**Exhibit 5.20**). The URC has drafted a proposal for a new Travel Allowance Regulation to further encourage faculty members to conduct research and present their findings at national and international conferences. The regulation suggests, under some conditions, an increase of such support per academic year (**Exhibit 5.21**). These regulations will be reviewed by the COD and should go into effect in spring 2016.

To encourage excellence in the areas of teaching, research, self-development, creative activity, and service, FT faculty members with at least three years of continuous service at the University are eligible for merit evaluation and reward. Visiting professors, PT faculty members and emeriti are not eligible. This policy, approved by the Board of Deans (BOD), now the COD, in 2008 (**Exhibits 5.22 and 5.23, p. 20**), is yet to be applied, because it was determined that the process required further study.

In addition, and upon the recommendations of the department chairperson concerned, dean, COD and VPAA, the President may grant a sabbatical leave to a faculty member. To be eligible for a sabbatical leave with full pay for one full academic year, a faculty member should have successfully completed six academic years of continuous full-time service at the University (**Exhibit 5.3**).

## ADDRESSING THE REST OF STANDARD 5

The section of the report that addressed the area of emphasis *"support for faculty, including promotion and tenure guidelines, faculty evaluations, teaching assignments, appropriate mix of full and part-time faculty, and attracting and integrating American faculty and others with experience in American higher education"* also covered most of the NEASC Standard 5. The section below addresses the remainder of Standard 5 and the progress made by NDU on this subject.

### Faculty Hiring

Faculty deans have the freedom to initiate the hiring process of faculty members, as they deem necessary, to fill the

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needs of their Departments. FT positions are advertised on the NDU website, starting fall semester. Recruitment ads are also published in the *Chronicle of Higher Education*, on websites of organizations specific to the field being advertised and, sometimes, in the *Academic Keys*. Applications and all relevant documents are submitted to the Dean's Office who in turn forwards all documents to the chair of the department concerned.

## Duties of FT faculty

In addition to teaching, faculty members are expected to engage in academic planning and course and curricula development to offer student advisement services, and serve on Department, Faculty, and University committees.

As noted in *Standard 4.21-4.29*, the COD and the President approved on January 28, 2015, a new Graduate Student Assistantship Rules and Regulations (**Exhibit 5.24**). A University Graduate Student Assistantship (UGSA) is offered to a student who is assigned as Graduate Teaching Assistant (GTA) or as Graduate Research Assistant (GRA) by the respective Department. The GTA is introduced in many Faculties to help instructors in their teaching duties and their research activities. A GTA will mainly teach remedial and/or introductory courses whereas a GRA will mainly be engaged in research projects under the supervision of a FT faculty member. The objective of a UGSA is to enhance research activities, and promote NDU's graduate programs. For instance, as of the academic year 2014-2015, two graduate students at the FBAE were employed as GTA. It is also noteworthy to mention the Department of Physics and Astronomy, which has been effectively using GTAs since 2011, averaging one to two GTAs per year. The UGSA provides graduate students with teaching and research opportunities that help them develop their critical thinking, scholarly competence, cultural maturity, and professional and administrative experiences in accordance with the mission, vision, core values, and strategic goals of NDU. Graduate fellows are requested to provide 20 hours of work per week (similar to a TA or RA in a typical American university) at NDU in return for a full tuition waiver and a monthly stipend.

NDU also encourages FT faculty members to participate in research and social activities. These participations are taken into account when evaluating faculty members for reappointment or promotion. The UC approved a new Code of Ethics Policy in May 2014 (**Exhibit 5.25**, p. 4). In line with NDU's mission as a Maronite Catholic university and a community of faith, the University is committed to high standards of respect and equity in personal conduct and actions.

## Teaching and advising

Most of the classrooms are equipped with computers and projectors. Active boards have been installed and are being used in many classrooms. The University introduced the Promethean Interactive Board, which makes available state-of-the-art technology and provides virtual classrooms and webinars. Teaching labs are constantly being upgraded and new facilities are added, such as the green house, the animal house, and the Farid & Moussa Raphael Observatory.

Students are generally taught by a variety of instructors in their program of study. Multi-section courses are handled differently in the different Faculties at NDU. In most of the multi-section courses, coordinators are appointed to ensure that proper synchronization exists between the various sections and regional campuses. In these courses, common syllabi are used. Also, common exams are mostly administered.

NDU appoints academic advisors for all its students. Advisors are usually chosen from faculty members who have experience in teaching and student-teacher interaction. Usually, multiple advisors exist for a single program, depending on the number of enrolled students. Most of the FT faculty members are advisors to students. Advisors are also assigned at all regional campuses. Some advisors work with up to 100 students, depending on total enrollment in the programs offered by a given Department. Moreover, the Office of the VPAA holds annual workshops to emphasize the roles and responsibilities of advisors. Faculty deans and chairpersons appoint advisors whose names, contact information, and office numbers are posted in the *Catalog*. NDU is also in the process of establishing an Academic Advising Office that would assist students in developing their academic plans and support quality campus wide academic advising and advisor development.



***Institutional Effectiveness***

NDU is making all efforts to attract and retain a diverse pool of faculty. Faculty assessment is performed routinely using the TRS tools (T1, T2, T3, T4, R1, R2, S1, S2, S3). Department heads meet with faculty members at the end of an assessment cycle and give feedback on teaching, research, and services. Furthermore, the inclusion of the GRA/GTA has improved the efficiency of teaching and research at NDU. A better understanding of the different rules and regulations related to student status and the role of the advisors regarding their advisees became more effective ever since the Office of the VPAA began organizing annual workshops on student advising.



**Standard 5: Faculty**  
**(Rank, Gender, and Salary, Fall Term)**

		3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward	
		FA11		FA12		FA13		FA14		FA15	
		FT	PT**	FT	PT**	FT	PT**	FT	PT**	FT	PT**
<b>Number of Faculty</b>											
Professor	Male	15	-	13	-	18	-	21	-	21	-
	Female	-	-	1	-	3	-	3	-	3	-
Associate	Male	36	-	43	-	41	-	39	-	39	-
	Female	11	-	11	-	10	-	12	-	12	-
Assistant	Male	55	-	55	-	59	-	62	-	73	-
	Female	38	-	42	-	44	-	49	-	61	-
Senior Lecturer	Male	9	-	9	-	9	-	9	-	9	-
	Female	7	-	7	-	8	-	8	-	8	-
Lecturer	Male	13	-	14	-	16	-	14	-	14	-
	Female	10	-	14	-	15	-	13	-	13	-
Instructor	Male	-	-	0	-	0	-	0	-	-	-
	Female	1	-	1	-	0	-	-	-	-	-
Lab Instructor	Male	5	-	6	-	6	-	6	-	6	-
	Female	6	-	11	-	13	-	14	-	14	-
Part Timer**	Male	-	246	-	241	-	237	-	239	-	239
	Female	-	196	-	194	-	221	-	225	-	225
Total	Male	133	246	140	241	149	237	151	239	162	239
	Female	73	196	87	194	93	221	99	225	111	225

<b>Total Faculty</b>											
Professor		15	-	14	-	21	-	24	-	24	-
Associate		47	-	54	-	51	-	51	-	51	-
Assistant		93	-	97	-	103	-	111	-	134	-
Senior Lecturer		16	-	16	-	17	-	17	-	17	-
Lecturer		23	-	28	-	31	-	27	-	27	-
Instructor		1	-	1	-	-	-	-	-	-	-
Lab Instructor		11	-	17	-	19	-	20	-	20	-
Part Timer**		-	442	-	435	-	458	-	464	-	464
Total		206	442	227	435	242	468	250	464	273	464

		FA11		FA12		FA13		FA14		FA15	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum	N/A		62,500		65,625		67,265		69,895	
	Maximum	N/A		105,600		110,880		113,650		118,093	
Associate	Minimum	N/A		50,000		52,500		53,815		55,920	
	Maximum	N/A		84,500		88,725		90,945		94,502	
Assistant	Minimum	N/A		40,000		42,000		43,050		44,733	
	Maximum	N/A		67,500		70,875		72,650		75,492	
Senior Lecturer	Minimum	N/A		36,100		37,905		38,855		40,375	
	Maximum	N/A		53,100		55,755		57,150		59,385	
Lecturer	Minimum	N/A		30,900		32,445		32,255		33,222	
	Maximum	N/A		42,800		44,940		46,065		47,867	
Instructor	Minimum	N/A		26,600		27,930		28,630		29,750	
	Maximum	N/A		37,500		39,375		40,360		41,938	
Lab Instructor	Minimum	N/A		22,900		24,045		24,645		25,608	
	Maximum	N/A		30,900		32,445		33,255		34,555	

\*\* Part Timer includes teaching staff and graduate assistants

\*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 5: Faculty  
(Highest Degrees and Teaching Assignments, Fall Term)**

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	FA11	FA12	FA12	FA13	FA13	FA14	FA14	FA15	FA15	
	FT	PT**	FT	PT**	FT	PT**	FT	PT**	FT	PT**
<b>Highest Degree Earned: Doctorate</b>										
Professor	15		14		21		24		24	
Associate	44		50		47		47		47	
Assistant	81		84		86		89		112	
Lecturer	2		1		1					
Instructor										
Lab Instructor										
PT**		141		130		130		119		119
Total	142	141	149	130	155	130	160	119	183	119
<b>Highest Degree Earned: Master's</b>										
Professor										
Associate	3		4		4		4		4	
Assistant	12		13		17		22		22	
Senior Lecturer	16		16		17		17		17	
Lecturer	21		27		30		27		27	
Instructor	1		1							
Lab Instructor	6		9		10		11			
PT**		241		242		267		284		284
Total	59	241	70	242	78	267	81	284	70	284
<b>Highest Degree Earned: Bachelor's</b>										
Professor										
Associate										
Assistant										
Lecturer										
Instructor										
Lab Instructor	5		8		9		9		9	
PT**		56		63		59		59		59
Total	5	56	8	63	9	59	9	59	9	59
<b>Highest Degree Earned: Professional License</b>										
Professor										
Associate										
Assistant										
Lecturer										
Instructor										
Lab Instructor										
PT**		4				2		2		2
Total	-	4	-	-	-	2	-	2	-	2
Grand Total	206		227		242		250		262	
<b>Fall Teaching Load, in credit hours</b>										
Professor simum	12		9		9		12		12	
Median	5		5		6		7		7	
Associate simum	12		19		14		15		15	
Median	7		8		8		9		9	
Assistant simum	18		17		18		18		18	
Median	11		11		11		11		11	
Senior Lecturer simum	15		15		13		15		15	
Median	12		12		12		12		12	
Lecturer simum	15		21		20		16		16	
Median	12		12		11		12		12	
Instructor simum	6		6							
Median	6		6							
Lab Instructor simum	9		6		6		7		7	
Median	5		5		4		5		5	
PT** simum		12		12		15		14		14
Median		6		6		6		6		6

**Explanation of Teaching Load (if not measured in credit hours):** Teaching load do not include workload of Internship, Senior Project, Thesis, Research Project and Practicum and do not include sections with less than 3 students (tutorials). If a section is taught by more than one instructor, the number of credits is divided among all instructors.

\*\* Part Timer includes teaching staff and graduate assistants

\*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 5: Faculty**  
**(Appointments, Tenure, Departures, and Retirements, Full Academic Year)**

3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward(goal)	
FA11		FA12		FA13		FA14		FA15	
FT	PT**	FT	PT**	FT	PT**	FT	PT**	FT	PT**

**# of Faculty Appointed**

Professor				1		1		1		
Associate	1		1	2		1		1		
Assistant	13		14	11		15		38		
Lecturer	2		8	6		4		4		
Instructor										
Lab Instructor				2		1		1		
Other			6							
Part Timer*		NA	105		99		112		105	
<b>Total</b>	16	-	29	105	22	99	22	112	45	105

**# of Faculty in Tenured Positions**

Professor	6		6		6		6		6	
Associate	2		2		2		2		2	
Assistant										
Lecturer										
Instructor										
Other										
<b>Total</b>	8	-	8	-	8	-	8	-	8	-

**# of Faculty Departing**

Professor				2						
Associate	1			4		1				
Assistant	2		5	1		11				
Lecturer	1		1			2				
Instructor										
Part Timer*		NA	112		76		106		98	
<b>Total</b>	4	-	6	112	7	76	14	106	-	98

**# of Faculty Retiring**

Professor			2							
Associate										
Assistant										
Instructor										
Other										
<b>Total</b>	-	-	2	-	-	-	-	-	-	-

\*\* Part Timer includes teaching staff and graduate assistants

\*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 5: Faculty**  
**(Number of Faculty by Department or Comparable Unit, Fall Term)**

3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
FA11		FA12		FA13		FA14		FA15	
FT	PT**	FT	PT**	FT	PT**	FT	PT**	FT	PT**

**Number of Faculty by Department (or comparable academic unit)**

<b>Faculty of Architecture, Art and Design***</b>										
Architecture	12	27	13	39	13	47	17	44	17	44
Arts	2	13	2	12	2	13	2	11	2	11
Design	10	40	13	42	13	40	11	49	11	49
Music	2	6	3	7	3	9	3	11	3	11
<b>Faculty of Business Administration and Economics</b>										
Accounting, Finance and Economics	16	26	18	19	19	20	20	19	20	19
Graduate Division ****		7		8		8		3	-	3
Hospitality Management and Tourism	4	17	4	15	4	13	4	17	4	17
Management and Marketing	12	35	12	25	13	28	16	24	16	24
<b>Faculty of Engineering</b>										
Civil and Environmental Engineering	9	23	11	26	14	21	14	20	14	20
Electrical and Computer Engineering	19	22	20	19	22	15	22	9	22	9
Mechanical Engineering	8	9	9	12	10	10	8	15	8	15
<b>Faculty of Humanities***</b>										
English and Translation	23	66	24	63	23	63	25	70	25	70
Humanities and Religious Studies	9	9	11	7	11	9	10	8	10	8
Media Studies	9	45	11	40	12	48	15	47	15	47
Psychology, Education and Physical Education	12	20	12	20	13	25	12	24	12	24
<b>Faculty of Law and Political Sc.</b>										
Government and International Relations	7	14	7	13	8	16	8	14	8	14
Law					1	3	1	6	1	6
<b>Faculty of Natural and Applied Sciences</b>										
Computer Science	13	23	13	27	13	29	14	27	14	27
Mathematics and Statistics	14	38	16	35	16	31	17	33	17	33
Physics and Astronomy	4	8	6	7	7	8	7	6	7	6
Sciences	16	10	15	14	15	15	14	18	14	18
<b>Faculty of Nursing and Health Sciences</b>										
Nursing and Health Sciences	5	21	7	17	10	21	10	19	10	19
<b>Total</b>	<b>206</b>	<b>479</b>	<b>227</b>	<b>467</b>	<b>242</b>	<b>492</b>	<b>250</b>	<b>494</b>	<b>250</b>	<b>494</b>

Same Faculty working in two departments  
 \*\* Part Timer includes teaching staff and graduate assistants

\*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

\*\*\* Faculty organisation has been changed, FT and PT have been reallocated backward

\*\*\*\* no Full time professor is dedicated to the Graduate Division

## Standard 6: Students

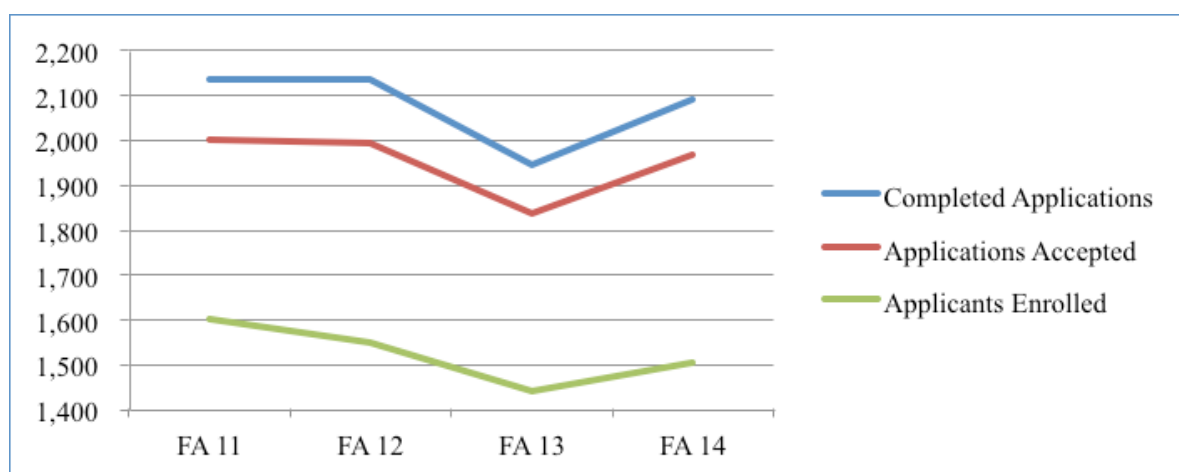
### Introduction

The Admissions Office, the Registrar's Office, and the Student Affairs Office (SAO) at Notre Dame University-Louaize (NDU) each have its own structure and director (Dean for SAO), yet all three are headed by the Assistant Vice-President for Academic Support, a newly-created position, who in turn reports to the Vice-President for Academic Affairs (VPAA). The Office of Tests, Measurement and Evaluation (OTME) was established in 2001 and supervised by a different director. From 2006 to date, the same director has administered the Admissions Office and the OTME.

### Admissions

The Admissions Office, through its team of admissions and recruitment officers, communicates with over 535 local and 145 international schools throughout the year. The office builds its relationship with these schools through direct orientations, forums, one-to-one meetings, and different events, similar to the NDU *Facts & Figures*, which was held in fall 2014 (**Exhibit 6-1**).

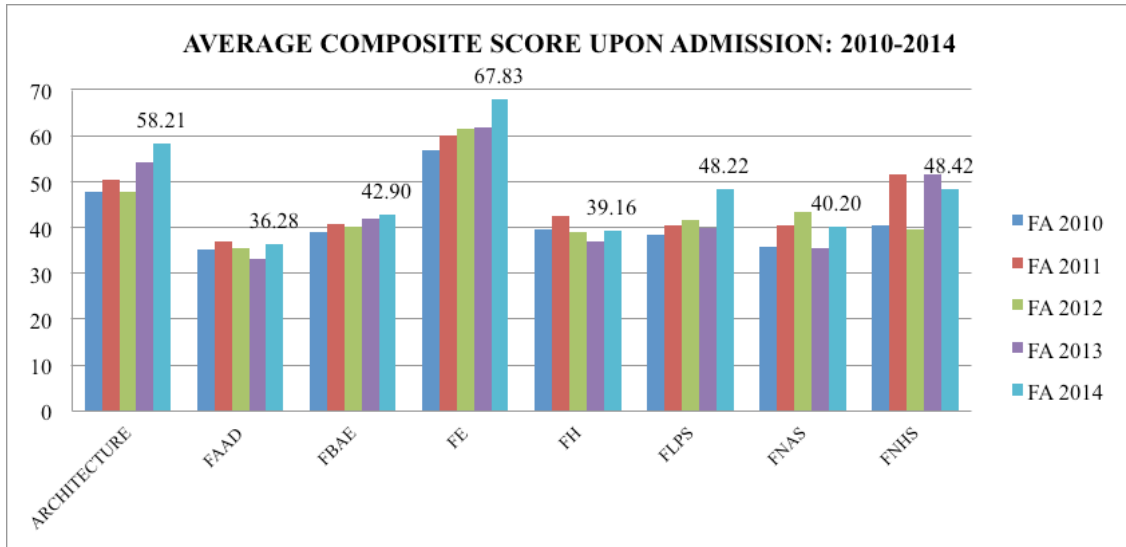
In fall 2014, 2,054 undergraduate applications were received of whom 94% were accepted. Among those accepted, 76.4% were enrolled. At the graduate level, 110 applied while 88.2% were accepted of whom 84.5% enrolled. *Figure 6-1* shows the number of students who applied and were accepted and enrolled over the course of the past four fall semesters.



**Figure 6-1:** Applications completed, accepted, and students enrolled

The student's admissions requirements to the University are common to all NDU campuses (Main, NLC, and SC). Admission is based on Admissions Standard Operating Procedures (**Exhibit 6-2**), which take into account different parameters. Each applicant should present the SAT I exam or a locally developed NDU Entrance Math/Aptitude test (**Exhibit 6-3**). Each applicant who provides all the required documents, as the high school grades or SAT scores/entrance exam, will have a composite score. The composite score will be calculated based on two measures, this being the weighted School GPA which is made of the 12th and 13th grades average, and the NDU Math Entrance Exam scores or Math SAT I. The above composite score system is then used to admit or reject students and to place students in the different remedial levels required for each Faculty and/or major (**Exhibit 6-4**). On the other hand, all applicants must fulfill an acceptable level of English proficiency to be admitted; some remedial courses are allocated for students with academic deficiencies (**Exhibit 6-5**). With the support of faculty members and various offices, NDU continues to enroll better academically qualified students. During the previous five years, NDU

admissions witnessed an increase in the average composite score for accepted students (**Figure 6-2**). Starting fall 2013, NDU witnessed an increase in demand for the Architecture (FAAD) and the Engineering programs (FE). A decision was taken in both faculties to be more selective and accordingly the composite scores and the admissions requirements were increased for these programs.



**Figure 6-2:** Average Composite Score of students upon admission (2010-2014)

Some major strides have been made during the last two years: The Admissions Office has developed a Strategic Plan, which was presented to the President through the VPAA Office. A new procedure for admissions and follow-up of students with special needs was set up with the help of the SAO (**Exhibit 6-6**). The University Admissions Committee reviewed the admissions policies and procedures, and evaluated the effectiveness of the composite score and entrance exams. Admissions recruitment officers and staff receive frequent training to acquaint themselves with the rapidly changing dynamics of career opportunities.

### Retention and Graduation

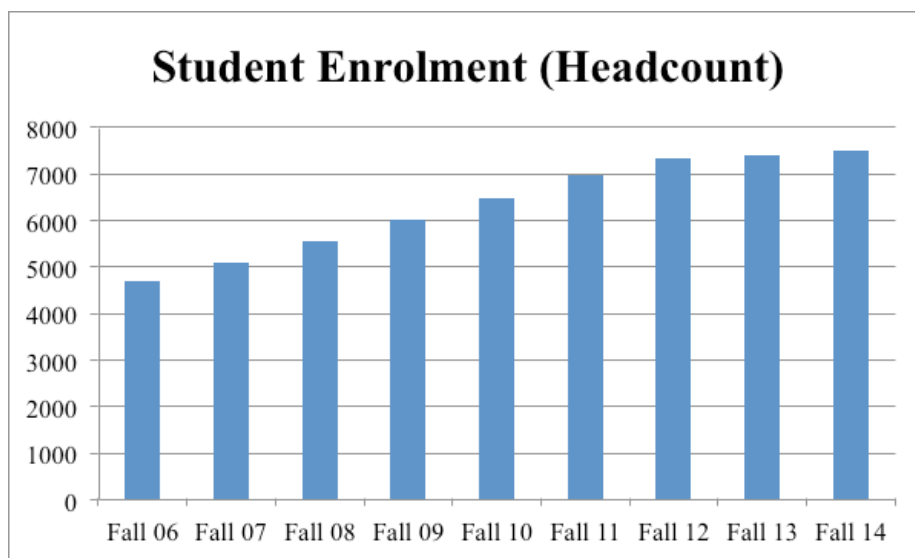
The Office of Institutional Research and Assessment (OIRA) was established by appointing a director in February 2012. Starting fall 2013, the OIRA has defined and calculated the retention and graduation rates. It has also managed a specific study based on the Admissions Student Survey to identify the reasons of the dropout rate. The OIRA started publishing and disseminating the retention and graduation rates annually in the *FactBook* available on NDU website. *Table 6-1* shows retention and graduation data and *Figure 6-3* is a snapshot of the student headcount enrolment from fall 2006 to fall 2014 for the three campuses (Main, NLC, and SC). Following the recommendations of their respective strategic plans, the Registrar’s Office, the SAO, and the VPAA Office will be working, starting fall 2015, on a survey for non-returnee students to better understand the reasons behind the dropout rate and try to reduce it, utilizing the data collected. The retention and graduation rates are comparable with other universities of the same size and classification in Lebanon and the Middle East.

(<http://ira.lau.edu.lb/fact-book/>).

**Table 6-1 Retention and Graduation Rates as of Summer 2014 (all campuses)**

	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013
Retention Rate	91 %	90 %	88 %	93%
	Cohort 2003	Cohort 2004	Cohort 2005	Cohort 2006
Graduation Rate	77%	70%	73%	75%

\*Cohorts exclude students with transfer records, special students (non-degree, coming to spend one semester), and cross-registration students. A student is counted as retained if he/she is registered for the next fall or spring semester. The IPEDS Graduation rates are reported.



**Figure 6-3: Student Enrolment (headcount) from fall 2006 to fall 2014 (Main Campus, NLC, and SC)**

The Registrar’s Office measures and publishes systematically students’ registration and success data. *Table 6-2* shows the student success data, 14% of enrolled students at the three campuses are excelling academically (Distinction, High Distinction, and Highest Distinction), while only 3% of the NDU student population are on academic suspension. The Registrar’s Office started working on a Student Record Management policy and the possible ways it may be linked to NDU’s existing electronic archiving system, the latter policy will be presented to the UC in fall 2015.

**Table 6 2 Fall 2014 Student Success Data (all campuses)**

	Main	NLC	SC	Total
Fall 2014 Undergraduate Headcount*	5534	649	379	6562
Total Students on Dean’s List	825	113	71	1009
Percentage Rates (Students on Dean’s List)	14.9%	17.4%	18.7%	15.4%
Total Students (Good Performance, not on Dean’s List)	3971	453	269	4693
Percentage Rates (Good Performance, not on Dean’s List)	71.8%	69.8%	71.0%	71.5%
Total Students on Academic Probation	553	56	33	642
Percentage Rates (Academic Probation)	10.0%	8.6%	8.7%	9.8%
Total Students on Academic Suspension	185	27	6	218
Percentage Rates (Academic Suspension)	3.3%	4.2%	1.6%	3.3%

\* Head count of students excluding graduate, teaching diploma, freshman and intensive students

## Student Services

The SAO headed by the Dean of Students closely monitors students admitted to NDU and dedicate its efforts to student development, which includes student health, academic and co-academic counseling, community service and awareness, activities program, student governance, athletics, National Social Security Fund (NSSF), and housing dorms. Based on its *Strategic Plan* recommendation, the SAO is in the process of recruiting an Assistant Dean of Students to support the Office mission.



The AVPAS Office is currently preparing to set up an Academic Advising Office, which utilizes a shared model of advising among the academic advisor, Registrar’s Office, and the SAO. This newly-established office will counsel academically challenged students, it will also create an alert mechanism to identify students at risk.

The *Student Satisfaction Survey* (SSS) was conducted for the second time during fall 2014 to evaluate students’ knowledge and satisfaction with the University programs and services. The *National Survey of Student Engagement* (NSSE) was administered in spring 2015 and a plan was established to conduct the latter survey once every three years. The SSS results (**Exhibit 6-7**) showed that NDU students are in general satisfied with the services provided to them. NDU students indicated in the SSS that they value activities organized by clubs and societies. The survey found that being on campus is an enjoyable experience for 85.7% of the students.

Financial Aid program, which is given to students “regardless of color, race, gender, religion, nationality, or political affiliation” is of different types and is based either on merit or on need. From fall 2009 to spring 2014, the percentage of accepted students from the total Work Study Grants (WSGs) applicants reached 79%. Additional details on the WSGs and distribution among campuses are shown in Table 6-3. The Financial Aid given on a merit basis is granted automatically if the eligible students meet the conditions, no application is required. In the academic year 2013-2014, 25% of NDU undergraduate students benefited from at least one of the financial aid types. Actually, 68.2% of Financial Aid applicants agreed, through the SSS, that their application was handled efficiently and 80.3% declared that the information provided on the financial aid is clear. A Deferred Payment Plan is offered by NDU to help students, who have limited resources, cover their tuition. This plan allows students to divide their yearly tuition fees into twelve monthly installments with no additional fees.

**Table 6-3** Spring 2014 Work Study Grant Distribution (by campus)

	Main	NLC	SC	Total
Applied	435	146	62	663
Accepted	348	116	43	527
% Accepted	80%	79%	69%	79%
Not Eligible /Incomplete	73	29	18	120
Rejected	14	1	1	16

The Athletic Services offers a wide range of athletic services and sports activities to its students such as basketball, volleyball, taekwondo, judo, aikido, physical fitness, bodybuilding, tennis, swimming, soccer, handball, rugby, track and field, water polo, table tennis, chess, among others. In order to increase the Athletic Services visibility in the three campuses and promote effective communication of the sports events, a new Athletics Services webpage is under construction and an enhanced schedule was put in place. The Dean of Students is planning by fall 2015 to form a sports committee to design a road map and define a clear job description to the staff working in the Athletics Department.

In its efforts to help students become engaged citizens and ethical leaders, the Community Services Office (CSO) was revamped in spring 2014 and is now called the Community Services and Awareness Office. Its main objective is to work with students to help raise awareness about community concerns and identify community-based learning experiences during their University life.

The Student Housing offers an on-campus student housing facility, comprising 424 bedrooms (on and off campus) managed 24 hours a day by full-time personnel and resident student assistants. During spring 2014, new dorms facilities were opened. The SSS results show a very good overall residential experience. The previous SSS (administered in fall 2012) showed a concern about internet availability, which was resolved; now 95.7% of residents agreed on its availability. This increase was strengthened by the Social Media Policy and Guidelines that was approved by the University Council (UC) and the Council of Deans (COD), and implemented in summer 2014 (**Exhibit 6-8**).

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The University Student Affairs Committee (USAC) reviewed the Student Union Bylaws with the objective of increasing the participation of students in decision-making, concerning student services (51.5% of SSS respondents declared not feeling the importance of student elections) and to enhance student leadership in line with NDU's mission and values. The Committee presented its report containing amendments related to Student Elections bylaws.

### ***Institutional Effectiveness***

The Admissions Office, the Registrar's Office, and the SAO will pursue assessment of their activities and programs and continually update their processing procedures. NDU will continue to measure student satisfaction of its services by administering the NSSE every three years as well as other different surveys (*Admissions Survey, Exit Survey, etc.*). The results of the SSS and *Admission Survey* have been shared with the relevant units (SAO and Admission Office) through presentations held during spring 2015. The assessment and the recommended plan of action will be conveyed to the offices concerned through ad-hoc reports and will be incorporated in the strategic plan of the respective units.

**Standard 6: Students  
(Admissions, Fall Term)**

\*\* Credit Seeking Students Only - excluding Continuing Education

	3 Years Prior FA 11	2 Years Prior FA 12	1 Year Prior FA 13	Current Year* FA 14	Next Year Forward (goal) Estimation
<b>Freshmen/ Sophomore* - Undergraduate</b>					
Completed Applications	2,088	2,071	1,896	2,054	2,027
Applications Accepted	1,961	1,929	1,790	1,938	1,905
Applicants Enrolled	1,569	1,494	1,403	1,481	1,487
% Accepted of Applied	93.9%	93.1%	94.4%	94.4%	93.9%
% Enrolled of Accepted	80.0%	77.4%	78.4%	76.4%	78.1%
<b>Percent Change Year over Year</b>					
Completed Applications	-	-0.8%	-8.5%	8.3%	-1.3%
Applications Accepted	-	-1.6%	-7.2%	8.3%	-1.7%
Applicants Enrolled	-	-4.8%	-6.1%	5.6%	0.4%

Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Combined SAT score for Freshman Arts	2600	2600	2600	2600	2600
Combined SAT score for Freshman Sc.	2750	2750	2750	2750	2750

\* 90% of the students are entering at Sophomore level due to Lebanese Law, only foreign students can enter at Freshman level

<b>Transfers - Undergraduate</b>					
Completed Applications	45	63	47	34	47
Applications Accepted	39	63	44	27	43
Applications Enrolled	32	56	39	23	38
% Accepted of Applied	86.7%	100.0%	93.6%	79.4%	91.5%
% Enrolled of Accepted	82.1%	88.9%	88.6%	85.2%	86.7%

\*\* Students who renewed their application to the spring semester were removed from the total of applied and accepted.

<b>Master's Degree</b>					
Completed Applications	123	111	113	110	114
Applications Accepted	105	97	99	97	100
Applications Enrolled	93	84	82	82	85
% Accepted of Applied	85.4%	87.4%	87.6%	88.2%	87.1%
% Enrolled of Accepted	88.6%	86.6%	82.8%	84.5%	85.7%

<b>First Professional Degree - All Programs</b>					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

<b>Doctoral Degree ***</b>					
	2011-2012	2012-2013	2013-2014	2014-2015	
Completed Applications	8			-	-
Applications Accepted	8			-	-
Applications Enrolled	8			-	-
% Accepted of Applied	100.0%	-	-	-	-
% Enrolled of Accepted	100.0%	-	-	-	-

\*\*\*Rejected EdD applicants are not recorded into the electronic system

\*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 6: Students**  
**(Enrollment, Fall Census Date)**

Credit-Seeking Students Only - Excluding Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
		FA 11	FA 12	FA 13	FA 14	Estimation
<b>UNDERGRADUATE</b>			12	13	14	
First Year /Sophomore	Full-Time Headcount	3,094	3,174	3,002	3,016	2,906
	Part-Time Headcount	122	165	169	171	174
	Total Headcount	3,216	3,339	3,171	3,187	3,080
	Total FTE	3,716.0	3,843.3	3,631.8	3,636.1	3,496.5
Second Year /Junior	Full-Time Headcount	1,230	1,298	1,386	1,320	1,357
	Part-Time Headcount	38	52	57	75	84
	Total Headcount	1,268	1,350	1,443	1,395	1,441
	Total FTE	1,512.2	1,605.2	1,707.3	1,646.7	1,694.6
Third Year /Senior	Full-Time Headcount	1,129	1,183	1,291	1,336	1,423
	Part-Time Headcount	169	196	226	210	225
	Total Headcount	1,298	1,379	1,517	1,546	1,648
	Total FTE	1,523.1	1,611.5	1,751.2	1,779.5	1,882.1
Fourth Year	Full-Time Headcount	294	320	357	477	542
	Part-Time Headcount	3	8	24	26	37
	Total Headcount	297	328	381	503	579
	Total FTE	394.9	428.6	484.6	635.4	723.0
Fifth Year	Full-Time Headcount	164	216	202	200	190
	Part-Time Headcount	43	65	85	98	116
	Total Headcount	207	281	287	298	306
	Total FTE	234.8	312.4	309.3	305.3	301.8
Unclassified (inc. Freshman)	Full-Time Headcount	187	183	182	184	184
	Part-Time Headcount	51	41	31	38	34
	Total Headcount	238	224	213	222	218
	Total FTE	257.1	243.8	242.1	246.6	247.0
<b>Total Undergraduate Students</b>						
	Full-Time Headcount	6,098	6,374	6,420	6,533	6,601
	Part-Time Headcount	426	527	592	618	670
	Total Headcount	6,524	6,901	7,012	7,151	7,271
	Total FTE	7,638.1	8,044.8	8,126.3	8,249.5	8,344.9
	% Change FTE Undergraduate	na	5.3%	1.0%	1.5%	1.2%

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	FA 11	FA 12	FA 13	FA 14	Estimation
					2 % increase
<b>GRADUATE</b>					
Full-Time Headcount	128	111	97	62	63
Part-Time Headcount	385	333	279	295	301
Total Headcount	513	444	376	357	364
Total FTE	384.0	308.9	264.7	233.6	238.2
% Change FTE Graduate	na	-19.6%	-14.3%	-11.8%	2.0%
<b>EdD</b>					
Total Headcount	13	13	6	5	
Total FTE	7.0	7.9	2.7	1.1	1.1
<b>Teaching Diploma/Teaching Certificate</b>					
Total Headcount	9	9	6	6	
Total FTE	7.2	5.0	3.0	4.7	4.8
<b>GRAND TOTAL</b>					
Grand Total Headcount	7,059	7,367	7,400	7,519	7,635
Grand Total FTE	8,036	8,367	8,397	8,489	8,589
% Change Grand Total FTE	N.A	4.1%	0.4%	1.1%	1.2%

\*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 6: Students  
(Financial Aid, Debt, and Developmental Courses)**

Where does the institution describe the students it seeks to serve?

[http://www.ndu.edu.lb/administration/sao/financial\\_aid.htm](http://www.ndu.edu.lb/administration/sao/financial_aid.htm)

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget***	Next Year Forward (goal)
(2011-2012 )	(2012-2013)	(2013-2014 )	(2014-2015)	(FY 2 )

**Student Financial Aid**

Total Federal Aid	-	-	-	-	-
Grants					
Loans					
Work Study					
Total State Aid					
Total Institutional Aid	\$8,931	\$7,536	\$7,916	\$8,708	\$8,053
Grants	\$8,931	\$7,536	\$7,916	\$8,708	\$8,053
Loans					
Total Private Aid	NA	NA	NA	NA	
Grants					
Loans					

**Student Debt**

Percent of students graduating with debt\* (Amount Due)

Undergraduates	NA	NA	NA		
Graduates	NA	NA	NA		

For students with debt: (Amount Due)

Average amount of debt for students leaving the institution with a degree

Undergraduates	NA	NA	NA	NA	NA
Graduates	NA	NA	NA	NA	NA

Average amount of debt for students leaving the institution without a degree

Undergraduates	NA	NA	NA	NA	NA
Graduate Students	NA	NA	NA	NA	NA

**Percent of First-year students in Developmental Courses\*\***

	Fall 2011	Fall 2012	Fall 2013	Fall 2014
English as a Second/Other Language				
Intensive English	25%	27%	25%	27%
English (reading, writing, communication skills)-Remedial	52%	50%	55%	54%
Math-Remedial	45%	45%	42%	36%
Other				

**Three-year Cohort Default Rate**

Most recent three years

(FY 2 )	(FY 2 )	(FY 2 )
NA	NA	NA

\* All students who graduated should be included in this calculation

\*\*Courses for which no credit toward a degree is granted.

\*\*\*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

## Standard 7- Library and Other Information Resources

As part of the overall commitment of Notre Dame University-Louaize (NDU) to continuous improvement, the Libraries continue to build upon identified strengths and opportunities, and seek solutions to threats and weaknesses. The Libraries, therefore, have undertaken a number of new strategic, operational, and financial planning initiatives since the last New England Association of Schools and Colleges (NEASC) Team Visit.

Based upon the revised University bylaws, the University Library Committee (**Exhibit 7.1**) was established with elected members from every Faculty, student representatives, and key University administrators serving two-year terms. The University Librarian was elected as Chair of the ULC during the first meeting. The ULC has been active in providing feedback to the Libraries about the needs of the University community in addition to reviewing and approving revisions to existing Library rules and regulations related to circulation of Library materials and ILL/DDS. Second, based upon an updated SWOT analysis, and guided by the *Candidacy Report 2013* and the comments received from the NEASC Visiting Team, the Libraries drafted a new five-year strategic plan (2014-2019) and have started working on the action plans necessary to achieve the goals and objectives outlined (**Exhibit 7.2**). Finally, work continues on developing plans for a new Cultural Center at the main campus, which will house a greatly expanded and technologically enhanced Library facility based upon the recommendations of the University Librarian and the ad-hoc Library Building Committee, in addition to a President's Meeting Room and new facilities for the Division of Audio Visual Arts.

### Library Collection Development

Overall, support for the development of the Library and information resources remains strong with consistent investment in the acquisition of new resources in print and electronic formats. The Libraries continue to utilize professional tools, such as Bowker Book Analysis System (BBAS), Resources for College Libraries (RCL), and Choice reviews online to assess the Libraries collections and identify appropriate materials to support the academic and research interests of the NDU community. Faculty members and students at all campuses are also strongly encouraged to recommend materials for purchase that support their research, teaching and educational interests.

Progress is being made in expanding the core collection, although the Libraries are still far from the target goal of providing access to at least 40% of the resources recommended by Resources for College Libraries for any of the relevant subject disciplines and/or the collection as a whole (**Exhibit 7.3**). New collection development tools (i.e. OCLC WorldShare Collection Evaluation and ProQuest Intota Assessment) are also being investigated to further aid Library staff in identifying and meeting the information resources needs of students, faculty, researchers, and staff. Unfortunately, due to continued staffing issues, including long vacant positions in the Acquisitions Department, progress on building the Libraries' core print collection has been slower than desired.

The majority of new print acquisitions (**Exhibit 7.4**) have been concentrated at the Main Library due to space and financial considerations at the regional campus Libraries. The Main Library serves a significantly larger user population and has a much larger stacks area; therefore, it houses the majority of the Libraries print collections, including the children's collection (materials in support of teaching and research in the field of education), the Center for Applied Research in Education (CARE) Library, and the Marian Studies Center Library (**Exhibit 7.5**). Other research center library collections are housed within their respective research centers.

In order to allow the Libraries to more effectively manage the acquisition and distribution of core resources among the campus Libraries, effective as of academic year 2014-2015, the Library materials budget for all Library locations has been consolidated at the main campus (**Exhibit 7.6**) under the management of the University Librarian. The Main and NLC Libraries regularly review and remove (weed) print materials, which are outdated, in poor condition, or irrelevant; however, limited weeding has been done at the Shouf Campus (SC) Library since it was first established. A systematic and comprehensive weeding project at all campus Libraries, starting summer

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2015, and careful consideration of the distribution of newly acquired core resources among the various campus Libraries based upon the needs of each campus community should ensure that each campus Library has an adequate and relevant core collection of print.

Access to e-resources (both subscription-based and perpetual access) continues to be expanded, and as a LALC member, the Libraries' are benefiting from significant cost savings. In the academic year 2014-2015, due to renegotiated consortia pricing, the Libraries saved more than US\$36,000 with guaranteed caps on annual renewal increases that are much lower than previous years. Also, after a thorough review of the print serials usage statistics at all three campus Libraries, a large number of print serials subscriptions were either converted to e-only or cancelled outright. The resulting savings, combined with additional budget allocations from the University, allowed the Libraries to add several new e-resources subscriptions and upgrade a number of existing subscriptions in support of both existing and new undergraduate and graduate degree programs. It is expected that over the next few years more print journals will be converted to e-only format, so they will be easily accessible to all members of the NDU community both on- and off-campus. In addition, the Libraries are working to identify appropriate local and international vendors and develop the necessary procedures to launch demand driven acquisition of e-books.

## Library Organization Development

During the academic year 2013-2014, the Libraries reorganized and renamed various Public Services departments in reflection of updated service models (**Exhibit 7.7**). The Access Services Department, supervised by the new position of Head of Access Services, now combines Circulation Services, Evening Services, and ILL/DDS into one organizational unit. In addition, two staff positions were closed. The former Supervisor of Circulation Services was transferred to the position of Supervisor of Gifts and Exchange, and the Supervisor of Evening Services position was replaced by the new position of Research and Instruction Specialist - Evening Services (position remains vacant due to the former staff member leaving the University just before the reorganization). The Reference Department was renamed the Research and Instruction Department to better reflect their primary function of aiding and instructing Library users on how to find and evaluate needed information. Unfortunately, all the positions in the Research and Instruction Department remain vacant (the former department head retired at the end of the academic year 2011-2012, and the former Reference Specialist left the University at the end of the academic year 2012-2013) due to budgetary and operational issues and a lack of qualified applicants. Finally, a new Special Collections Department was opened to meet the need to organize, preserve, and make accessible several rare and unique collections acquired by the University over the last few years, including original manuscripts, publications, and audio and video recordings of noted Lebanese poet and philosopher Said Akl (1911-2014). Staff members for the Special Collections Department were transferred from other units within the Library, creating two vacancies in Acquisitions and one in Circulation. Currently, one position in Acquisitions remains vacant, while the other two positions have been filled with outside hires.

## Library Personnel

Recognizing the pressing need to increase the number of professional librarians from the existing two to the sixteen recommended in the report prepared by the NEASC Visiting Team, the University is providing various levels of support for staff members to pursue degrees in Library and Information Science both within Lebanon and abroad. A number of Library staff members are benefiting from this support in various ways, including flexible work schedules so they can attend classes at the Lebanese University, short-term paid and long-term unpaid leaves of absence and educational loans (for staff members enrolled in programs abroad).

Currently two staff members are enrolled in undergraduate programs in Library Science at the Lebanese University (anticipated graduation summer 2015), four are enrolled in Master degree programs in Library Science at the Lebanese University and three are enrolled at ALA-accredited Library Science Programs - two via distance learning and one on-site (**Exhibit 7.8**). Other Library staff members, especially those in supervisory positions, are being strongly encouraged to enroll in accredited Library Science graduate programs, particularly English-language programs in the United States or United Kingdom, which have a proven track record of providing high-quality distance learning (online).



Currently there are six vacant positions in the Mariam and Youssef (Main) Library; one Department Head position, and five Specialist positions which require a Bachelor's level degree (**Exhibit 7.7**). The University Librarian is working closely with the AVPAS, the VPAA, and the VPA to resolve the various budgetary and administrative issues that have caused these positions to remain vacant.

### **Library Research and Instruction Services**

Provision of research and instruction services at the Mariam and Youssef (Main) Library has declined sharply since the Research and Instruction (formerly Reference) staff positions became vacant. The University Librarian, other Library department heads, and Library specialists do provide some research assistance at the Help Desk, according to an established schedule; however, only a limited number of "library sessions" have been given during the two preceding academic years. Provision of research and instruction services at the campus Libraries remain steady, although it is likely that new staff at the Shouf Library would benefit from additional training and mentoring from a qualified Research and Instruction Librarian.

The Libraries continue to emphasize equal access to information resources for library users, regardless of campus location. Circulating materials can be requested and borrowed, and non-circulating can be requested for consultation, from any campus location, regardless of where they are housed. Based upon feedback received from the University community, the annual limit on external ILL/DDS requests was greatly increased after a promotion campaign was launched. The majority of e-Resources (**Exhibit 7.9**) provided are available both on- and off-campus to all members of the NDU community, regardless of campus location.

### **Student Information Literacy Skills Development**

Documentation demonstrating that students acquire increasingly sophisticated skills in evaluating the quality of information sources appropriate to their field of study is not readily available for most Faculties. Usage statistics for the various Library collections, however, clearly indicate that some Faculties require their students to utilize Library resources as an integral part of their educational experience more than other Faculties do.

### ***Institutional Effectiveness***

The Libraries use a variety of methods to evaluate the adequacy, utilization, and impact of the information resources and services provided. Statistical reports from the online Library system, database providers, and various public service points are regularly prepared and shared with the individuals and departments concerned. Surveys of the University community and feedback from ULC members provide valuable information, which was incorporated into the new strategic plan and the recommendations for the new Library facilities at the Main and North Lebanon campuses. The Library Council, consisting of Library department heads/supervisors and branch supervisors, meets regularly during the regular academic semesters, with at least one meeting held each year at each regional campus, so information is shared not only between the various library departments but also between the regional campus Libraries and the Mariam and Youssef (Main) Library.

**Standard 7: Library and Other Information Resources  
(Library)**

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
	(FY 2011-2012)	(FY 2012-2013)	(FY 2013-2014)	(FY 2014-2015)	(FY 2015-2016)
<b>Expenditures/FTE student</b>					
Materials <sup>1</sup>	\$ 99	\$ 97	\$ 117	\$ 129	\$ 133
Salaries & Wages	\$ 52	\$ 51	\$ 57	\$ 64	\$ 82
Other operating <sup>2</sup>	\$ 5	\$ 3	\$ 10	\$ 18	\$ 19
<b>Collections</b>					
Total print volumes <sup>3</sup>	96,688	105,773	111,472	115,968	120,000
Electronic books <sup>4</sup>	105,378	185,421	249,055	310,000	380,000
Print/microform serial subscriptions	491	467	456	341	300
Full text electronic journals <sup>5</sup>	not avail.	not avail.	26,433	37,091	40,000
Microforms	0	0	0	0	0
Total media materials	3,450	3,578	3,711	3,738	3,800
<b>Personnel (FTE)</b>					
Librarians -- main campus	3.0	2.0	2.0	3.0	4.0
Librarians -- branch campuses	0.0	0.0	0.0	0.0	0.0
Other library personnel -- main campus	19.0	19.0	21.0	23.0	28.0
Other library personnel -- branch campus	4.0	4.0	4.0	4.0	4.0
<b>Library Instruction</b>					
Total sessions -- main campus	53	4	5	3	50
Total attendance - main campus	1006	120	127	77	950
Total sessions -- branch campuses	16	21	24	24	25
Total attendance -- branch campuses	246	311	362	366	380
<b>Reference and Reserves</b>					
In-person reference questions	2543	1330	1372	1500	2000
Virtual reference questions	30	41	37	75	250
Traditional Reserves:					
courses supported		883	861	632	600
items on reserve		1718	1648	762	750
E-Reserves:					
courses supported	0	0	0	0	0
items on e-reserve	0	0	0	0	0
<b>Circulation (do not include reserves)</b>					
Total/FTE student	3	3	3	2	2
Total full-text article requests <sup>6</sup>	not avail.	83756	74577	5255	80000
Number of hits to library website	not avail.	not avail.	46274	44921	50000
Student borrowing through consortia or contracts	0	0	0	0	0
<b>Availability/attendance</b>					
Hours of operation/week main campus	71	71	81	81	81
Hours of operation/week branch campuses	40	40	40	40	40
Gate counts/year -- main campus	not avail.	not avail.	not avail.	not avail.	
Gate counts/year -- average branch campuses	not avail.	not avail.	not avail.	not avail.	
<b>URL of most recent library annual report:</b>					
<b>URL of Information Literacy Reports:</b>					

\*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

- For the years 2011-2014 most payments for books and/or serials were expensed as supplies by the regional campuses business offices.
- Anticipated (budgeted) expenses for Library staff participation in conferences/seminars (travel and accommodation), library promotional events and library projects are included in AY 2014-2015 and AY 2015-2016 projection.
- Includes only cataloged books and serial volumes.
- Includes both perpetual access e-books (included in the online library system) and subscription based e-books (not included in the online library system).
- Includes both perpetual access and subscription based e-journals made available through one or more database subscriptions. Titles are counted once even if they are included in more than one database.
- Total full-text article requests for 2014-2015 is extremely low due to a problem with the discovery service currently in use by the library such that search requests are not being carried through correctly to the various online databases that the library is subscribed to.

Standard 7: Library and Other Information Resources  
(Information Technology)

	3 Years Prior (2011-2012)	2 Years Prior (2012-2013)	Most Recently Completed Year (2013-2014)	Current Year* (actual or projection) (2014-2015)	Next Year Forward (goal) (2015-2016 )
<b>Number (percent) of students with own computers*</b>				92%	
*based on a survey on 3222 students on June 2015					
<b>Course management system</b>	BlackBoard (9.1 SP9)				
Number of classes using the system	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Classes on the main campus	824	965	942	1090	1124
Classes offered off-campus	63	107	127	146	166
Distance education courses	41	82	91	110	122
<b>Bandwidth</b>	LAN network with 100M/et same				
On-campus network					
Off-campus access					
commodity internet (Mbps)	5M (up), 16M (down)	7M (up), 24M (down)	9M (up), 28M (down)	14M (up), 50M (down)	14M (up), 50M (down)
high-performance networks (Mbps)					
Wireless protocol(s)	802.11 b/g/n	802.11 b/g/n	802.11 b/g/n	802.11 b/g/n	802.11 b/g/n
<b>Network</b>	Percent of residence halls connected to network				
wired	50% (just the clerk dorms)	50% (just the clerk dorms)	50% (just the clerk dorms)	50% (just the clerk dorms)	50% (just the clerk dorms)
wireless	50% (just the new dorms)	100%	100%	100%	100%
Percent of classrooms connected to network					
wired	100%	100%	100%	100%	100%
wireless					
Public wireless ports	http, https,ftp	http, https,ftp	http, https,ftp	http, https,ftp, communication ports	http, https,ftp, communication ports
<b>Multimedia classrooms (percent)</b>					
Main campus	95%	99%	99%	99%	99%
Branches and locations					
<b>IT Personnel (FTE)</b>					
Main campus	19.0	19.0	19.0	19.0	19.0
Branch campuses	4.0	4.0	4.0	4.0	4.0
Dedicated to distance learning					
<b>Software systems and versions</b>					
Students	Student Information System (in house developed software for Admissions, Registrar, SAO, financial aid...)				
Finances	PIMS II Accounting (13.07.05)				
Human Resources	PIMS II Payroll (14.02.17)				
	Time Management System (5.1)				
	Hand Net				
	Hand Pro Communication				
Advancement					
Library	OLIB World View (8.2)				
	OLIB Web View (2.6.3)				
Website Management	(In house web design & development)				
Portfolio Management					
Interactive Video Conferencing					
Digital Object Management	Laserfiche (8.1)				

\*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

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## Standard 8: Physical and Technological Resources

### Introduction

The three campuses of Notre Dame University-Louaize (NDU), i.e. the Main Campus, North Lebanon Campus (NLC), and the Shouf Campus (SC), occupy approximately 244,000 square meters of land (approximately 60.3 acres). Current developments will witness the use of more land, covering approximately 149,150 square meters (34.6 acres) at the main campus, 7,660 square meters (1.9 acres) at NLC, and 5,000 square meters (1.9 acres) at SC.

### 8-1. Physical Resources

#### MAIN CAMPUS

NDU has continued to implement a number of projects since the submission of the *Candidacy Report 2013*, including new construction plans, renovations, and the upgrading of its physical and technological facilities. The main campus master plan, which was designed in 1994, has not been fully implemented yet. The updated master plan (2015) shows the different buildings and facilities by year of completion (**Exhibit 8.1.1**). The physical plant facility and a new cafeteria were completed during the academic year 2012-2013. Construction plans to build a medical school and hospital near the main campus are under way. The plans and design for the new Library will be completed in 2015.

The current number of classrooms at the main campus, excluding various labs, presently stands at 112. These classrooms adequately meet current course offering demands. The classrooms in the new Faculty of Architecture, Art and Design (FAAD) building are being used to optimize demand, as per course offering. In addition, a high-tech newsroom and projection room were completed in summer 2014 to cater to the specific needs of students at the Department of Journalism in the Faculty of Humanities (FH); thus, alleviating some pressure on the campus classroom pool. The administration is continuously coordinating with Faculty deans and with various University departments to accommodate future need for classrooms and offices.

As of 2013, the Faculty of Nursing and Health Sciences (FNHS) added 14 supplementary offices (completed in summer 2013), five new offices in 2014, and nine additional offices in 2015. The FH offices have increased by 14, including a shared part-time faculty office. The Faculty of Law and Political Science (FLPS) have since relocated to the building previously occupied by the FAAD, which consists of 16 offices, a part-time Faculty office, a graduate seminar room, and a conference room. The expansion of the Faculty of Engineering (FE) building will be completed in summer 2015, and will have 30 new offices, one computer labs, 14 engineering labs, a graduate meeting room, a faculty auditorium, a conference room, and a faculty lounge (**Exhibits 8.1.2 and 8.1.2.1**).

The University administration continues to pursue implementing the Apave study (Apave is a consulting firm for safety and environmental concerns) for the Physical Plant Office. An Acting Director of Physical Plant was appointed in 2015 to follow up on the implementation of this study. In addition, the administration has taken steps toward implementing fixed assets and inventory policies and procedures by using available software and employing additional personnel; thus, leading to better overall planning and budgeting (**Exhibit 8.1.3**).

A solar panel system will be installed at the student dormitories by the end of fall 2015. The Apave handicapped accessibility and risk assessment studies have been completed and are set for implementation during 2015-2016 (**Exhibits 8.1.4, 8.1.5 and 8.1.5.1**).

The implementation of a CCTV coverage system of all critical areas at the main campus is still incomplete. It is noteworthy to mention; however, that CCTV coverage systems were installed during 2013-2014 at the Library, Studio, NLC, DCE, and off-campus student dorms (Block D) (**Exhibits 8.1.6 and 8.1.6.1**). Fire systems for

remaining buildings will be implemented in 2015-16.

The previous student survey revealed that some classroom sizes are small, but the majority of classrooms accommodate, on average, 30 students. Classroom air-conditioning facilities are adequately deployed in campus buildings and are regularly maintained.

## **NORTH LEBANON CAMPUS (NLC)**

Currently, NLC has 21 classrooms, which are all equipped with LCD projectors and/or smart boards; thereby, fulfilling course offering requirements.

Since 2010-2011, four new labs with state-of-the-art equipment have been added to the existing Engineering Lab to accommodate the recently included FE programs. The administration has added five new furnished offices; these offices are allotted to part-time and full-time faculty members from the main campus who teach at NLC. The NLC currently has 11 renovated and fully-equipped offices designated to full-time faculty members with teaching loads and services predominantly taking place on campus - three offices have been allocated to academic assistants working with Faculty coordinators. A number of facilities have been established and/or renovated, such as student parking lots, recreational areas, multi-purpose sports facility, student lounge, student transportation buses, faculty lounge, conference room, seminar room, meeting room, cafeteria, etc.

Since 2012, the University renovated a multi-purpose computer lab equipped with 30 workstations to serve the needs of the various academic programs and courses; this lab has decisively improved the capability of additional activities, such as exams, simulation, etc., for all related courses. A new physics lab has been fully equipped and serves students from different majors. A writing center has been created to complement the existing audio-visual studio for the FH programs, which has been radically refurbished with high-tech equipment, such as modern digital cameras, editing and lighting apparatus, etc.; the writing center serves NLC students, as well as, proficiency in English and other foreign languages. The primary computer center has been fully renovated and transformed for customary and prospective versatile usage; powerful servers and enhanced-capacity desktop computers have been added.

In 2013, five special- and multi- purpose labs were tailored for the FAAD, pertaining to courses and activities related to architecture, interior design, and graphic design programs in addition to a new MAC-station equipped lab.

The NLC master plan has been updated since 2013 and depicts, by year of completion, buildings and facilities under construction observing the substantial and pervasive expansion in the physical plant that nurtures the rapid growth of the campus in terms of academic programs and students enrolled. Three primordial blocks are to be elevated by 2016: A high-tech academic building, an administration building, and an auditorium in addition to a church and a campus Director residence with a multitude of underground parking lots and an extensive range of purposed spaces (**Exhibit 8.1.7**).

Each Faculty will be apportioned locales and facilities in the academic building carefully devised to meet the specific requirements of its programs and activities. The Faculty of Business Administration and Economics (FBAE) will benefit from three major additions to its Dept. of Accounting, Finance and Economics and Dept. of Hospitality and Tourism Management: A contemporary and refined restaurant (5,813 square feet or 540 square meters), a cutaway of a modern hotel (1,076 square feet or 100 square meters), and a high-tech trading room with all their respective associated technical units. The FE will benefit from an extensive space, ranging approximately 14,531 square feet (1,350 square meters) of four fully-equipped and sophisticated labs covering two floors with mezzanine layout interconnecting them (2,433-square-foot or 226-square-meter mechanical engineering lab; 2,992-square-foot or 278-square-meter electrical, computer and communication engineering lab; 6,157-square-foot or 572-square-meter civil engineering lab; 3,035-square-foot or 282-square-meter hydraulics lab); these labs have been devised to provide high standards of safety and academic requirements whilst provisioning the four programs offered under the FE academic umbrella. The FNAS and FNHS will share a multitude of labs: physics (1,776 square feet

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or 165 square meters), chemistry/biology (1,776 square feet or 165 square meters), and computer (1,830 square feet or 170 square meters) fashioned to cater not only to programs related to the aforementioned Faculties but also to serve other programs, which comprise related core-requirement courses as well. Additions to the FAAD consist of an exhibition hall (3,660 square feet or 340 square meters) and a locale dedicated for special activities (430 square feet or 40 square meters). Moreover, a sophisticated Library, extending over 8,611 square feet (800 square meters), with a panoramic view is to be lodged on the top floor and comprises of conveniently spaced internet-connected tables, various locales dedicated to archives, catalog, and print/bundle ware, and seven research units (97 square feet or 9 square meters each) dedicated to student and faculty research and thesis projects. Additionally, the academic building comprises two lounges and 22 offices for faculty members (full-time and part-time), a conference/meeting/seminar room, and an exam hall (3,068 square feet or 285 square meters). It is noteworthy to mention that at the completion of this mid-term construction plan, the already existing building will enjoy freed up space that shall radically enhance its classroom capacity for further growth in terms of enrolled students; the number of available classrooms would increase from 21 to more than 50. Finally, the basement level of this building consists of an underground parking lot, consisting of 80 parking spaces.

The administration building consists of five floors each covering more than 2,605 square feet (242 square meters) with the aim of fulfilling the following functions: Student Affairs Office, Registrar's Office, Admissions Office, Public Relations Office, Physician's Clinic, and Campus Director's Office. Each floor houses four offices for the staff concerned, i.e. physician, officers, secretaries, and assistants; it also embraces a wide space furnished and designated as a waiting area for students and parents, and also includes a modern help desk. The top floor housing the Director's Office incorporates a multipurpose meeting room. The basement level of this building consists of 15 parking spaces.

The auditorium is designed according to the latest multimedia and audio-visual technology and can accommodate 320 persons. It is to be equipped with a high-tech control room and related units. This building covers three floors whilst its underground construction, covering two floors, allows for vast multipurpose areas. In this section, the master plan envisages a Radio-TV locale for the FH, sport facilities, such as a gym and cloakrooms, warehouses, and other dedicated spaces.

Finally, by 2018, a multipurpose sports facility, including playgrounds, indoor pool, gymnasium, etc., would be achieved to serve school and University competitions, enhancing students' on-campus life experience and activities at the NLC.

## **SHOUF CAMPUS (SC)**

The physical facilities of NDU-SC consist of 21 general-use classrooms equipped with either LCD projectors or smart boards. The campus has the following: Two (2) engineering laboratories, one (1) science laboratory, two (2) computer laboratories, and one (1) studio. The campus also has a fully-equipped meeting room, conference room, exam hall, student lounge, faculty lounge, library, cafeteria, security house, two administrator offices, 11 offices for full-time faculty, 19 offices for staff members, and one (1) office for cleaning services personnel.

The campus' physical facilities have witnessed many improvements, additions, and expansions; thereby, enhancing both student life and the learning experience. A new wing was built for the Faculty of Architecture, Art and Design (FAAD). Completed in fall 2014, this wing comprises of four new classrooms (CB 307 to CB 310). A helpdesk office was set up at the building entrance, and the floor, walls, and ceiling were renovated to give the reception hall a modern, convivial touch. Two additional rooms were established, one for faculty members (Teachers' Lounge) on the ground floor, and one for visitors (Waiting Room) on the first floor. The interior of the campus was repainted, and the old wooden window frames on the ground floor were replaced with new ones. The conference room was also refurbished.

The parking lot was expanded to accommodate more cars, and an access gate, which works via magnetic cards,

was installed to ensure the careful monitoring of students, faculty, and staff entering or exiting the University. A new bus was purchased to improve student transportation. Finally, the Mar Abda Court was renovated to become a modern, spacious court that caters to the recreational and athletic needs of NDU-SC students.

## 8-2. Technological Resources

DCS staff members, who oversee and lend support to the various University-wide administrative and academic units, carry out the deployment of technology at the University. Their function includes continuous upgrading of technological facilities as well as the provision of technical support across the University campuses. There are currently two DCS staff members at each of the two regional campuses who coordinate and implement technology solutions in line with decisions taken on the main campus. With an additional 20 full-time DCS staff members at the main campus, the total number of IT staff across the University is 24.

The current University e-mail solution was based on Microsoft Exchange 2003 and did not offer many of the modern functions demanded by e-mail users. In summer of 2014, the DCS team successfully migrated all student, staff, faculty, and alumni accounts to new servers on new Microsoft Exchange 2013 domain. The old Microsoft Exchange 2003 server was decommissioned in summer 2014 (Exhibit 8.2.1).

During spring 2014, the DCS team developed a mobile application for NDU and published it on both Google Play (Android Devices) and Apple App Store (iOS devices). This free-of-charge application provides information on campus activities and events as well as student course schedules and grades, maps, and directory content. Regular updates to this application are being posted, as new features and enhancements are developed.

NDU has acquired an Institution License for Blackboard (Bb) Mobile Learn. The Mobile's new Blackboard application allows students and instructors to view announcements, participate in discussion boards, receive push notifications, update blogs and journals, and check grades. By providing mobile access to Blackboard content, the NDU App is expected to provide opportunities for students and faculty to interact in new and flexible ways. Around 200 computers in the student computer labs, computer classrooms and faculty offices were five years old. These were successfully replaced with new ones in 2014 and the old hardware was decommissioned (**Exhibit 8.2.2**).

The current PBX telephone system at NDU is outdated. A VoIP system has been deployed in the new FAAD building, and a complete VoIP study with a detailed plan is now ready for implementation University-wide in summer 2015.

In fall 2014, the Data Access Steering Committee finalized preparations for implementing policies and procedures related to data access and a decision was made to purchase a Business Intelligence Software (**Exhibit 8.2.3**). As of fall 2015, the new software will be fully implemented and will allow a number of designated users and administrators to easily create personalized reports and dynamic dashboards to explore vast amounts of data and find meaningful insights (**Exhibit 8.2.4**).

The Council of Deans (COD) approved the Social Media Policy and Guidelines on February 6, 2013. The new policy grants faculty members, students, and staff access to social media sites for educational and University-related business purposes. Access and use of social media are regulated by the guidelines of the policy, which is now published on the NDU website (**Exhibit 8.2.5**).

The DCS team is currently continuing work on creating complete documentations (hardware and software), which describe the functionality, architecture, and the integration of different information systems at the University. This project will be completed by the summer of 2015 (**Exhibits 8.2.6, 8.2.6.1, 8.2.6.2, 8.2.6.3, 8.2.6.4**).

The University Information Technology Committee is working on a set of policies and procedures, such as e-Mail

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Use Policy, e-Mail Retention Policy, Employee Internet Use, Monitor and Filtering Policy, Internet Usage Policy and Password Policy. Those policies shall be completed by the end of the fall 2015.

### ***Institutional Effectiveness***

NDU continues to expand and upgrade its physical and technological resources to accommodate the growing diverse needs of its campuses. The University's master plan provides actions for deploying facilities and allocating resources based on needs assessment and guided by a campus-wide planning and evaluation process. A Master Plan Committee has been appointed, whose primary task is to assist in implementing and continually updating the current NDU main and regional campuses master plans (***Exhibit 8.2.8***). The Division of Computing Services staff are constantly researching technological trends, applying best practices and integrating them into the actual IT systems to address the changing needs of the community.



Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignnable m2 (000)
	Main campus	
NLC campus	29,000	incl new build.
Shouf Campus	2,600	(est.)
Other U.S. locations		
International locations		

	3 Years Prior (2011-2012 )	2 Years Prior (2012-2013 )	1 Year Prior (2013-2014 )	Current Year* (2014-2015 )	Next Year Forward (goal) 2015-2016
<b>Revenue (\$000)</b>					
Capital appropriations (public institutions)					
Operating budget	\$56,056	\$63,171	\$66,124	\$73,321	\$77,689
Gifts and grants					
Debt					
TOTAL	\$56,056	\$63,171	\$66,124	\$73,321	\$77,689

<b>Expenditures (\$000)</b>					
New Construction	\$15,418,569	\$9,213,295	\$16,928,958	N/A	N/A
Renovations, maintenance and equipment	\$1,014,871	\$3,509,771	\$1,616,291	N/A	N/A
Technology	\$128,047	\$257,803	\$206,620	N/A	N/A
TOTAL	\$16,561,487	\$12,980,869	\$18,751,869	N/A	N/A

Assignnable m2 (000)	Main campus	NLC	Total
	Faculties (class rooms)	31,300	2,500
Academic facilities	5,200	500	5,700
Library & Research Centers	4,400	300	4,700
Administration	2,200	1,000	3,200
Admission & SAO	2,345	100	2,445
Sport Facilities	9,500		9,500
parking	47,000	300	47,300
restaurant	4,000	100	4,100
Green areas	10,000	6,200	16,200
corridors	7,000	0	7,000
DCE	4,000	0	4,000
Theater	2,500	0	2,500
Dormitories	13,600	0	13,600
Depot	3,600	0	3,600
Total	146,645	11,000	157,645

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignnable m2	Cost (000)	Year
Dormitories	Student House	13600	\$ 1,574,753	2007
Theatre	Activities	2500	\$ 2,630,540	2012
Parking	Car Parking	23000	\$ 20,474,523	2010
FAAD	Faculty classrooms	14550	\$ 18,403,375	2012
Observatory	Academic Facilities	100	\$ 209,104	2013

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignnable m2	Cost (000)	Year
Sport Center	Sport Activities	27000		
Cathedral		4000		
Library	Library	12000	\$16,000,000	2016
NLC	Auditorium, labs	18335	\$12,000,000	2015

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing \$\_\_\_\_\_ or more

Building name	Purpose(s)	Assignnable m2	Cost (000)	Year
Sciences	New offices	500		2013
Humanities, Business	New offices	300		2013
Engineering labs	labs and offices	200	\$83,540	2015
Dorm Bloc D	Dorms	2400	\$103,350	2014

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing \$\_\_\_\_\_ or more

Building name	Purpose(s)	Assignnable m2	Cost (000)	Year

\*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

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## Standard 9- Financial Resources And Area of Emphasis

*“The university’s capacity in the areas of budgeting and financial planning, and ensuring that GAAP principles are fully in place.”*

This section of the Biennial Report of Notre Dame University-Louaize (NDU) addresses the above-mentioned area of emphasis indicated by the New England Association of Schools and Colleges (NEASC) Visiting Team as well as the remainder of Standard 9.

In the academic year 2013-2014, NDU fully implemented the Generally Accepted Accounting Principles (GAAP). The Statement of Financial Position divided Net Assets into Unrestricted (US\$80.195 million), Temporarily Restricted (US\$10.620 million), and Permanently Restricted (US\$9.917 million) **(Exhibit 9-1)**.

In the academic year 2013-2014, the University developed and approved a Budgeting Process Document, which detailed procedures on preparation, approval, and implementation **(Exhibit 9-2)**. While NDU is part of the Maronite Order of the Holy Virgin Mary (OMM), the Order does not intervene in the preparation and execution of the budget. The budgeting process starts on March 1st of each year with the President’s *Budget Call Memo* addressed to all University officers and administrators concerned. The process involves all academic and administrative units in preparing the budget. The Budget Office, headed by the newly-appointed Budget Officer, sends all the required forms and documents to Faculty deans and offices **(Exhibit 9-3)**.

Deans and offices then submit to the Budget Office their preliminary budget proposal with their needs. After compiling and consolidating the proposed budgets of all units, the Budget Office submits the consolidated budget to the Vice-President for Finance who chairs the University Budgeting and Planning Committee. The Committee reviews the budget accounts, checks the forecasted expenses and revenues, and then approves the consolidated University Annual Budget Proposal before submitting it to the University Council (UC), which, after revising the budget against the University’s mission, forwards the proposed budget to the Board of Trustees (BOT) for final deliberation and approval.

Workshops were organized in March and May 2015 to familiarize deans and other heads of units with their roles pertaining to the budget preparation and expenditures. In addition, the Budget Office will keep all heads of units abreast of all expenditures concerning their units and provide them with the remaining balance of each item in their approved budget. The University will further improve the budget by subdividing the Faculty and unit budgets to departmental levels, starting in the budget for the academic year 2016-2017. This step will allow for better monitoring of the budget and its expenditures, empower departmental chairs and head of units, and increase their sense of ownership.

The University developed in the academic year 2013-2014 a draft for a five-year financial plan that is coherent with academic planning and with the University’s future outlook **(Exhibit 9-4)**. The plan is based on realistic, but conservative assumptions. The assumptions include a 5% annual increase in the credit rate, a 2% increase in credit sold, an 8% to 10% annual increase in salaries due to cost of living adjustments and hiring of new faculty members, and a 5% annual increase in personnel expenses. The plan also includes expected capital expenditures. According to the plan, the University will run budget deficits until the academic year 2018-2019 where it will record its first surplus of US\$7.194 million.

### Addressing the Rest of Standard 9

In the past two years, the financial capabilities of NDU continued along the path of uninterrupted growth. In addition, the University seriously addressed the concerns related to the implementation of GAAP standards, budgeting, and planning, which materialized into full implementation of GAAP standards, as of academic year 2013-2014, finalizing the Budget Planning and Procedures document, and developing a draft for a five-year financial plan.

The academic year 2013-2014 also witnessed a growth in NDU’s net assets by 36.43%, or US\$100,732,000 against US\$73,832,000 in 2011 (**Exhibits 9.1 and 9.5**). This growth is mainly due to the rise in property, plant, and equipment, which witnessed the construction of a new building for the Faculty of Architecture, Arts and Design (FAAD).

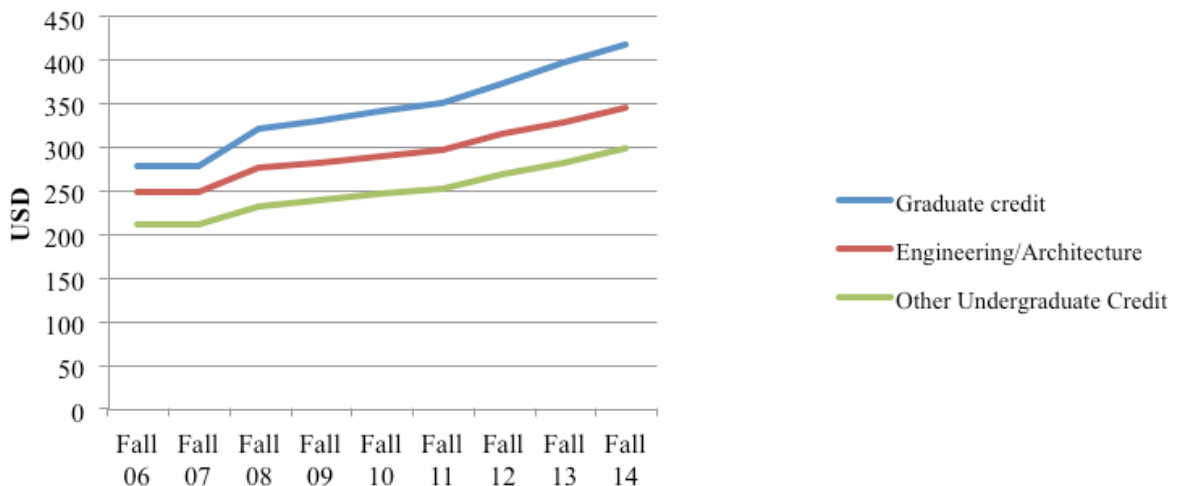
Total Operating Revenues (net of scholarships and fellowships) increased by 44.55% to US\$62,112,000 in 2014 against US\$42,967,000 in 2011 (**Exhibits 9.6 and 9.7**). This increase is due to the rise in tuition revenues, which continue to dominate the University’s pool of operating revenues at around 90%. The other operating revenues are educational and interest income (**Exhibits 9-6 and 9-8**).

The rise in tuition revenues results from the increase in student enrollment and tuition fees. Tuition fees rose by an annual average of 5% (*see Figure 9.1*). Between the academic years 2010-2011 and 2013-2014, the total number of students rose from 6,476 to 7,400, or a 14.30% increase (**Exhibit 9-9**), and the total number of credits enrolled rose by 11.30% from 190,875 to 212,430 during the same period (**Exhibits 9-10 and 9-11**).

The University’s total revenues constantly meet or exceed expectations. In the academic year 2011-2012, expected total operating revenues was US\$56.056 million (budgeted) while the actual figure was US\$58.746 million. In the academic year 2012/2013, operating revenues were expected to reach US\$56.056 million, but these figures actually reached US\$64.711 million.

Similarly in the same academic year, expected operating revenues were US\$66.124 while the actual figure reached US\$70.002 million (**Exhibits 9-12, 9-13, and 9-14**). This shows that the University follows a conservative approach in its financial planning, which limits the risks that might arise because of unforeseen circumstances.

**Figure 9.1:** Credit Fees Fall 2006-2014



NDU’s revenues are used to promote the University’s mission and objectives in an effort to constantly improve the educational environment, while keeping the budget deficit under control. In 2013, the surplus in operating budget amounted to US\$6.82 million, while the total budget deficit amounted to US\$14.734 million, owing to acquisition

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**(Exhibit 9-15).** The budget deficit is financed through credit facilities from suppliers (contractors) and through bank overdraft increases. The persistent and unequivocal operating budget surplus is a key indicator of the University's overall financial health.

In its efforts to improve the quality of the educational services NDU offers, the University increased the number of full-time faculty members from 176 to 251, or 42.26%, between the academic years 2010-2011 and 2014-2015. The number of part-time faculty members rose from 399 to 475, or 19.04%, and the number of staff members rose from 207 to 277, or 33.81%, from the academic year 2010-2011 to 2013-2014 **(Exhibits 9-9 and 9-16, 9-17).**

The increase in the number of faculty and staff members is the main reason for the 25% increase in operating expenses between 2011 and 2013. Salaries are adjusted annually, moreover, in line with the rise in the cost of living in the country to attract new qualified faculty and staff and retain existing ones. In the academic year 2012-2013, the management increased the salaries of all full-time faculty members by 10% and the hourly part-time rate by 20%. In the academic years 2013-2014 and 2014-2015, the salaries of full-time faculty members rose by 5% and 4% respectively on the first portion of salaries up to US\$40,000. In addition, during those two academic years; staff members received a 5% and 4% raise on their salaries with a ceiling of US\$100 per staff member.

NDU developed policies that pertain to the financial management of the University. Policies on budget, banking authorization, check signatory requirements, and auditing have been developed and will be submitted for the Board of Trustees (BOT) approval during summer 2015 **(Exhibit 9-18)**. Policies on risk management, grants, and gift acceptance are being developed and will be finalized by summer 2015.

### ***Institutional Effectiveness***

NDU is financially stable, as evidenced by the constant growth of its net and fixed assets. It continues to expand its physical capital and human resources to ensure that it fulfills its mission. All expenses are devoted toward improving academic standards in terms of hiring new full-time and part-time faculty members, and staff as well as constructing new buildings and facilities. The University made major strides toward improving its financial management. The new system involves all the academic and administrative units in the preparation of the mission-driven budget. More steps, however, must be taken to develop a comprehensive system of financial management and financial transparency. Related fiscal policies on investments, risk assessment, and gift acceptance are currently being developed.

**Standard 9: Financial Resources**  
**(Statement of Financial Position/Statement of Net Assets)**

FISCAL YEAR ENDS month & day: ( 8 / 31 )	2 Years Prior (2011-2012)	1 Year Prior (2012-2013)	Most Recent Year (2013-2014)	Percent Change	
				2 yrs-1 yr prior	1 yr-most recent
<b>ASSETS</b>					
CASH AND SHORT TERM INVESTMENTS	\$17,997	\$22,085	\$25,505	22.7%	15.5%
CASH HELD BY STATE TREASURER	N/A	N/A	N/A		
DEPOSITS HELD BY STATE TREASURER	N/A	N/A	N/A		
ACCOUNTS RECEIVABLE, NET	\$9,924	\$10,304	\$7,227	3.8%	-29.9%
CONTRIBUTIONS RECEIVABLE, NET	N/A	N/A	N/A		
INVENTORY AND PREPAID EXPENSES	\$177	\$363	\$202	105.1%	-44.4%
LONG-TERM INVESTMENTS	N/A	N/A	N/A		
LOANS TO STUDENTS	N/A	N/A	N/A		
FUNDS HELD UNDER BOND AGREEMENT	N/A	N/A	N/A		
PROPERTY, PLANT AND EQUIPMENT, NET	\$75,960	\$97,121	\$107,113	27.9%	10.3%
OTHER ASSETS	\$1,023	\$1,169	\$1,251	14.3%	7.0%
<b>TOTAL ASSETS</b>	<b>\$105,081</b>	<b>\$131,042</b>	<b>\$141,298</b>	<b>24.7%</b>	<b>7.8%</b>
<b>LIABILITIES</b>					
ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$15,604	\$33,900	\$29,578	117.3%	-12.7%
DEFERRED REVENUE & REFUNDABLE ADVANCES	\$0	\$0	\$0	-	-
DUE TO STATE	\$261	\$327	\$367	25.3%	12.2%
DUE TO AFFILIATES	N/A	N/A	N/A		
ANNUITY AND LIFE INCOME OBLIGATIONS	N/A	N/A	N/A		
AMOUNTS HELD ON BEHALF OF OTHERS	N/A	N/A	N/A		
LONG TERM DEBT	N/A	N/A	N/A		
REFUNDABLE GOVERNMENT ADVANCES	N/A	N/A	N/A		
OTHER LONG-TERM LIABILITIES	\$8,097	\$9,114	\$10,621	12.6%	16.5%
<b>TOTAL LIABILITIES</b>	<b>\$23,962</b>	<b>\$43,341</b>	<b>\$40,566</b>	<b>80.9%</b>	<b>-6.4%</b>
<b>NET ASSETS</b>					
UNRESTRICTED NET ASSETS					
INSTITUTIONAL	\$81,119	\$87,701	\$80,195	8.1%	-8.6%
FOUNDATION				-	-
TOTAL	\$81,119	\$87,701	\$80,195	8.1%	-8.6%
TEMPORARILY RESTRICTED NET ASSETS					
INSTITUTIONAL			\$10,620	-	-
FOUNDATION				-	-
TOTAL	\$0	\$0	\$10,620	-	-
PERMANENTLY RESTRICTED NET ASSETS					
INSTITUTIONAL			\$9,917	-	-
FOUNDATION				-	-
TOTAL	\$0	\$0	\$9,917	-	-
TOTAL NET ASSETS	\$81,119	\$87,701	\$100,732	8.1%	14.9%
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$105,081</b>	<b>\$131,042</b>	<b>\$141,298</b>	<b>24.7%</b>	<b>7.8%</b>

**Standard 9: Financial Resources  
(Statement of Revenues and Expenses)**

FISCAL YEAR ENDS month & day: ( 8 / 31 )	3 Years Prior (2011-2012 )	2 Years Prior (2012-2013 )	Most Recently Completed Year (2013-2014)	Current Budget* (2014-2015 )	Next Year Forward (2015-2016)
<b>OPERATING REVENUES</b>		12	13	14	
TUITION & FEES	\$53,835	\$59,304	\$62,852	\$63,957	\$69,357
ROOM AND BOARD	\$0	\$0	\$0	\$0	
LESS: FINANCIAL AID	(\$8,931)	(\$7,536)	(\$7,916)	(\$8,708)	(\$9,225)
NET STUDENT FEES	\$44,904	\$51,768	\$54,936	\$57,249	\$60,132
GOVERNMENT GRANTS & CONTRACTS	N.A	N.A	N.A	N.A	N.A
PRIVATE GIFTS, GRANTS & CONTRACTS	N.A	N.A	N.A	N.A	N.A
OTHER AUXILIARY ENTERPRISES	N.A	N.A	N.A	N.A	N.A
ENDOWMENT INCOME USED IN OPERATIONS					
OTHER REVENUE (specify):	\$3,911	\$4,559	\$6,095	\$7,365	\$8,812
OTHER REVENUE (specify):	\$1,000	\$848	\$1,081		
NET ASSETS RELEASED FROM RESTRICTIONS			(\$10,620)		
<b>TOTAL OPERATING REVENUES</b>	<b>\$49,815</b>	<b>\$57,175</b>	<b>\$51,492</b>	<b>\$64,614</b>	<b>\$68,944</b>
<b>OPERATING EXPENSES</b>					
INSTRUCTION	\$24,462	\$28,704	\$30,644	\$32,349	\$34,211
RESEARCH	\$0	\$0	\$0	\$0	
PUBLIC SERVICE	\$0	\$0	\$0	\$0	
ACADEMIC SUPPORT	\$3,853	\$3,368	\$4,186	\$5,849	\$6,949
STUDENT SERVICES	\$0	\$0	\$0	\$0	
INSTITUTIONAL SUPPORT	\$5,205	\$5,974	\$5,895	\$8,353	\$9,120
FUNDRAISING AND ALUMNI RELATIONS					
OPERATION, MAINTENANCE OF PLANT (if not allocated)	\$2,175	\$3,634	\$3,131	\$3,726	\$3,589
SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	N.A	N.A	N.A	N.A	N.A
AUXILIARY ENTERPRISES	N.A	N.A	N.A	N.A	N.A
DEPRECIATION (if not allocated)	\$6,833	\$8,913	\$9,678	\$9,771	\$10,312
OTHER EXPENSES (Provision & Contingencies):				\$2,500	
OTHER EXPENSES (specify):					
<b>TOTAL OPERATING EXPENDITURES</b>	<b>\$42,528</b>	<b>\$50,593</b>	<b>\$53,534</b>	<b>\$62,548</b>	<b>\$64,180</b>
<b>CHANGE IN NET ASSETS FROM OPERATIONS</b>	<b>\$7,287</b>	<b>\$6,582</b>	<b>(\$2,042)</b>	<b>\$2,066</b>	<b>\$4,764</b>
<b>NON OPERATING REVENUES</b>					
STATE APPROPRIATIONS (NET)					
INVESTMENT RETURN	N.A	N.A	N.A	N.A	
INTEREST EXPENSE (public institutions)	\$0	\$0	(\$1,699)	\$0	\$0
GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS					
OTHER (Provision for Doubtful Debts, Students accounts):			(\$3,765)		
OTHER (specify):					
OTHER (specify):					
<b>NET NON OPERATING REVENUES</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$5,464)</b>	<b>\$0</b>	<b>\$0</b>
<b>INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES</b>	<b>\$7,287</b>	<b>\$6,582</b>	<b>(\$7,506)</b>	<b>\$2,066</b>	<b>\$4,764</b>
CAPITAL APPROPRIATIONS (public institutions)					
OTHER			\$10,620		
<b>TOTAL INCREASE/DECREASE IN NET ASSETS</b>	<b>\$7,287</b>	<b>\$6,582</b>	<b>\$3,114</b>	<b>\$2,066</b>	<b>\$4,764</b>

\*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 9: Financial Resources  
(Statement of Debt)**

FISCAL YEAR ENDS month & day ( / )		3 Years Prior (2011-2012 )	2 Years Prior (2012-2013 )	Most Recently Completed Year (2013-2014 )	Current Budget* (2014-2015 )	Next Year Forward (2015-2016 )
	<b>DEBT</b>		12	13	14	
	BEGINNING BALANCE	\$6,411	\$6,865	\$5,428	\$20,411	\$24,447
	ADDITIONS	\$454	(\$1,437)	\$14,983	\$1,916	\$8,507
	REDUCTIONS					
	ENDING BALANCE	\$6,865	\$5,428	\$20,411	\$22,327	\$32,954
	INTEREST PAID DURING FISCAL YEAR	\$435	\$354		\$1,699	
	CURRENT PORTION					
	<b>BOND RATING</b>					

**DEBT COVENANTS: (1) DESCRIBE INTEREST RATE, SCHEDULE, AND STRUCTURE OF PAYMENTS; and**

**LINE(S) OF CREDIT: LIST THE INSTITUTION'S LINE(S) OF CREDIT AND THEIR USES.**

**FUTURE BORROWING PLANS (PLEASE DESCRIBE)**

\*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 9: Financial Resources  
(Supplemental Data)**

FISCAL YEAR ENDS month & day ( / )		3 Years Prior (2011-2012 )	2 Years Prior (2012-2013 )	Most Recently Completed Year (2013-2014 )	Current Budget* (2014-2015 )	Next Year Forward (FY 2015 )
<b>NET ASSETS</b>						
	NET ASSETS BEGINNING OF YEAR	\$71,269	\$73,832.00	\$81,119	\$87,707	\$94,761
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$2,563	\$7,287	\$6,582	\$13,031	\$14,711
	NET ASSETS END OF YEAR	\$73,832	\$81,119	\$87,701	\$100,738	\$109,472
<b>FINANCIAL AID</b>						
SOURCE OF FUNDS						
	UNRESTRICTED INSTITUTIONAL					
	FEDERAL, STATE & PRIVATE GRANTS					
	RESTRICTED FUNDS	N/A	N/A	N/A	N/A	N/A
	TOTAL	\$0	\$0	\$0	\$0	\$0
	% DISCOUNT OF TUITION & FEES					
	% UNRESTRICTED DISCOUNT					
<b>PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:</b>						

\*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.



## Standard 10-Public Disclosure

To improve the visibility of Notre Dame University-Louaize (NDU) as the “university of choice,” the University employs a variety of print and electronic media to communicate with current and prospective students, parents, alumni, staff, and the general public.

Following up on NDU’s efforts to comply with the New England Association of Schools and Colleges (NEASC) standards, the report set forth below is an update on all aspects related to NDU’s strategic use of communication channels to reach its internal and external audiences. Since its last *Candidacy Report 2013*, the following changes have occurred:

In pursuit of its main purpose, which is to promote NDU as an institution of higher education that strives to provide «*comprehensive quality education that fosters excellence in scholarship, lifelong learning, enlightened citizenship, human solidarity, moral integrity, and belief in God,*» as stated in the mission statement, the Office of Public Affairs and Communications underwent a radical restructuring process. In addition to delegating its previous responsibilities to the newly established Office of Public Relations and Cultural Affairs, the Office of Public Affairs and Communications added under its umbrella the Alumni Affairs Office and the Design and Brand Guardian Office (DBGO) entrusted with designing materials and visual communication, developing the NDU identity, and safeguarding its core image. Also a new unit was established called the Office of Communication Strategy to ensure consistency of internal and external communication. As such, the Vice-President of Public Affairs and Communications (VPPAC) oversees four units, as follows:

- Public Relations and Cultural Affairs;
- Communication Strategy;
- Design and Brand Guardian; and
- Alumni Affairs

In addition to the existing NDU Press, the Placement Office and the Internship Office also fall under the oversight of the VPPAC.

The Office of Public Relations and Cultural Affairs oversees the following activities: Organizing events, establishing and maintaining relations with the Ministry of Education and Higher Education in Lebanon, initiating outreach activities to solicit the interests of potential stakeholders in NDU, and overseeing the management of the Museum.

The Office of Communication Strategy is tasked with all communication-related aspects, including the NDU website, social media, press office and media relations, marketing communication, and internal communication and copywriting. This office is also tasked with handling some communication concerns, such as developing a unified communication structure that enables information seekers to effectively and easily find adequate answers to their queries as well as increasing NDU’s social media presence.

The Design and Brand Guardian Office is tasked with all design activities for any type of publication involving NDU. The main purpose of this unit is to ensure a unified public image of NDU through any publication or product that carries the NDU logo.

The Alumni Affairs Office serves the needs of NDU graduates, forges and fosters close relation between the University and its alumni. It also maintains a networking system and organizes professional and cultural activities.

NDU considers its website (<http://www.ndu.edu.lb>) as the main vehicle to communicate with external stakeholders in a timely and accurate fashion while its intranet (<http://electra.ndu.edu.lb>) is the main vehicle to communicate

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with internal stakeholders. Drastic measures were taken to ensure unification of NDU's image in terms of the design and content of its various communication channels. A first step was to establish a team of NDU alumni, senior graphic design students, and NDU members along with the help of branding and rebranding professionals in the United Kingdom (U.K.) and the United Arab Emirates (UAE) to devise a new brand image for NDU, which better reflects the University's culture and identity.

This project resulted in a comprehensive plan for NDU (**Exhibit 10.1**), which was approved in the first quarter of 2013 and has been implemented since then. A large part of the plan has been the establishment of the above-stated DBGO and the Office of Communication Strategy. The Office of Communication Strategy, in collaboration with the DBGO and the Office of Public Relations and Cultural Affairs, continues to work on introducing a completely new website with a new design and structure. Part of the effort includes a project to make finding information on the website easy. The process toward this goal has already begun.

The *NDU Catalog* (<http://www.ndu.edu.lb/administration/registrar/catalogs.htm>) is a major University publication given that it lists all academic programs offered by NDU, among other important information. Due to the difficulty of proper scheduling, distribution of tasks, and coordination, a catalog procedure (**Exhibit 10.2**) was formulated and approved in fall 2014 to address the timely completion of the most recent *Catalog* and to ensure that intended audiences are provided with accurate information. The new procedure was approved by the Council of Deans (COD) and went into effect in spring 2015. Electronic archived editions of the *Catalog* date back to the academic year 2000-2001. Efforts have yet to be made to include all the catalogs since the founding of NDU in 1987.

NDU continues to publish three times a year its bilingual (English and Arabic) periodical, the *NDU Spirit*. In the case of the *Palma Journal*, a peer reviewed multi-disciplinary journal, this publication has been inactive. The traditional framework of the journal proved lacking, especially when compared with today's highly specialized research journals. The current plan calls for the publication of a model issue of the new *Palma* by the end of the academic year 2015.

The *e-Chronicle* ([http://www.ndu.edu.lb/administration/presid\\_office/e-chronicle/index.htm](http://www.ndu.edu.lb/administration/presid_office/e-chronicle/index.htm)) is another University publication. This e-bulletin serves as a platform for networking and communicating with the University's friends around the world. By highlighting campus activities and events, this electronic publication strengthens and promotes NDU's mission and values. The *e-Chronicle* published its 23rd edition in spring 2015 and the 24th edition is due to be published in summer 2015.

Regarding Faculty brochures, the problem of inconsistency in shape, size, and content has been resolved. A new unified design and layout guideline was implemented. Still every Faculty/Department decides on the content of its brochures. The task of designing and producing brochures, however, is now the task of the DBGO. All brochures are continuously updated. The *NDU Admissions Booklet* is updated and published in a timely, clear, and sufficient manner, and thoroughly complements the Faculty brochures. The 2014-2015 versions are now available on the NDU website.

The *President's Annual Report* for the academic years 2012-2013 and 2013-14 are both available in print and online. In addition, the *NDU Profile 2014-15* (**Exhibit 10.3**) has been published and it includes the President's customary message as well as other important information, such as About NDU; University Financial Profile; Faculties; Board of Trustees; New Structures and Facilities; Vision for the Future .

The Office of Institutional Research and Assessment (OIRA) publishes annually the *NDU FactBook* ([www.ndu.edu.lb/About/factbook.pdf](http://www.ndu.edu.lb/About/factbook.pdf)). The *FactBook* includes the following information:

- An introduction about NDU (identity, mission, vision, values, important dates, University agreements, and international memberships);
- Statistical data of new students (distribution by gender, by major, by nationality);

- Statistical data of students' body (distribution by level, by religion, retention per faculty, graduation rate);
- Statistical data of faculty members (distribution by rank, by highest degree earned, credit workload);
- Statistical data for each Faculty;
- Statistical data of main campus (financial aid, students' enrollment by gender and religion);
- Statistical data of North Lebanon Campus (NLC) and Shouf Campus (SC); and
- Library, alumni, and financial data.

The *FactBook 2013-2014* is currently available online.

Concerning NDU agreements with other academic institutions, updated information can be found on the NDU website under the heading, "International Relations Office," (<http://www.ndu.edu.lb/About/AffiliationPrograms.htm>). The information posted was simplified to present different categories, such as the following: New and renewed agreements, agreements in the process of being renewed, Faculty-to-Faculty and networking with various associations.

Regarding the NDU Financial Statement, the President's Office will make available the most current audited financial statement upon request.

The new structure of the VPPAC Office and the efforts being made to establish new procedures for the *Catalog* aim at solving the problem of inconsistencies among different information platforms, especially the website and printed publications, such as the *Catalog* and Faculty brochures.

### ***Institutional Effectiveness***

NDU has been noticeably successful in providing its various audiences (both internal and external) with relevant information. The steps that have been taken since the previous *Candidacy Report 2013* have established that the University is adamant about connecting with its intended audiences through means of public disclosure and transparency. Disparities and gaps have been identified, and many of those have been rectified. Each of the newly-established offices and units has a defined and clear role, and they all work in synchrony to assure straightforward and efficient delivery of information.

Standard 10: Public Disclosure

Information	Web Addresses	
How can inquiries be made about the institution? Where can questions be addressed?	<a href="http://www.ndu.edu.lb/contactus.htm">http://www.ndu.edu.lb/contactus.htm</a> <a href="http://www.ndu.edu.lb/siteservices/CDirect.htm">http://www.ndu.edu.lb/siteservices/CDirect.htm</a> <a href="http://www.ndu.edu.lb/administration/vp/directory.htm">http://www.ndu.edu.lb/administration/vp/directory.htm</a> <a href="http://www.ndu.edu.lb/administration/fulltime.htm">http://www.ndu.edu.lb/administration/fulltime.htm</a> <a href="http://www.ndu.edu.lb/academics/faad/directory.htm">http://www.ndu.edu.lb/academics/faad/directory.htm</a> <a href="http://www.ndu.edu.lb/academics/fbae/directory.htm">http://www.ndu.edu.lb/academics/fbae/directory.htm</a> <a href="http://www.ndu.edu.lb/academics/fe/directory.htm">http://www.ndu.edu.lb/academics/fe/directory.htm</a> <a href="http://www.ndu.edu.lb/academics/fh/directory.htm">http://www.ndu.edu.lb/academics/fh/directory.htm</a> <a href="http://www.ndu.edu.lb/academics/flps/directory.htm">http://www.ndu.edu.lb/academics/flps/directory.htm</a> <a href="http://www.ndu.edu.lb/academics/fnas/directory.htm">http://www.ndu.edu.lb/academics/fnas/directory.htm</a> <a href="http://www.ndu.edu.lb/academics/fnhs/directory.htm">http://www.ndu.edu.lb/academics/fnhs/directory.htm</a> <a href="http://www.ndu.edu.lb/administration/finance/faq.htm">http://www.ndu.edu.lb/administration/finance/faq.htm</a>	all NDU Print Publications have contact detailed printed
Notice of availability of publications and of audited financial statement or fair summary		Annual Report 2013-2014 Office of the President
Institutional catalog	<a href="http://www.ndu.edu.lb/administration/registrar/catalogs.htm">http://www.ndu.edu.lb/administration/registrar/catalogs.htm</a>	Academic catalog 2013-2014
Obligations and responsibilities of students and the institution	<a href="http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm">http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm</a> <a href="http://www.ndu.edu.lb/administration/sao/graduate_rule.htm">http://www.ndu.edu.lb/administration/sao/graduate_rule.htm</a> <a href="http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf">http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf</a> <a href="http://www.ndu.edu.lb/administration/VP/NDU_Student%20Handbook_14-15.pdf">http://www.ndu.edu.lb/administration/VP/NDU_Student%20Handbook_14-15.pdf</a>	Student handbook in progress
Information on admission and attendance	<a href="http://www.ndu.edu.lb/admissions/applications.htm">http://www.ndu.edu.lb/admissions/applications.htm</a> <a href="http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm">http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm</a> <a href="http://www.ndu.edu.lb/administration/sao/graduate_rule.htm">http://www.ndu.edu.lb/administration/sao/graduate_rule.htm</a> <a href="http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf">http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf</a> <a href="http://www.ndu.edu.lb/administration/VP/NDU_Student%20Handbook_14-15.pdf">http://www.ndu.edu.lb/administration/VP/NDU_Student%20Handbook_14-15.pdf</a>	Admission guide Academic catalog 2013-2014
Institutional mission and objectives	<a href="http://www.ndu.edu.lb/admissions/AdmissionsGuide.pdf">http://www.ndu.edu.lb/admissions/AdmissionsGuide.pdf</a> <a href="http://www.ndu.edu.lb/About/Identityandmission.htm">http://www.ndu.edu.lb/About/Identityandmission.htm</a> <a href="http://www.ndu.edu.lb/administration/registrar/catalogs.htm">http://www.ndu.edu.lb/administration/registrar/catalogs.htm</a> <a href="http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf">http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf</a> in progress-expected on December 2015 <a href="http://www.ndu.edu.lb/About/factbook.pdf">http://www.ndu.edu.lb/About/factbook.pdf</a>	Admission guide Academic catalog 2013-2014
Expected educational outcomes	FE: <a href="http://www.ndu.edu.lb/academics/fe/ce/studentsoutcomes.htm">http://www.ndu.edu.lb/academics/fe/ce/studentsoutcomes.htm</a> FAAD: <a href="http://www.ndu.edu.lb/academics/faad/archdep/badegree.htm">http://www.ndu.edu.lb/academics/faad/archdep/badegree.htm</a> FBAE: <a href="http://www.ndu.edu.lb/academics/fbae/dafe/economics.htm">http://www.ndu.edu.lb/academics/fbae/dafe/economics.htm</a> FHUM: Not available FNAS: <a href="http://www.ndu.edu.lb/academics/fnas/dcs/edobj.htm">http://www.ndu.edu.lb/academics/fnas/dcs/edobj.htm</a> FNHS: <a href="http://www.ndu.edu.lb/academics/fnhs/dnhs/med_lab_tech.htm">http://www.ndu.edu.lb/academics/fnhs/dnhs/med_lab_tech.htm</a> FLPS: Not available (on all programs)	
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	<a href="http://www.ndu.edu.lb/About/Identityandmission.htm">http://www.ndu.edu.lb/About/Identityandmission.htm</a> <a href="http://www.ndu.edu.lb/About/factbook.pdf">http://www.ndu.edu.lb/About/factbook.pdf</a> <a href="http://www.ndu.edu.lb/governance/chairmessage.pdf">http://www.ndu.edu.lb/governance/chairmessage.pdf</a>	Academic catalog 2013-2014 Admission guide
Requirements, procedures and policies re: admissions	<a href="http://www.ndu.edu.lb/admissions/AdmissionsGuide.pdf">http://www.ndu.edu.lb/admissions/AdmissionsGuide.pdf</a> <a href="http://www.ndu.edu.lb/admissions/applications.htm">http://www.ndu.edu.lb/admissions/applications.htm</a> <a href="http://www.ndu.edu.lb/admissions/requirements.htm">http://www.ndu.edu.lb/admissions/requirements.htm</a> <a href="http://www.ndu.edu.lb/admissions/sao/undergraduate_rule.htm">http://www.ndu.edu.lb/admissions/sao/undergraduate_rule.htm</a> <a href="http://www.ndu.edu.lb/admissions/sao/graduate_rule.htm">http://www.ndu.edu.lb/admissions/sao/graduate_rule.htm</a>	Academic catalog 2013-2014
Requirements, procedures and policies re: transfer credit	<a href="http://www.ndu.edu.lb/admissions/applications.htm">http://www.ndu.edu.lb/admissions/applications.htm</a> <a href="http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm#ts">http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm#ts</a> <a href="http://www.ndu.edu.lb/admissions/registrar/catalogs.htm">http://www.ndu.edu.lb/admissions/registrar/catalogs.htm</a> <a href="http://www.ndu.edu.lb/administration/requirements.htm#p4">http://www.ndu.edu.lb/administration/requirements.htm#p4</a>	Academic catalog 2013-2014

Information	Web Addresses	Print Publications
A list of institutions with which the institution has an articulation agreement	<a href="http://www.ndu.edu.lb/About/AffiliationPrograms.htm">http://www.ndu.edu.lb/About/AffiliationPrograms.htm</a> <a href="http://www.ndu.edu.lb/About/factbook.pdf">http://www.ndu.edu.lb/About/factbook.pdf</a>	
Student fees, charges and refund policies	<a href="http://www.ndu.edu.lb/administration/finance/ut.htm">http://www.ndu.edu.lb/administration/finance/ut.htm</a> <a href="http://www.ndu.edu.lb/administration/finance/gt.htm">http://www.ndu.edu.lb/administration/finance/gt.htm</a> <a href="http://www.ndu.edu.lb/administration/finance/utp.htm">http://www.ndu.edu.lb/administration/finance/utp.htm</a> <a href="http://www.ndu.edu.lb/administration/finance/refund.htm">http://www.ndu.edu.lb/administration/finance/refund.htm</a> <a href="http://www.ndu.edu.lb/administration/finance/index.htm">http://www.ndu.edu.lb/administration/finance/index.htm</a>	Academic catalog 2013-2014
Rules and regulations for student conduct	<a href="http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm">http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm</a> <a href="http://www.ndu.edu.lb/administration/sao/graduate_rule.htm">http://www.ndu.edu.lb/administration/sao/graduate_rule.htm</a> <a href="http://www.ndu.edu.lb/administration/finance/settlement.htm">http://www.ndu.edu.lb/administration/finance/settlement.htm</a> <a href="http://www.ndu.edu.lb/off_campus/dce/rules_reg.htm">http://www.ndu.edu.lb/off_campus/dce/rules_reg.htm</a> <a href="http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf">http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf</a>	Academic catalog 2013-2014
Procedures for student appeals and complaints	<a href="http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm">http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm</a> <a href="http://www.ndu.edu.lb/administration/sao/graduate_rule.htm">http://www.ndu.edu.lb/administration/sao/graduate_rule.htm</a>	
Other information re. attending or withdrawing from the institution	<a href="http://www.ndu.edu.lb/administration/sao/graduate_rule.htm">http://www.ndu.edu.lb/administration/sao/graduate_rule.htm</a> <a href="http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm">http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm</a>	
Academic programs	<a href="http://www.ndu.edu.lb/academics/degrees.htm">http://www.ndu.edu.lb/academics/degrees.htm</a> <a href="http://www.ndu.edu.lb/ProspectiveStud.htm">http://www.ndu.edu.lb/ProspectiveStud.htm</a>	Academic catalog 2013-2014
Courses currently offered	<a href="http://www.ndu.edu.lb/academics/course_info/course_list.htm">http://www.ndu.edu.lb/academics/course_info/course_list.htm</a> <a href="http://www.ndu.edu.lb/administration/registrar/registration.htm">http://www.ndu.edu.lb/administration/registrar/registration.htm</a> <a href="http://www.ndu.edu.lb/administration/registrar/catalogs.htm">http://www.ndu.edu.lb/administration/registrar/catalogs.htm</a>	Academic catalog 2013-2015
Other available educational opportunities	<a href="http://www.ndu.edu.lb/off_campus/dce/index.htm">http://www.ndu.edu.lb/off_campus/dce/index.htm</a> <a href="http://www.ndu.edu.lb/administration/ProspectiveStud.htm">http://www.ndu.edu.lb/administration/ProspectiveStud.htm</a> <a href="http://www.ndu.edu.lb/academics/flhum/edd/edd_index.htm">http://www.ndu.edu.lb/academics/flhum/edd/edd_index.htm</a>	DCE catalog
Other academic policies and procedures	<a href="http://www.ndu.edu.lb/research/assistantship_policy.htm">http://www.ndu.edu.lb/research/assistantship_policy.htm</a> <a href="http://www.ndu.edu.lb/administration/VP/internationalrelations/st_exchange.htm">http://www.ndu.edu.lb/administration/VP/internationalrelations/st_exchange.htm</a> <a href="http://www.ndu.edu.lb/administration/vp/ethicalpolicy.htm">http://www.ndu.edu.lb/administration/vp/ethicalpolicy.htm</a> <a href="http://www.ndu.edu.lb/studenthousing/Policies.html">http://www.ndu.edu.lb/studenthousing/Policies.html</a> <a href="http://www.ndu.edu.lb/studenthousing/Internet_acceptable_use_policy.pdf">http://www.ndu.edu.lb/studenthousing/Internet_acceptable_use_policy.pdf</a> <a href="http://www.ndu.edu.lb/research/research_policy.htm">http://www.ndu.edu.lb/research/research_policy.htm</a> <a href="http://www.ndu.edu.lb/research/research_policy.htm">http://www.ndu.edu.lb/research/research_policy.htm</a> <a href="http://www.ndu.edu.lb/research/conflictinterest_policy.htm">http://www.ndu.edu.lb/research/conflictinterest_policy.htm</a> <a href="http://www.ndu.edu.lb/research/sponsored_research.htm">http://www.ndu.edu.lb/research/sponsored_research.htm</a> <a href="http://www.ndu.edu.lb/research/award_distinction.htm">http://www.ndu.edu.lb/research/award_distinction.htm</a> <a href="http://www.ndu.edu.lb/research/management_policy.htm">http://www.ndu.edu.lb/research/management_policy.htm</a> <a href="http://www.ndu.edu.lb/research/ethicsinresearch_policy.htm">http://www.ndu.edu.lb/research/ethicsinresearch_policy.htm</a> <a href="http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf">http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf</a> <a href="http://www.ndu.edu.lb/research/sponsored_research.htm">http://www.ndu.edu.lb/research/sponsored_research.htm</a>	
Requirements for degrees and other forms of academic recognition	<a href="http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm#ac_re">http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm#ac_re</a> <a href="http://www.ndu.edu.lb/administration/registrar/catalogs.htm">http://www.ndu.edu.lb/administration/registrar/catalogs.htm</a>	Academic catalog 2013-2014
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	<a href="http://www.ndu.edu.lb/administration/fulltime.htm">http://www.ndu.edu.lb/administration/fulltime.htm</a> <a href="http://www.ndu.edu.lb/administration/registrar/catalogs.htm">http://www.ndu.edu.lb/administration/registrar/catalogs.htm</a>	Academic catalog 2013-2014
Names and positions of administrative officers	<a href="http://www.ndu.edu.lb/administration/presid_office/directory.htm">http://www.ndu.edu.lb/administration/presid_office/directory.htm</a> <a href="http://www.ndu.edu.lb/administration/vp/relatedoffices.htm">http://www.ndu.edu.lb/administration/vp/relatedoffices.htm</a> <a href="http://www.ndu.edu.lb/administration/pr/directory.htm">http://www.ndu.edu.lb/administration/pr/directory.htm</a> <a href="http://www.ndu.edu.lb/administration/oa/directory.htm">http://www.ndu.edu.lb/administration/oa/directory.htm</a> <a href="http://www.ndu.edu.lb/administration/finance/directory.htm">http://www.ndu.edu.lb/administration/finance/directory.htm</a> <a href="http://www.ndu.edu.lb/administration/registrar/directory.htm">http://www.ndu.edu.lb/administration/registrar/directory.htm</a> <a href="http://www.ndu.edu.lb/administration/sao/directory.htm">http://www.ndu.edu.lb/administration/sao/directory.htm</a> <a href="http://www.ndu.edu.lb/administration/choir/directory.htm">http://www.ndu.edu.lb/administration/choir/directory.htm</a> <a href="http://www.ndu.edu.lb/admissions/directory.htm">http://www.ndu.edu.lb/admissions/directory.htm</a>	Academic catalog 2013-2014
Names, principal affiliations of governing board members	<a href="http://www.ndu.edu.lb/governance/BoardofTrustees.htm">http://www.ndu.edu.lb/governance/BoardofTrustees.htm</a>	

Information	Web Addresses	Print Publications
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	<a href="http://www.ndu.edu.lb/off_campus/nlc/profile.htm">http://www.ndu.edu.lb/off_campus/nlc/profile.htm</a> <a href="http://www.ndu.edu.lb/off_campus/shouf/nduprofile.htm">http://www.ndu.edu.lb/off_campus/shouf/nduprofile.htm</a> <a href="http://www.ndu.edu.lb/off_campus/nlc/degrees_Offered.htm">http://www.ndu.edu.lb/off_campus/nlc/degrees_Offered.htm</a> <a href="http://www.ndu.edu.lb/off_campus/shouf/degrees_offered.htm">http://www.ndu.edu.lb/off_campus/shouf/degrees_offered.htm</a> <a href="http://www.ndu.edu.lb/ndu.edu.lb/off_campus/dce/index.htm">http://www.ndu.edu.lb/ndu.edu.lb/off_campus/dce/index.htm</a>	Academic catalog 2013-2014
Programs, courses, services, and personnel not available in any given academic year.	<a href="http://www.ndu.edu.lb/administration/registrar/catalogs.htm">http://www.ndu.edu.lb/administration/registrar/catalogs.htm</a> the full timer list is not dated and the FT on leave are bot mentioned	Academic catalog 2013-2014
Size and characteristics of the student body	<a href="http://www.ndu.edu.lb/About/factsandfigures.htm">http://www.ndu.edu.lb/About/factsandfigures.htm</a> <a href="http://www.ndu.edu.lb/About/factbook.pdf">http://www.ndu.edu.lb/About/factbook.pdf</a>	
Description of the campus setting	<a href="http://www.ndu.edu.lb/off_campus/nlc/profile.htm">http://www.ndu.edu.lb/off_campus/nlc/profile.htm</a> <a href="http://www.ndu.edu.lb/off_campus/shouf/profile.htm">http://www.ndu.edu.lb/off_campus/shouf/profile.htm</a> <a href="http://www.ndu.edu.lb/about/construction.htm">http://www.ndu.edu.lb/about/construction.htm</a>	NDU catalogs-Public relation Brochure
Availability of academic and other support services	<a href="http://www.ndu.edu.lb/about/facilities_and_services.htm">http://www.ndu.edu.lb/about/facilities_and_services.htm</a> <a href="http://www.ndu.edu.lb/academics/support_services_advisory_services.htm">http://www.ndu.edu.lb/academics/support_services_advisory_services.htm</a> <a href="http://www.ndu.edu.lb/academics/support_services/faad_Studios.htm">http://www.ndu.edu.lb/academics/support_services/faad_Studios.htm</a> <a href="http://www.ndu.edu.lb/academics/support_services/compworkshop.htm">http://www.ndu.edu.lb/academics/support_services/compworkshop.htm</a> <a href="http://www.ndu.edu.lb/academics/support_services/radio_tv.htm">http://www.ndu.edu.lb/academics/support_services/radio_tv.htm</a> <a href="http://www.ndu.edu.lb/academics/support_services/dcs">http://www.ndu.edu.lb/academics/support_services/dcs</a> <a href="http://www.ndu.edu.lb/academics/support_services/projection_room.htm">http://www.ndu.edu.lb/academics/support_services/projection_room.htm</a> <a href="http://www.ndu.edu.lb/academics/support_services/sciences_lab.htm">http://www.ndu.edu.lb/academics/support_services/sciences_lab.htm</a> <a href="http://www.ndu.edu.lb/academics/support_services/engineering_lab.htm">http://www.ndu.edu.lb/academics/support_services/engineering_lab.htm</a> <a href="http://www.ndu.edu.lb/administration/vp/relatedoffices.htm">http://www.ndu.edu.lb/administration/vp/relatedoffices.htm</a> <a href="http://www.ndu.edu.lb/employment/student_emp.htm">http://www.ndu.edu.lb/employment/student_emp.htm</a> <a href="http://www.ndu.edu.lb/administration/vp/academicsupport/registrar.htm">http://www.ndu.edu.lb/administration/vp/academicsupport/registrar.htm</a> <a href="http://www.ndu.edu.lb/administration/vp/academicsupport/admissions.htm">http://www.ndu.edu.lb/administration/vp/academicsupport/admissions.htm</a> <a href="http://www.ndu.edu.lb/library/index.htm">http://www.ndu.edu.lb/library/index.htm</a>	Printed NDU catalogs-Public relation Brochure
Range of co-curricular and non-academic opportunities available to students	<a href="http://www.ndu.edu.lb/administration/sao/services.htm">http://www.ndu.edu.lb/administration/sao/services.htm</a> <a href="http://www.ndu.edu.lb/employment/student_emp.htm">http://www.ndu.edu.lb/employment/student_emp.htm</a>	
Institutional learning and physical resources from which a student can reasonably be expected to benefit	<a href="http://www.ndu.edu.lb/About/facilitiesandservices.htm">http://www.ndu.edu.lb/About/facilitiesandservices.htm</a> <a href="http://www.ndu.edu.lb/administration/sao/student_facilities.htm">http://www.ndu.edu.lb/administration/sao/student_facilities.htm</a> <a href="http://www.ndu.edu.lb/administration/sao/services.htm">http://www.ndu.edu.lb/administration/sao/services.htm</a> <a href="http://www.ndu.edu.lb/studenthousing/index.htm">http://www.ndu.edu.lb/studenthousing/index.htm</a> <a href="http://www.ndu.edu.lb/library/index.htm">http://www.ndu.edu.lb/library/index.htm</a>	
Institutional goals for students' education	<a href="http://www.ndu.edu.lb/About/Identityandmission.htm">http://www.ndu.edu.lb/About/Identityandmission.htm</a>	Academic catalog 2013-2014
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	<a href="http://www.ndu.edu.lb/newsandevents/inthenews.htm">http://www.ndu.edu.lb/newsandevents/inthenews.htm</a> (students external awards) <a href="http://www.ndu.edu.lb/About/factbook.pdf">http://www.ndu.edu.lb/About/factbook.pdf</a> <a href="http://www.ndu.edu.lb/research/ndupress/spirit/">http://www.ndu.edu.lb/research/ndupress/spirit/</a>	
Total cost of education, including availability of financial aid and typical length of study	<a href="http://www.ndu.edu.lb/admissions/tuition.htm">http://www.ndu.edu.lb/admissions/tuition.htm</a> <a href="http://www.ndu.edu.lb/administration/finance/utf.htm">http://www.ndu.edu.lb/administration/finance/utf.htm</a> <a href="http://www.ndu.edu.lb/About/factbook.pdf">http://www.ndu.edu.lb/About/factbook.pdf</a> <a href="http://www.ndu.edu.lb/administration/financial_aid.htm">http://www.ndu.edu.lb/administration/financial_aid.htm</a>	Admission guide
Expected amount of student debt upon graduation	not available	Not available
Statement about accreditation	<a href="http://www.ndu.edu.lb/academics/accredit/candidacy_status.htm">http://www.ndu.edu.lb/academics/accredit/candidacy_status.htm</a> <a href="http://www.ndu.edu.lb/academics/accredit/SelfStudy.pdf">http://www.ndu.edu.lb/academics/accredit/SelfStudy.pdf</a> <a href="http://www.ndu.edu.lb/academics/accredit/er.pdf">http://www.ndu.edu.lb/academics/accredit/er.pdf</a> <a href="http://www.ndu.edu.lb/academics/accredit/neasc.htm">http://www.ndu.edu.lb/academics/accredit/neasc.htm</a>	

## Standard 11- Integrity

Notre Dame University-Louaize (NDU) fosters integrity as a vital component of its identity, mission, vision, and core values that it sets for the community to implement across all University operations. Open communication exists through the interaction of committees (standing and ad-hoc) at Departmental, Faculty, and University levels where issues of integrity are discussed. The University expects its students to uphold standards of academic integrity, which are openly discussed in classrooms, as part of faculty members' explanation of the course syllabi section dealing with academic integrity (**Exhibit 11.1**). NDU's intolerance of plagiarism is outlined in the Catalog (**Exhibit 11.2**) and in 80% of the total course syllabi (**Exhibit 11.3**). SafeAssign is made available to faculty members on Blackboard to detect potential plagiarism. In the case where a student breaches the code of ethics, the Dean is the highest authority to whom all cases of academic misconduct are reported. The student may be required to face the University Disciplinary Committee. Faculty members and students are made aware of examination and proctoring rules (**Exhibit 11.4**).

Faculty members are informed about integrity, as they pursue their duties and responsibilities (**Exhibit 11.5**), and all members of the community are expected to maintain the highest standards of ethical conduct and observe the procedures outlining sanctions in case of infringement (**Exhibit 11.6**). Incorporating integrity into the academic life of the University receives support from the leadership, which provides opportunities to the community of students, faculty members, staff, and board members to participate in spiritual retreats and activities undertaken by the Campus Ministry (**Exhibit 11.7**). These activities seek to nurture integrity and promote a culture of honesty, ethics, and commitment to the University's mission and core values, which are enshrined in the Constitution (**Exhibit 11.8**).

The University periodically promulgates policies and procedures that ensure integrity. As of fall 2013-14, an Assistant to the President was appointed to help members of the academic community to devise new policies for the University (**Exhibit 11.9**). Policies governing integrity were promulgated in 2014. The University Council (UC) approved on May 23, 2014, codes of ethics, conflict of interest, confidentiality, non-discriminatory policy, harassment policy, and sexual harassment policy. The UC approved on May 23, 2014, a Transition Policy of Academic Officers and Administrators to capitalize on best practices of institutional productivity and integrity. During the academic year 2014-2015, the above-mentioned policies, in addition to other existing policies, underwent a review and revision process (editing and in some cases amending). This process was deemed necessary to infuse a common formal language across all policies. These new and revised policies will be approved by all the bodies concerned, including the BOT, and will serve as a foundation for University-wide governance.

The University requires faculty members and students to use original textbooks in the classroom in compliance with the Use of Original Textbooks in the Classroom policy (**Exhibit 11.10**).

The University continues to pursue work on reviewing policies related to students. In spring 2014, the Student Affairs Committee (SAO) worked to finalize the student Code of Conduct before submitting it to the appropriate legislative and executive bodies for deliberation (**Exhibit 11.11**).

The University articulates its commitment to the free pursuit of knowledge under Faculty rights and responsibilities that articulate academic freedom and freedom of expression (**Exhibit 11.12**), and in the Constitution, which pronounces "...a dedication to freedom of thought and expression irrespective of color, creed, race, or gender" (<http://www.ndu.edu.lb/About/Identity.htm>).

Policies and procedures dealing with integrity are applied to all students, as documented in the Catalog, reflecting

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the University's identity, which accents "...a belief in education as a means of protection against fanaticism and corruption" (<http://www.ndu.edu.lb/About/Identity.htm>) and a commitment to "...prepare its students to be future leaders who can exercise reason upon knowledge and shape a world of truth, justice, love and freedom." This commitment is reflected in the research ethics and freedom of research for the community (**Exhibit 11.13**). The Board of Deans, now Council of Deans (COD), approved the Social Media Policy Guidelines on February 6, 2013, providing all members of the community access to social media websites.

As the University continues to pursue its goals for continuous improvement, it recognizes the need to remove redundancies and repetitions in various University publications, which accent integrity. This concern, which was brought up in the Commission's *Exit Report* in 2013, is given due attention by the University, considering the need to reinforce integrity as a concept that the University wants its students, faculty members, and staff to work with, internalize, and lead others. Academic freedom, freedom of expression, and the right to privacy were channeled to the Office of the VPAA for action. The VPAA's directives were that the three categories fall under the *Academic Affairs Policy*, which his office will finalize, according to due process and in parallel to the revision/updating process of current policies that started in academic year 2013-2014.

The University adheres to the integrity of its degree program offerings, which are all licensed by the Ministry of Education and Higher Education (MEHE) in Lebanon. The MEHE confers the University the right to award degree programs in accordance with the Higher Education Law of the Republic of Lebanon.

Employment opportunities are freely available to the public through the University's website (<http://www.ndu.edu.lb/employment/>). Recruitment of full-time faculty members starts with advertising vacancies at the beginning of each academic year based on need and availability of budget for hiring. All applicants full-time and part-time undergo initial screening of applicants' academic credentials and experience that would meet Faculty's vision. Short-listed applications are studied by the Department Personnel Committee (DPC) and then by the Faculty Personnel Committee (FPC). The process involves interviewing the applicant and delivering a lecture as part of the evaluation process. All accepted applicants are referred to the VPAA and the President for final action. As for staff members, the Lebanese Labor Law requires the University to abide by fair recruitment of staff members, and those who have a disability (**Exhibit 11.14**). Job openings for students and alumni are regularly updated by the Placement Office and posted on the University's website ([http://www.ndu.edu.lb/employment/student\\_emp.htm](http://www.ndu.edu.lb/employment/student_emp.htm)). The *Student Handbook* provides information pertaining to students' employment on campus (**Exhibit 11.15**). The COD approved on January 28, 2015, Graduate Student Assistantship Rules and Regulations (**Exhibit 11.16**). This procedure provides graduate students with teaching and research opportunities that help them develop their critical thinking, scholarly competence, cultural maturity, and professional and administrative experiences in accordance with the mission, vision, core values and strategic goals of the University.

The University continues to ensure equal participation by all its members in knowing about the different events and scholarly activities taking place on campus. These events reflect the University's commitment to the "pursuit of knowledge." The different available social media groups for communication and interaction among students and instructors facilitate the transparent flow of information. Announcements for activities are displayed on campus through screens and through e-mails and the website. All announcements for events are designed by the DBGO, which was established in spring 2013 to standardize announcements of events disclosed to the community and the public.

Faculty grievances and concerns related to their welfare are voiced through University Faculty Personnel Committee (UFPC) whose elected members are represented in the University Council (**Exhibit 11.17**). According to the amended bylaws, the University Appeals Committee serves as a body that looks into faculty, students, and staff issues (**Exhibit 11.18**). The rights of students are respected through petitions. Further, the SAO deals with students' grievances and aids them to communicate with the appropriate University offices to address their individual concerns. Student Grievance Policy is currently being prepared covering all related conditions that impact the student's ability to complete his/her academic study (**Exhibit 11.19**).



NDU ensures transparency and integrity in the accreditation process and in its relationship with the Commission by updating the public through the website and the NDU community through the intranet. There are regular meetings held for the steering committee and the subcommittees, and regular communications between the NDU leadership and Commission officers. Before the comprehensive candidacy visit of 2013, NDU had published on its website the public notice. In 2013, it published the candidacy status in accordance with the Commission's template. The public notice for the upcoming NEASC visit in Fall 2015 was posted on NDU's website in June 2015.

### ***Institutional Effectiveness***

The University continues to review integrity by formulating relevant policies and procedures in accordance with its mission, core values, and strategic goals. It ensures that the public and the community have access to accurate and reliable information about integrity for incorporation into all University operations and constituencies.



**Standard 11: Integrity**

Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Academic honesty	2013-2014	<a href="http://www.ndu.edu.lb/administration/registrar/catalogs.htm">http://www.ndu.edu.lb/administration/registrar/catalogs.htm</a>	Office of Academic Affairs
Intellectual property rights	2014-2015	<a href="http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf">http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf</a>	Office of Academic Affairs
Conflict of interest	May 23, 2014	<a href="http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf">http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf</a>	Office of Academic Affairs
Privacy rights	May 23, 2014	<a href="http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf">http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf</a>	Office of Academic Affairs
Fairness for students	May 23, 2014	<a href="http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf">http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf</a>	Office of Academic Affairs
Fairness for faculty	May 23, 2014	<a href="http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf">http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf</a>	Office of Academic Affairs
Fairness for staff	May 23, 2014 2014-2015		Office of Academic Affairs
Academic freedom	2014-2015	<a href="http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf">http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf</a>	Office of Academic Affairs
Other _____			
Other _____			

Non-discrimination policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Recruitment and admissions	May 23, 2014 2014-2015	<a href="http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf">http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf</a> <a href="http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf">http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf</a>	Office of Academic Affairs
Employment	May 23, 2014 2014-2015	<a href="http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf">http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf</a> <a href="http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf">http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf</a>	Office of Academic Affairs
Evaluation	May 23, 2014 2014-2015	<a href="http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf">http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf</a> <a href="http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf">http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf</a>	Office of Academic Affairs
Disciplinary action	May 23, 2014 2014-2015	<a href="http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf">http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf</a> <a href="http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf">http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf</a>	Office of Academic Affairs
Advancement	May 23, 2014 2014-2015	<a href="http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf">http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf</a> <a href="http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf">http://www.ndu.edu.lb/administration/VP/Faculty_Handbook.pdf</a>	Office of Academic Affairs
Other _____			

Resolution of grievances	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Students	Oct 21, 2013	<a href="http://www.ndu.edu.lb/governance/bylaws.pdf">http://www.ndu.edu.lb/governance/bylaws.pdf</a>	BOT
Faculty	Oct 21, 2013	<a href="http://www.ndu.edu.lb/governance/bylaws.pdf">http://www.ndu.edu.lb/governance/bylaws.pdf</a>	BOT
Staff	Oct 21, 2013	<a href="http://www.ndu.edu.lb/governance/bylaws.pdf">http://www.ndu.edu.lb/governance/bylaws.pdf</a>	BOT
Other _____			

Other	Last Updated	Relevant URL or Publication	Responsible Office or Committee
1 Library policy	May 24, 2011	<a href="http://www.ndu.edu.lb/library/services/ill_dds_policy.htm">http://www.ndu.edu.lb/library/services/ill_dds_policy.htm</a>	University Council
2 Research Policy	Aug 8, 2008	<a href="http://www.ndu.edu.lb/research_policy.htm">http://www.ndu.edu.lb/research_policy.htm</a>	Research and Graduate Studies Office
3			
4			
5			

## Appendix A: List of Supporting Documents (Exhibits)

### Standard One

Exhibit 1.1– General Education Requirement (GER)  
 Exhibit 1.2– Learning Outcomes  
 Exhibit 1.3– General Education Executive Committee  
 Exhibit 1.4– Special University Policies Committee  
 Exhibit 1.5– Two Policies  
 Exhibit 1.6– CSO and Action Plan  
 Exhibit 1.7– Data Analysis / Faculty Members / GER and University Mission Statement 2013

### Standard Two

Exhibit 2.1– Summer Academic Retreat 2013: Exhibit 2.2 – Memo Appointment SPEC  
 Exhibit 2.3– Faculty Memos, Documents and Academic Plans  
 Exhibit 2.4– Draft Strategic Plan  
 Exhibit 2.5– SPRIC Call for First Meeting  
 Exhibit 2.6– Minutes of SPRIC First Meeting  
 Exhibit 2.7– SWOT Analysis  
 Exhibit 2.8– Minutes of BOT November 2014  
 Exhibit 2.9– Email of President Concerning Committees on SP Goals  
 Exhibit 2.10– Planning Policy  
 Exhibit 2.11– Master Plan of 1994  
 Exhibit 2.12– Memo Forming the Master Plan Committee  
 Exhibit 2.13– Faculty Budgets sent to Deans  
 Exhibit 2.14– Budget Policy and Procedure  
 Exhibit 2.15– BOT Minutes January 2015  
 Exhibit 2.16– Financial Policy  
 Exhibit 2.17– HR Documents Submitted to the President’s Office  
 Exhibit 2.18– Self-Study Report Feb. 2013  
 Exhibit 2.19– Memos of OAC Committees  
 Exhibit 2.20– COD Minutes for Approval of Program Review  
 Exhibit 2.21– Program Review Guidelines

Exhibit 2.22– Agenda and presentation of Workshop on Program Review  
 Exhibit 2.23– Exit Survey of the Faculty of Engineering  
 Exhibit 2.24– QlickView Purchasing and Implementation  
 Exhibit 2.25– Hiring of Data Analyst  
 Exhibit 2.26– Appointment of University Effectiveness Council  
 Exhibit 2.27– Appointment of Assistant to the President for Planning

### Standard Three

Exhibit 3.1 – The Constitution  
 Exhibit 3.2 – Organization Chart  
 Exhibit 3.3 – The Statues of the BOT  
 Exhibit 3.4 – Bylaws of BOT  
 Exhibit 3.5 – BOT Minutes of May 2014  
 Exhibit 3.6 – BOT Minutes of November 2014  
 Exhibit 3.7– BOT Minutes of January 2015  
 Exhibit 3.8 – BOT Section of the Constitution  
 Exhibit 3.9– Minutes of President’s Cabinet  
 Exhibit 3.10– BOT Minutes of October 2014  
 Exhibit 3.11– Appointing Committees  
 Exhibit 3.12– Association of Governing Board  
 Exhibit 3.13– Report on the Summer Academic Retreat 2013  
 Exhibit 3.14– Bylaws Governing Regional Campuses  
 Exhibit 3.15– Staff List and Staff Recently Hired  
 Exhibit 3.16– OCS  
 Exhibit 3.17– University Development Policy  
 Exhibit 3.18– Fundraising Projects

## **Standard Four**

Exhibit 4.1.1– Degrees Offered  
Exhibit 4.1.2– NDU Bylaws  
Exhibit 4.1.3– Bylaws Governing Regional Campuses  
Exhibit 4.1.4– COD Minutes at Shouf Campus  
Exhibit 4.1.5– COD Minutes at North Lebanon Campus  
Exhibit 4.1.6– Web Link to Learning Outcomes  
Exhibit 4.1.7– Program Review Procedures  
Exhibit 4.1.8– Program Review Guidelines  
Exhibit 4.1.9– FH Meeting for Program Review  
Exhibit 4.1.10– General Education Executive Committee  
Exhibit 4.1.11– GER Executive Committee  
Exhibit 4.1.12– GER Courses  
Exhibit 4.1.13– GER Proposed Curriculum  
Exhibit 4.1.14– Report of OIRA  
Exhibit 4.1.15– T1 Evaluation Survey Forms  
Exhibit 4.2.1– Program Mission, Program Goals, Program Learning Outcomes  
Exhibit 4.2.2– Library Acquisition in Fall 2014 compared to 2011/2012  
Exhibit 4.2.3– No. of Publications 2010-July 2014  
Exhibit 4.2.4– Graduate Student Assistantship Rules and Regulations  
Exhibit 4.2.5– Catalog  
Exhibit 4.2.6– The Graduate Division at FBAE Past versus Present  
Exhibit 4.2.7– Research and Practical Courses per Graduate Program  
Exhibit 4.2.8– Publications of the Faculty with Students  
Exhibit 4.2.9– Faculties Survey for the Existence of Program Objectives and Program Learning Outcomes  
Exhibit 4.2.10– Web link to FNHS – MS Nutrition  
Exhibit 4.2.11– Deans Responses Regarding Both Research and Professional MS/MA  
Exhibit 4.2.12– Website Link  
Exhibit 4.3.1– GPA Study 1994-2013  
Exhibit 4.4.1– Questionnaire of Committee (std. 4 on Learning Assessment  
Exhibit 4.4.2– ARP 317, MUS 344, GDP 415 and FAP 203 Syllabi

Exhibit 4.4.3– FAAD PLO  
Exhibit 4.4.4– FAAD PLOs Assessment  
Exhibit 4.4.5– MUS 454 Assignment Grades  
Exhibit 4.4.6– Graphic Design Learning Outcomes  
Exhibit 4.4.7– MRK 201 and MGT 620 Syllabi  
Exhibit 4.4.8– FBAE Curriculum Map  
Exhibit 4.4.9– MGT 620 Midterm  
Exhibit 4.4.10– ABET Course File Checklist  
Exhibit 4.4.11– Civil, Electrical and Computer Communication Engineering Program Student Outcomes  
Exhibit 4.4.12– CEN 203 Syllabus  
Exhibit 4.4.13–EEN 416 Sample Homework  
Exhibit 4.4.14– MEN 320 Grades Sheet  
Exhibit 4.4.15– EDU 340 Syllabus  
Exhibit 4.4.16– Department of English and Translation PLO  
Exhibit 4.4.17– LAW 261 and 203 Syllabi  
Exhibit 4.4.18– IAF 619 Syllabus  
Exhibit 4.4.19– IAF 411 Syllabus  
Exhibit 4.4.20– Evaluation of Learning Outcomes  
Exhibit 4.4.21– CSC 201 Syllabus  
Exhibit 4.4.22– PHS 212 Syllabus and Sample Test  
Exhibit 4.4.23– FNHS Learning Outcomes  
Exhibit 4.4.24 – MS Human Nutrition Mission, Objectives and Learning Outcomes  
Exhibit 4.4.25– NTR 650 Learning Outcomes  
Exhibit 4.4.26– NTR 435 & 652, NUR 204 and MLT 340 Syllabi  
Exhibit 4.4.27– NTR 205 Assessment of Learning Outcomes  
Exhibit 4.4.28– GER Course Proposal Checklist  
Exhibit 4.4.29– Inventory Education Effectiveness Indication

## **Standard Five**

Exhibit 5.1– Current Promotion Criteria  
Exhibit 5.2– Bylaws  
Exhibit 5.3– Faculty handbook 2014/15  
Exhibit 5.4– Teaching Assignments  
Exhibit 5.5– Evaluation Forms  
Exhibit 5.6– Promotion Policy 2014  
Exhibit 5.7– UC Minutes May 5, 2014  
Exhibit 5.8– UC Minutes May 23, 2014  
Exhibit 5.9– Gazette Issue 7 Nov. 2007

Exhibit 5.10– Roadmap rolling Contract  
 Exhibit 5.11– Salary Scale 2012/13  
 Exhibit 5.12– Salary Scale 2013/14  
 Exhibit 5.13– Salary Scale 2014/15  
 Exhibit 5.14– Salary Increase 2012/13  
 Exhibit 5.15– Salary Increase 2013/14  
 Exhibit 5.16– Salary Increase 2014/15  
 Exhibit 5.17– Suggested Changes to the Current Health Insurance Plan  
 Exhibit 5.18– Schooling Benefits  
 Exhibit 5.19– Guiding Principles For Life Insurance  
 Exhibit 5.20– Budget Allocation to Conferences  
 Exhibit 5.21– Faculty Travel Allowance  
 Exhibit 5.22– Merit Reward Policy  
 Exhibit 5.23– Gazette Issue 3 April-May 2008  
 Exhibit 5.24– Graduate Student Assistantship Rules and Regulations  
 Exhibit 5.25– Gazette Issue 1, August 2014  
 Exhibit 5.26– UC Minutes February 11, 2015  
 Exhibit 5.27– COD Minutes February 12, 2015

### **Standard Six**

Exhibit 6.1– Facts and Figures 2014 Presentation  
 Exhibit 6.2– Undergraduate Admissions SOP  
 Exhibit 6.3– Entrance Aptitude Sample Test  
 Exhibit 6.4– Composite Score and Math Remedial 2014/15  
 Exhibit 6.5– NDU Admissions Guide  
 Exhibit 6.6– Admission Procedures for Students with Special Needs  
 Exhibit 6.7– NDU Offices Student Satisfaction 2014  
 Exhibit 6.8– Social Media Policy

### **Standard Seven**

Exhibit 7. 1– University Committee Appointment  
 Exhibit 7. 2– 2014/2019 NDU Libraries Strategic Plan  
 Exhibit 7. 3– RCL Recommended Core Titles Held Dec. 2012 & March 2015  
 Exhibit 7. 4– Print Acquisitions Statistics by Location

Exhibit 7. 5. – NDU Libraries Print Collection by Location  
 Exhibit 7. 6. – Recommendation to Consolidate Libraries Budget  
 Exhibit 7. 7. – Organizational Chart for NDU Library 2014/15  
 Exhibit 7. 8. – Library Personnel Degrees  
 Exhibit 7. 9. – 2014/2015 Electronic Resources

### **Standard Eight**

Exhibit 8. 1. 1. – NDU Master Plan  
 Exhibit 8. 1.2. – Chemical Petroleum - RDC-1<sup>st</sup> Floor  
 Exhibit 8. 1.2.1. – Chemical Petroleum – 2<sup>nd</sup> Floor  
 Exhibit 8. 1.3. – Acting Director Physical Plant  
 Exhibit 8. 1.4. – NDU Handicapped Accessibility Study  
 Exhibit 8. 1. 5. – NDU Risk Assessment Report  
 Exhibit 8. 1.5.1. – NDU Risk Assessment Report 2  
 Exhibit 8. 1.6. – NDU CCTV & Fire Systems  
 Exhibit 8. 1.6.1. – NDU CCTV-DCE & Block D  
 Exhibit 8. 1.7. – NLC Master Plan  
 Exhibit 8.2.1. – Server Farm Infrastructure (Main)  
 Exhibit 8.2.2. – Blackboard License Agreement  
 Exhibit 8.2.3. – QlikView License Agreement  
 Exhibit 8.2.4. – Data Access Policy  
 Exhibit 8.2.5. – Social Media Policy  
 Exhibit 8.2.6. – Sample Software Inventory  
 Exhibit 8.2.6.1. – Network Infrastructure (Main)  
 Exhibit 8.2.6.2. – Server Farm Infrastructure (NLC)  
 Exhibit 8.2.6.3. – Network Infrastructure (Shouf)  
 Exhibit 8.2.6.4. – Grading System Architecture  
 Exhibit 8.2.8. – Master Plan Committee (MPC)

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## **Standard Nine**

- Exhibit 9.1– Statement of Financial Positions
- Exhibit 9.2– University Budget Planning
- Exhibit 9.3– NDU Budget
- Exhibit 9.4– NDU Multi Year Projection
- Exhibit 9.5– Statements of Financial Positions
- Exhibit 9.6– Statements of Activities 2014
- Exhibit 9.7– Statements of Activities 2011
- Exhibit 9.8– Educational Activities and Non-academic Revenues
- Exhibit 9.9– Faculty and Students Headcounts 2008-2014
- Exhibit 9.10– Actual Credits 2013/14 and Projected Credits 2014/15
- Exhibit 9.11– Actual Credits 2010/11 and Projected Credits 2011/12
- Exhibit 9.12– Comparative Budget 2011/12
- Exhibit 9.13– Comparative Budget 2012/13
- Exhibit 9.14– Comparative Budget 2013/14
- Exhibit 9.15– Comparative Budget Vs. Actual 2012/13
- Exhibit 9.16– Staff 2005-2014
- Exhibit 9.17– Full-Time Faculty 2014-15
- Exhibit 9.18– Financial Policy

## **Standard Ten**

- Exhibit 10.1– DVD
- Exhibit 10.2– Catalog Procedure
- Exhibit 10.3– Profile 2014/15

## **Standard Eleven**

- Exhibit 11.1– Syllabus
- Exhibit 11.2– Academic Integrity
- Exhibit 11.3– Appendix syllabi Distribution
- Exhibit 11.4– Proctoring Rules
- Exhibit 11.5– Minutes of General Faculty Meeting November 2014
- Exhibit 11.6– Ethical Conduct Policy
- Exhibit 11.7– Campus Ministry
- Exhibit 11.8– Constitution
- Exhibit 11.9– Appointment of Assistant to the President for Policies & Procedures
- Exhibit 11.10– Use of Original Textbooks
- Exhibit 11.11– NDU Student Code of Conduct July 2014
- Exhibit 11.12– Faculty Rights and Responsibilities
- Exhibit 11.13– University Research Policy
- Exhibit 11.14– Lebanese Labor Law Articles 26 & 36
- Exhibit 11.15– Student Employment
- Exhibit 11.16– Graduate Student Assistantship Rules and Regulations
- Exhibit 11.17– University Standing Committee 2014
- Exhibit 11.18– University Appeal Committee
- Exhibit 11.19- Draft Student Grievance Policy

## Appendix B: Affirmation of Compliance with Federal Requirements of Title IV



**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514  
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <http://cihe.neasc.org>

### AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	<a href="http://www.ndu.edu.lb/administration/registrar/2014-2015.pdf">www.ndu.edu.lb/administration/registrar/2014-2015.pdf</a> p. 81
Print Publications	Catalog 2014-2015 p. 81
Self-study/Fifth-year report Page Reference	Biennial report- Standard 4- Integrity in the Award of Academic Credit

- 2. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	<a href="http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm">http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm</a> <a href="http://www.ndu.edu.lb/administration/sao/graduate_rule.htm">http://www.ndu.edu.lb/administration/sao/graduate_rule.htm</a> <a href="http://www.ndu.edu.lb/administration/registrar/2014-2015.pdf">http://www.ndu.edu.lb/administration/registrar/2014-2015.pdf</a> <a href="http://www.ndu.edu.lb/admissions/requirements.htm">http://www.ndu.edu.lb/admissions/requirements.htm</a>
Print Publications	Catalog 2014-2015 p. 67 for undergrad and p. 64-65 for grad
Self-study/Fifth-year Report Page Reference	Biennial report Standard 4- Integrity in the Award of Academic Credit

- 3. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	Academic Honesty <a href="http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm#ac_di">http://www.ndu.edu.lb/administration/sao/undergraduate_rule.htm#ac_di</a> <a href="http://www.ndu.edu.lb/administration/sao/graduate_rule.htm#ahp">http://www.ndu.edu.lb/administration/sao/graduate_rule.htm#ahp</a>  Code of Ethics: <a href="http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf">http://www.ndu.edu.lb/administration/vp/codeofEthics.pdf</a>
Print Publications	Catalog 2014-2015
Self-study/Fifth-year Report Page Reference	

- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	Not applicable
Self-study/Fifth-year Report Page Reference	Not applicable

**5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	<a href="http://www.ndu.edu.lb/academics/accredit/invitation_for_public_comments.htm">http://www.ndu.edu.lb/academics/accredit/invitation_for_public_comments.htm</a>
Print Publications	
Self-study Page Reference	

The undersigned affirms that \_\_Notre Dame University- Louaize meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: \_\_\_\_\_

Date: June 10, 2015



## Appendix C: E-Series Form

### OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:	Yes	GER LO at <a href="http://www.ndu.edu.lb/academics/ger.htm">http://www.ndu.edu.lb/academics/ger.htm</a>  CLO in the syllabus	N/A	N/A	N/A	A GER Revision Committee has been appointed

Institutions selecting E1a should also include E1b.

# Faculty of Architecture, Art and Design (FAAD)

PLO: program Learning Outcomes

CLO : Course Learning Outcomes

FOAC: Faculty Outcome Assessment Committee

FGC: Faculty Graduate Committee

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Bachelor of Architecture	Yes	PLO: <a href="http://www.ndu.edu.lb/academics/faad/archdep/badegree.htm">http://www.ndu.edu.lb/academics/faad/archdep/badegree.htm</a>  CLO in the syllabus	Final Senior Project	FOAC	Jury included an external international member	Fall 2012
			Exit Survey	Chair, Dean, and FOAC	Changes to the program; Reinforcing Vertical and Horizontal Coordination; Changes in admission requirements; Introduction of new remedial courses; spreading the use of rubrics in evaluating design projects	
Bachelor of Arts in Interior Design	Yes	PLO: <a href="http://www.ndu.edu.lb/academics/faad/desdep/baid.htm">http://www.ndu.edu.lb/academics/faad/desdep/baid.htm</a> CLO in the syllabus	Final Senior Project	FOAC	More Coordination and Jury examining	Fall 2012
			Exit Survey	Chair, Dean, and FOAC	Reinforcing Vertical and Horizontal Coordination; Changes in admission requirements; spreading the use of rubrics in evaluating design projects	
Bachelor of Arts in Graphic Design	Yes	PLO: <a href="http://www.ndu.edu.lb/academics/faad/desdep/aftd.htm">http://www.ndu.edu.lb/academics/faad/desdep/aftd.htm</a> CLO in the syllabus	ISTD scheme and Comprehensive Portfolio	FOAC	Jury included an external international member	Spring 2013
			Exit Survey	Chair, Dean, and FOAC	No changes	
Bachelor of Arts in Fashion Design	Yes	PLO: <a href="http://www.ndu.edu.lb/academics/faad/desdep/bagd.htm">http://www.ndu.edu.lb/academics/faad/desdep/bagd.htm</a> CLO in the syllabus	Final Senior Collection	FOAC	Jury examination rather than only direct instructors	Fall 2013
			Exit Survey	Chair, Dean, and FOAC	Spreading use of rubrics	
Bachelor of Arts in Photography	Yes	PLO: <a href="http://www.ndu.edu.lb/academics/faad/desdep/bap.htm">http://www.ndu.edu.lb/academics/faad/desdep/bap.htm</a> CLO in the syllabus	Senior Project	FOAC	First graduating Cohort end of Spring 2015	Spring 2013
			Exit Survey	Chair, Dean, and FOAC	Spreading use of rubrics	

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Bachelor of Arts in Decorative Arts & Crafts	Yes	PLO: <a href="http://www.ndu.edu.lb/academics/faad/artdep/badac.htm">http://www.ndu.edu.lb/academics/faad/artdep/badac.htm</a> CLO in the syllabus	Senior Studio Craft	FOAC	Jury examination rather than only direct instructors	Fall 2012
			Exit Survey	Chair, Dean, and FOAC	No changes	
Bachelor of Music and Musicology	Yes	PLO: <a href="http://www.ndu.edu.lb/academics/faad/musicdep/aia.htm">http://www.ndu.edu.lb/academics/faad/musicdep/aia.htm</a> CLO in the syllabus	Public Performance /Concert	FOAC	Public performance including internal and external Jury	na
			Exit Survey	Chair, Dean, and FOAC	No changes	
Masters of Architecture in Environmental & Urban Planning	Yes	PLO: <a href="http://www.ndu.edu.lb/academics/faad/archdep/ma_architecture.htm">http://www.ndu.edu.lb/academics/faad/archdep/ma_architecture.htm</a> CLO in the syllabus	Thesis	FGC	Public Presentation and Advisory Thesis Committee	Spring 2013
			Exit Survey	Chair, Dean, and FGC	No changes	
Master of Arts in Design	Yes	PLO: <a href="http://www.ndu.edu.lb/academics/faad/desdep/mad.htm">http://www.ndu.edu.lb/academics/faad/desdep/mad.htm</a> CLO in the syllabus	Thesis	FGC	Public Presentation and Advisory Thesis Committee	
			Exit Survey	Chair, Dean, and FGC	No changes	
Master of Arts in Music	Yes	PLO: <a href="http://www.ndu.edu.lb/academics/faad/musicdep/mam.htm">http://www.ndu.edu.lb/academics/faad/musicdep/mam.htm</a> CLO in the syllabus	Thesis	FGC	Public Presentation and Advisory Thesis Committee	
			Exit Survey	Chair, Dean, and FGC	No changes	

# Faculty of Business Administration and Economics (FBAE)

DCC: Department Curriculum Committee

CLO: Course Learning Outcomes

PLO: program Learning Outcomes

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Bachelor of Business Administration – Accounting	Yes	PLO: <a href="http://www.ndu.edu.lb/academics/fbae/dafe/missionvis.htm">http://www.ndu.edu.lb/academics/fbae/dafe/missionvis.htm</a> CLO in the syllabus	Internship Report; Senior Level Course Projects	DCC; Board of Chairs; Discipline Coordinators	Teaching Assistants; Discipline Coordinators	Ongoing
			Exit Survey	Board of Chairs	N/A (expected Spring 2015)	
Bachelor of Business Administration - Banking & Finance	Yes		Internship Report; Senior Level Course Projects; Bloomberg	DCC; Board of Chairs; Discipline Coordinators	Teaching Assistants; Discipline Coordinators	Ongoing
			Exit Survey	Board of Chairs	N/A (expected Spring 2015)	
Bachelor of Business Administration - Economics	Yes		Senior Level Course Projects; Research report	DCC; Board of Chairs; Discipline Coordinators	Teaching Assistants; Discipline Coordinators	Ongoing
			Exit Survey	Board of Chairs	N/A (expected Spring 2015)	
Bachelor of Business Administration - Int'l Business Management - Marketing	Yes		Internship Report; Research Report; Capstone Course (strategy)	DCC; Board of Chairs; Discipline Coordinators	Teaching Assistants; Discipline Coordinators	Ongoing
			Exit Survey	Board of Chairs	N/A (expected Spring 2015)	
Bachelor of Hotel Management and Tourism	Yes	PLO: at the dean office CLO in the syllabus	2 Internship Reports; Senior Level Course Projects; On-Site Assessment; 3 Capstone Courses (cost control, events management, strategy)	DCC; Board of Chairs; Discipline Coordinators	Re-writing the program	2011
			Exit Survey	Board of Chairs	N/A (expected Spring 2015)	

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Master of Business Administration (M.B.A.)	Yes	PLO: at the dean office CLO in the syllabus	Course Projects; Thesis; Applied Research Project; Capstone Course	Graduate Committee	New program was put in place; New research rules	2013
			Exit Survey	Graduate Committee	N/A (expected Spring 2015)	
Master of Science in Financial Risk Management	Yes	PLO: at the dean office CLO in the syllabus	Course Projects; Thesis; Applied Research Project; Capstone Course	Graduate Committee	Tweak at the course level (still a new program)	2013
			Exit Survey	Graduate Committee	N/A (expected Spring 2015)	

# Faculty of Humanities (FH)

DCC: Department Curriculum Committee  
 CLO: Course Learning Outcomes  
 PLO: program Learning Outcomes

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Bachelor of Arts in Communication Arts : Journalism emphasis and Radio TV emphasis	Yes	PLO: at the dean office CLO in the syllabus	Internship and Senior	For the internship : instructor For the Senior : Instructor + Jury Chair and Dean	We have added the jury three years ago	2012
			Exit Survey		We reduced the number of students per class	
Bachelor of Arts in Advertising & Marketing	Yes	PLO: at the dean office CLO in the syllabus	Internship and Senior	For the internship : instructor For the Senior : Instructor + Jury Chair and Dean	No changes	2012
			Exit Survey		We reduced the number of students per class	
Master of Arts in Media Studies	Yes	PLO: at the dean office CLO in the syllabus	Thesis	Jury Chair and Dean	We have added thesis 1 and thesis 2 requirements but nothing specific related to the committee	2012
			Exit Survey		No changes	
Bachelor of Arts in Education-Basic Education	Yes	PLO: at the dean office CLO in the syllabus	Practicum	Dean and Chair	No changes	2013 - 2014
			Exit Survey	Dean and Chair	No changes	
Bachelor of Arts in Psychology	Yes	PLO: at the dean office CLO in the syllabus	Practicum	Dean and Chair	No changes	2013 - 2014
			Exit Survey	Dean and Chair	No changes	
Bachelor of Arts in Physical Education & Sport	Yes	PLO: at the dean office CLO in the syllabus	Practicum	Dean and Chair	No changes	2013 - 2014
			Exit Survey	Dean and Chair	No changes	

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Master of Arts in Education	Yes	PLO: at the dean office CLO in the syllabus	Thesis	Jury	No changes	2013 - 2014
			Exit Survey	Dean and Chair	No changes	
Master of Arts in Psychology – Educational Psychology	Yes	PLO: at the dean office CLO in the syllabus	Thesis	Jury	No changes	2013 - 2014
			Exit Survey	Dean and Chair	No changes	
Bachelor of Arts in English Language	Yes	PLO: at the dean office CLO in the syllabus	N/A	DCC	N/A	N/A
			Exit Survey	Chair	Program exit survey, internship survey	
Bachelor of Arts in Psychology	Yes	PLO: at the dean office CLO in the syllabus	Internship	DCC	N/A	Currently underway
			Exit Survey	Chair	Program exit survey, internship survey	
Master of Arts in English Language & Literature	Yes	PLO: at the dean office CLO in the syllabus	Thesis	Thesis Committee	N/A	N/A
			Exit Survey	Chair	N/A	
Master of Arts in Translation	Yes	PLO: at the dean office CLO in the syllabus	Thesis	Thesis Committee	N/A	N/A
			Exit Survey	Chair	N/A	

# Faculty of Natural and Applied Sciences (FNAS)

OAC = Faculty Outcome Assessment Committee

CLO: Course Learning Outcomes

EO: Educational Objective

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Bachelor of Science in Actuarial Sciences	Yes	EO: <a href="http://www.ndu.edu.lb/academic/fnas/dms/edobj.htm">http://www.ndu.edu.lb/academic/fnas/dms/edobj.htm</a> CLO in the syllabus	N/A	Department committees	No changes	N/A
			Exit Survey	OAC	Reduce the number of students per class (request)	
Bachelor of Science in Mathematics	Yes	EO: <a href="http://www.ndu.edu.lb/academic/fnas/dms/edobj.htm">http://www.ndu.edu.lb/academic/fnas/dms/edobj.htm</a> CLO in the syllabus	Internship and Senior	For the internship : instructor For the Senior : Instructor + Jury	program updated twice in last 5 years	N/A
			Exit Survey	OAC	Reduce the number of students per class (request)	
Master of Science in Mathematics	Yes	EO: <a href="http://www.ndu.edu.lb/academic/fnas/dms/edobj.htm">http://www.ndu.edu.lb/academic/fnas/dms/edobj.htm</a> CLO in the syllabus	dissertation	department committees	core changes were done to the MS curriculum	N/A
			Exit Survey	OAC	No changes	
Master of Science in Mathematics	Yes	EO: <a href="http://www.ndu.edu.lb/academic/fnas/dms/edobj.htm">http://www.ndu.edu.lb/academic/fnas/dms/edobj.htm</a> CLO in the syllabus	dissertation	department committees	No changes	N/A
			Exit Survey	OAC	No changes	
Bachelor of Science in Computer Science	Yes	EO: <a href="http://www.ndu.edu.lb/academic/fnas/dcs/edobj.htm">http://www.ndu.edu.lb/academic/fnas/dcs/edobj.htm</a> CLO in the syllabus	ABET Indicators	Department Committees	Change the assessment tools (working toward ABET accreditation)	N/A
			Exit Survey	OAC	Reduce the number of students per class in foundation courses. Changing Passing Grades to C- in some courses (request)	
Bachelor of Science in Computer Science - Information Technology	Yes	EO: <a href="http://www.ndu.edu.lb/academic/fnas/dcs/edobj.htm">http://www.ndu.edu.lb/academic/fnas/dcs/edobj.htm</a> CLO in the syllabus	Senior Project	Department Committees	No changes	N/A
			Exit Survey	OAC	Reduce the number of students per class in foundation courses. Changing Passing Grades to C- in some courses (request)	



CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Bachelor of Science in Computer Science-Computer Graphics and Animation	Yes	EO: <a href="http://www.nyu.edu.lb/academics/fnas/dcs/edobj.htm">http://www.nyu.edu.lb/academics/fnas/dcs/edobj.htm</a> CLO in the syllabus	Senior Project	Department Committees	Program updated twice in last 5 years	N/A
			Exit Survey	OAC	Reduce the number of students per class in foundation courses. (request)	
Bachelor of Science in Business Computing	Yes	EO: <a href="http://www.nyu.edu.lb/academics/fnas/dcs/edobj.htm">http://www.nyu.edu.lb/academics/fnas/dcs/edobj.htm</a> CLO in the syllabus	Senior Project	Department Committees	No changes	N/A
			Exit Survey	OAC	Reduce the number of students per class in foundation courses. (request)	
Bachelor of Science in Business Computing-Management Information Systems	Yes	EO: <a href="http://www.nyu.edu.lb/academics/fnas/dcs/edobj.htm">http://www.nyu.edu.lb/academics/fnas/dcs/edobj.htm</a> CLO in the syllabus	Senior Project	Department Committees	No changes	N/A
			Exit Survey	OAC	Reduce the number of students per class in foundation courses. (request)	
Bachelor of Science in Geographic Information Systems	Yes	EO: <a href="http://www.nyu.edu.lb/academics/fnas/dcs/edobj.htm">http://www.nyu.edu.lb/academics/fnas/dcs/edobj.htm</a> CLO in the syllabus	Senior Project	Department Committees	No changes	N/A
			Exit Survey	OAC	Reduce the number of students per class in foundation courses. (request)	
Master of Science in Computer Science	Yes	EO: <a href="http://www.nyu.edu.lb/academics/fnas/dcs/edobj.htm">http://www.nyu.edu.lb/academics/fnas/dcs/edobj.htm</a> CLO in the syllabus	Master Thesis	Department Committees	No changes	N/A
			Exit Survey	OAC	Major changes were done to the MS Curriculum	
Bachelor of Science in Biology	Yes	EO: <a href="http://www.nyu.edu.lb/academics/fnas/ds/edobj.htm">http://www.nyu.edu.lb/academics/fnas/ds/edobj.htm</a> CLO in the syllabus	1- Senior seminar(development of communication and practical skills) 2- Special projects (course assignments to develop communication skills and scientific documentation) 3- Practicum (lab courses). 4- Theoretical (acquisition of knowledge).	OAC	Revision of program course requirements (modification of some courses).	Fall 2014
			Exit Survey	OAC, Chair.	No changes	

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Bachelor of Science in Environmental Science	Yes	EO: <a href="http://www.ndu.edu.lb/academics/fnas/ds/edobj.htm">http://www.ndu.edu.lb/academics/fnas/ds/edobj.htm</a> CLO in the syllabus	1- Senior seminar(development of communication and practical skills) 2- Special projects and field trips. 3- Theoretical (acquisition of knowledge).	OAC	Removal and modification of some courses; introduction of new courses; revision of program curricular requirements	Spring 2014
			Exit Survey	OAC, Chair.	No changes	
Bachelor of Science in Chemistry	Yes	EO: <a href="http://www.ndu.edu.lb/academics/fnas/ds/edobj.htm">http://www.ndu.edu.lb/academics/fnas/ds/edobj.htm</a> CLO in the syllabus	1- Senior seminar(development of communication and practical skills) 3- Practicum (lab courses). 4- Theoretical (acquisition of knowledge).	OAC	Removal of some courses; introduction of new courses; revision of program credit requirements.	Fall 2010
			Exit Survey	OAC, Chair.	No changes	
Master of Science in Biology	Yes	EO: <a href="http://www.ndu.edu.lb/academics/fnas/ds/edobj.htm">http://www.ndu.edu.lb/academics/fnas/ds/edobj.htm</a> CLO in the syllabus	1- Thesis (experimental work, written document, and oral defense) 2- Graduate seminars (journal article presentation and discussion of current scientific findings) 3- Practicum (lab courses). 4- Theoretical (acquisition of knowledge).	OAC	Introduction of new practical courses. Credit redistribution.	Spring 2014
			Exit Survey	OAC, Chair.	No changes	
Bachelor of Science in Physics	Yes	LO <a href="http://www.ndu.edu.lb/academics/fnas/dpa/learning_outcomes.htm">http://www.ndu.edu.lb/academics/fnas/dpa/learning_outcomes.htm</a> CLO in the syllabus	senior project	OAC, DCC	No changes	none
			Exit Survey	OAC	no changes	
Bachelor of Science in Environmental Science	Yes	LO <a href="http://www.ndu.edu.lb/academics/fnas/dpa/learning_outcomes.htm">http://www.ndu.edu.lb/academics/fnas/dpa/learning_outcomes.htm</a> CLO in the syllabus	M.S. thesis	OAC	Changed the curriculum 3 years ago	none
			Exit Survey	OAC, Chair.	No changes	

# Faculty of Nursing and Health Sciences (FNHS)

OAC: Faculty Outcome Assessment Committee DCC= Departmental Curriculum Committee  
 CLO: Course Learning Outcomes SLO : Student Learning Outcomes

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Bachelor of Science in Medical Laboratory Technology	Yes	SLO: <a href="http://www.ndu.edu.lb/academics/fnhs/dnhs/med_lab_tech.htm">http://www.ndu.edu.lb/academics/fnhs/dnhs/med_lab_tech.htm</a> CLO in the syllabus	colloquium; practicum	OAC DCC	Curriculum Change; Appointments of staff to monitor and assess students' learning outcomes; Revisiting assessment tools (exams, assignments, activities) to make sure they reflect the course learning outcomes	Mar-13
			Exit Survey	OAC, chair, dean	Revising the course and the program learning outcomes currently to make sure that they are measurable and realistic through faculty sub committees	
Bachelor of Nursing	Yes	SLO: <a href="http://www.ndu.edu.lb/academics/fnhs/dnhs/bs_nursing.htm">http://www.ndu.edu.lb/academics/fnhs/dnhs/bs_nursing.htm</a> CLO in the syllabus	portfolio review; colloquium; practicum	OAC DCC	Further development of assessment forms; appointments of staff to monitor and assess students' learning outcomes Revamping the basic nursing lab on campus to provide students with further training prior to going on site Revisiting assessment tools (exams, assignments, activities) to make sure they reflect the course learning outcomes revisiting human resources, including teaching staff, on campus to become more multidisciplinary	Mar-14
			Exit Survey	OAC, chair, dean	Revising the course and the program learning outcomes currently to make sure that they are measurable and realistic through faculty sub committees Revisiting assessment tools (exams, assignments, activities) to make sure they reflect the course learning outcomes	

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Bachelor of Science in Nutrition and Dietetics	Yes	SLO: <a href="http://www.ndu.edu.lb/academics/fnhs/dnhs/nutrition_dietetics.htm">http://www.ndu.edu.lb/academics/fnhs/dnhs/nutrition_dietetics.htm</a> CLO in the syllabus	colloquium	OAC DCC	Revisiting assessment tools (exams, assignments, activities) to make sure they reflect the course learning outcomes	Mar-13
			Exit Survey	OAC, chair, dean	Revising the course and the program learning outcomes currently to make sure that they are measurable and realistic through faculty sub committees	
Master of Science in human Nutrition	Yes	SLO: <a href="http://www.ndu.edu.lb/academics/fnhs/dnhs/nutrition_dietetics.htm">http://www.ndu.edu.lb/academics/fnhs/dnhs/nutrition_dietetics.htm</a> CLO in the syllabus	Thesis (program started last year)	OAC DCC	Revisiting assessment tools (exams, assignments, activities) to make sure they reflect the course learning outcomes	Jan-15
			Exit Survey	OAC, chair, dean	Revising the course and the program learning outcomes currently to make sure that they are measurable and realistic through faculty sub committees	

# Faculty of Law and Political Science (FLPS)

OAC: Faculty Outcome Assessment Committee  
 FGC: Faculty Graduate Committee  
 CLO: Course Learning Outcomes  
 SLO: Student Learning Outcomes

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Bachelor of Arts in Political Science	Yes	PLO: at the dean office CLO in the syllabus	No one specific achievement, but an overall satisfactory record	Faculty Members, chair, dean	Introducing New Courses & Removing redundant ones - Recruiting new part timers	Fall 12 and Currently undergoing one
			Exit Survey	OAC	No changes	
Bachelor of Arts in Political Science - American Studies	Yes	PLO: at the dean office CLO in the syllabus	No one specific achievement, but an overall satisfactory record	Faculty Members, chair, dean	Introducing New Courses & Removing redundant ones - Recruiting new part timers	Fall 12 and Currently undergoing one
			Exit Survey	OAC	No changes	
Bachelor of Arts in Political Science - Euro-Mediterranean Studies	Yes	PLO: at the dean office CLO in the syllabus	No one specific achievement, but an overall satisfactory record	Faculty Members, chair, dean	Introducing New Courses & Removing redundant ones - Recruiting new part timers	Fall 12 and Currently undergoing one
			Exit Survey	OAC	No changes	
Bachelor of Arts in International Affairs & Diplomacy	Yes	PLO: at the dean office CLO in the syllabus	No one specific achievement, but an overall satisfactory record	Faculty Members, chair, dean	Introducing New Courses & Removing redundant ones - Recruiting new part timers	Fall 12 and Currently undergoing one
			Exit Survey	OAC	No changes	
Bachelor of Arts in Public Administration	Yes	PLO: at the dean office CLO in the syllabus	No one specific achievement, but an overall satisfactory record	Faculty Members, chair, dean	Introducing New Courses & Removing redundant ones - Recruiting new part timers	Fall 12 and Currently undergoing one
			Exit Survey	OAC	No changes	

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Master of Arts in Political Science	Yes	PLO: at the dean office CLO in the syllabus	Thesis	FGC, chair, dean	Introducing New Courses & Removing redundant ones - Recruiting new part timers - Adopt new Thesis Guidelines	Fall 12 and Currently undergoing one
			Exit Survey	OAC		
Master of Arts in International Affairs & Diplomacy	Yes	PLO: at the dean office CLO in the syllabus	Thesis	FGC, chair, dean	Introducing New Courses & Removing redundant ones - Recruiting new part timers - Adopt new Thesis Guidelines	Fall 12 and Currently undergoing one
			Exit Survey	OAC		
Master of Arts in Public Administration	Yes	PLO: at the dean office CLO in the syllabus	Thesis	FGC, chair, dean	Introducing New Courses & Removing redundant ones - Recruiting new part timers - Adopt new Thesis Guidelines	Fall 12 and Currently undergoing one
			Exit Survey	OAC		

# Faculty of Engineering (FE)

Sample actions are listed below (under exhibit of actions: direct & indirect). The complete set is the self-study report of the corresponding program. It can be made available upon request.

PLO: Program Learning Outcomes

Category	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Bachelor of Engineering in Civil Engineering	Yes	PLO: <a href="http://www.ndu.edu.lb/academics/fe/ce/studentsoutcomes.htm">http://www.ndu.edu.lb/academics/fe/ce/studentsoutcomes.htm</a> CLO in the syllabus	ABET Student Outcomes - Please check " <a href="http://www.ndu.edu.lb/academics/fe/accreditation.htm">http://www.ndu.edu.lb/academics/fe/accreditation.htm</a> " for a complete list.	Outcome Assessment Committee & Department Faculty Assembly	Introduction of new System Constraints (registration process); New BIO 204 course; LABs co-requisite with courses	November 2014 - Postponed to November 2015
			Exit Survey	Outcome Assessment Committee & Department Faculty Assembly	No changes	
Bachelor of Engineering in Computer and Communication Engineering	Yes	PLO: <a href="http://www.ndu.edu.lb/academics/fe/ecce/Edobj.htm">http://www.ndu.edu.lb/academics/fe/ecce/Edobj.htm</a> CLO in the syllabus	ABET Student Outcomes - Please check " <a href="http://www.ndu.edu.lb/academics/fe/accreditation.htm">http://www.ndu.edu.lb/academics/fe/accreditation.htm</a> " for a complete list.	Outcome Assessment Committee & Department Faculty Assembly	For example, two actions were suggested and implemented for the course EEN 340 (1. More applied examples should be given, and 2. Series and transforms should be reviewed at the beginning of the semester)	November 2014 - Postponed to November 2015
			Exit Survey	Outcome Assessment Committee & Department Faculty Assembly	Create new engineering courses, EEN 442 ( Computer Networks) and EEN 323 (Fundamentals of Computer Hardware), to replace two Computer Science courses and emphasize the engineering aspects of the materials under consideration	
Bachelor of Engineering in Electrical Engineering	Yes	PLO: <a href="http://www.ndu.edu.lb/academics/fe/ecce/Edobj.htm">http://www.ndu.edu.lb/academics/fe/ecce/Edobj.htm</a> CLO in the syllabus	ABET Student Outcomes - Please check " <a href="http://www.ndu.edu.lb/academics/fe/accreditation.htm">http://www.ndu.edu.lb/academics/fe/accreditation.htm</a> " for a complete list.	Outcome Assessment Committee & Department Faculty Assembly	For example, three actions were suggested and implemented for the course EEN 452 (1. More emphasis on software tools, 2. Add two chapters to the syllabus, and 3. Add a project)	November 2014 - Postponed to November 2015
			Exit Survey	Outcome Assessment Committee & Department Faculty Assembly	1. Create a new course: EEN 377 (Technical Drawings) 2. Equipping and developing a new Lab EEN 462 (Control Lab)	

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Bachelor of Engineering in Mechanical Engineering	Yes	PLO: <a href="http://www.ndu.edu.lb/academics/fe/me/mission.htm">http://www.ndu.edu.lb/academics/fe/me/mission.htm</a> CLO in the syllabus	ABET Student Outcomes - Please check " <a href="http://www.ndu.edu.lb/academics/fe/accreditation.htm">http://www.ndu.edu.lb/academics/fe/accreditation.htm</a> " for a complete list.	Outcome Assessment Committee & Department Faculty Assembly	- Include more practical Math/Engineering link in 200-level courses. - Students should add in the MEN 599 final report the multiple/different solutions they investigated before reporting what the final solution was. - In the MEN 598, encourage the students to consider multiple solutions with their corresponding constraints before finalizing their proposal. - For the MEN 599 course, students will be asked to fill in a table in which they indicate the workload of each team member. This will help determine the percentage of work done by each student for the different disciplines. - In MEN 598, ask the students to prepare a presentation in which they are asked to precisely tackle all 3 performance indicators of Student Outcome (e): identification, formulation and solution of the problem. - Include a lecture in MEN 598 about standards and test the outcome in the same course or any course that includes lectures about codes and standards. - The department will organize a yearly seminar during the Spring semester in order to emphasize the importance of joining professional societies and the Lebanese Order of Engineers and Architects	November 2014 - Postponed to November 2015
			Exit Survey	Outcome Assessment Committee & Department Faculty Assembly	- Include in MEN598 a minimum of three seminars given by external visitors either from the industry or from the academia. The objective of these seminars is to show students possible directions they may want to take whether in industry or in graduate school. One seminar should be used to orient students towards graduate programs	



## OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
AASCB for the Faculty of Business Administration & Economics ( candidacy only)	N/A	N/A	N/A	N/A
ABET for the Faculty of Engineering (candidacy only)	Scheduled for Oct 2015	N/A	N/A	N/A

\*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

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## Appendix D: S-Series Form

### PART II: DOCUMENTING STUDENT SUCCESS (THE S-SERIES)

The S-series of forms has been devised for institutions to present data on retention and graduation rates and other measures of student success appropriate to the institution's mission. (*Standards for Accreditation*: 6.6, 6.7, 6.8, 6.9, 10.10 and 10.12) Clearly, not every measure listed here is appropriate for every institution. At the same time, some institutions may have multiple instances of a single item (e.g., licensure pass rates). In developing these forms, the Commission recognizes the value of trends in data, and the importance of the institution's own goals for success. Each form provides space for institutions to indicate definitions and the methodology used to calculate measures of student success.

By listing several ways to measure student success and achievement, the Commission encourages institutions to reflect on how they are using data to understand student success. The far right column within each form provides institutions the opportunity to identify their goal for each measure of student success, and the date by which the goal is expected to be attained. As always, the Commission expects that the institution's mission will provide helpful guidance in thinking about which measures of student success are most important and most useful. In brief, the forms are:

**S1. Retention and Graduation Rates.** Here institutions are asked to provide information on their IPEDS-defined retention and graduation rates, along with their goals for these indicators. Institutions can also provide additional retention and graduation indices, depending on their mission, program mix, student population, locations, and method of program delivery. For example, some baccalaureate institutions may also track 4- and 5-year graduation rates; some community colleges may find 4- and 5-year rates to complete an associate's degree to be helpful in evaluating their success with their student population. Institutions can also track the success of part-time students, transfer students, or students studying at off-campus locations or in programs offered on-line.

**S2. Other Measures of Student Achievement and Success.** The measures recorded here are likely to be mission-related. For example, some institutions may track the success of students gaining admission into certain graduate- or first-professional degree programs. Community colleges may track the success of their students entering baccalaureate programs. For some institutions, the number of students who enter programs such as Teach for America, the Peace Corps, or public service law may also represent indicators of institutional effectiveness with respect to their mission.

**S3. Licensure Passage and Job Placement Rates.** Institutions that prepare students for specific careers will find it appropriate to record the success of their students in passing licensure examinations. Also included in this form is the provision to record the success of students – perhaps by their academic major – in finding employment in the field for which they were prepared.

**S4. Completion and Placement Rates for Short-Term Vocational Programs.** Institutions with such programs in which students are eligible for Title IV federal financial aid should use these forms.

**Using the forms:** By completing these forms early in the self-study process, institutions will have time to collect and analyze all available information. The Appraisal section of the self-study provides a useful opportunity for institutions to reflect both on the findings recorded in the forms and the extent to which they have developed the systems to collect and use the most important data on student success. Similarly, the Projection section affords institutions an opportunity to state their commitment for improvement in the area of assessment.

Form S1. RETENTION AND GRADUATION RATES					
Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2013 )	Goal for 2014
<b>IPEDS Retention Data</b>					
	Cohort of 2010	Cohort of 2011	Cohort of 2012	Cohort of 2013	Cohort of 2014
Associate degree students	N/A	N/A	N/A	N/A	
Bachelor's degree students	91 %	90 %	88 %	93%	94%
<b>IPEDS Graduation Data</b>					
	Cohort of 2003	Cohort of 2004	Cohort of 2005	Cohort of 2006	Cohort of 2007
Associate degree students					
Bachelor's degree students	77 %	70 %	73 %	75 %	75%
<b>Other Undergraduate Retention Rates (1)</b>					
a	N/A	N/A	N/A	N/A	
<b>Other Undergraduate Graduation Rates (2)</b>					
a	N/A	N/A	N/A	N/A	
<b>Graduate programs *</b>					
Retention rates first-to-second year (3)	72 %	88 %	76 %		
	Cohort of 2005	Cohort of 2006	Cohort of 2007	Cohort of 2008	Cohort of 2009
Graduation rates @ 150% time (4)	38%	35%	39%	37%	40%
<b>Distance Education</b>					
Course completion rates (5)	N/A	N/A	N/A	N/A	N/A
Retention rates (6)	N/A	N/A	N/A	N/A	N/A
Graduation rates (7)	N/A	N/A	N/A	N/A	N/A
<b>Branch Campus and Instructional Locations</b>					
Course completion rate (8)					
Retention rates (9)					
Graduation rates (10)					
<b>Definition and Methodology Explanations</b>					
1					
2					
3	Percentages of students entering each fall as first-time degree-seeking students who return as second year student (either in fall or spring). Excluding MBA-MIB because it is a one year program.				
4	Please refer to notes on next page.				
5					
6					
7					
8					
9					
10					
* An institution offering graduate degrees must complete this portion.					

**Current Methodology for retention rates for undergraduate and graduate students**

Percentages of students entering each Fall as first-time degree-seeking students who return as second year student (either in Fall or Spring). Excluding special, cross and transfer students. Including Freshman.

**Current Methodology for graduation rates (undergraduate students):**

\* First Time students including freshman, excluding cross, special and transfer students

\* Fall semester new enrolled students, excluding students enrolled in the spring semester

\* Normal Program length time in semesters:

For Undergraduate Students: (Number of credits required on student's program sheet / 15)

Example: Bachelor of Engineering = 150 cr. / 15 cr. per year = 10 semesters (normal program length)  
====>

$$10 * 1.5 = 15 \text{ semesters (150\% of program length)}$$

\* Students' number of semesters spent at NDU =

Number of Semesters (excluding summer sessions) – Number of semesters in the Intensive English Course

**Current Methodology for graduation rates (graduate students):**

\* First Time students excluding MBA-MIB(one year program), cross, exchange and transfer students

\* Fall and spring semesters new enrolled students.

\* Normal Program length time in semesters:

For Graduate Students: (Number of credits required on student's program sheet / 9) + 2 semesters to finish Thesis

Example: MBA = 39 cr. / 9 cr. per semester = 4.33 semesters

$$\text{====> } 4.33 + 2 \text{ semesters for Thesis} = 6.33 \text{ semesters (normal program length)}$$

$$\text{====> } 6.33 * 1.5 = 9.5 \text{ semesters (150\% of program length)}$$

\* Students' number of semesters spent at NDU =

Number of Semesters (excluding summer sessions)+Number of Semesters in Thesis – Number of semesters in the Remedial Courses

<b>Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS</b>						
<b>Measures of Student Achievement and Success/ Institutional Performance and Goals</b>		<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>	<b>Most Recent Year (2014 )</b>	<b>Goal for 2015</b>
<b>Success of Students Pursuing Higher Degree</b>						
1	NDU Undergraduate at NDU	62	48	56	54	56
2	at USEK	17	13	13	5	10
3	at AUB	14	20	24	18	20
4	at LAU	N/A	8	6	1	2
	Total	93	89	99	78	88
<b>Definition and Methodology Explanations</b>						
NDU students attending a Graduate program in the main Universities in Lebanon						
<b>Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)</b>						
1		N/A	N/A	N/A	N/A	
2						
3						
4						
<b>Definition and Methodology Explanations</b>						
<b>Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared</b>						
1		N/A	N/A	N/A	N/A	
2						
3						
4						
<b>Definition and Methodology Explanations</b>						
<b>Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)</b>						
1		N/A	N/A	N/A	N/A	
2						
3						
<b>Definition and Methodology Explanations</b>						
<b>Other (Specify Below)</b>						
1						
2						
<b>Definition and Methodology Explanations</b>						

**Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES**

	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2014 )	Goal for 2015	
<b>State Licensure Passage Rates *</b>						
1	N/A	N/A	N/A	N/A		
<b>National Licensure Passage Rates *</b>						
1	Nursing Colloquium	92%	83%	100%	100%	
<b>Job Placement Rates ** Note : results are based on a total sample of 689 graduates out of 4452 graduates (15%) .</b>						
	SIX months Job placement Rate	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1	BS IN BUSINESS COMPUTING	80%	75%	80%	100%	85%
2	BBA IN ECONOMICS	67%	100%	83%	50%	75%
3	BE IN ELECTRICAL ENGINEERING	100%	67%	76%	50%	73%
4	BE IN CIVIL ENGINEERING	100%	62%	72%	57%	73%
5	BE IN MECHANICAL ENGINEERING	86%	55%	68%	42%	63%
6	BA IN INTERNATIONAL AFFAIRS & DIPLOMACY	80%	67%	50%		66%
7	BBA IN INTERNATIONAL BUSINESS MANAGEMENT	69%	71%	67%	33%	60%
8	BBA IN HUMAN RESOURCES MANAGEMENT	56%	67%	50%	50%	56%
9	BBA IN BANKING & FINANCE	68%	33%	69%	50%	55%
10	BA IN ADVERTISING & MARKETING	43%	44%	56%	63%	52%
11	BS IN CS-COMPUTER GRAPHICS & ANIMATION	0%	50%	67%	100%	54%
12	BBA IN FINANCIAL ENGINEERING	43%	67%	29%	60%	50%
13	BE IN COMPUTER & COMMUNICATION ENG	70%	21%	53%	60%	51%
14	BS IN NUTRITION & DIETETICS	40%	25%	75%	0%	35%
	<i>University average for Undergraduate s</i>	62%	55%	60%	55%	58%
* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.						
** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.						
<b>Institutional Notes of Explanation</b>						
a	<b>Job Placement Rates :</b> results are based on a total sample of 689 graduates out of 4452 graduates (15%) . Only majors with more than 10 students accounting for more than 15% of the number of graduates are displayed.					
b						

<b>Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID</b>						
	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201_)	Goal for 201_	
<b>Completion Rates *</b>						
1	N/A	N/A	N/A	N/A	N/A	N/A
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
<b>Placement Rates **</b>						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.						
** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.						





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