LEBANESE AMERICAN UNIVERSITY

Beirut and Byblos, Lebanon and New York Academic Center

Interim Report

For submission to the
New England Commission of Higher Education (NECHE)
in fall 2019

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I. Introduction

LAU's NECHE Interim Report is the product of significant time and the effort of individuals and offices across the institution. Planning for the report started soon after the official letter was received from NECHE (then NEASC) under the previous provost, Dr. George Najjar, and then Assistant Provost for Academic Affairs, Dr. Mona Majdalani, and included Dr. Diane Nauffal, Assistant to the President for Institutional Research & Assessment, Dr. Jennifer Skulte-Ouaiss, Institutional Development Officer, and Ms. Maya Choueiri, Assistant to the Provost. The undertaking was then taken on seamlessly by our new provost, Dr. George Nasr, and new Assistant Provost for Academic Affairs, Dr. Rula Diab, in late summer 2018. A Steering Committee comprising individuals from all academic schools and offices/departments on both campuses did the bulk of the work in evaluating, documenting, and ultimately writing their respective sections. The Department of Institutional Research and Assessment (DIRA) supported the process throughout with the provision of institutional data and its interpretation. When all sections of the report were completed, they were sent for comments and changes to the Steering Committee, the Faculty Senate, and the Council of Deans (CD). All of the sections were also sent for review by the Vice Presidents. The report was then compiled per NECHE guidelines and sent to the Provost, Dr. George Nasr, and to the President, Dr. Joseph Jabbra, for final review.

As was the case with our previous self-studies and interim reports, going through the process was a great learning experience. It was particularly encouraging to see through the process that we are, as an LAU community, well beyond the fragmented view of accreditation as a pass/fail exercise, and very much into understanding accreditation as a culture of continuous improvement. NECHE accreditation has transformed LAU irreversibly away from a mere "quality assurance" paradigm into a "collaborative assessment" paradigm where quality is not seen as a static end state but rather a dynamic interaction of experiences, practices, and methodologies that enable us to describe, assess, and project progress effectively. This substantial undertaking was approached with a spirit of transparency and honed through LAU's now institutionalized practice of self-reflection and evaluation. We were able to keep to our schedule while many changes in leadership of various units of the institution have taken place. Acknowledging that the pursuit of quality is an ongoing practice, we took the opportunity to use the Interim Report process to take stock of our strengths and weaknesses as well as to plan for the future.

List of Steering Committee Members:
George Nasr – Provost
Abdallah El Khal – Assistant VP for Alumni Relations
Abdo Ghie – Assistant VP for Enrollment Management
Annie Lajinian-Magarian – University Registrar
Camille Abou-Nasr – Assistant VP for Information Technology
Cendrella Habre – University Librarian
Charbel Aoun – Assistant VP for Human Resources
Charles Abou Rjeily – Vice President for Finance
Diane Nauffal – Assistant to the President for Institutional Research and Assessment
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Georges Hamouche – Assistant Vice President for Facility Management
Jean Chatila – Engineering Programs Coordinator – Associate Professor, Civil Engineering Department
Jennifer Skulte-Ouaiss – Institutional Development Officer
John El Khoury – Chair, Faculty Senate
Maya Choueiri – Assistant to the Provost

Michel Mawad – Dean, Gilbert and Rose-Marie Chagoury School of Medicine
Mirvat El Sibai – Vice-Chair, Faculty Senate
Nahla Bacha – Professor, Department of English, School of Arts and Sciences
Rima Bahous – Chair, Department of Education, School of Arts and Sciences
Rula Diab – Assistant Provost for Academic Affairs
Samer Saab – Interim Dean, Graduate Studies and Research
Sami Baroudi – Associate Chair, Department of Social Sciences, School of Arts and Sciences
Sola Aoun Bahous – Assistant Dean for Clinical Affairs, School of Medicine

II. Institutional Overview

Lebanese American University has a long history as an institution that seeks to provide a solid liberal arts-based education. Established as the first school for girls in the Ottoman Empire, the institution became a junior college for women in the 1920s, and then in 1955, the College was chartered by the Board of Regents of the State University of New York. In 1970, the Lebanese Higher Education authorities recognized our bachelor's degree. Four years later, the College became co-educational and assumed a new name: Beirut University College, which it kept until it took its current name in 1995: Lebanese American University. The protracted Lebanese war threatened the very viability of the institution, but LAU managed to rise to the occasion and faced down the challenges with the support of faculty, staff, and students and guided by the spirit of its founders.

By the early nineties, the university had two campuses in Beirut and in Byblos. Up to the early nineties, program offerings were limited to majors in the Schools of Arts and Sciences and Business. Engineering, Architecture, and Pharmacy were added to the liberal arts and business offerings. In 2009, a teaching hospital was acquired, and a New York Academic Center (NYAC) was added in 2013. Medicine and Nursing came later. Due to its roots, LAU was for a long time the "university of choice" for women's education in Lebanon and the region. Its transition to co-education transformed its reputation to that of an institution that is student-centered, and the percentage of Lebanese students relative to total enrollment increased during the eighties; whereas Lebanese nationals were under 45% in the mid-seventies, they now stand at about 80%. Regional enrollment now counts for about 10%, and the remaining 10% come from other parts of the world. Lebanese students belong to the mosaic of 17 different religious denominations that comprise the country. Most students come from middle class families and from private secondary schools that provide the quality education needed to join LAU.

In August 2004, the new university President, Dr. Joseph Jabbra, committed himself to creating a university-wide strategic planning process that focused on the sustainability of the institution through building on our strengths while working to develop new opportunities for excellence. Now in the midst of our third strategic plan, the university has institutionalized planning and shared governance that includes not only faculty but also staff and students. A culture of innovation is being nurtured in teaching, scholarship, and community engagement. The School of Medicine is now part and parcel of the university although work continues in earnest towards better integration within the university (see Area of Emphasis #3). In line with its long tradition of planning for all contingencies, LAU continues to protect its future viability in a country and region facing chronic economic and political challenges. The transition from Dr. Jabbra to a new President in fall 2020 is being planned for in detail, though none is worried that the solid base of excellence constructed during his tenure will be shaken. Today, LAU is better known than ever before nationally and internationally for its effective and innovative teaching, the accomplishments of its students and alumni, its dedicated and talented staff, faculty scholarship, and ongoing service to the wider community.

III. Response to Areas Identified for Special Emphasis

Area of Emphasis #1: **"Providing sufficient resources to support the University's expansion plans and also its goal to develop a research-active faculty"**

The impact of university rankings on attracting students has led LAU to increase emphasis on the quality and quantity of research and to expect more of its faculty to be research-active. Recruitment of excellent faculty and attracting more funding opportunities also pushed the university to increase the quality and quantity of the research that it produces. LAU faculty have been recently producing more research and publishing more articles and other scholarly work, with research output increasing by 113% from 2012 to 2018, as seen in Figure 1. Nevertheless, the quantity and quality of research produced still fall short of our aspirational goals.
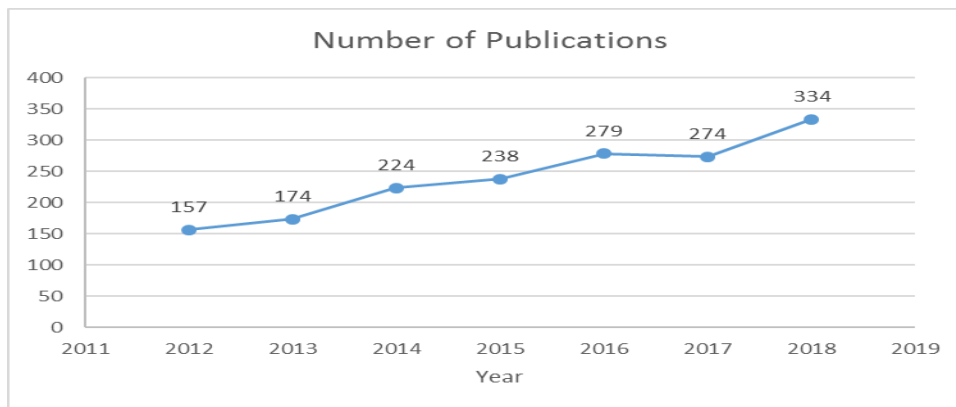
Figure 1: Research output as extracted from Scopus

To address this challenge, LAU began to provide more resources for developing a more research-active faculty in its hiring of 116 new recruits between Fall 2014 and Fall 2018, increasing support for grant applications and funding for faculty research, reducing faculty teaching loads, and providing support for graduate programs. While LAU decided to retain its mission as a teaching university that is student-focused, it has definitively moved to commit the resources to develop research-active faculty. As a result we see that the Adnan Kassar School of Business (AKSOB) increased its publications by 320% between 2014 and 2018, while the number of publications in the Department of Natural Sciences increased from 18 to 32 from 2015 to 2018 or by 78%. Knowing the importance of increasing its international rankings, LAU decided to emphasize research in its third strategic plan 2017-2022 (SPIII). Even prior to this, LAU demonstrated its commitment to increasing faculty research output through the creation of the Office of Graduate Studies and Research (GSR) in 2013 (http://gsr.lau.edu.lb/about/).

Nevertheless, conducting research at LAU still faces some challenges, such as the ones highlighted in the Faculty Research Resources Survey 2018 conducted by the LAU Senate in 2018. The survey found that challenges include lack of faculty research grant expertise; need for further awareness of ethical conduct of research; need for further awareness of ethical conduct of research; limited external collaboration and internal coordination; limited research funding; lack of infrastructure for animal research; and lack of sustained research focused clusters or niches at the institution. These challenges highlighted by faculty have largely been mapped to initiatives/activities currently under development or scheduled for implementation and most have already been addressed, as discussed below.

LAU has sought to address the lack of grant research expertise through training and various grant process support. The GSR Office conducted numerous training sessions on ethical conduct of research, researcher responsibilities, Institutional Review Board (IRB) submissions, and informed consent (https://gsr.lau.edu.lb/irb/). In November 2016, the GSR Office launched a weekly Research Tips newsletter (https://csglau.lau.edu.lb/gsr/index.php). To address the problem of insufficient statistical knowledge expertise, the GSR Office will recruit a research statistician who will provide LAU faculty from various disciplines with professional training, advice, and guidance on research design, execution, and statistical analysis support as well as research grant applications and other research-related matters. The GSR Office also offers help with the review of faculty proposals and support in the proposal submission process. This support has resulted in the awarding of NIH and PEER grants. LAU has also signed an MoU with an editing services provider, Enago. Accordingly, LAU faculty can benefit from services like Language Check, Copyediting, or Substantive Editing.

LAU has also worked to streamline its grant support processes through building more infrastructure (e.g., the new Grants Office in the Office of the President) as well as clarifying procedures and ensuring that staff and faculty alike are aware of them. Ignorance of the correct Relative Global Positioning System (RGPS) Process has too often resulted in the loss of grant opportunities and financial compliance problems after award. The GSR Office in coordination with the Finance Department developed a process with clear deadlines for faculty to follow. Currently, the Office is studying the possibility of automating the process internally in order to ensure timely approval of all concerned parties.

The administration has sought to involve the University in various research consortia to institutionalize collaborative research across institutions, for example, DAAD (German Academic Exchange Service) and UCDAR (University of California—Davis Arab Region) agreements. In its hiring practices and in its annual faculty review processes, the institution has sought to reward external research collaboration. As for internal research collaboration, in order to identify areas of common interest between departments and schools, the GSR Office is gathering data on the research interests of faculty through an in-house developed application. Data gathered through the above-mentioned application will also be available for researchers outside LAU who are looking for partners in specific fields. The GSR Office also formed in September 2019 a Research Advisory Council, which in turn has identified several research niches. As a result, forty research clusters were formed during Spring 2019. Clusters represent an opportunity for a group of investigators from various disciplines to collaborate on joint research activities with additional university support. Taking into consideration the interdisciplinary research areas identified in the research clusters, 20 post-doctoral fellows have been strategically recruited for AY 2019-20 so far.

A near universal call from faculty is for more research funding. Since July 2015, the GSR Office has communicated a total of 400 funding opportunities, for all schools, focused on research grants, research awards, and project grants, averaging around nine calls per month (http://gsr.lau.edu.lb/research/external-funding/opportunities.php). LAU signed an agreement with the (Lebanese) National Council for Scientific Research (CNRS) whereby the two institutions will each contribute 50% every two years to fund research projects by LAU faculty for a total of $400,000. In 2018, 21 projects were awarded. The number of external grants awarded has increased by 106% from 16 in AY 2012-2013 to 33 in AY 2017-2018 and the total monetary value of the awards has increased by 367% from around 6.9 million in 2012-2013 to 32.3 million in 2017-2018, as seen in Table 1.

	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018
No. of Grants	16	23	14	20	21	33
Total	$6,922,887.52	$8,381,837.55	$18,235,926.70	$4,542,220.08	$7,364,203.76	$32,333,376.91

Table 1: Number of external grants awarded

Faculty also point to the need for more and better graduate students to support faculty-led research. While some graduate programs (e.g., International Affairs) already offer significant tuition remission to their students, no program at LAU offers full-tuition remission or graduate stipends to attract the best graduate students and then to allow them to focus on research rather than seeking out full- or part-time jobs while they study. LAU is looking to expand current graduate programs, provide greater funding for graduate students, and also launch new, innovative graduate programs that can serve as crucibles for quality research. Still, faculty and students do collaborate on research, such as Associate Professor of political science Dr. Bassel Salloukh's and graduate student Venko Verheij's joint publication in *Middle East Law & Governance* in 2017 entitled "Transforming Power Sharing: From Corporate to Hybrid Consociation in Postwar Lebanon."

To address the issue of full tuition remission, as part of LAU's efforts to support research at LAU and enhance research output, we have recently come up with a plan that aims at supporting graduate programs by providing, as a first step, fully paid Research Assistant (RA) positions to select new graduate students in most of our graduate programs. Graduate recipients of the scholarships will have their tuition fees fully waived in addition to receiving a moderate stipend ($500/month, 12 months/year) and are expected to be fully dedicated to research. The President has just approved, for the 2019-2020 academic year, 24 scholarships for fully-paid RA positions to be distributed to graduate programs. At the end of the academic year, Schools will be asked to report on the outcome of these scholarships assigned to their programs, highlighting signs of improvement in research activities and output.

A key component for producing more and better research in the hard sciences is the ability to conduct animal research. LAU has long lacked adequate animal research facilities. Finally in 2016, a task force was created with representatives from the health sciences with the support of the GSR to draft requirements for the animal lab facility. Per the drafted policies, a veterinarian for the new animal facility will soon be hired and a location has already been secured. To ensure ethical compliance, all faculty and staff who want to include animals in their research will need to complete an online training module (CITI Training).

Building a more research-active faculty and ensuring that the university can finance such development is key to LAU's future. Concurrent with the measures outlined above, the requirements for faculty promotions place significant weight on research productivity, helping further to create a new class of faculty with higher expectations in scholarship and research. LAU will remain tangibly committed to successful expansion as well as supporting a more research-active faculty by providing the necessary infrastructure conducive to faculty research.

Area of Emphasis #2: **"Enhancing communication with and managing the expectations of faculty, staff, and students given the University's rapid and notable growth"**

Recruitment of new faculty and staff, increased student enrollment, launching of new Schools and programs, and the addition of facilities and buildings need to be publicized internally and externally to ensure that LAU retains the solid esprit de corps for which it is well known. Feedback about how well the university "communicates with and manages the expectations of faculty, staff, and students given the University's rapid and notable growth" has been uneven, prompting NECHE to request that LAU provide an assessment of what is being done in order to meet these critical goals.

The University strives to leverage the established planning and communications forums to exchange information. The University Planning Council, which includes Faculty and Staff leadership, meets on a yearly basis to conduct strategic planning. The planning process involves two-way communication across the entire university. Town Halls are organized by the President with faculty and staff twice a year, and each time on both campuses, to share updates from the Board of Trustees (BOT) report and BOT meetings, and to address questions from faculty and staff.

The University's SPIII, and the Integrated Plan of the School of Medicine and Medical Center, provide an overarching strategic communications platform. These plans have been communicated through town halls and meetings and are available online. The progress of the execution of the plans is regularly covered.

Moreover, the President launched in 2018 a biweekly newsletter, the "President's Dispatch," to bring forward the highlights of the University and invite feedback. In addition, an assigned communications role was appointed in each School, and the Marketing & Communications Department (MarCom) was restructured into Strategic Communications (StratCom) in 2018 under the guidance of the VP for Advancement, creating a focal point unit to facilitate the access of the University community to the communications resources.

More specifically, the University has been seeking to enhance communications through a variety of approaches to its major constituencies: faculty, students, and staff:

Faculty Communications: Led by the Faculty Senate, a new reference document for Shared Governance was recently finalized and recognized by the Board of Trustees. Communications between the administration and faculty are enhanced through the Faculty Senate, whose representatives are frequently invited to the Council of Deans (CD) meetings, and through the regular communications from the CD, whose minutes of meetings are always circulated in a timely fashion by email to all faculty and staff. Schools also hold regular School meetings at least twice a year. Faculty are actively engaged in their departments as well as to a more varying degree in their Schools; both departments and schools have sought to regularize communications with and between faculty via in-person and remote meetings, email, workshops, and annual retreats.

Student Communications: The Student Development and Enrollment Management (SDEM) unit has assigned communications duties to a newly created function "Communication Manager" to coordinate communications with both prospective and current students. This position, now under StratCom, is tasked with the role of integrated communications. Communication with students is also facilitated through regular emails from the Deans of Students and through the student governance forums. The Student Council, elected yearly, is represented on many Councils and Committees, including the Student Integrity Committee and in the University Budget Council. Campus student councils conduct weekly meetings and have regular access to the Dean of Students of each campus, and to the Vice President and other administrators as needed. The University also regularly communicates with current students through the Office of Outreach & Civic Engagement (OCE) and Office of International Services (OIS).

A suggestion box on each campus is placed to collect information. The Office of the Dean of Students in Byblos has also initiated a regular e-newsletter targeting students. Communication with students is also conducted on an ad hoc basis for key elements of student life. For example, for Academic Integrity, the University worked with the Student Integrity Committee to develop a new Student Code of Conduct

(discussed in detail in the Standard 9 narrative), and an Academic Integrity campaign through campus communications and social media was launched.

Staff Communications: The HR department is keen on ensuring the best services to LAU's employees by providing adequate communication and support in various areas involving their well-being. In an effort to further engage the University Staff in community life, the HR department underwent restructuring to include a "Staff Relations and Development" unit that works on strengthening the communication channels with staff, adopting an open-door policy to handle issues, concerns, and complaints. It also offers Q&A sessions and awareness campaigns related to its policies and procedures, and different roundtables for any newly arising topics. Accordingly, the frequency of Staff-Administration communication has increased significantly.

Furthermore, the Staff Advisory Committee (SAC) has been active, receiving the needed support from HR. SAC represents an additional venue for communication between staff and the administration. Present at several key committees such as the University Budget Committee, the University Planning Council, and the University Insurance Committee, SAC has consulted with staff on various matters and has made several recommendations adopted by the university (e.g., the Marriage Leave policy).

The restructuring of the Marketing and Communications Department (MarCom) into Strategic Communications (StratCom) in 2018 sought to bring together diverse communications and public relations that had previously lacked coordination. With the restructuring, it is hoped that messaging will be tighter and how and when news is shared will be regularized. Furthermore, the ongoing institutionalization of the 'one university, two campus' model through faculty and staff interaction (to a lesser degree involving students) will also further improve communications on a day-to-day as well as at strategic levels. While LAU plans to continue to develop and expand, new initiatives are being identified and planned through the Strategic Planning process, which itself is being institutionalized successfully overall. Nevertheless, the University will need to stay vigilant in its commitment to widely sharing information internally, and sharing externally as warranted to maintain its reputation for transparency and integrity.

Area of Emphasis #3: **"Ensuring the integration of the hospital is transparent and has strong oversight, and assessing its financial implications on the University"**

Rizk Hospital - now LAU Medical Center-Rizk Hospital (LAUMC-RH) - was acquired by LAU in 2009 to act as an academic site to support LAU's health science schools, including the new Gilbert and Rose-Marie Chagoury School of Medicine (SOM) as well as the School of Pharmacy (SOP) and the Alice Ramez Chagoury School of Nursing (ARCSON). The model initially planned by the University imitates institutions in the greater Boston area where health education programs are supported by private hospitals. Such a model did not prove to be workable in the context of Lebanon, and the University took a bold and courageous step to purchase a hospital to provide the quality education in these critical disciplines to its students. The hospital soon faced significant difficulties with lack of effective management, high levels of upper-administration turnover, and decreased revenues. In addition, up until recently (2016), LAUMC-RH was not a constituent part of LAU. In 2016, the BOT, led by the Health Services Committee (HSC), approved a new dean for the School of Medicine, Dr. Michel Mawad, and the return of Mr. Sami Rizk, who had directed the hospital prior to its purchase, as CEO. The BOT also required from President Jabbra and the new leadership of the hospital that an integrated strategic plan be crafted prior to any further infusion of funds into the hospital from the University.

The creation of an Integrated Strategic Plan (ISP) for the LAU Medical Center (LAUMC-RH) for 2017 to 2022 and beyond thus was a significant accomplishment that marked a key turning point in the development of the hospital into an academic medical center and an integral part of the University. The creation of the ISP brought together key stakeholders at the university and the hospital: Dr. Michel Mawad, Dean, SOM; Dr. George Ghanem, CMO of LAUMC-RH; Mr. Sami Rizk, CEO of LAUMC-RH; Mr. Charles Abou Rjeily, VP for Finance, LAU; Mr. Roy Majdalani, VP for Human Resources and University Services; and Mr. Saad El Zein, Assistant to the President for Special Projects. Dr. Joseph Jabbra, LAU President, chairs the committee and Ms. Nour Hajjar, University Legal Counsel, regularly attends to provide legal insight. Meetings are usually held twice per month. The ISP sets forth the overarching goals and objectives as identified by the different departments, services, and hospital administration, in addition to complementing the academic needs of LAU's health related schools. The ISP Steering Committee works to make sure that the SOM's dean and faculty have been integrated into the various internal governance bodies such as Council of Deans (CD), University Curriculum Council (UCC), etc.

The ISP addresses the concerns of NECHE by making the goals of the SOM and hospital—and the processes needed to attain them—transparent as well as making accountability processes more explicit. In developing and then implementing the ISP, a close partnership has evolved between the medical school, the administration of the hospital, and the practicing physicians, with clear oversight by the LAU and LAUMC-RH leadership. The ISP is comprised of five key pillars:

Pillar One focuses on *"Sustaining the Academic Mission"* through the joint efforts of the SOM and LAUMC-RH to continue to build medical education from the moment students enter through their residencies and other training. In addition, the SOM and LAUMC-RH are working together to increase and enhance research to benefit the academic program as well as to reinforce clinical care and practices. To this end, Pillar Two, *"Building the Clinical Enterprise"* focuses on recruiting highly trained physicians in targeted specialties. Between 2014 and spring 2019, 32 new full-time physicians were hired; 30 positions are planned to be filled by the completion of the ISP in 2022. In order to have the facilities necessary to attract and retain such physicians, a critical component of the ISP is renovating and building quality facilities at LAUMC-RH as well as outfitting the newly acquired space in winter 2018 at LAUMC-St. John's Hospital (LAUMC-SJH) in Jounieh, a town which is half way between the Byblos and Beirut campuses. The new entity will address a number of important needs: expanding the revenue base for LAUMC-RH, providing additional patients for newly recruited and already established LAUMC-RH physicians, and training opportunities for LAU students and residents. St. John's will be operational in early 2020. Deliberations over its acquisition were approved by both LAU Administration and the BOT.

Integrating these two entities further into LAU and ensuring that the IT throughout is up-to-date is also critical. Pillar Three: *"Enhancing Infrastructure & Support Services"* seeks to integrate the hospital into the planning, facilities management, and IT environment of LAU, which is most clearly shown through the Master Plan. The successful completion of the ISP also rests on the hospital's financial viability. Pillar Four: *"Boosting Financial Sustainability & New Business Development"* establishes clear benchmarks while regular meetings with the BOT work to ensure that investment in LAUMC-RH benefits the university overall through improved scholarship and training, quality patient outcomes, and financial sustainability. Finally, Pillar Five*, "Implementing a Dynamic Communications & Marketing Strategy"* seeks to transform the internal relationship of LAUMC-RH with the rest of LAU as well as to position LAUMC-RH as a premier university medical center in the country and region.

The funding of the LAUMC-RH project is fully dependent upon LAU's ability to secure needed resources. These resources are secured through equity injection from the university in addition to loans from banks,

the endowment, and fundraising. The adopted funding model is duly reflected in the approved five-year financial plan of the university. For perspective, the university is investing $128.5 million and $20.0 million in LAUMC-RH and LAUMC-SJH projects respectively. Funding sources are shown in Table 2:

Funding type	LAUMC-RH	LAUMC-SJH	Total
Bank loans	$20,000,000	$13,000,000	$33,000,000
Loan from endowment	$60,000,000		$60,000,000
Equity (From LAU)	$48,500,000	$7,000,000	$55,500,000
Total	$128,500,000	$20,000,000	$145,000,000

Table 2: Funding sources for LAU medical centers

Bank loans shall be secured from local banks at competitive rates and shall be extended for a minimum period of 10 years, including a two-year grace period. Loan from endowment is for a period of 10 years, including a drawdown grace period of five years. The interest rate has been set at 5.5%, reflecting the endowment projected return rate. Both loans are approved by the BOT.

LAUMC-RH has benefitted from an ASHA grant (US AID) for an amount of $1,000,000 to fund the purchase of medical equipment. This grant is due for a final closure in 2019. The university and hospital administration are currently working on a new grant from ASHA to fund a series of highly needed equipment at the hospital. The grant is for a financial consideration of $1,200,000.

The BOT also approved a three-year budget for the hospital reflecting realistic financial projections in line with the various phases of the project. The board has also approved the business plan of LAUMC-SJH. The budget for fiscal year 2020 with projections for fiscal years 2021 and 2022 are in progress.

No new commitment decisions on behalf of LAUMC-RH and LAUMC-SJH can be made without the approval of the ISP Steering Committee and in the case of significant financial commitment, without the approval of the BOT. For example, the ISP Steering Committee and BOT approved a commitment to lease a property needed for the expansion of LAUMC-RH. The lease is for a period of 40 years with a total rent fee ranging between $36.4 million and $48.2 million depending on the periodic valuations of the leasehold property. The board also approved the leasing of LAUMC-SJH property for a period of 18 years, renewable for an additional 18 years, for a monetary consideration ranging between $13.9 million and $16.0 million, also depending on the periodic valuations of the property.

Hospital operations are relatively small compared with those of US-based teaching hospitals, with operating revenue of about $41.7 million for fiscal 2018. Additional significant investments are needed to increase capacity at the hospital. These investments were estimated at $128.5 million over a period of five years and are systematically instituted at phases ensuring safe transition from a 137 bed to a more than 400-bed capacity by 2023. Hospital operations are expected to post a break-even position by the end of 2019 after which positive bottom lines are foreseen.

As further evidence of SOM and LAUMC-RH integration, all full-time physicians at the medical center are also full-time faculty at the SOM. Moreover, these faculty-physicians have all signed exclusivity contracts to enhance the revenue generation capabilities of the hospital while also harnessing the expertise of the physicians for LAU SOM students and residents.

Significant progress has been made in integrating LAUMC-RH into the University at the financial, administrative, planning, and academic levels. The integration of the two entities in regard to staff (and

students) has been less due to different organizational cultures and physical separation. Seeing Pillar 5 (marketing and communications) through to completion will be critical to further integrating the hospital into LAU at all levels. Also, while LAUMC-RH is now a constituent part of LAU, there are still salary and benefits differences. These will need to be addressed in various ways for reasons of institutional equity as well as perceptions of fairness. Last, there is significant excitement about the acquisition of the St. John's Hospital and the many academic, revenue, and professional benefits that it should bring. The addition of another medical care entity in yet another location and the need to equip and staff, and then run the hospital will also require significant work. To this end, the ISP Steering Committee will oversee the St. John's project to facilitate the appointment of administrative and medical leadership to ensure success.

Area of Emphasis #4: **"Utilizing the Office of Research and Assessment to comprehensively assess student achievement of academic and co-curricular learning outcomes"**

The Department of Institutional Research and Assessment (DIRA) was established about a decade ago, at about the same time LAU was initially accredited by the then Commission on Institutions of Higher Education CIHE - NEASC. During the initial years, DIRA's activities focused on collecting, analyzing and disseminating data about various aspects of LAU's institutional operations. DIRA is headed by a director and staffed with 6 full-time members in addition to two part-time staff. It is instrumental in ensuring the integrity and consistency of available information for official reporting purposes and in providing support for planning and policy formulation. Recently, however, DIRA has become more actively involved in assessment and institutional effectiveness initiatives. DIRA has engaged with many units of the LAU community to assess student achievement of academic and co-curricular learning outcomes, which take place at three levels: the course level, the program level, and the institutional level. At each level, both direct and indirect methods are employed. In this report, we take a specific look at the role DIRA plays in the assessment of student learning outcomes and the instruments used to assess these outcomes.

Given the significant overlap between this area of emphasis and the Reflective Essay, much of how DIRA comprehensively assesses student achievement of academic and co-curricular learning outcomes is detailed in the latter. The following is thus a summary of DIRA's work.

Indirect assessment takes place via course evaluations (which were recently substantially revised and a core template adopted across the university), the National Survey of Student Engagement (NSSE) survey (Figure 2 Benchmarks LAU's first year and senior students' scores on engagement indicators with selected peers), Institutional Exit Survey, Institutional Alumni Survey, Institutional Employer Survey, and the Universum Survey (which is particularly good for benchmarking purposes). DIRA has well-established relationships with the schools and administrative departments to create (or adopt), implement, and then interpret results of surveys. DIRA also works closely with IT in order to continually improve the user experience of the various indirect assessment tools. How and when results are used to influence curricular and co-curricular changes is addressed in different ways. At the institutional level, DIRA often takes the lead in championing for changes—for example, DIRA conducted research on 'best practices' regarding course evaluations and then proposed a core course evaluation template. Working with the CD and then an ad-hoc committee, DIRA was able to implement a new core course evaluation template across all Schools, which will substantially aid in internal benchmarking among other uses.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with New England Region	Your first-year students compared with Carnegie Peers	Your first-year students compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	▽	▽	--
Learning with Peers	Collaborative Learning	▽	▼	▽
	Discussions with Diverse Others	--	--	△
Experiences with Faculty	Student-Faculty Interaction	▽	▽	--
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	▽	▼	▽
	Supportive Environment	▽	▽	--

Seniors

Theme	Engagement Indicator	Your seniors compared with New England Region	Your seniors compared with Carnegie Peers	Your seniors compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	▽	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	▽	▽	▽
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	--	▽	--
	Effective Teaching Practices	△	--	△
Campus Environment	Quality of Interactions	▽	▼	▽
	Supportive Environment	△	--	△

Figure 2: NSSE Survey benchmark scores for first year and senior students at LAU with selected peers

Another example of indirect assessment results leading to positive changes at LAU can be seen in the use of the results of the Institutional Exit Survey for proposed changes to dorms, student advising, and other non-academic student experience-related functions at LAU. Results from the Institutional Exit Survey are shared with SDEM, which then reflects on them at their annual retreat.

DIRA also takes the lead in direct assessment. LAU has used the Collegiate Assessment of Academic Proficiency (CAAP) to assess a variety of different groups. Following the discontinuation of the CAAP, LAU has adopted the ETS Proficiency Profile, which in many ways is similar to the CAAP to determine gains in critical thinking and quantitative analysis at point of exit from LAU. For some time, LAU has grappled with how to adequately assess what and how much students were learning from the University's Liberal Arts Core (LAC) curriculum, renamed as Liberal Arts & Sciences (LAS), in compliance with the New York State Education Department (NYSED) guidelines https://catalog.lau.edu.lb/2019-2020/undergraduate/lac.php. DIRA has played an instrumental role in coordinating the assessment of LAS learning outcomes. In fall 2018, the Student Learning Outcome: "Demonstrate proficiency in oral and written communication" was assessed. Results point to LAS courses as contributing significantly to LAU students' communication skills; details are provided in the Reflective Essay. Moreover, a new administrative structure for LAS headed by a Director was established in fall 2018 and a LAS oversight committee was formed to provide oversight and ensure proper and quality delivery of the LAS curriculum and regular assessment of LAS learning outcomes.

Assessment of co-curricular Learning Outcomes has only recently started to be implemented. While co-curricular learning has long been emphasized by LAU, identifying specific learning outcomes as well as creating and implementing assessment is rather recent and still not addressed across the institution. With DIRA now taking the lead in this area, it has been working to increase capacity among staff to identify and assess co-curricular learning outcomes as well as have staff and faculty work with the administration to better reflect on the totality of student learning inside and outside of the traditional academic curriculum.

DIRA has played a key role in supporting schools at LAU to assess the attainment of their student and co-curricular learning outcomes primarily through its accreditation and assessment software "Tk20" and its survey software, *Explorance*. Several schools are now using different modules in the Tk20 platform. These include the e-portfolio module, field experience binder, and the faculty qualifications module among others. A detailed description of the different assessment modules and tools used to assessment student and co-curricular outcomes by school or program can be found in the Reflective Essay.

DIRA will continue to work to institutionalize assessment of educational effectiveness throughout the university. Working on university-wide initiatives as well as working with individual programs and/or schools, DIRA will continue to provide critical assessment knowledge and software to enable stakeholders throughout the university to identify, design, collect, and assess data "to comprehensively assess student achievement of academic and co-curricular learning outcomes". In addition, while DIRA has taken the lead on assessment in many instances, truly institutionalizing an assessment culture for curricular as well as co-curricular learning outcomes will require more buy-in on the part of programs and Schools, which to date, has been uneven. To increase assessment buy-in, DIRA will continue its incremental and multi-pronged approach of highlighting best practices in assessment in American-style higher education, participating in global partnerships identifying and implementing best practices (e.g., Dr. Nauffal, Director of DIRA, is a co-principal in Professional Standards Framework for Excellence in Teaching and Learning in Lebanese Universities (E-Taleb) and Programme Evaluation for Transparency and Recognition of Skills and Qualifications (TLQAA+) Erasmus research grants), and providing the guidance and expertise in crafting, conducting, and interpreting results of direct and indirect assessment tools. Continued support by the Provost, the CD, and the President will also be required.

IV. Standards Narrative

Standard 1: Mission and Purposes

LAU's mission statement is a reflection of the university's growth and expansion over time. Revised and amended in 2011, the mission was approved by the CD and the PC and formally adopted by the Board of Trustees (BOT):

> *Lebanese American University is committed to academic excellence, student centeredness, civic engagement, the advancement of scholarship, the education of the whole person, and the formation of leaders in a diverse world* (http://www.lau.edu.lb/about/mission).

Individual school missions are aligned with the university mission. SPIII 2017-22 is based on the current mission statement. The mission statement appears in several institutional publications as well as on the university website. In addition, the mission statement is now on electronic boards in many locations around the university as was recommended in the previous strategic plan.

Each component of the mission is clearly understood by the various constituencies of the University. The only change that has taken place regarding how LAU enacts its mission is in the area of scholarship. LAU has strengthened its commitment to and investment in scholarship and research. The University Research Council (URC), Graduate Studies and Research Office (GSR), and School Research Committees are active and provide tangible results through the increased number of faculty publications, faculty development funds, Institute Research Board (IRB) activity, and student and faculty participation in Erasmus and other exchange programs (see Area of Emphasis #1 for more details).

It has been recommended to place the mission in Arabic on electronic boards as well to expose new students to the university mission statement during orientation. The mission statement will be evaluated periodically by the SP Steering Committee and in turn the mission statements of the different Schools will be assessed to be properly aligned to the institution's mission statement.

Standard 2: Planning and Evaluation

Since the 2014 Self Study, LAU has further institutionalized planning and evaluation at all levels: Institutional, school, department (academic and administrative), and program. In particular, the academic

units have improved their planning processes in reaction to external accreditation and/or to ensure programs conform with globally recognized 'best practices'. Planning is done by groups of individuals who have the requisite knowledge of and commitment to improvement of existing practices and policies.

External perspectives are included in the planning process in the academic units through the accreditation process for professional programs (e.g., ABET) and for all other programs, via the Program Review Cycle in which external reviewers are commissioned to review the existing program and plans as well as to recommend revisions in keeping with best practices in specific disciplines. In addition, many programs/schools are creating Advisory Boards to better link their teaching and research with the needs of industry, government, and graduate education. Program Reviews are on a five-year cycle.

A critical component of the program review cycle is assessment data and the lead role taken by the Department of Institutional Research and Assessment (DIRA). These activities are discussed in detail in the Reflective Essay and summarized under Area of Emphasis #4.

Planning at the highest level started in SPI in 2004, followed by SPII in 2009, and more recently through the creation and implementation of SPIII, which was conceived both as a 'paradigm shift' for the institution and as a means to synthesize the strengths already present throughout the schools while seeking to complement identified weaknesses. Given the increasingly competitive higher education environment in Lebanon and the region, and after significant debate that included various stakeholders at all levels at LAU, it was decided that LAU would remain a mainly teaching-focused institution but with an added emphasis on research and knowledge creation. The SPIII budget of $6.5 million (see Table 3) demonstrates the significant and broad input from stakeholders across the university and careful oversight from the Finance Department and the BOT to support these goals.

Pillar	Budget					
	Y1	Y2	Y3	Y4	Y 5	Total
Pillar 1 – *Intellectual Capital and Knowledge Management* (includes a 300K additional allocation for research for each year of SPIII)	390,000	440,000	440,000	440,000	440,000	**2,150,000**
Pillar 2 – *Pedagogical Innovation and Integrated Delivery*	105,000	250,000	280,000	260,000	290,000	**1,185,000**
Pillar 3 – *LAU Without Borders*	300,000	300,000	250,000	250,000	100,000	**1,200,000**
General Personnel Support, Facilities upgrade, and IT need for the three pillars	400,000	400,000	400,000	400,000	400,000	**2,000,000 This is a budget cap subject to implementation priorities.**
Total	**1,195,000**	**1,390,000**	**1,370,000**	**1,350,000**	**1,230,000**	**6,535,000**

Table 3: SPIII budget

As the University expanded in size and disciplines, its tightly knit community spread thinner and sharing communications such as results of planning and evaluation became more difficult. Actions taken in this regard are covered under Area of Emphasis #2. LAU reconfigured its Marketing and Communications (MarCom) Department into StratCom, which integrates internal and external communications, as well as institutionalized information sharing between and among the Faculty Senate, the Staff Council, the CD, PC, and faculty and staff. In addition, communication with students (discussed in more detail under Standard 5 and Area of Emphasis #2) is done via a number of means. Specifically regarding planning, SPIII has been widely shared with faculty and staff via participation in its creation and now in its implementation.

Three oversight committees were established to plan, monitor, and communicate the implementation of SPIII. Each committee, which includes representation by all seven schools, is handling one of the SPIII pillars. The committees started by devising an implementation plan that sets a proper timeline, KPIs and targets, and budget allocation for each school. The committee chairs are reporting the progress regularly to the CD, Provost, and in turn to the PC and the Board of Trustees.

Planning for administrative and support units comes in response to the needs and plans of the academic units and institution-level plans. To facilitate input from academic planning into institution-wide administrative planning, facilities, IT, libraries, and other entities include members from academic units.

A notable success since the drafting of the 2014 Self Study was the creation of the School of Medicine (SOM)/LAUMC-RH Integrated Strategic Plan (2017-2022). The integrated plan of the School of Medicine and the hospital was covered under Area of Emphasis #3. The strategic plan is multifaceted and translates into sub-plans for facilities, academics (teaching and research), IT, enrollment, and other areas. In turn, these sub-plans translate into budgets for implementation. Given the instability of Lebanon and the region, LAU maintains a conservative financial plan and also is careful to craft contingency plans in case of unexpected external events, such as the devaluation of the Lebanese currency or the Byblos and Beirut campuses being cut off from each other. In a similar vein, LAU has endeavored to build redundancies to deal with weaknesses in the country's infrastructure as well as to protect the university from unforeseen external disruptions in electricity, internet access, and other facilities.

Reflecting back on SPII, it included carefully crafted implementation steps, budgeting, and monitoring over its timeframe. The accomplishments related to SPII can be grouped into four broad categories: raising academic standards; building a research culture; strengthening accountability and effectiveness; and raising the reputation of LAU. Goals that were not realized in SPII were either carried to SPIII or dropped as needs assessment studies showed that these initiatives were no longer needed or had a much lower priority.

The library has long utilized effective planning. It has an assessment plan that it follows, and findings have led to many improvements. Other administrative units evaluate their operations regularly through surveys such as those conducted by the dean of students' offices, cafeterias, dormitories, etc. In 2015 a University Assessment Resource Cluster (UARC) was established to provide oversight of the university's assessment initiatives.

Standard 3: Organization and Governance

The Board of Trustees (BOT) is the main body in charge of overseeing the University at the administrative, organizational, educational, social, and financial levels. The BOT ensures that there is a concrete and

realistic long-term plan for the University's development, growth, and sustainability. The role and responsibilities of the BOT chair and members are mentioned in the University Bylaws. The BOT appoints the President, ensures that the university mission reflects its historic purpose, and aids in fundraising in numerous ways. A critical responsibility of the BOT is overseeing the financial assets to protect the future of the University. The BOT acts as a leader, a steward, and an auditor.

In 2018, the BOT approved the disbandment of the Board of International Advisors (BIA) which resulted in the amendment of LAU Bylaws. The BIA was dissolved as it had ceased to perform its roles as an advisory to the President and to the BOT by providing guidance and advocacy for the University. This action was duly vetted and executed per University Bylaws (https://www.lau.edu.lb/files/lau_bylaws.pdf). The BOT also adopted a series of new policies related to Compliance Program for US Sponsored Programs and Procurement Contracts, and amended many others such as the Fraud Policy, Student Code of Conduct, Discrimination, Harassment, Sexual Misconduct Prevention Policy etc. All LAU policies can be found at http://www.lau.edu.lb/about/governance-policies/policies/.

In 2016, the BOT amended the number and prerogatives of committees to match the present state of the institution with more Schools, the acquisition of the hospital, etc. All committees act in accordance with the Board's policies, its Articles of Incorporation and Bylaws, and the New York Not-For-Profit Corporation Law ("NPCL"). Furthermore, the BOT set up new recruitment criteria for selecting board members that enrich the board with members having an academic profile. BOT committees reflect 'best practices' in governance in overseeing the management of the Institution. BOT members have sufficient autonomy to identify and promote the best interests of the University, including its financial interests.

President Joseph Jabbra informed the Board that he does not wish to serve beyond the end of his current term on September 30, 2020. The BOT, in accordance with the Bylaws, immediately established a Presidential Search Committee, hired a search consultant, Witt/Kieffer International, established a road map with specific timelines and drafted a profile for the new President (https://www.lau.edu.lb/about/governance/president/files/candidate-information-pack-lau-february-2019.pdf). The search is underway in earnest and started off with consultative meetings that included the BOT Chair, the search consultants, and the Vice Chair of the Presidential Search Committee with faculty, staff, and students. It is understood by all university stakeholders that the succession process will be transparent and that the new president will continue the implementation of the third five-year strategic plan and the Integrated Strategic Plan for LAUMC-RH and the allied health schools.

Faculty have primary authority over academic matters mainly through departments, Schools, and university academic and curricular committees. Off-campus, continuing education, distance education, and weekend programs are clearly integrated and incorporated into the policy formation, academic oversight, and evaluation system of the institution.

The institution substantively updated its organizational chart in 2016. The institution continues to evaluate and revise when necessary the Faculty Bylaws. SPIII has a structure in place to follow up on action items and note developments. Planning drives budgeting and resource through an institutionalized process overseen by the President and other University leadership.

A culture of shared governance among different constituents of the University has been in place for some time and is taking root. LAU's system of governance involves the engagement of all constituencies and includes regular communication among them. Participation in decision making is balanced with accountability. The shared governance structure consists of established governance bodies including the

BOT, the PC, the CD, the Faculty Senate, and Faculty Welfare and Promotion Council (FWPC), SAC, Student Council (there is student representation on many university councils and engagement in major strategic decisions, including retreats, presentations to BOT, etc.), and the academic and administrative councils and committees that are elected by faculty and staff to represent them at the department, School and university levels. In 2018, a revised shared governance document was developed by the Faculty Senate with input from the CD, then approved by the BOT in September 2018. Additionally, shared governance is evaluated by higher education regulatory bodies in Lebanon and the US and accreditation organizations. The composition and mandate of and the communication lines between such bodies are clearly established. Faculty at large participate in shared governance through general faculty meetings as well as school and departmental meetings. Staff and students participate through their various offices and organizational structures (e.g., standing committees such as the Admissions Committee).

The multi-layered system of governance assures the quality and integrity of the academic programs at the University. The introduction of new programs and changes to existing programs undergo an extensive filtering process before taking effect. The diverse membership in the School and university councils are additional guarantees of integrity and quality. The introduction of new programs and schools requires the approvals of the relevant school curriculum committees, University Curriculum Council (UCC), the CD and the BOT. LAU has retained control over arrangements to ensure quality in the academic program, including ending participation when deemed warranted.

The strategic decision to appoint one dean for each school and to unify departments when they operate on two campuses has been in place since 2010-11 when we first started implementing the "one university" initiative. While the schools have adjusted well to the unified structures overall, the unification of departments took longer to become established. Committees and meetings are now held in common across campuses, via video conferencing, and the chair and associate chair cooperate consistently in managing the administration of departments.

The PC has initiated a review process of the representation on and bylaws of SAC to make staff governance more effective as well as to review Faculty Senate membership and responsibilities and the mandates of other university councils and committees such as the University Research Council (URC) and University Graduate Council (UGC). The action plans in SPIII are followed up on by the Strategic Plan Pillar Chairs' Committee (PCC) that meets regularly to work and plan as well as meet the timeline. A study by the World Bank on university governance rated LAU among two other universities in Lebanon and the MENA region as having the highest effective governance ratings.

Standard 4: The Academic Program

LAU offers 61 degree programs (40 undergraduate, 18 masters, two professional) through seven schools: School of Architecture & Design (SArD), School of Arts & Sciences (SAS), Adnan Kassar School of Business (AKSOB), School of Engineering (SOE), Gilbert and Rose-Marie Chagoury School of Medicine (SOM), Alice Ramez Chagoury School of Nursing (ARCSON), and School of Pharmacy (SOP). One graduate program, the EMA in Actuarial Science, is an inter-disciplinary degree offered by SAS and AKSOB and managed by the Graduate Studies and Research (GSR).

LAU ensures the integrity of grades through an online grade submission process. In addition to the secure grade entry system, when any change of grade is implemented in the system, email notification is sent to the student, instructor, and the Registrar. The change of grade procedure entails the instructor filling out a change of grade form with justification and evidence, to be approved by the department chair and

relevant dean before being sent to the Registrar for processing. Moreover, there is a clear student Code of Conduct to reinforce ethical behavior while also making clear the sanctions in case of any infraction.

Schools continuously review and update their programs through a well-vetted process that includes the review and approval of School Curriculum Councils, the approval of the University and Graduate Curriculum Councils, and the final approval of the Council of Deans. All of the professional schools have secured or are in the process of securing accreditation from the leading international accrediting bodies who provide regular program reviews through their accreditation and re-accreditation cycles.

All graduate programs report to the Dean of the School that offers the programs except for the interdisciplinary programs which report to the Dean of Graduate Studies and Research. Graduate students in good academic standing may apply for Graduate Assistantship (GA). A limited number of full tuition waivers already exist via the MEPI Tomorrow's Leaders and Teach for Lebanon programs as well as a 50% tuition waiver for members of the Lebanese Armed forces. In some programs, graduates may be compensated for assisting in teaching freshman and sophomore courses (Applied Math and Computer Science); some other graduate students are recruited as research assistants by faculty members who have research funding. Importantly, a new full tuition remission for RAs in niche research areas is now in place and will start to be implemented in AY 2019-20 (discussed in Area of Emphasis #1). All graduate programs are encouraged to emphasize the research component in their curriculum and to strengthen the thesis/project component. Students and advisors are encouraged to submit the outcome of the research for publication.

The University is committed to a periodic review of the undergraduate Liberal Arts and Sciences (LAS). All undergraduate students must complete the LAS, which comprises courses in the liberal arts and sciences, in compliance with the New York State of Education Department requirements. The revised LAS curriculum consists of a required set of core courses (ENG202 / Advanced Academic English and COM203 / Fundamentals of Oral Communication) and a set of elective courses in specific areas. The LAS covers the major areas of knowledge in the liberal arts and seeks to provide students with flexibility in fulfilling their requirements (http://www.lau.edu.lb/academics/common/lac.php). Because the overwhelming majority of students are not native English speakers, it is imperative to measure their proficiency and competency in written and oral English. Adequate English writing skills are one of the learning outcomes identified by LAS and are now being regularly assessed (discussed in the Reflective Essay). The LAU Writing Center with "branches" on both Beirut and Byblos campuses aims at promoting a general culture of writing at the University and at helping students develop as more thoughtful, independent, and rhetorically effective writers. The Writing Center offers its free services to the whole LAU community (http://sas.lau.edu.lb/english/facilities/writing-center.php).

Standard 5: Students

Despite consistent challenges, LAU has been able to remain focused on attracting students from across Lebanon and, to a lesser extent, from the region and beyond, and to provide them with a world-class education. Despite the unstable political situation and the decline in the economy in Lebanon, up until 2018, the University was able to increase its overall enrollment, standing at 8406 in 2018 vs 8221 in 2014 with a 48/52 male to female ratio and an 18% international student body.

The Student Development and Enrollment Management (SDEM) unit is responsible for all student affairs. The University's centralization of the Student Recruitment and Admissions offices under SDEM resulted in additional enrollment yield. An early acceptance program and improved communication with

prospective students and their parents proved to be effective. LAU uses SAT scores, high school grades, and English tests to evaluate student readiness as well as to provide any necessary remedial courses to admitted students to support their success. Admission criteria for undergraduate and graduate programs have remained unchanged or were slightly tightened in specific areas since 2014.

The Bridge and Undecided programs for students with special academic needs continue to fulfill their mission with an overall of 65% and 72% of students continuing on in regular programs after two and three consecutive semesters respectively. LAU continues to pay special attention to academically challenged students through a system of detecting early warning signs of students at risk, and consequently offering advising and tutoring services. The percentage of enrolled students on academic probation (GPA of < 2.0) has decreased, while the percentage of enrolled students with honors and distinctions has increased. In addition, the Institution has acquired the "Starfish" advising software to facilitate communication among students, academic advisors, and faculty. The University opened liaison offices in Zahle, in the east, two years ago, and more recently in Tripoli, in the north, and Saida in the south, to serve students and prospective applicants in these areas.

The LAU Academic catalog clearly outlines credit hour requirements for graduation in its section on academic rules and procedures (https://catalog.lau.edu.lb/2019-2020/undergraduate/academic-rules-procedures.php). With respect to off-campus courses, exchange, or study abroad programs, LAU safeguards the fulfillment of degree requirements and applies its transfer rules as stipulated in the LAU academic catalog. Students are encouraged to broaden their learning experience by taking a semester abroad in another country, with a university with whom LAU has an official exchange agreement. The Office of International Services oversees and implements the MoUs with these higher education institutions. Students have ready access to and support in using appropriate learning resources whether they are on or off campus.

The newly created student services area at the Registrar's Office and the introduction of online services has led to improved customer service. Our strategy is to become a fully paperless environment. The Student Portal is being expanded to further improve communication with current and prospective students and an Electronic Documentation Management System (EDMS) is in full implementation.

The Dean of Students Offices (Byblos and Beirut campuses) offer many services, including counseling, advising, and health, which are available to all students, and promote the formation of student leaders (https://www.lau.edu.lb/experience/activities.php). A Career Guidance Office (http://students.lau.edu.lb/career-guidance) provides assistance and advising to LAU students and alumni in their career planning process by providing the latest high quality training, tools, and resources to apply for a job. Each campus has many student clubs and there are currently more than 80 official clubs operating on both campuses (http://students.lau.edu.lb/activities). LAU provides five residence halls with full-time supervisors, security personnel, and student floor assistants (http://students.lau.edu.lb/housing/).

Financial Aid and Scholarships are offered to undergraduate students, regardless of their nationality, race, religion, or gender (http://admissions.lau.edu.lb/aid/). Scholarship offerings based on academic performance vary and include merit, entrance, and honor. Athletic scholarships, program scholarships, and other types of specific scholarships are also offered (http://admissions.lau.edu.lb/aid). LAU also participates in the Federal Direct Loan Program for U.S. citizens and eligible non-U.S. citizens (http://aid.lau.edu.lb/us-federal-loans/). In 2018, 48% of undergraduate students received some form of financial aid or scholarships. LAU has been able to significantly increase donations directed at financial aid

as well as many other projects while also successfully pursuing scholarship aid through various funders. LAU has expanded its financial aid to be $34 million in AY 2017-18. The institution has long included student employment to make tuition more affordable for families.

A noteworthy population is scholarship students in Nursing. Given the global nursing shortage and the fact that ARCSON was founded less than ten years ago, a special LAU scholarship fund was created for the nursing program. All students who complete an LAU financial aid application receive a Nursing Program Grant. The amount of the scholarship will vary depending on the other scholarship and financial assistance. The total amount of your Nursing Program Grant plus other scholarships and financial aid may cover as much as 100% of your tuition. The Nursing Program Grant applies for all three years of the B.S.N. program. To date, 127 students have graduated from the Nursing program up till Spring 2018, 146 up till Spring 2019. Table 4 summarizes status of graduates six months after graduation.

Outcome and KPI	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Employment 6 months after graduation, any position	100%	87%	100%	78.20%	97%	88%
Enrolled in graduate studies	--	4.30%	--	--	3%	6%
Travelled abroad to work	--	4.30%	--	13%	--	--
Not working	--	4.30%	--	--	--	--

Table 4: Status of Nursing graduates six months after graduation

LAU makes clear to students what will be included in their permanent academic record as well as has policies regarding the retention, safety and security, and disposal of records (https://www.lau.edu.lb/about/policies.php). Its information release policies respect the rights of individual privacy, the confidentiality of records, and the best interests of students and the institution (https://www.lau.edu.lb/about/policies.php).

Standard 6: Teaching, Learning, and Scholarship

LAU is a teaching institution and continues to prioritize the recruitment of PhD and terminal degree holders who are committed to both high-quality teaching and the production of meaningful scholarship. In fall 2018, the university employed 393 full-time faculty members, 70 of whom are full-time physicians. The recruitment of faculty follows established policies and procedures (http://www.lau.edu.lb/faculty-staff/). At present, the number of full-time faculty versus part-time faculty teaching is 323 vs. 509 university wide (630, if physicians are included). There has been an increase in faculty numbers over the years.

The workload of faculty members at LAU consists of teaching duties and responsibilities in the areas of scholarly, creative, and professional activity as well as service. LAU has a salary structure that depends on rank and area of specialty. The Personnel Policy–Faculty section mandates annual faculty performance evaluation. Merit increases are awarded to faculty based on the outcome of their performance evaluation. Cost of living increases have not kept up with inflation over the past few years while merit salary increases are regarded as nominal, according to a recent Faculty survey. Current faculty benefit packages include health insurance at 75% coverage, a group life and long-term disability insurance policy, educational benefits for dependents including schooling and four years of higher education, and a pension plan. All these benefits are in addition to US Social Security benefits for US citizens and an end-of-service indemnity

for non-US citizens. Part-time faculty members are compensated at an hourly rate established in accordance with the average salary based on their highest earned degree. This rate is based on their discipline, training, experience, and an assessment of their ability by the Chair and the Dean.

LAU's faculty development consists of sabbaticals, study leaves, summer research grants, course releases, faculty seed fund, and travel grants. Faculty are encouraged to pursue professional development by attending in-house and/or international workshops and conferences. For example, in the School of Arts and Sciences, seven professional workshops on topics ranging from Assessment of Students' Critical Thinking to Development of Assessment Rubrics among others were delivered during AY 2017-2018 and were attended by 174 faculty members. The publication output of full-time faculty in SAS has more than doubled over the past five years.

Recruiting more research-active faculty is expected to yield a better positioning in local, regional, and global rankings for the university. The 2020 edition of the QS World University Rankings placed LAU among the top 55 percent universities globally, up from the 70th percentile in 2015. Over the six years considered by QS, the university has in fact moved up twice, always presenting positive performances. It also ranked second in Lebanon, and 16th in the Arab World out of 123 universities in the QS Regional Rankings of the Arab World 2019. LAU was ranked for the first time in Times Higher Education (THE) in 2019, coming second in Lebanon and tenth in the list of top universities in the Arab World. LAU also made the first-ever THE impact rankings based on the United Nations' Sustainable Development Goals (SDGs). This is being done while making sure that faculty are awarded reasonable teaching load to allow them to do research.

Promotion and tenure are based on a peer review process that focuses on teaching, research, and service with input from external evaluators. Academic administrators are also evaluated regularly. Evaluation of part-time faculty relies on student evaluations and course files, as well as classroom observations in some departments, per approved procedure. Guidelines for part-time faculty evaluation were recently set by the CD in fall 2018 for school-specific implementation.

Teaching effectiveness is assessed in multiple ways: student course evaluations, annual faculty evaluation, and program reviews. Students in most majors are taught by a diverse faculty body to ensure their exposure to different academic strengths and viewpoints. Schools work hard to ensure that programs offering multiple sections of the same course balance consistency in learning outcomes with academic flexibility.

All policies and procedures that affect faculty are put together in the Faculty Handbook. Membership in the Faculty Senate includes voting representatives from every department and from each of the schools with proportional representation from both campuses. Faculty-related issues and an archive of past Senate Actions and Resolutions are posted on the Senate website (http://facultysenate.lau.edu.lb//). The Senate has been quite active as a medium for faculty to exchange views and review all policies related to faculty matters, noting that the Senate remains a recommendatory body. In the spirit of shared governance, a document was prepared by the Faculty Senate with input provided by the CD, which was then approved by the President and the BOT, delineating the roles and responsibilities of all University constituencies in the governance of LAU.

As for students, they are made fully aware of their rights and responsibilities, through documents such as the Student Code of Conduct, which is widely disseminated, including through orientation. Policies on various student rights and responsibilities, including student conduct and grievance procedures, are

clearly stated, well publicized and readily available, and fairly and consistently administered (https://www.lau.edu.lb/about/policies/student_code_of_conduct.pdf).

As a mainly teaching focused institution, LAU is committed to high quality teaching that enhances student learning. Workshops on teaching and learning are held at the program, school, and institutional levels, supported by the newly revamped Center for Innovative Learning (CIL). The CIL recently launched in July 2019 the Faculty Fellows Program, which is the heart of the CIL that aims to bring together faculty members from different schools to promote excellence in teaching, learning and assessment through technologies and high impact pedagogies. Following a general call for proposals to all full-time faculty, nine proposals were submitted for the Summer 2019 CIL Faculty Fellows Program, out of which six were selected based on a thorough review by a peers committee, keeping in mind the strategic directions of the university, such as expanding our online course delivery in graduate programs; revamping liberal arts and sciences courses; expanding offerings in areas of data science, data analytics, and artificial intelligence (AI); implementing active learning instruction in courses; and finally implementing adaptive learning techniques in courses. The Faculty Fellows participated in training sessions held on July 2-29, 2019, during which they worked with the CIL faculty and staff, completing relevant online courses, attending 12 especially designed workshops, and redesigning their own courses.

Standard 7: Institutional Resources

Human Resources

The HR department at LAU consists of 26 full-time employees and had an annual operating budget (2017-18) of $1.65 million. A full-fledged Staff HR study was conducted in partnership with the Job Assessment Committee (JAC) which resulted in a new staff-grading grid and a new salary scale was successfully implemented in December 2018. This study aimed at retaining and motivating LAU's highly competent workforce through the creation of new career ladders, internal equity amongst jobs and employees, and a sustainable promotion system that ensures transparency within well-defined career ladders. A giant step was taken towards incorporating the training and development of staff within our culture, especially that training was previously conducted separately without HR's involvement, mainly on an individual basis through the department/office, and at times such trainings had no direct relevance to the staff's work scope. In terms of Staff Relations, HR will be finalizing a new "Staff Onboarding and Orientation Program" that aims to fuel staff engagement, productivity and retention.

In terms of Compensation and Benefits, HR is working on developing a standardized process across campuses; launching an automated contract approval and payroll processes; integrating the Various HR Systems into the Human Resources Management systems (HRMS) in collaboration with IT; and revisiting the Personnel Policy – Faculty Section, in coordination with the Provost Office and the Legal Counsel.

Financial Resources

LAU operates from Lebanon where the local as well as regional political and economic instabilities adversely affect the Lebanese economy. Still the monetary conditions have been stable thanks to regulatory measures and healthy reserves held by the Central Bank. In addition, the 2018 Cedar conference promised an influx of support funds from several countries once its execution starts. LAU is mainly student enrollment dependent, with tuition and fees accounting for approximately 95% of fiscal 2018 operating revenues. While revenue diversity remains stable, distribution may change slightly given the increasing focus on research and the health care operations, which accounted to around 26% of LAU group fiscal 2018 revenues, or $57.3 million. An analysis of tuition share based on actual revenues of 2018 together with projections for three ensuing years is set out in Table 5.

$000	2018	2019	2020	2021
Tuition and student fees	166,030	167,347	165,444	171,592
Fundraising for operations	1,266	834	842	851
Other revenues	7,038	5,686	5,760	5,783
Endowment spending	-	2,600	4,000	4,000
Sub-total	*174,334*	*176,467*	*176,046*	*182,226*
Tuition share of total LAU revenues	**95%**	**95%**	**94%**	**94%**
LAUMC-RH revenues	50,409	62,414	71,446	82,530
LAUMC- SJH	-	-	5,986	9,293
Sub-total	*50,409*	*62,414*	*77,432*	*91,823*
Total revenues	224,743	238,881	253,478	274,049
Tuition share of total LAU group revenues	**74%**	**70%**	**65%**	**63%**

 Table 5: Analysis of tuition share

The university policy budgets for a 4% spending from endowment returns to support operations and expansion, but effectively spent around 2%, or $10.3 million, of its endowment in fiscal 2018. Table 6 provides an analysis of the actual spending of endowment during 2018 together with projected spending for the three ensuing years:

$000	2018	2019	2020	2021
Total endowment - Beginning balance	481,978	526,302	545,983	570,832
Allowed spending from endowment (4%)	19,279	21,052	21,839	22,833
Actual/projected spending from endowment	11,835	8,218	10,460	9,548
Percentage spending from endowment	2.5%	1.6%	1.9%	1.7%

Table 6: Analysis of actual and projected spending

LAU continues forging ahead with its expansion projects of the university and hospital supported by its positive operating results and fundraising. The operating performance of the university is solid as evidenced by a sufficient and strong balance sheet. The debt position is at controllable levels and is balanced by a solid unrestricted cash and investment profile. Even with the potential additional debt of $120 million there is capacity for this debt given the amortization and drawdowns models adopted within cash projections. Almost 71% of debt is long term. The series 2013 bonds have been fully settled in August 2018, as planned.

The university is currently operating under SPIII in which key initiatives have included expanding research capacity and building on program strength nationally and regionally. It regularly updates the five-year financial plan depending on changing circumstances and conditions. Hospital operations are relatively small compared with those of US-based teaching hospitals, with operating revenue of about $41.7 million for fiscal 2018. Additional significant investments are needed to increase capacity at the hospital. These

investments were estimated at $128.5 million over a period of five years and are systematically instituted at phases ensuring safe transition from a 137 bed to a more than 400 bed capacity by 2023. Hospital operations are expected to post a break-even position by the end of 2019 after which positive bottom lines are foreseen (see Area of Concern #3).

LAU's significant unrestricted endowment portfolio relative to debt is a key credit strength. Nearly all of the university financial assets (cash and investments) are unrestricted. Additional comfort is derived from the fact that the endowment is 100% invested through US-based investment managers with a New York based active investment committee providing oversight. Further, the asset allocation model adopted by the university is key to the university success. LAU carries around $120 million of cash and cash equivalents that are sufficient to cover debt. Projected cash flows, as reflected in the five-year financial plan, reveal the clear ability of the university to meet its expansion commitments without fully exhausting its reserves.

Because the majority of tuition and fees are remitted in US dollar denominated funds, in addition to maintaining the majority of bank holding in US currency, currency risk is maintained at very low levels. Moreover, the fact that the majority of the university debts is in Lebanese pounds (LBP) represents another safety cushion for the university. However, this is slightly offset by a moderate currency risk associated with the operations of the hospital where a significant portion (40%) of medical services collections is remitted in national currency. Nonetheless, given the small size of the health care business, at the consolidation level, coupled with a significant portion of the hospital expenses being LBP, keeps this risk at controllable levels.

Given the political instability, management continues with its long-standing practice of building significant reserves in the annual operating budget, along with conservative budget assumptions. The university also includes adequate depreciation expenses in the budget reflecting best practices. These financial practices have led to consistently positive results. While the positive margin is relatively good, it is lower than historical levels. Moreover, projections show relative operating stability but not a return to historical levels of profitability. The margin compression reflects aid increases, stable enrolment, and expense increases. Hospital performance also affects the consolidated financial statements.

There are concerns of a reduction in US grants. The university is aware of this fact and has developed a contingency plan that deals with the possibility of a significant drop in enrolment as a result of loss of grants as well as other factors related to the economic conditions in the country. Moreover, one of the important tools for the evaluation of the financial and operating strength of the university is the rating done by international rating agencies like S&P. On June 4, 2018, S&P issued their report on the university affirming its AA- long-term rating; it also revised the outlook from negative to stable.

Fundraising is key to the financial success of the institution. Tuition has become saturated to an extent that limits its ability to fund further growth in opportunity costs. A plan is being currently devised to bolster fundraising with more emphasis on private giving. Management has set off a cost saving initiative with a target of $3.0 million for fiscal year 2018. Moreover, efforts are underway to carry out an overall assessment of the operating budget aiming at strategically normalizing costs through optimization rather than reactive minimization. Recourse to endowment for support must be carefully managed. The endowment must be further reinforced to reach levels that are safe for the size of the university. The ratio of endowment to operating budget must not fall below the benchmark set by the board of 2.5 times. This can be achieved through proper management of the investment portfolio, a well thought-out resource optimization plan, more revenue diversification, etc. Management is convinced that spending from the endowment must not limit its growth abilities.

Physical Resources

LAU has lately engaged in the acquisition, renovation, and construction of a multitude of new facilities on both campuses. The five-year (2016-21) capital budget for construction and renovations, prepared in 2016, is divided as follows: $112 million for Beirut campus projects and $167 million for Byblos campus projects.

In response to the rapidly growing needs of the university and in line with the university's SPII & SPIII and the necessity of providing modern physical resources to all constituents, Facilities Management (FM) updated the existing capital plan by addressing the needs of the university in terms of new acquisitions, new construction and necessary renovations on both campuses. At LAUMC-RH, the hospital administration identified urgently-needed upgrading and renovation projects necessary for the sustainability of the hospital mission; moreover, a comprehensive strategic plan was developed by the administration and the School of Medicine whereby all future facilities needs and projections were identified, in view of transforming the hospital into an academic hospital and aligning its strategic plan with the School of Medicine's academic mission and strategic plan.

LAU Libraries

LAU's Beirut, Byblos, and Health Sciences libraries are well-equipped to meet students' needs, with spacious facilities that include conference rooms, computer centers, group study areas, and open stacks of 548,816 books in total. In addition, the libraries offer 337,615 e-books, 113,208 print and e-journals, and 160 databases, ensuring that students, faculty and staff have an ample of scholarly resources at their fingertips. The libraries are also able to secure on-demand materials otherwise unavailable in Lebanon through agreements with institutions abroad. The new Byblos Library is a state-of-the-art, eco-friendly facility providing a diverse set of services that have a significant effect on the management of the library's day-to-day functions.

The Library Assessment Plan (LAP) was launched identifying three goals related to collection development, learning and research environment, and university heritage. The total annual budget for the libraries in 2016-2017 was $4,933,700 of which $2,377,400 was allocated for the purchase of/subscription to library material including print, electronic, and AV material with more emphasis on e-resources. All campus libraries perform as one entity except for the New York Library (NYL) which is not fully functional yet.

In parallel with the implementation of the new Human Resources Study in December 2018, a new Library structure was introduced. LAU Libraries always advocate for American and Lebanese copyright laws (http://libraries.lau.edu.lb/research/databases/). In line with the library strategic plan that calls for further investment in the e-book/e-journal collections, the number of eBooks was increased by 11.4% in 2017-2018, 70% of the print journal subscriptions were traded for online subscriptions to date, and several new databases were added (http://libraries.lau.edu.lb/research/databases/). The Inter Library Loans/Document Delivery Service (ILL/DDS) saw a significant increase of 16% in 2017-2018.

In compliance with SP 2011-16, Goal 1.9, a new library website was launched in September 2015. The new website marked a significant increase in the number of visits equal to 359.7% when compared with the number of visits to the older website in the previous year. According to the survey, 71% of the students find it easy to use.

Technological Resources

LAU's IT systems are hosted in four data centers, two in Beirut and two in Byblos. All major LAU applications are hosted in the Beirut data centers. Since 2014, LAU IT has upgraded almost all of its

infrastructure and services and implemented new services in order to provide the best support for the LAU community. In terms of IT Services, IT has implemented a new Help Desk system in order to enhance our support services and allow users to have instant updates on the status of their calls. In addition, IT merged the computer and multimedia support units into one in order to provide faster support to the community.

With cyber-attacks increasing in frequency and volume, IT is dedicating more resources in that domain. On the network level, IT implemented a next generation firewall, Web application firewall and mitigation in the case of a Distributed Denial of Service Attack (DDoS). In addition a new set of IT regulation were drafted and approved by the BOT and published online.

IT at LAUMC-RH has seen rapid growth since the hospital was acquired, driven by the need to automate administrative and patient processes. The hospital recently implemented SAP state of the art ERP and patient management system. In addition, the medical lab processes have been automated, as has the Radiology department. A new CCTV system and cameras were installed as was a CISCO call center to manage the incoming calls to the hospital and clinics. LAU acts as a cloud provider for LAUMC-RH and the New York campus infrastructure needs, namely for network, internet, email, active directory, course management system, library database and other services. The IT department at LAU provides high-end infrastructure and services that support academic, student, and administrative functions effectively. A new comprehensive set of IT policies have been drafted by IT and approved by the legal office and the BOT. The policies cover all aspects of IT and form the basis for a secure IT operation at LAU.

Management and Operations
Facilities planning, construction, renovation, and maintenance are the responsibility of the FM. This department consists of the following four divisions: program management & contract administration, planning & renovations, physical plant-Beirut, and physical plant-Byblos. The FM department at LAU employs 70 full-time staff and has an annual operating budget (2017-18) of $9.78 million.

Facilities are constructed in accordance with applicable Lebanese construction law and regulations. However, there are minor non-conformities with the local construction laws in old existing facilities on both campuses which are being addressed and resolved; one major initiative consisting of amending a regulatory planning decree affecting the Beirut campus was completed in 2018. Newly constructed buildings are in accordance with local construction laws and international standards and codes.

FM develops long-term and short-term plans in close coordination with concerned university entities in an effort to timely respond and react to the continuously evolving facilities and space needs of the university constituencies. The developed plans undergo thorough periodic examination by the different FM division followed by thorough review by the Central Facilities Committee and finally the PC when space allocations are envisaged in order to prioritize space allocation. FM aligns the goals of its own strategic plan with those of the institutional strategic plan and with other university needs by devising a yearly plan for new FM initiatives.

LAU is in the process of acquiring and operating a small hospital in the Jounieh area, midway between Beirut and Byblos. The hospital will be named LAUMC-SJH (Saint John's Hospital). Separate Facilities Management, IT, and HR committees are in place to ensure proper operation and integration of this new hospital with the current hospital and university services (see Finances and Area of Emphasis #3 for more details).

Standard 9: Integrity, Transparency and Public Disclosure

Since 2014, a number of policies with a major bearing on professional and academic integrity, primarily for faculty members and staff, were introduced: "Non-Fraternization Policy," "Confidentiality Policy," and the "Medical Practice plan" that applies to the School of Medicine. Other pertinent policies that were recently amended, in light of best practices internationally, include the "Discrimination, Harassment and Sexual Misconduct Prevention Policy" and the "Conflict of Interest Policy." All LAU policies and procedures that pertain to faculty and staff can be found at: http://www.lau.edu.lb/faculty-staff/. The University continues to place major emphasis on comprehensive orientation sessions for new FT faculty. New part-time faculty members are invited to the School Orientation sessions and/or receive orientation on the rights and responsibilities of students, and their own rights and responsibilities, by department chairs.

LAU observes the spirit as well as the letter of applicable legal requirements. The University derives its authority to grant all degrees it awards from both the (Lebanese) Ministry of Education and Higher Education (MEHE) as well as the New York State Education Department (NYSED), and it scrupulously adheres to the requirements of both. LAU works to ensure that when students, prospective students, or members of the public are interacting with an individual acting on behalf of the institution, the relationship of that individual to the institution is clear. LAU is responsible for all activities that are sponsored by the institution or carry its name and assumes responsibility for the appropriateness and integrity of such activities.

The President makes public presentations to the faculty and staff at least twice a year, where he updates them on the most salient issues at the University (e.g., student enrollment and finances), especially in light of the latest decisions of the BOT. The Provost's Office updates the Faculty Handbook on a regular basis (https://myportal.lau.edu.lb/sites/FS/myacademic/Pages/default.aspx) as well as the Faculty Handbook for Academic and Professional Integrity, which can be accessed through the University Portal as well. LAU prides itself on its commitment to the free pursuit and dissemination of knowledge as an integral component of a liberal arts education and the scientific method.

LAU completed recently a major overhaul of its "Student Code of Conduct", which was expanded to cover violations of academic integrity. The revised Student Code spells out the penalties for each type of academic, and non-academic, violation. The University recently placed all material pertaining to student academic integrity on one website (http://students.lau.edu.lb/academic-integrity/).

Faculty members refer to the Student Code of Conduct in their syllabi. In light of program specificities, schools provide supplementary material on academic and professional integrity, including plagiarism. In the healthcare fields (Medicine, Nursing, Nutrition, Pharmacy), students are required to protect patient privacy and maintain confidentiality of information obtained during clinical practice. Healthcare students are expected to provide patient care in accordance with professional accreditation standards. Before joining their clinical clerkships, all healthcare students need to sign a confidentiality agreement and the specificities of confidentiality in their respective fields are stressed in courses.

All students are entitled to see all graded assignments and review their grades with the concerned faculty. Students may also request a formal grade review as per the "Grade Review Procedure," found on http://students.lau.edu.lb/rules.php. Each faculty member presents at semester-end a course file that includes the distribution of grades for all graded assignments.

Having recently appointed a Title IX coordinator, Dr. Jennifer Skulte-Ouaiss, who will officially assume responsibility and duties in AY 2018-19, the University will disseminate to LAU constituents more information on the mandate of the coordinator. The Title IX Office will also launch various educational campaigns to raise awareness of gender discrimination, harassment, sexual misconduct, and other pertinent topics.

The University requires that faculty members and students who seek to undertake research that involves human subjects must receive the prior approval from the University Institutional Review Board (IRB) (http://gsr.lau.edu.lb/irb/). The Office of Graduate Studies and Research (GSR) will launch an awareness and training platform for the responsible conduct of research across all disciplines. This training will be via an online platform through the "Collaborative Institutional Training Initiative" (CITI) (https://about.citiprogram.org/en/homepage/). GSR will further develop the procedures and processes for the oversight of research involving animals and will establish a committee to review research projects on animals. It will also develop a policy on research misconduct that is aligned with the stipulations of the US Public Health Services (PHS) and Lebanon's National Council for Scientific Research (CNRS).

Finally, a new "Staff Handbook" is under development to provide adequate and comprehensive information useful for newcomers and to serve as a "refresher information source" for staff members. Awareness campaigns are planned to be conducted regularly across the university to inform employees about new policies and procedures and remind them of important policies, outlining the essential parts that require their attention and diligence.

Transparency
The website is the primary information dissemination vehicle at LAU; and continues to include all relevant and updated information. The processes for admissions are included in a newly designed website (https://admissions.lau.edu.lb) where the information has been reorganized for greater clarity. Financial statements are available in the President's Report, which are accessible online and in print. The Department of Information and Research Assessment (DIRA) publishes, online and in print, complete reports on the performance of the institution through the flagship Facts & Figures publication. All statements made by the institution about its performance are based on data collected with established methodologies (such as the National Survey of Student Engagement "NSSE").

Public Disclosure
Key codes such the Faculty Code of Ethics, the new Student Code of Conduct are communicated on the website. The university's overall mission continues to be communicated through the website and on electronic boards around campus, through key publications such as the *President's Report* and the *Admissions Viewbook* (the latter in a style and language more accessible to the target audience of students). The website continues to include our governance chart, and key articles in the news section of the website reflect how this governance is operationalized on a regular basis (BOT report articles).

Fees are stated online and in the academic catalog (http://catalog.lau.edu.lb/2019-2020/undergraduate/tuition-fees-aid.php and http://catalog.lau.edu.lb/2019-2020/graduate/tuition-fees-aid.php)and are kept up to date (lau.edu.lb/fees). The types of financial aid are available online (https://admissions.lau.edu.lb/aid/), and are in relevant printed publications.

Faculty lists are available online, clearly identifying the faculty by school, with date of joining, education, and published research. All programs are identified by campus location on the public website for prospective students (https://admissions.lau.edu.lb/apply/programs.php). All courses are furthermore

identifiable on the Student Portal. In addition, most courses not taught for two consecutive years that will not be taught during the third consecutive year are marked as such in the academic catalog.

The size and characteristics of the student body, in addition to student enrollment and retention rates, are published on the website (http://www.lau.edu.lb/about/facts/), and are included in a detailed report, the LAU Fact Book which is available online (http://dira.lau.edu.lb/fact-book/) and printed (https://dira.lau.edu.lb/images/Factbook%202017-2018%20-Enrollment.pdf).

LAU's accreditation status is communicated on the website, and in various publications (Fact Book, LAU at a Glance). The University expects to continue to provide timely communications, enhancing the amount of information available on its website, and by increasing the frequency of its internal communications through regular updates and special announcements.

V. Reflective Essay on Educational Effectiveness

LAU promises an American-style, liberal arts education rooted in and devoted to enriching Lebanon, the region, and increasingly the world. Drawing on its founding as a girls' school and on its Presbyterian missionary roots, it endeavors to educate the whole person to be a contributing member of their community and the world. Do students actually reach these goals while at LAU? How does LAU know how well students match up to these when they arrive and then what value-added additions does a LAU education contribute?

Until ten years ago, LAU had unevenly distributed and too often ad hoc knowledge about how, when, and why LAU affected student learning. With the creation of the Department for Institutional Research and Assessment (DIRA) and the concomitant turn to identifying, gathering, and evaluating assessment data, LAU finally started to try to answer these important questions in a rigorous manner. Having moved beyond the early stages of basic assessment, a number of actors at the institution now go further in gathering assessment data to reflect on the meaning of the data we gather, how to better capture the data that we want, and, most importantly, how to use assessment data to improve programs and program delivery and ultimately advance student learning at LAU. While significant progress has been made in assessing, reflecting on, and 'closing the loop' on institutional effectiveness vis-à-vis student learning, success remains uneven. LAU is thus using this Reflective Essay as a tool to evaluate where we stand today, where we want to go tomorrow, and how we will get there.

We also sought to reflect on how the information gathered has impact beyond student learning via curricular planning and improvement. Furthermore, the story that we craft for ourselves and for external audiences is also an important reflection of our values. In an increasingly competitive higher education sector in Lebanon, the region, and globally, how is LAU retaining its values for student-centeredness while ensuring that it is able to retain and increase its standards for quality?

This Reflective Essay is organized to address four key areas:

> a. What students gain as a result of their education;
> b. Assessment of student learning—"what and how students are learning";
> c. Measures of student success, including retention and graduation; and
> d. Satisfactory levels of student achievement on mission-appropriate student outcomes

A. What students gain as a result of their education

While universities have always been a mix of furthering knowledge and preparing (usually) young people for careers, there is significant pressure to demonstrate what tangible gains students make as a result of their education. LAU's Schools focus on ensuring that students will be able to transition from university life to adults who are active and engaged in developing the world around them in a variety of ways. LAU seeks to prepare all of its students to meet their goals while at the university as well as after they graduate. The following section provides details on what our various student groups—undergraduate, graduate, and continuing education/adult—are gaining as a result of their expenditure of time, energy, and other resources at LAU.

One of the more tangible outcomes of an LAU education is the high employment rates of our graduates. Demonstrating the desire to capture data that can be used to assess student learning and achievement as well as be used to inform policy, DIRA spearheaded an in-depth employability study that that was later published in *Education and Training* (Nauffal & Skulte-Ouaiss, Quality higher education drives employability in the Middle East, 2018). The study found that the employment rate of LAU graduates of the academic year 2015-2016 was high: 82% of USP alumni are employed or pursuing further studies within 12 months of graduation, which surpasses the institutional employment rate of 74% for a similar cohort of graduates. This is particularly noteworthy since as noted earlier, USP students come from disadvantaged backgrounds and do not enter the university with the social and economic networks that often characterize LAU students, whose families tend to have high levels of social and economic capital. Thus, USP students' time at LAU seems to provide them with previously absent skills and/or social networks that facilitate their finding good jobs.

Moreover, while Lebanon and the Middle East overall have some of the lowest rates of female labor force participation in the world, our survey found that 56% of those employed were female. Findings also suggest that over 80% of employed alumni are in jobs relating to their undergraduate major. Our best source of information to explain this is the employer survey that LAU conducted. According to this survey, employers believe that to a great extent, LAU degrees and experience match Lebanese and regional labor market needs, though there was interest in more graduates with specific knowledge in accounting, computer science, various engineering fields, information management systems, pharmacy, and nursing. This is all more notable when the World Bank and International Monetary Fund surveys have found that employers in the Arab world are more likely to complain about the lack of skills amongst youth, when compared to employers in other regions of the world. Employers not only valued the theoretical and technical skills of LAU's graduates but also the soft skills that they developed during the course of their studies.

Likewise, alumni who participated in the survey and the focus groups appreciated their curricular and co-curricular experiences, which they believed helped in the development of the intellectual, emotional, social, moral and aesthetic domains of their personality. Furthermore, the soft skill set alumni perceived as needed in the workplace largely coincided with those sought in employees by employers. Last, employers felt that LAU did a good job of providing and developing career networks for its graduates. Alumni who participated in the focus groups reinforced this view, particularly the alumni who transferred from another university to LAU to gain the competitive advantage in the market place. Three quarters (394 of 516) of alumni reported completing an internship before graduating, approximately a third of whom were offered a job upon graduation. This demonstrates the importance of engaging students in contexts where they can connect their academic experience with the professional work arena. Internships were also identified as a preferred mode of recruitment by employers. As one employer noted, internships

allow employers to spot talent and identify leaders who have a high degree of emotional intelligence needed to mobilize and inspire people or teams.

The annual exit survey and 2017 NSSE also provides insights into what students gain from their education at LAU. Senior students at LAU reported significant gains in soft skills as compared to first year students, however, both cohorts reported significant gains in soft skills compared to their New England peers and all 2017 NSSE peers. The results of these surveys allows LAU to determine gaps in its students' preparation for the workplace which then feeds into accreditation and program review studies as well as the level of attainment of student and co-curricular learning outcomes. For example, students expressed not having enough opportunities of solving real-world complex problems. The "Trireme" project (http://students.lau.edu.lb/trireme.php) allowed students from different backgrounds to put their theoretical knowledge to practice addressing a number of complex issues while enhancing their collaboration and leadership skills and raising awareness around environmental, social and ethical issues.

How are the attributes that make LAU graduates sought after as employees, collaborators, and artists developed while at the university? The Schools collaborate with the Outreach and Civic Engagement (OCE) and Career Guidance in the Dean of Students office to ensure career development opportunities for students to provide them with the soft skills needed for the job market from effective team building skills to leadership and communication skills. Students from SOP, the Honors Program, and University Scholarship Program (USP) have received training in emotional intelligence and conflict resolution. 840 LAU students have participated in outreach and corporate field trip visits providing them with opportunities to explore the work and civic engagement environment in various institutions. Our students excel by engaging in numerous ways with their communities and society at large.

A critical way in which LAU students develop a broad spectrum of skills and knowledge is through providing training to middle and high school students through the Model United Nations (MUN), Model Arab League (MAL), and Model European Union (MEU). LAU is renowned for its use of simulations to teach students a variety of soft skills critical to professional and personal success. This past year, LAU students again won a record high 12 diplomacy awards at the Harvard World Model UN Conference which was held in Madrid, Spain. Harvard world Model UN is considered to be the Olympics of Model UN, and 2,000 graduate and undergraduate students coming from 130 capitals of the world compete in creative negotiations and in reaching UN-inspired resolutions. LAU students organized their annual two-mega conferences of Global Classrooms International Model UN at the UN Headquarters in New York City – (Global Classrooms International Model UN is a brand owned by LAU in partnership with the United Nations Association of the USA.) This culture of simulation honors LAU's mission statement centered around civic engagement and the formation of leaders in a diverse world. Every year at LAU, the Outreach & Civic Engagement Department mobilizes 600 LAU students from multiple majors to train around 5,000 students coming from 200 public and private schools from all over Lebanon in diplomacy, under the auspices of Model UN, Model Arab League and Model EU.

Indeed, everyone involved with the simulations can provide numerous stories about how the experiences are transformative on multiple levels. Because of this success, we made sure to analyze and identify what co-curricular learning outcomes are involved in LAU's simulations. Two of the co-curricular learning outcomes assessed were 1) leadership and global perspective and 2) collaboration. We found that 98% and 99% respectively of the students exceed expectation in meeting these co-curricula learning outcomes. We now have begun to not only formally evaluate student outcomes in the various simulations but also investigate how we can transfer such successful active learning into other co-curricular experiences.

It remains that students are informed of "what they are expected to gain, achieve, demonstrate, or know by the time they complete their academic program" primarily via course syllabi as well as materials stating the mission program objectives, and descriptive materials regarding internships and employment of recent graduates. Program learning outcomes are shared with students through the catalogue. Student success rates (retention, progression, graduation, academic standing and employment rates) are shared with students though the DIRA website (http://dira.lau.edu.lb/assessment/students-success.php). Year-to-year retention, graduation and attrition rates have hovered around 70%, 21% and 9% respectively over the past five years. In cases where external exams and/or licensure are critical to professional practices, the student passing rates are shared with prospective and current students. For example, the average pass rate over the past five years for LAU SOP students in the US and in Lebanon is 91% and 93% respectively (https://pharmacy.lau.edu.lb/images/NAPLEX%20MPJE%20and%20Colloquium%20March%202018.pdf. Responsibility for meeting learning outcomes is with the Schools while DIRA works to support assessment and to gather and analyze data within and across the Schools. To this end, the following section will focus on each of LAU's seven schools and then turn to the critical work being done by DIRA on direct and indirect assessment.

Feedback to the students in the School of Engineering (SOE) regarding what and how well they are learning is consistently provided through exams, projects, quizzes, and homework. All engineering students culminate their studies by a capstone project that is designed to mimic the various components of a work project of a professional engineer. During the project, close faculty attention and feedback is provided to the student. The SOE further prepares students for the profession in many ways, such as ensuring good career advising, providing academic opportunities, completing internships and encouraging extra-curricular activities related to engineering disciplines. The school also monitors long term professional outcomes using surveys, such as the Mechanical Engineering Employer Survey and Alumni Survey. Results of the alumni survey show overwhelming evidence about the importance/relevance of each of the SOE program's educational objectives. Surveys of employers are also deployed to provide a complete picture of the employment and working capabilities of our alumni and gauge the importance and relevance of each program's educational objective, and results demonstrate that the educational objectives of the SOE programs maps very well to the market needs from an employer's perspective.

In a similar vein, School of Architecture and Design (SArD) students are continuously provided with feedback on their performance through jury evaluation, and all design programs at the school include external perspectives in the assessment of student learning through the internship required for study completion. The jury evaluation procedure has been in place for the past five years, re-assessed and amended to improve input/feedback of external reviewers, by implementing a set of rubrics, each designed specifically for the courses, in order to assess each student's fulfillment of Student Learning Outcomes.

The School of Pharmacy (SOP) qualifies graduating students to sit for the National Competency Assessment Examination (Pharmacy Colloquium) in Lebanon, and for the North American Pharmacy Licensure Examination (NAPLEX) in the United States. The passing rates for both are above 90%. Support for student learning is ensured through monitoring of student performance, advising, continuous review of the program and achievement of goals and outcomes, and through ensuring exposure to adequate learning environments. The latter is guaranteed by the availability of optimal teaching laboratories, and the development of partnerships with pharmacies and hospitals, both locally and the US. To date, the SOP has 4 agreements with U.S.-based institutions including universities, hospitals, and retail pharmacies and sends an average of 32 doctor of pharmacy (PharmD) students for internships/practicums annually.

To date, assessment of Honors Program graduates has demonstrated that the academically high-performing students in the program benefit significantly from co-curricular focus on soft skills, providing them with the 'extra something' sought by employers even when their academic grades are exemplary.

When we seek different types of external evaluation of what students gain for their education at LAU, standardized surveys and tests generally demonstrate that our graduates are gaining the knowledge and skills that we promise. Where weaknesses are identified, changes are sought in the academic curricula and/or co-curricula. Comparing first year LAU students to all NSSE 2016 and 2017 students, the scores of LAU's students were significantly lower on the integrative learning experiences, collaborative learning, and quality of interaction engagement indicators; however, they scored significantly higher on effective teaching practices and discussions with diverse others indicators. LAU senior students, on the other hand, scored higher than all NSSE 2016 and 2017 peers on the collaborative learning, discussion with diverse others, effective teaching practices, and supportive environment indicators while they scored lower on the quantitative reasoning and student-faculty interaction benchmark.

The NSSE has been used to compare the performance of a special group of LAU students, namely LAU University Scholarship Program (USP) students with that of regular LAU students. LAU USP students are an underprivileged yet academically outstanding group of students who receive scholarships through a USAID grant. LAU has administered this grant since 2011. Findings show that while there are no differences between first-year LAU USP students and first-year LAU regular students on academic challenge and learning with peer indicators, LAU USP students report significantly more experiences of interaction with faculty and a more significantly supportive campus environment. Furthermore, they report being engaged more in leadership roles in civic engagement activities. On the other hand, LAU students report being more actively involved in civic engagement activities and related leadership roles when compared to all NSSE 2016 and 2017 peers.

	First Year				
	LAU USP	LAU Non-USP			
	Mean	Mean	Effect size	Sig	
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following area					
Writing clearly and effectively	3.2	2.9	.3	*	↑
Speaking clearly and effectively	3.1	2.9			
Thinking critically and analytically	3.4	3.2	.3	*	↑
Analyzing numerical and statistical information	2.9	2.8			
Acquiring job- or work-related knowledge and skills	2.8	2.6			
Working effectively with others	3.2	2.9	.4	**	↑
Developing or clarifying a personal code of values and ethics	3.0	2.7	.2	*	↑
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	3.4	3	.4	**	↑
Solving complex real-world problems	3.0	2.6	.4	***	↑
Being an informed and active citizen	3.2	2.7	.5	***	↑

Table 7: NSSE First year LAU USP vs. Non-USP students' results

When asked to reflect on how the institution contributed to their knowledge, skills and personal development, significant differences between the two groups were found. First year LAU USP students reported substantial gains in their ability to write and speak clearly and effectively, think critically, work effectively with others, develop a personal code of ethics, solve complex real-world problems, become informed and active citizens, and understand people of other backgrounds in comparison to their first year LAU non-USP counterparts, as shown in Table 7. Furthermore, LAU first-year and senior students also reported significant gains in these areas in comparison to their New England, Carnegie and all NSSE 2016 and 2017 peers. Figure 3 shows findings for LAU senior students compared to their peer groups.
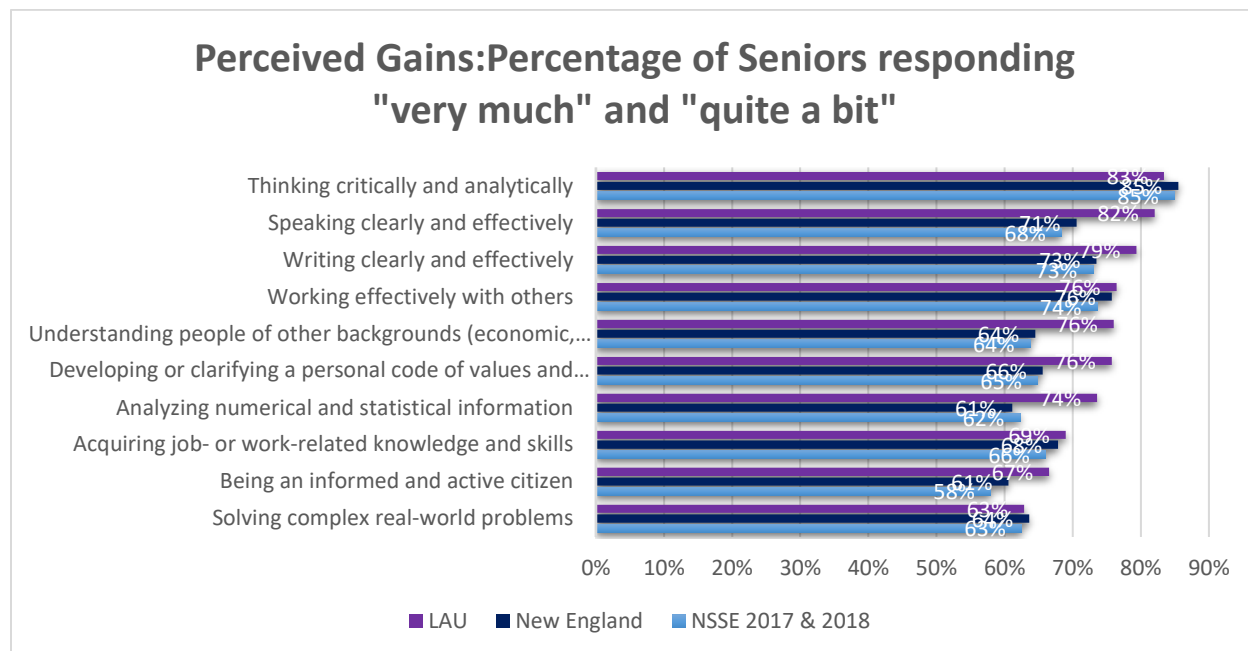
Figure 3: NSSE LAU senior students' results compared to peer groups

Regarding the annual CAAP exam, in AY 2016-2017 only the critical thinking module was taken by a sample of LAU students at the freshman, sophomore, and senior levels. Significant gains in critical thinking were recorded by students as they progress through LAU, particularly for the first year LAU USP students. In AY 2017-2018, results were obtained for both the critical thinking and the science test from point of entry to LAU to point of exit. Similar results prevailed for the critical thinking test; however, no significant differences among levels were found on the science test. The results are summarized in Table 8.

	LAU USP (FY)	LAU Non-USP(FY)		LAU Juniors		LAU Seniors	
	Mean	Mean	Sig	Mean	Sig	Mean	Sig
Critical Thinking	59.20	60.50		62.19		62.62	**
Science	58.76	59.44		61.00		61.50	

Table 8: Means and significance levels of all participating comparison groups in CAAP

More difficult to assess is how students are doing with regards to the knowledge, skills, and attitudes that are the foundation of the liberal arts. While LAU has long placed a high value on the liberal arts—creating a core of coursework that each student must complete to graduate, that is, the Liberal Arts and Sciences (LAS)—assessing how and what students learn, versus how and what we wanted them to learn, was a significant challenge. In the past couple of years, LAU has finally created a liberal arts core curriculum and an assessment plan, and implementation began in AY 2018-19.

The Provost's Office and DIRA have played leading roles in the revision of the LAS. DIRA has been instrumental in coordinating the assessment of LAS learning outcomes. In fall 2018, the Student Learning Outcome: "Demonstrate proficiency in oral and written communication" was assessed. The course chosen to assess proficiency in oral communication was COM 203 using the Problem-Solution Persuasive Speech-Argument and Counter Argument Rubric. Overall, 96% (116 out of 121 students from 7 sections) met or exceeded expectations in terms of demonstrating proficiency in oral communication with 94%, 97% and 96% of students meeting or exceeding expectations with regard to the content, the delivery and the impact and critical mind competencies respectively.

The course chosen to assess proficiency in written communication was ENG 202. 86 students from four sections were assessed using the Introduction + Literature Review Rubric. 84% (72 students) met or exceeded expectations in terms of demonstrating proficiency in written communication with 81% and 80% of students meeting or exceeding expectations with regard to the content and the language and organization competencies respectively.

Two co-curricular learning outcomes were chosen for assessment in spring 2018. These are the Collaboration learning outcome and the Leadership and Global Perspective learning outcome. The "Trireme" project involved the construction of "a seaworthy ship" out of plastic bottles, embodying the revival of Phoenician heritage, whilst raising environmental awareness. 96% of students met or exceeded expectations in terms of collaboration. More specifically, all students facilitated the contribution of team members, worked on building consensus, demonstrated good interpersonal skills and responded to conflict. A third of the students needed to enhance their ability to contribute individually outside of team meetings. The same students were evaluated using the Leadership and Global Perspective Rubric. 94% of students met or exceeded expectations in terms of leadership and global perspective; 6% were still developing their leadership skills. All students empowered others and valued diversity, while a quarter of the students needed to enhance their ability to navigate and affect change from anywhere within an organization.

LAU's foray into creating and then assessing co-curricular learning outcomes came later than the institution's emphasis on the importance of co-curricular learning. Now that LAU has worked out the necessary structure and process for such assessment and trained staff to evaluate students, moving forward, LAU will have data with which to assess how and what (and when) our students are learning from our diverse array of co-curricular programming. For instance, the co-curricular training of OCE to the School of Pharmacy students is thoroughly assessed at the end of each session whereby students' learning objectives and outcomes are evaluated pre and post training in order to measure the positive outcome of the training and skill-building. This co-curricular has become embedded within the curriculum of the school with the assistance of OCE. Examples of student skills and outcomes related to OCE activities such as MUN simulations include:
1. Prepare for the conference by researching their assigned countries and topics in advance;
2. Represent the viewpoint and policies of simulated countries;

3. Address thoroughly all aspects of the background guides by accurately analyzing and interpreting the documents;
4. Express outstanding knowledge of topics based on additional research outside background guide;
5. Exhibit depth and complexity of policies supported by rich, engaging and pertinent details
6. Demonstrate exceptional knowledge of UN structure and function throughout debate
7. Participate actively in the committee's debate, including (but not limited to) making speeches, caucusing, proposing resolutions and amendments and voting;
8. Communicate ideas with full control and understanding of the conventions of English language;
9. Refer to numerous international treaties, international organizations and real-world stakeholders;
10. Follow and abide by the code of conduct and Rules of Procedure throughout debate, and use them to the country's advantage;
11. Initiate committee proceedings in formal and informal debate and show exceptional willingness and leadership; and,
12. Carry himself/herself in diplomatic manner during speeches, negotiations and committee proceedings, and use sophisticated language.

Results of assessment are very positive:
- 92% demonstrate outstanding performance in role playing;
- 92% exceeding expectations in diplomatic and leadership skills;
- 92% exceeding expectations in excellent display of knowledge;
- 92% demonstrate exceptional public speaking and oral communication skills; and,
- 92% exceeding expectations in consistency, commitment and remaining in-character.

From this more general overview of what students have gained by the time they leave LAU, the following section seeks to describe what and how students are learning while at LAU.

B. Assessment of student learning: "What and how students are learning"

LAU is proud of its work to institutionalize planning at every level of the institution; a critical component of the planning success is building in assessment and feedback loops. SPIII was used to force reflection on the institution's mission and purposes given the changes undergone internally and externally since the 2014 Self Study. With increasing competition at the national and international levels, it was decided that LAU would work to capitalize on its reputation as a teaching, student-centered institution but also add a focus on research and knowledge creation. The three primary components of SPIII are Intellectual Capital and Knowledge Management; Pedagogical Innovation and Integrated Delivery; and LAU without Borders. The budget of $6.5 million is the tangible result of a strategic plan that had significant and broad input from stakeholders across the university and from the beginning, careful oversight from the Finance Department and the BOT.

How does institution-wide planning affect assessment of student learning? What is going on inside of the classroom as well as in internships, field experience, and other learning experiences is critical to student success at the university and after graduation. In order for planning to create an environment that fosters such learning to take place, LAU has endeavored to set up the appropriate framework for the gathering of assessment data, reflect on it, and to the best extent possible, convert it into appropriate revision of program content and/or teaching, in all of its undergraduate and graduate programs in its seven academic and professional Schools. Support for developing and sustaining an assessment culture has come from the top, with the President and Provost, as well as the deans, pushing for transparent assessment to make

the institution more knowledgeable about its strengths and weaknesses, particularly regarding student learning but also throughout the university (e.g., Staff Evaluation, Libraries Evaluation, etc.). DIRA in addition to Assessment Officers in each of the schools identify appropriate variables for assessment, conduct proper assessment (e.g., exit surveys, teaching portfolios, field experiences binders, etc.), and then synthesize the data into useable documents.

Assessment is not only discussed at LAU, it is supported through funding priorities, staff, through faculty evaluation, and extra training for faculty and staff. Dedicated assessment staff are in place at each school. The Provost's Office ensures that assessment is institutionalized in program planning and revision through the oversight of an Assistant Provost and with the support of DIRA, which seeks to provide the technical and 'best practices' know-how to craft assessment tools and then conduct assessment and produce the data.

Faculty and Student Assessment conducts its mandate in terms of two parallel tracks respectively focusing on faculty and students. The faculty track serves as a repertoire for methodologies and modalities pertaining to assessing faculty performance particularly in terms of research and teaching and the inclusion of proven best practices in both areas. Through this track, criteria for a teaching excellence award and a research excellence award were developed and these awards have been awarded annually since 2017.

Student assessment extends beyond course evaluation into the equally important domains of aptitude tests and comparative tests designed to evaluate LAU students in a global setting, i.e., the context of their counterparts at other international universities. DIRA has played an important role here where it initiated the process for the revision of student course evaluations. Course evaluations are one criterion used in the teaching award but they are also used to benchmark the performance of faculty with their peers within schools. DIRA is also now preparing program reports comparing student feedback on courses within programs. Assessment of LAS learning outcomes such as oral and written proficiency is also being undertaken with the aim of benchmarking the performance of LAU students with international students through the CAAP and the ETS Professional Proficiency test in addition to comparing the performance of special groups of students within LAU among each other (see detailed discussion under Direct Assessment).

As detailed in the previous section, LAU has also begun to formally assess co-curricular learning although the importance of co-curricular learning has always been emphasized at the institution. In a similar vein, LAU's emphasis on development of the 'whole person' through a liberal arts education has meant that student activities as well as direct student participation in university governance has long been important, even when such activities have not been the norm in Lebanon (e.g., student elections are often cancelled/postponed when political tensions are running high in the country).

Assessment data is collected and retained by Assessment Officers at each school while assessment committees at the school level seek to bring institutional memory and best practices to review of assessment plans at the program and department levels. The following section identifies how and when the individual schools assess student learning.

School of Arts and Sciences (SAS)
SAS established the necessary infrastructure to support assessment, including the hiring of one assessment officer and the formation of a school-wide council that fosters and facilitates assessment, the School Learning Assessment Council (SLAC). The SLAC includes representatives from all SAS departments

and meets on a monthly basis to lead and guide departmental assessment efforts. SAS also has further institutionalized systematic learning assessment, program accreditation, and cyclical programs reviews. The Computer Science program has been accredited by ABET since 2010. The school has also set a plan to accredit the following undergraduate programs: Coordinated Program in Nutrition and Dietetic (BS), BA in Education, and BA in Journalism and Media Studies. Those programs for which external accreditation is an option use the process and the outcomes of the process for assessment as well as implementing relevant outcomes when revising curricula.

All active school programs are required to develop learning assessment plans. Programs that are either under-enrolled or inactive finalized their plans in spring 2014. The school has also set guidelines and a cyclical schedule for the systematic review of SAS programs. The school has consequently reviewed all SAS programs that have been active for at least five years. All reviewed programs have closed the loop and changes are typically implemented within a year.

Student outcomes are measured and evaluated using a variety of instruments such as embedded assessment, rubrics, portfolios, standardized tests, course evaluation surveys and student exit surveys. Program educational objectives are assessed using program advisory councils, employers and alumni surveys. For example, as a result of the data gathered during the 2015-18 assessment cycle of the BS in Computer Science, an Ad-Hoc Committee that includes the Department Curriculum Committee (DCC) and some select administrators (assistant dean, chairperson, and associate chairperson) met during Fall 2018 and Spring 2019 with the objective of closing the loop and made several recommendations for curricular change. More specifically, the program outcome "students shall be able to apply their computational and mathematical knowledge in order to solve various computational problems" was assessed based on 5 KPIs. Two of the five KPIs were not met while three KPIs were minimally met. Thus, the outcome was deemed to be unmet. The KPIs that were not met were: a) Students shall demonstrate the ability to analyze and interpret statistical data and b) Students shall be able to apply fundamental concepts of discrete mathematics (Logic, Boolean algebra, proofs, set theory, relations, functions, and combinatorial mathematics) in order to model computational problems. The first KPI was assessed using a locally designed assessment exam in MTH305. The KPI was met by 57.8% of the students, which is below the 75% desired threshold. Thus, the KPI was deemed to be "Below Expectations." The DCC decided to increase the numbers of tutorial sessions whereby the instructor would prepare a set of exercises and a graduate mathematics students would solve these problems with the students with the objective of reinforcing various concepts. Moreover, the second KPI was assessed using a locally-designed assessment exam in CSC322. Since only 36% of the students met the outcome, below the 75% desired threshold, the KPI was deemed unmet. At the DCC meeting, it was recommended to acquire more FPGA hardware whereby every student would have his/her board. Furthermore, it was recommended to break the lab session into two sessions: 2+1 whereby students are provided with a one-hour lecture on one day and the two-hour hands-on lab on a different day.

Adnan Kassar School of Business (AKSOB)
Learning goals for the eight programs offered by AKSOB cover key general, management-specific, and appropriate discipline-specific knowledge and skills derived from the AKSOB, and cover expected characteristics of the graduates of the school. Each of the program learning goals has at least one specific and measurable learning outcome defined.

The programs at AKSOB go through a continuous improvement review cycle, at least once every five years. In 2011-12, the school embarked on an internal evaluation of its programs for the purposes of continuous improvement and pursuit of accreditation. Thus, AKSOB achieved the Association to Advance Collegiate

Schools of Business (AACSB) accreditation in 2016 and is currently pursuing other accreditation ventures. In preparation for accreditation and in pursuit of continuous improvement, the school has revisited all the degree programs it offers and made recommendations for changes. For example, in fall 2018 the KPI for the essential knowledge and technology in the BS in Hospitality and Tourism Management program was not met. This was assessed during a direct embedded exam. Some students lacked demonstrating essential skills in the use of hospitality technologies/ software material and equipment that closely simulate the workplace. Upon learning this, the assessment committee in coordination with the chairperson and relevant faculty members decide on the two following actions: To expose students on a weekly basis to RM technology software for data analysis in hospitality Revenue Management HOM 455. The learning outcomes are assessed yearly to ensure closing the loop. Such ongoing assessment is required for continued AACSB accreditation. According to the QS Subject rankings, LAU was ranked 451-500 in Business and Management Studies globally and second in Lebanon.

School of Engineering (SOE)

The SOE offers seven Bachelor of Engineering (BE) degree programs, five of which have attained accreditation from the Engineering Accreditation Commission (EAC) of ABET until September 30, 2023 (http://main.abet.org/aps/AccreditedProgramsDetails.aspx?OrganizationID=837&ProgramIDs). The remaining two programs will be accredited upon graduating a sufficient number of students. All undergraduate and graduate programs offered by the School have clear learning outcomes and educational objectives published online (http://soe.lau.edu.lb/ and in the Academic Catalog at http://catalog.lau.edu.lb/2018-2019/). Evaluation of all the graduate programs is planned to take place over the next three years.

After gaining ABET accreditation for the first time in 2011, the SOE embarked on continuous improvement guided by its rigorous assessment program. All seven BE programs in the School have developed and followed comprehensive three-year assessment plans. The Office of the Dean supervises the process and receives an annual assessment report from each program chair by the end of September each year.

At the end of the academic year the Program Review Committee (PRC) closes the loop in an annual retreat. The PRC reviews all assessment results, discusses the report of the Program Advisory Council meeting, addresses the needed changes in the Learning Outcomes, and initiates improvement to the curriculum.

External assessment is performed using input of alumni, employers, and Programs Advisory Councils (PACs), composed of industrial representatives, employers, and recognized alumni members. These councils provide the programs with useful data about the job and market trends and recommendations for continuous improvement. Often times, PAC members help in providing ideas for the Capstone Projects that are challenging and industry driven. It is worth mentioning that, on average, SOE students perform very well on their capstone projects. Surveys assessing the preparation and skills of those students who are in pursuant of their internship are also deployed on a yearly basis. Results of these surveys mostly fall within the "satisfactory and exemplary" range.

School of Architecture and Design (SArD)

Learning outcomes and educational objectives for the six undergraduate programs and one graduate program offered at the SArD are clearly identified. The Bachelor of Architecture program first received an equivalence with the French "Diplôme d'Etat d'Architecte Français" from the French Ministry of Culture and Communication in 2003, was renewed in 2011, and then in 2016 renewed for a five-year period. Additionally, the program applied to the National Architectural Accrediting Board (NAAB) in 2011 and received candidacy status in 2013, and the continuation of candidacy in 2015 and 2017. The program

submitted its request for Initial Accreditation in March 2018, and the NAAB Team visit for this purpose will take place in October 2019. In this respect, the mission, program objectives, and learning outcomes were revised to meet the NAAB Conditions.

In 2012, SArD developed its first strategic plan in which all programs were requested to conduct reviews and pursue accreditation. In this regard, the Architecture program has completed its initial accreditation report, and all art and design programs (Interior Architecture, Interior Design, Graphic Design, Fashion Design, Fine Arts, and Islamic Art) went through internal revisions and self-studies for the purpose of the National Association of Schools of Art and Design (NASAD) Accreditation. A Steering Committee has been created and an accreditation visit took place in March 2019.

In 2018, SArD developed its second strategic plan which builds upon the first one as well as upon feedback from the accrediting bodies, to address several pending issues. The main objectives of the School SP II, which aligns with the University's third strategic plan that was approved in spring 2018, are to maintain the School's growth and momentum, to raise the quality of research, and to respond to new pedagogical models in the design fields, in order to contribute to the success of LAU's Strategic Plan III. Despite initiatives to improve on teaching and learning, more effort is still required, specifically in the areas of assessment, eliminating plagiarism, invigorating studio culture, and strengthening the model of studio based education. The School will now implement the Second Strategic plan, which aims at improving on all these issues, and addressing any remaining loopholes in the system, in a regular way.

The assessment plan in architecture has been comprehensively developed to meet NAAB standards. Other design programs are currently working on the development of an assessment process that links assessment tools to program goals and learning outcomes, leading to curricular improvements and alignment of the programs to the accreditation standards. Closing the loop in the architecture program will be ensured every five years and is planned to be applied on regular basis to other programs at SArD.

Alice Ramez Chagoury School of Nursing (ARCSON)

The Bachelor of Science in Nursing (BSN) program offered by ARCSON was launched in 2009. The first class of students enrolled in fall 2010 and in July 2013, the first BSN class graduated. Since 2009, the Dean's Office and the faculty have developed the program's curriculum and assessment plans. The school applied for and in November 2013 was granted accreditation for the BSN program for a period of five years, April 2, 2013 through December 31, 2018, and then reaccredited to December 31, 2028, from the Commission on Collegiate Nursing Education (CCNE), a US Department of Education-recognized nursing accreditation agency. The BSN program has an established mission, vision, objectives, and student learning outcomes for which an assessment plan has been identified. Student learning takes place in three different settings: classroom, laboratory or simulation center, and clinical sites. Assessment of student learning is performed using formative and summative methods in classrooms and experiential learning.

Faculty members assess student performance in line with the student learning outcomes of each course. Feedback and advising are consistently delivered to students, especially those with academic weaknesses using the Meeting with the Student form. Details of the course assessment plans are available to students in the course syllabi, which are posted on Blackboard. Since its inception, ARCSON has worked on developing an evaluation plan that integrates a number of evaluation tools/methods to measure achievement of expected outcomes and program effectiveness at three levels: students, employers of graduates, and alumni. Formal program reviews are conducted on a five-year cycle basis. Furthermore, external reviews are planned to be consistent with the CCNE accreditation process and cycle. Table 9 shows Nursing students' licensure passing rates over a three-year period.

NURSING									
National Licensure Passage Rates		**2015**		**2016**		**2017**		**2018**	
School	Name of exam	# who took exam	% who passed	# who took exam	% who passed	# who took exam	% who passed	# who took exam	% who passed
Nursing	Colloquium - Nursing	22	100%	19	100%	34	100%	17	100%

Table 9: ARCSON student licensure passing rates

School of Pharmacy (SOP)

The SOP mission, vision, core values, and the program educational goals (PEG) and outcomes (PEO) are identified and are subject to continuous revision following a specific timetable. Based on assessment results, some were later revised in order to ensure that they are measurable and are in line with the LAU mission, SOP mission, national goals of pharmacy education, and ACPE (Accreditation Council for Pharmacy Education) standards. A new cycle of the school's comprehensive assessment plan was launched in 2016 and is now geared towards a programmatic and documented assessment of learning outcomes as well as the other school programmatic components with a clear schedule, instruments, and strategy for their application. The assessment of the mission and PEGs is based on the input of the following program constituencies: students, alumni, employers, and prominent leaders in the pharmacy field and higher education (School Advisory Council). Assessment is done on a five-year cycle. The input of students and Advisory Council members on PEGs is gathered annually through focus groups. The input of alumni and employers is collected through surveys once every five years. The assessment of the Program Educational Outcomes triangulates direct, indirect, summative and formative assessment data from various sources. The assessment of Student Learning Outcomes (SLOs) is repeated every three years and findings are incorporated within the plan for periodic feedback and improvement of the curriculum. Table 10 shows Pharmacy students' licensure passing rates over a four-year period.

PHARMACY									
State Licensure Examination Passage Rates		**2015**		**2016**		**2017**		**2018**	
School	Name of exam	# who took exam	% who passed	# who took exam	% who passed	# who took exam	% who passed	# who took exam	% who passed
Pharmacy	National American Pharmacist Licensure Examination (NAPLEX)	8	87.50%	7	100.00%	10	90%	7	85.70%
National Licensure Passage Rates		**2015**		**2016**		**2017**		**2018**	
School	Name of exam	# who took exam	% who passed	# who took exam	% who passed	# who took exam	% who passed	# who took exam	% who passed
Pharmacy	Lebanese National Competency Assessment Examination (Colloquium) - Pharmacy	50	100%	87	100%	64	100%	63	100%

Table 10: SOP student licensure passing rates

School of Medicine (SOM)

The objectives of the MD program, such as demonstrating ethical and professional behavior in the practice of medicine, providing patient-centered care, employing evidence-based practice, becoming a life-long learner, applying critical thinking in healthcare practice and promoting inter-disciplinary and inter-professional practice, in addition to core competencies, constitute the cornerstone of the curriculum. Course and clerkship learning objectives were defined based on these competencies. The assessment system at the school was designed not only to test for learning but also to enable learning. It serves multiple purposes including identifying and screening for student weaknesses, facilitating interventions; assessing achievement level and informing decision-making; improving instruction; and measuring outcomes.

The assessment system has three main characteristics: first, it involves multiple methods for assessment as measures of different but inter-related constructs; second, it serves both formative (for student improvement) and summative (for decision-making) purposes; and third, it involves multiple raters to minimize the potential limitations of subjectivity and to improve reliability of obtained grades. Furthermore, faculty who may have a conflict of interest with a student are not allowed to rate the performance of that student in keeping with transparency and fairness of assessment practices. The assessment toolbox includes testing in the workplace and outside the "real" clinical environment, and relies on frequent administration of tests that facilitates longitudinal monitoring of performance. The assessment system is designed to enable monitoring of achievement within each competency domain (graduating competencies) and to facilitate decision-making about graduation (satisfactory completion of the MD program).

The SOM and LAU administration ensure that students gain the best teaching and preparedness for the practice of medicine and for pursuing further post-graduate studies, both locally and internationally. This is ensured through the identification and recruitment of qualified teaching faculty, monitoring and maintenance of teaching quality, offering international clinical experience, and through the availability of the physical structure, with new technologies to meet teaching requirements. Students are encouraged to seek international elective rotations, especially in the US, and are helped in ensuring such rotations through affiliations that the SOM has and is still seeking, and through the direct contacts that LAU SOM faculty have internationally.

Evaluation of the curriculum includes assessment of teaching activities, of the modules/rotations/courses, and of clinical sites. The MD curriculum is reviewed each year by the faculty and committees following the feedback received from students. Furthermore, many workshops are organized by the team of PHMI first, then by experts in medical education that addressed specific aspects of the program, aiming at providing suggestions for improvement. The National Board of Medical Examiners (NBME) was invited for program review in June 2011 and the team provided their report that included suggestions for improvement, such as the need to set clear criteria for assigning an interview score for admissions and the necessity of setting passing standards for exams. Student performance on international exams is considered central to our program review. In this regard, the SOM started using the NBME exams, which are standardized exams, to test student knowledge acquisition in a more reliable way and to prepare them for international tests. Furthermore, the SOM encourages its students to take the United States Medical Licensing Examination (USMLE) steps and uses aggregate scores provided by the Educational Commission for Foreign Medical Graduates (ECFMG) to compare LAU student performance with that of all international medical graduates (IMGs). The school currently uses the ECFMG Medical School Web Portal (EMSWP) services in order to track student performance on USMLE testing. Results to date show very good performance among those who took the test, as shown in Table 11.

MEDICINE									
State Licensure Examination Passage Rates		**2015**		**2016**		**2017**		**2018**	
School	Name of exam	# who took exam	% who passed	# who took exam	% who passed	# who took exam	% who passed	# who took exam	% who passed
Medicine	USMLE Step 1	28	92.85%	27	92.52%	29	100%	23	91.30%
	USMLE Step 2 Clinical Knowledge	19	78.94%	25	96%	14	92.85%	21	90.47%
	USMLE Step 2 Clinical Skills	15	100%	24	87.50%	20	90%	22	72.72%
National Licensure Passage Rates		**2015**		**2016**		**2017**		**2018**	
School	Name of exam	# who took exam	% who passed	# who took exam	% who passed	# who took exam	% who passed	# who took exam	% who passed
Medicine	Colloquium - General Medicine	34	100%	40	100%	37	100%	38	100%

Table 11: SOM student scores on the USMLE and national colloquium

Following the graduation of the first class in 2013, the school started planning to review the program objectives, mission and vision, and learning outcomes, and implement necessary changes. In May 2017, a retreat aiming at revising the learning outcomes and assessment practices was conducted and culminated in significant changes in these two areas. There is currently no US-based accrediting body that accredits MD programs outside the US. Furthermore, there is currently no accrediting body for MD programs in Lebanon but all local medical schools are recognized by the Lebanese Ministry of Education and Higher Education (MEHE). Following the ECFMG initiative put forward in 2018 and mandating accreditation of medical schools by a World Federation for Medical Education (WFME)-approved body as a requirement for ECFMG certification (and hence for eligibility for graduate studies in the US), SOM has embarked on identifying a recognized body for accreditation and developing its Self-Evaluation Report (SER). The Association for Evaluation and Accreditation of Medical Education Programs (TEPDAD) in Turkey was identified by all Lebanese medical schools and approved by the local government as an accrediting body. The SOM is currently working on its SER that should be submitted in November 2019 for evaluation.

LAU Honors Program
The Honors Program was established as part of the SPII initiative and has existed for just over four years. It graduated its first group in spring 2017. Assessment data was gathered from the start but the program lacked a formal Assessment Plan. Still, the small nature of the program, and the insistence of the program director to reflect each semester in the evaluation data that was being collected allowed for a retrospective evaluation of the program as well as a provided a critical feedback mechanism for the program that allowed change semester by semester. This was rectified in spring 2018, with the creation of formal assessment plan. Given the program objectives, assessment seeks to evaluate not only academic

progress but also progress on 'soft skills'. This is an important addition to LAU's assessment culture, which has incrementally included the evaluation of soft skills developed through academic program. Consistently, Honors Program students show significant improvement upon graduation in the following skills: communication, team building, stress management, and decision making.

Direct and Indirect Assessment

As previously noted, DIRA acts as support for as well as synthesizer and analyzer of all aspects of the assessment of learning process. To most efficiently describe these roles, we have grouped DIRA's work with assessment into the categories of indirect and direct (see Area of Emphasis #4 for a summary). Below is a more detailed description of the instruments and how they are used in the assessment of student learning outcomes. The overlap between DIRA and the Schools can be seen here and reflects reinforcement and support.

Indirect assessment

1. <u>Course Evaluations</u> are used primarily for assessing the course in terms of learning experience and delivery. All courses offered at LAU are evaluated by students regardless of the major or level (undergraduate, graduate, doctoral-professional practice). They include statements soliciting students' perceptions on the effectiveness of teaching practices adopted and the level of attainment of course learning outcomes and where applicable program learning outcomes. The current practice does not allow benchmarking across schools. DIRA in coordination with the Office of the Provost proposed a set of core questions, which would support benchmarking at the level of the institution, school and department. The proposal was approved by the CD in February 2019 and will be used in conjunction with a range of assessments currently employed to measure teaching effectiveness. The new course evaluation survey was administered in Spring 2019. Figure 4 compares results of two core items in the course evaluations across Schools.

A. Evaluation of the course

A syllabus reflecting the content and requirements of the course was explained at the beginning of the course.

School	Respondents	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Not Applicable	Mean
Overall	9232	66.94 %	27.21 %	3.41 %	1.27 %	1.17 %	3.62
Architecture & Design	339	58.41 %	30.09 %	5.90 %	2.65 %	2.95 %	3.49
Arts & Sciences	5001	67.07 %	26.75 %	3.76 %	1.34 %	1.08 %	3.61
Business	2014	72.39 %	23.68 %	2.18 %	0.94 %	0.79 %	3.69
Engineering	1193	58.34 %	34.20 %	3.60 %	1.76 %	2.10 %	3.52
No College Designated	8	75.00 %	12.50 %	0.00 %	0.00 %	12.50 %	3.86
Nursing	47	55.32 %	38.30 %	4.26 %	2.13 %	0.00 %	3.47
Pharmacy	630	70.16 %	26.67 %	2.86 %	0.00 %	0.32 %	3.68

The course material was well-organized.

School	Respondents	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Not Applicable	Mean
Overall	9232	61.43 %	28.36 %	6.65 %	2.78 %	0.78 %	3.54
Architecture & Design	339	55.46 %	30.38 %	7.96 %	4.13 %	2.06 %	3.40
Arts & Sciences	5001	61.07 %	28.15 %	6.90 %	3.06 %	0.82 %	3.48
Business	2014	67.03 %	25.32 %	4.97 %	2.28 %	0.40 %	3.58
Engineering	1193	55.32 %	31.35 %	9.05 %	3.10 %	1.17 %	3.41
No College Designated	8	87.50 %	0.00 %	0.00 %	0.00 %	12.50 %	4.00
Nursing	47	46.81 %	46.81 %	4.26 %	2.13 %	0.00 %	3.38
Pharmacy	630	61.90 %	31.90 %	5.08 %	0.95 %	0.16 %	3.55

Figure 4: Responses to core items in course evaluations by School

2. NSSE (National Survey of Student Engagement), administered annually, collects information from first-year and senior students about the characteristics and quality of their undergraduate experience. By benchmarking LAU's performance on the NSSE items with peer institutions, LAU is able to determine how effectively it is achieving its mission and what is the impact of an LAU education on the attainment of general education (LAS) and co-curricular outcomes. Examples of NSSE results are shared in the first part of this essay and in Area of Emphasis #4.

3. The Institutional Exit Survey, administered annually, solicits feedback from senior and graduating students regarding their satisfaction with university services including advising, registration, career guidance and the library, among others, as well as the campus environment and their overall academic experience. In addition, respondents provide input on their future career prospects and academic endeavors as well as the institution's strengths and weaknesses, and the features that make it an attractive choice for prospective students. They also include statements tailored to the needs of individual programs soliciting students' perception of the level of attainment of program learning outcomes. Findings are shared with the faculty and staff, the CD and the PC. Areas where expectations are not met are discussed and acted upon. Results of exit surveys are used in program reviews, accreditation reports, and for the assessment of student satisfaction with various aspects of their academic life. For example, students complained of the quality of computer labs on both campuses, in particular the Byblos campus, after which the institution created more lab facilities and upgraded the existing ones and thus we see satisfaction increasing from 40% to 65% in Byblos from 2015-2016 to 2017-2018. A sample of student responses to the institutional exit survey by campus and year is shown in Figure 5.
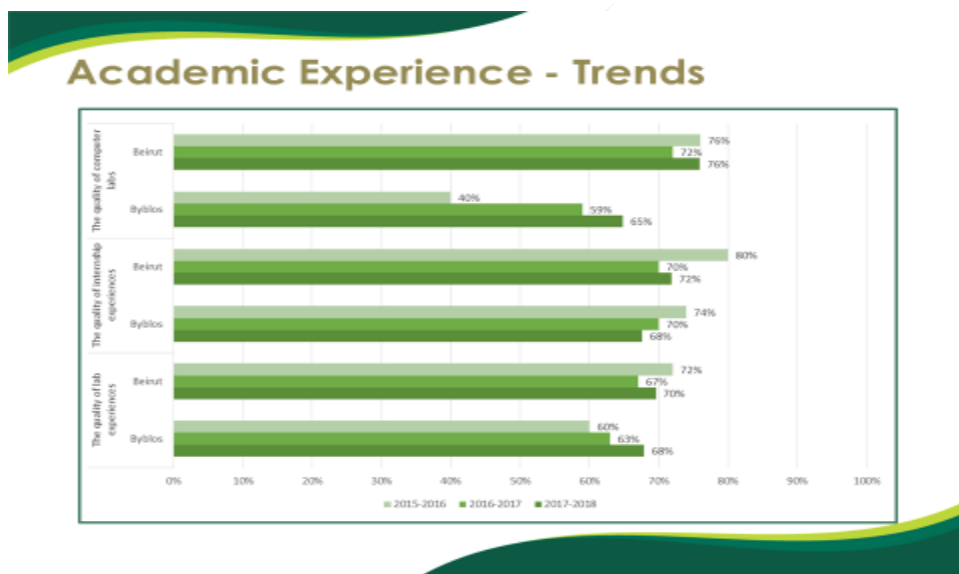
Figure 5: Institutional exit survey sample results by campus and year

4. The Institutional Alumni Survey, administered three times per year, targets graduates 12 months after graduation. The survey mainly allows respondents to share their perceptions of the impact of their LAU education on their careers. Alumni are prompted to answer questions regarding their employment and educational status, the time they spent and the tools they used to search for their first job, and current employer details. In addition, alumni provide insights related to career challenges they face and their workplace preparedness as a result of their LAU education and training acquired through high impact practices and specialized workshops. The results of the

survey are used to determine student success and institutional effectiveness. For example, when internship was identified as impacting employment, the Career and Placement Office began a process of strengthening relationships with existing employers and establishing new relationships as well as developing MoUs to ensure quality internships for students and possible employment opportunities. In 2018 alone, 36 new MoUs with employers were signed to ensure internship and career placement.

5. The Institutional Employer Survey, administered once every three years, solicits feedback from employers on their satisfaction with the theoretical knowledge as well as the technical and practical skill training of LAU students in addition to their general level of preparedness for the workplace. Employers find LAU degrees and experience match Lebanese and regional labor market needs, value the theoretical, technical, and soft skills of LAU's graduates but were interested in more graduates in specific fields such as accounting, computer science, various engineering fields, information management systems, pharmacy, and nursing.

6. The Universum Survey, administered annually, solicits feedback from students about their educational background, academic experience, and perception of potential employers, priorities in the workplace and career goals, in addition to other aspects that might determine employment outcome after graduation. The Universum Survey is a good benchmarking tool allowing LAU to compare its performance on a range of employment-related outcomes and indicators with those of other universities nationally and regionally across disciplines. The findings of the Universum Survey help LAU understand its students' career aspirations and employer expectations, adopt best practices for employer relations, and improve career services quality and position their brand. For example, LAU students identify themselves as being 1) future-oriented, 2) solution-focused, and 3) taking time to think.

Direct Assessment

1. CAAP, administered annually, is a nationally recognized American exam designed to measure student learning. It enables postsecondary institutions to assess, evaluate, and enhance the outcomes of their general education programs offering six independent test modules, available in the subject areas most commonly covered in postsecondary general education programs: Reading, Writing Skills, Writing Essay, Critical Thinking, Mathematics, and Science. LAU students participated in the critical thinking, science and math modules.

2. ETS Proficiency Profile, which in many ways is similar to the CAAP, was recently adopted by LAU as an alternative to the discontinued CAAP. The online version was administered to the 2018 USP cohort of students who applied to LAU (those who were accepted and those who were not) with the aim of determining the effectiveness of the admissions process. This same cohort will take the test when they are seniors to determine gains in critical thinking and quantitative analysis at point of exit from LAU. It is planned that the online test will be administered to a cohort of first-year and senior students in 2019.

3. Assessment of Co-curricular Learning Outcomes
DIRA worked with various institutional support units such as SDEM, Dean of Students Offices, special academic cohorts (Honors Program), and academic schools to develop an assessment plan for co-curricular learning outcomes. The following were identified as the core co-curricular learning outcomes:
   - Critical and Creative Thinking

- Leadership and Global Perspective
- Civic and Social Responsibility
- Communication
- Collaboration
- Professionalism and Work Ethics
- Wellness
- Sustainability

The assessment plan was approved by the University Curriculum Council and the CD. Workshops were conducted to explain the assessment process to those new to the process - mainly staff in the support units. DIRA worked with the units to develop assessment tools including rubrics and surveys. DIRA will continue to facilitate the administration of the tools using a range of platforms and analyze the results. The results of the first implementation of assessment of co-curricular outcomes were discussed earlier.

Support of Assessment
Even when not leading assessment efforts, DIRA has played a key role in supporting schools at LAU to assess the attainment of their student and co-curricular learning outcomes primarily through its accreditation and assessment software "Tk20" and its survey software, Explorance. Several schools are now using different modules in the Tk20 platform. These include the e-portfolio module, field experience binder, and the faculty qualifications module among others. Below is a detailed description of the different assessment modules and tools used to assessment student and co-curricular outcomes by school or program.

School of Pharmacy
In the assessment of their learning outcomes and performance criteria, the School of Pharmacy is using the field experience module in Tk20 to evaluate student performance in all four professional years. These evaluations consist of two sets of defined rubrics: the first set is used by students for self-assessment at three stages of each rotation (start, mid, end), while the second set of rubrics is used by preceptors to evaluate students' performance at the mid and end of each rotation in addition to a final scoring rubric. These rubrics are mapped to different performance criteria of the program assessment plan and the results can be extracted automatically through a customized report created to serve the purpose.

DIRA will eventually combine all of these forms in one student portfolio that includes student artifacts, projects, presentations and CV in addition to all the evaluations forms from field experience binders, throughout their academic journey and professional years.

Education Program
Students enrolled in the BA in Education program are required to collect evidence from different assignments they prepare in their courses throughout their academic journey, and map these artifacts to the ten INTASC standards. For this purpose, a portfolio has been created on Tk20 to gather this evidence and allow students to describe, analyze and reflect on their experiences, separately for each standard. Students are able to retain and even add to their portfolios after graduation in order to aid them in their professional development. A striking element of the portfolio is that is allows students to keep on revising and adding to it while taking more advanced courses in their major. The portfolio also allows students to show evidence of what they have learned to future employers.

AKSOB

In addition to core and elective business and related courses, BS in Business students are required to take the BUS299 designed to enhance student civic engagement in which they are required to complete 12 hours of volunteering in an assigned NGO. Four different parties are involved in this process after the student placement: 1) the student who submits a report about the internship experience, 2) the NGO evaluating the student work, 3) the course instructor ensuring student attendance, and 4) the faculty responsible for assessment evaluating the student's written report. In addition, the written communication rubric completed by the faculty member responsible for assessment is also mapped to outcome 5.2 of the program's assessment plan. Since the implementation of the mandatory civic engagement course for all students in the B.S. Business Studies program, AKSOB has found that students:

- Demonstrated an active engagement in civic service, and a guided community service experience based.
- Developed a deeper understanding in civic and leadership skills
- Acquired more confidence in being involved in their culture and developed their network
- Extended knowledge from professionals and community members
- changed their perception of life and viewed this activity as an eye opening experience
- Gained better written communication

In addition to the above it was noted that students were able to improve their communication skills as evidenced in their report submitted on Tk20 at the end of the course. This report followed specific guidelines and rubrics. In addition, it was noted since the implementation of this requirement that students were exposed to a network of more than 50 different types of NGOs with a variety of missions and services.

C. Measures of student success, including retention and graduation

There are many different ways to evaluate success and LAU is getting better at identifying and describing them to its various stakeholders. Starting at the macro level, as noted earlier, SPIII pushed the institution to reflect on its mission amidst a rapidly changing national and international higher education environment. LAU recommitted to high quality and innovative teaching and student learning. Related to this is the university's commitment to a diverse student body that reflects our goals for developing citizens who will improve the communities and societies in which they live. In order to meet goals relating to a diverse student body and remaining student-centered, LAU has increased its efforts to recruit students from diverse backgrounds including all regions of Lebanon. From survey and other data, we know that affording a private, liberal arts, American-style education is a challenge for many students, particularly given the ongoing weakness of the Lebanese and regional economies. In response, LAU has been able to significantly increase donations directed at financial aid as well as many other projects while also successfully pursuing scholarship aid through various sources of funding and donors. More specifically, LAU has expanded its financial aid to $34 million in AY 2017-18, and the institution has long included student employment to make tuition more affordable for families.

An example of graduation rates over eight consecutive years is shown in Table 12, revealing an increase from 64% for the cohort of 2003 to 80% for the cohort of 2010.

YEAR	2003	2004	2005	2006	2007	2008	2009	2010
First-Time Cohort (N)	772	710	856	822	1,019	997	1,289	1,216
Graduation Rate (150%)	64%	70%	73%	74%	77%	71%	75%	80%

Table 12: Graduation rates 2003-2010

Retention rates have also improved (see Table 13) and are at around 89% for first year degree seeking undergraduates.

School	Entering Cohort	Return Rate
School of Architecture & Design	124	92.7%
School of Arts & Sciences	501	88.4%
Adnan Kassar School of Business	371	89.8%
School of Engineering	293	88.4%
Alice Ramez Chagoury School of Nursing	31	87.1%
School of Pharmacy	109	89.0%
	1429	89.2%

Table 13: Retention rates by School for fall 2018

As for employability, the most recent survey showed that 84% of LAU students are employed within 12 months of graduation or are continuing their higher education. As noted previously regarding the results of LAU's extensive Employability study, 80% of students work in fields directly related to their university majors. Furthermore, LAU has long graduated students who seek to remain in academe and go on to further study in Lebanon, Europe, and North America; 27% of LAU graduates do graduate work.

D. Satisfactory levels of student achievement on mission-appropriate student outcomes

As discussed under Standard 1, LAU's mission statement is a reflection of the university's commitment to delivering an American-style, liberal arts education that prepares graduates to be productive members of society writ large:

> *Lebanese American University is committed to academic excellence, student centeredness, civic engagement, the advancement of scholarship, the education of the whole person, and the formation of leaders in a diverse world (http://www.lau.edu.lb/about/mission).*

Reflecting on the mission, students should gain not only the skills and knowledge of a particular field but also an orientation toward lifelong learning and the willingness to contribute to their communities and societies in positive ways. Academic Excellence is demonstrated through LAU's diligence in conducting academic program reviews that always involve external review on best practices. More support has been given in the past five years to constantly seeking to improve and increase faculty scholarship as evidenced by increase in faculty development opportunities and research output. Our students and alumni are also recognized for their excellence in academic studies and community leadership. For example, LAU senior students significantly reported helping people resolve their disagreements and resolve conflicts that involve bias, discrimination and prejudice more than their 2017 NSSE counterparts.

LAU's commitment to Student Centeredness has clear returns. Student representation on university councils, participation in teaching/learning workshops (e.g. active learning), clubs, sports, societies, MUN and other simulation programs run by students, a Writing Center found present in both Beirut and Byblos campuses that employs regular as well as peer tutors (http://sas.lau.edu.lb/english/facilities/writing-center.php), outreach and enterprise activities and programs has increased with greater 'real' participation on the part of students.

As detailed in Area of Emphasis #1 as well as in various standards, LAU has strengthened its commitment to and investment in Scholarship. The University Research Council (URC), Graduate Studies and Research Office (GSR), and School Research Committees are active and provide tangible results through the increased number of faculty publications, faculty development funds, Institute Research Board (IRB) activity, and student and faculty participation in Erasmus and other exchange programs.

While LAU has long committed itself to Civic Engagement, what students learn and ultimately gain from their involvement is best seen through the work of the Outreach and Civic Engagement Office (OCE). The Offices of the Dean of Students also spearhead numerous activities and projects, many of them involving volunteering and charity work. However, it is student leadership in clubs and particularly in the co-curricular Model United Nations, Model Arab League, and Model European Union that LAU students really shine. Bringing their hands-on experience with simulations of political institutions, LAU students have demonstrated that politics in Lebanon can be more than only a reflection of sectarian identity—that politics can be about ideas and better meeting the needs of a community. Though Lebanese politics beyond our campuses are often fraught with corruption and sometimes violence, LAU students have worked with faculty and staff to keep the tradition of elected student government alive and to work continually to make it better. The high voting rate (around 80%), the campaign platforms, and the absence of violence around the LAU Student Government Elections are clear demonstrations of students embodying LAU's mission. They and all of us at LAU are rightfully proud.

The Continuing Education Program (CEP), which offers opportunities for a variety of adult education programs and degrees/certificates for the community, both locally and regionally (http://cep.lau.edu.lb) has increased substantially. LAU views CEP as integral to its mission and its commitment to be engaged in the community.

As already noted and demonstrated by the Employability Survey as well as various exit surveys and program reviews, internships have been crucial to LAU student success while at university and even more so after graduation. These findings were crucial in supporting revision of curricula in professional schools as well as the School of Arts and Sciences to make internships a key component of programs. Building on this, internships are now more rigorously overseen as well as assessed for student learning during and following the internship period.

LAU is doing a better job in meeting the promises laid out in its mission than it was previously. By this we do not mean that prior students weren't learning what we wanted them to learn, rather, that we didn't have the tools we have now to assess whether they were or not. In the past few years, LAU has made great strides in better articulating student's learning goals, sharing them with students, and then assessing the attainment of those goals. The institution is following through better on both enlarging the numbers and diversity of students it enrolls while ensuring that all enrolled students can make it through to graduation. The scholarly level of its faculty is increasing while retaining LAU's traditional focus on teaching excellence. LAU is doing a better job of identifying when it is not living up to its own standards through institutionalized assessment and evaluation. We have laid solid groundwork for institutionalizing self-reflection at all levels of the university. And we are getting better at sharing these strengths as well as areas that we are continuing to work on with external audiences. Lastly, LAU is working to keep its sense of creativity in developing the means and environment to improve student learning and develop the innovative and ethical leaders for a country, region, and world that desperately needs them.

VI. Institutional Plans

LAU has used the Interim Report process to describe and assess our current performance and to reflect on how this performance can be further improved moving forward. Drawing heavily on our now institutionalized strategic planning process, the work of DIRA, and our community articulation of what LAU is looking for in a new President following the excellent development of the institution under the leadership of Dr. Jabbra, we have clearly identified goals and the means to reach them. Given the challenges that LAU has faced in its long history, and cognizant of the chronic economic and political challenges facing the country and the region in addition to those that face higher education at large, LAU has long been committed to acting conservatively with our finances and planning despite seeking innovation in our teaching and scholarship. LAU has been steadily growing its endowment under the guidance of the Board investment committee. The performance of the endowment portfolio is in the top percentile against all indexes, and LAU aims to grow its endowment to an operating budget ratio to 3.5 in approximately 8 years. This is considered safe for the unstable situation in Lebanon and the region.

An important and critical milestone in the coming year will be the choice of a new LAU President by fall 2020. The leadership transition has been and is expected to be smooth, with Dr. Jabbra having given ample notice of his date of departure, and the BOT, administration, faculty, and staff weighing in with their opinions from the start of the search. As written in the search document posted on LAU's website,

> "The next president of LAU is expected to continue the university's momentum and steer its successful trajectory for the future. To succeed, the next president must personify the mission and commitment of the university to serve young people and society as a whole, by providing innovative educational programs to a diverse and talented student body, real-world solutions through research and application of knowledge, and leadership in a dynamic society. The president must embody the inclusiveness and student centeredness of LAU by being a constant and familiar presence on both campuses, whose door is always open. The president must bring outstanding credentials, skill, and experience to the intellectual, social, political, financial and human aspects of the role, connect joyfully and empathetically with all of the university's constituents, and serve indefatigably, humbly and enthusiastically as the leader of this multi-faceted enterprise" (https://www.lau.edu.lb/about/governance/president/files/candidate-information-pack-lau-february-2019.pdf).

Since 2004 when Dr. Joseph Jabbra assumed the role of University President, he has committed himself to creating a university-wide strategic planning process that focused on the sustainability of the institution through building on our strengths while working to develop new opportunities for excellence. Now in the midst of our third strategic plan, the university has institutionalized planning and shared governance and a culture of innovation in teaching, scholarship, and community engagement. The School of Medicine (SOM) is now part and parcel of the university, and the integration of the hospital with the university remains ongoing, with the solid commitment of the LAUMC-RH leadership, the SOM, and university leadership. The Integrated Strategic Plan (ISP) provides the structure as well as the schedule for the necessary development of the hospital into a high-quality academic medical center. The financial oversight and guidance provided by the BOT ensures that LAUMC-RH achieves its goals and contributes to the overall excellence of the university. Moreover, the acquisition of St. John's Hospital (LAUMC-SJH) will certainly bring academic, revenue, and professional benefits, ensured by the ISP Steering Committee overseeing the LAUMC-SJH project and the appointment of administrative and medical leadership.

The three major pillars in our third institutional Strategic Plan 2017-2022 (SPIII) clearly identify our major goals: *Intellectual Capital*; *Pedagogical Innovation and Integrated Delivery*; and *LAU without Borders*. As seen throughout this Interim Report, LAU will remain a student-centered teaching-focused institution but with an added emphasis on research and knowledge creation. Building a more research-active faculty and ensuring that the university can finance such development are key to LAU's future and are major institutional goals for the coming five years. In the spirit of increasing the quality and quantity of faculty research produced at LAU, we have been recently discussing, proposing, and implementing ways of incentivizing faculty to conduct more research and increase quality research productivity. Since promoting graduate education and recruiting Research Assistants (RAs) and Post-Doctoral Fellows (PDFs) will positively impact research productivity, we have very recently, in spring 2019, developed guidelines for recruiting PDFs as well as procedures for employing faculty post retirement and for conducting post-tenure reviews, which were discussed with the Faculty Senate and FWPC Executives in a joint meeting and were shared by said executives with their constituents. These procedures were approved by the President for implementation as of fall 2019. In addition, as of the time of this report, we have recruited 20 post-doctoral fellows so far for AY 2019-20, and the President has approved 24 fully paid RAs to be strategically distributed to graduate programs across the schools in AY 2019-20. These strategies will hopefully increase scholarship and play a major role in enhancing LAU's ranking and visibility.

LAU also remains a student-centered teaching-focused institution and continues to be a pioneer in the use of technology to enhance students' learning experience and university services. During AY 2018-19, each school aligned its strategic initiatives and directives to achieve the goals of Pillar 2: *Pedagogical Innovation and Integrated Delivery*. Importantly, the newly revamped Center for Innovative Learning (CIL) has recruited a deputy director, an instructional technologist, and has launched its Faculty Fellows Program in July 2019, with six Faculty Fellows participating in 12 especially designed faculty development workshops focusing on pedagogical innovation, and working on redesigning their own courses, during July 2-29, 2019. We plan on having an increasing number of faculty participate in the Faculty Fellows Program each summer, who will in turn serve as mentors for other faculty, promoting effective pedagogy among peer faculty, and leading workshops, seminars, and possibly program consultations.

In addition, in line with the Fourth Industrial Revolution and the corresponding university direction regarding expanding offerings in the areas of data science, data analytics, and artificial intelligence (AI), a minor in Data Analytics and a new course entitled "An Introduction to Artificial Intelligence" were recently developed and both will be offered starting fall 2019. An MS in Artificial Intelligence is also being developed, to be offered in fall 2020. In parallel, our liberal arts and sciences (LAS) general education curriculum ensures that students develop proficiency in writing and oral skills; demonstrate an understanding of aesthetics and of the importance of art in human culture; and are equipped to critically analyze themes such as ethics, human rights, and social justice and their impact on individuals and communities. We also plan on infusing in LAS courses opportunities for students to develop contemporary soft skills that are essential for the future success of LAU graduates, such as creativity, leadership, life-long learning, and emotional intelligence.

Moreover, state-of-the-art technological pedagogical tools such as Augmented Reality / Virtual Reality are also currently being used in the School of Medicine and School of Arts and Sciences, as part of an ASHA grant, in addition to adaptive learning for personalized education and advanced mobile applications. We plan on expanding such state-of-the-art pedagogical innovation in the various Schools. A second area of technological use at LAU is supporting research activities in establishing High Performance Computing (HPC) and data collection and storing for the purpose of research and developing software applications to help SDEM in recruitment through financial aid simulators and in

streamlining students' access to the services of the Registrar, Business Office, career offices, student activities, counseling, health, student government and clubs, athletics, and residence halls. Plans for the use of Data Analytics and Visual Analytics to the LAU governance process are also underway, in areas such as enrollment management, fundraising, and assessment.

As for our third Pillar in SPIII, *LAU without Borders*, establishing external degree and non-degree programs outside of Lebanon is being handled largely by LAU Consult and the Office of the Provost in cooperation with the various Schools, and national as well as international MOUs are regularly established, dealing mostly with university exchange, student exchange, and corporate ones related to student internships. A few recent examples of MoUs established in AY 2019-20 include those with New York University, Wayne State University College of Pharmacy, FEV and VEDECOM (France), the (Lebanese) Litany River Authority (LRA), the (Lebanese) Traffic Management Office (TMO), and the (Lebanese) Ministry of Economy and Trade. We plan on continuously exploring further opportunities for similar types of collaborations.

Finally, working on university-wide initiatives as well as with individual programs and/or schools, DIRA continues to provide critical support to enable stakeholders throughout the university to identify, design, collect, and assess data to comprehensively assess student achievement of academic and co-curricular learning outcomes. LAU is also staying vigilant in its commitment to widely sharing information internally, as well as sharing externally as warranted to maintain its reputation for transparency and integrity.

Today, LAU is better known than ever before nationally and internationally for its effective and innovative teaching, the accomplishments of its students and alumni, its dedicated and talented staff, faculty scholarship, and ongoing service to the wider community. Continuing in its long tradition of planning for all contingencies, LAU continues to securely protect its future viability in a country and region facing chronic economic and political challenges.

NECHE

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. (NECHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	https://catalog.lau.edu.lb/2019-2020/undergraduate/academic-rules-procedures.php https://catalog.lau.edu.lb/2019-2020/graduate/academic-rules-procedures.php
Print Publications	None - All electronic
Self-study/Fifth-year report Page Reference	p. 21

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. (NECHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	https://catalog.lau.edu.lb/2019-2020/undergraduate/academic-rules-procedures.php https://catalog.lau.edu.lb/2019-2020/graduate/academic-rules-procedures.php
Print Publications	None - All electronic
Self-study/Fifth-year Report Page Reference	p. 21

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* 5.18, 9.8, and 9.19.)

URL	https://www.lau.edu.lb/about/policies/student_code_of_conduct.pdf http://students.lau.edu.lb/rules.php https://myportal.lau.edu.lb/sites/FS/UniversityProcedures/student-grievance-procedures.pdf
Print Publications	None - All electronic
Self-study/Fifth-year Report Page Reference	p. 24

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. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	N/A
Self-study/Fifth-year Report Page Reference	N/A

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. (NECHE Policy 77.)

URL	N/A
Print Publications	N/A
Self-study Page Reference	N/A

The undersigned affirms that ___ **Lebanese American University** ___ (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _[signature]_   Date: 5. 7. 19

LEBANESE AMERICAN UNIVERSITY

SEPARATE FINANCIAL STATEMENTS

AUGUST 31, 2018

INDEPENDENT AUDITOR'S REPORT TO THE BOARD OF TRUSTEES OF THE LEBANESE AMERICAN UNIVERSITY

We have audited the accompanying separate financial statements of the Lebanese American University (the "University"), which comprise the separate statement of financial position as of August 31, 2018 and the related separate statements of activities and cash flows for the year then ended, and the related notes to the separate financial statements.

Management Responsibility for the Separate Financial Statements

Management is responsible for the preparation and fair presentation of these separate financial statements in conformity with generally accepted accounting principles in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of separate financial statements that are free of material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these separate financial statements based on our audit. Except as discussed in the following paragraph, we conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the separate financial statements are free of material misstatement.

We did not have an external quality control review performed by an unaffiliated audit organization as required by Chapter 3, paragraphs 3.82 and 3.96 of U.S. Government Auditing Standards, since no such program is offered by professional organizations in Lebanon. We believe that the effect of this departure from the financial audit requirements of Government Auditing Standards is not material because we participate in the Ernst & Young worldwide internal quality review program, which requires our offices to be subjected, every three years, to an extensive quality control review by partners and managers from other Ernst & Young offices. In addition, we do not have a continuing education program that fully satisfies the requirement set forth in Chapter 3, paragraph 3.76 of U.S. Government Auditing Standard. However, our current program provides for at least 120 hours of continuing education and training every three years.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the separate financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the separate financial statements whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the University's preparation and fair presentation of the separate financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the separate financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the separate financial statements referred to above present fairly, in all material respects, the financial position of the Lebanese American University as of August 31, 2018, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Ernst & Young

15 February 2019
Beirut, Lebanon

Lebanese American University
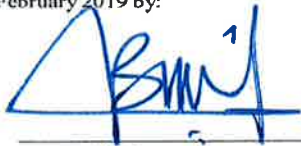
SEPARATE STATEMENT OF FINANCIAL POSITION
As of August 31, 2018

	Notes	August 31, 2018 US$ (000)	August 31, 2017 US$ (000)
ASSETS			
Cash and cash equivalents	3	117,973	139,171
Accounts receivable, net of allowances	4	10,381	11,343
Inventories, prepaid expenses and other assets	5	2,760	2,797
Contributions and grants receivable, net of allowances	6	11,901	15,213
Financial investments	7	536,068	491,741
Student loans, net of allowances	8	5,338	5,683
Investments in subsidiaries	9	108,578	96,839
Computer software, net	10	632	911
Property and equipment, net	11	338,545	306,501
TOTAL ASSETS		1,132,176	1,070,199
LIABILITIES			
Accounts payable	12	10,262	9,895
Accrued liabilities	13	10,422	11,510
Deferred revenues	14	11,255	10,755
Short term debts	15	14,388	25,696
Long term debts	15	45,452	40,361
Accrued end-of-service benefits	16	33,953	31,742
TOTAL LIABILITIES		125,732	129,959
NET ASSETS			
Unrestricted		935,598	873,514
Temporarily restricted		12,386	13,559
Permanently restricted		58,460	53,167
TOTAL NET ASSETS	17	1,006,444	940,240
TOTAL LIABILITIES AND NET ASSETS		1,132,176	1,070,199

The separate financial statements were authorized for issuance on 15 February 2019 by:

Dr. Joseph G. Jabbra
President

Charles Abou Rjeily
Vice President for Finance

The attached notes 1 to 24 form part of these separate financial statements.

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Lebanese American University

SEPARATE STATEMENT OF ACTIVITIES
For the year ended August 31, 2018

	Notes	August 31, 2018				August 31, 2017			
		Unrestricted US$ (000)	Temporarily restricted US$ (000)	Permanently restricted US$ (000)	Total US$ (000)	Unrestricted US$ (000)	Temporarily restricted US$ (000)	Permanently restricted US$ (000)	Total US$ (000)
Revenues and gains									
Tuition		160,976	-	-	160,976	157,336	-	-	157,336
Student fees		7,036	-	-	7,036	6,983	-	-	6,983
Less: Financial aid		(31,801)	-	-	(31,801)	(29,701)	-	-	(29,701)
Net tuition and student fees	19	136,211	-	-	136,211	134,618	-	-	134,618
Auxiliary activities	19	3,055	-	-	3,055	3,050	-	-	3,050
Contributions, grants and contracts	18,19	13,014	3,288	1,059	17,361	14,240	3,710	4,031	21,981
Less: Sponsorship	20	(8,467)	-	-	(8,467)	(8,092)	-	-	(8,092)
Interest income on bank accounts	19	6,088	253	-	6,341	6,398	218	-	6,616
Net financial investments return	7,19	39,213	-	5,138	44,351	50,407	-	5,689	56,096
Other revenues and gains	19	1,385	-	-	1,385	1,613	-	-	1,613
Net assets released from restrictions		5,477	(4,698)	(779)	-	3,214	(2,223)	(991)	-
Total revenues and gains		195,976	(1,157)	5,418	200,237	205,448	1,705	8,729	215,882
Expenses									
Education		(61,377)	-	-	(61,377)	(57,332)	-	-	(57,332)
Administrative and general		(47,149)	(16)	(125)	(47,290)	(45,417)	(33)	-	(45,450)
Fund raising		(2,380)	-	-	(2,380)	(2,610)	-	-	(2,610)
Academic support		(22,099)	-	-	(22,099)	(22,247)	-	-	(22,247)
Interest expense on bonds		(887)	-	-	(887)	(891)	-	-	(891)
Total education and general expenses	20	(133,892)	(16)	(125)	(134,033)	(128,497)	(33)	-	(128,530)
Change in net assets		62,084	(1,173)	5,293	66,204	76,951	1,672	8,729	87,352
Net assets at beginning of year		873,514	13,559	53,167	940,240	796,563	11,887	44,438	852,888
Net assets at end of year		935,598	12,386	58,460	1,006,444	873,514	13,559	53,167	940,240

The attached notes 1 to 24 form part of these separate financial statements.

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Lebanese American University

SEPARATE STATEMENT OF CASH FLOWS
For the year ended August 31, 2018

	Notes	August 31, 2018 US$ (000)	August 31, 2017 US$ (000)
OPERATING ACTIVITIES			
Change in net assets		**66,204**	87,352
Adjustments for:			
Depreciation and amortization	10&11	**11,227**	10,747
Net (gain) loss on disposal of property and equipment		**(24)**	50
Net financial investments return	7	**(44,351)**	(57,192)
Impairment on financial investments	7	**-**	1,096
Amortization of deferred charges on long term debts	15	**91**	95
Allowance for losses on student receivable, net of recoveries	4	**364**	350
Provision for contribution receivable	6	**43**	351
Allowance for losses on student loans, net of recoveries	8	**281**	230
Allowance for losses on other receivable, net of recoveries	4	**638**	1,025
Contributions restricted for long term investments	21	**(1,059)**	(4,031)
Provision for end of service indemnity, net	16	**3,850**	3,760
		37,264	43,833
Changes in assets and liabilities:			
Accounts receivable		**(40)**	(5,934)
Inventories, prepaid expenses and other assets		**37**	(433)
Contributions and grants receivable		**3,269**	(3,301)
Student loans		**64**	(567)
Accounts payable		**367**	1,059
Accrued liabilities		**(1,088)**	3,157
Deferred revenues		**500**	2,200
End-of-service benefits paid	16	**(1,639)**	(863)
Net cash from operating activities		**38,734**	39,151
INVESTING ACTIVITIES			
Acquisition of property and equipment	11	**(42,886)**	(35,009)
Acquisition of computer software	10	**(137)**	(46)
Investments in subsidiaries		**(11,739)**	(6,359)
Proceeds from sale of equipment		**55**	72
Change in financial investments, net	7	**24**	299
Net cash used in investing activities		**(54,683)**	(41,043)
FINANCING ACTIVITIES			
Settlement of loans and borrowings, net		**(6,308)**	(1,055)
Proceeds from contributions restricted for long term investments		**1,059**	4,031
Net cash (used in) from financing activities		**(5,249)**	2,976
(DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS		**(21,198)**	1,084
Cash and cash equivalents at beginning of year		**139,171**	138,087
CASH AND CASH EQUIVALENTS AT END OF YEAR	3	**117,973**	139,171

The attached notes 1 to 24 form part of these separate financial statements.

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

1 NATURE OF OPERATIONS

The Lebanese American University (the "University") is an independent, private, not-for-profit institution of higher education incorporated, to operate in Beirut, Lebanon, under a charter granted on April 21, 1950 by the Board of Regents, of the University of the State of New York (USA) for and on behalf of the State Education Department. The University is recognized by the Ministry of Education of the Republic of Lebanon, and operates under the related education laws of Lebanon and the state of New York. Should the University cease to exist as a corporate body or cease voluntarily or involuntarily to serve its purposes, all its assets shall be made available by its Board of Trustees to serve post-secondary higher education in the Middle East.

The University was established and located in Beirut, Lebanon, originally under the name of Beirut College for Women. On January 24, 1973 the name of the University was changed to Beirut University College. On November 14, 1985 and July 22, 1994 the charter of the University was amended to authorize the corporation to establish the Byblos and Sidon branch campuses in Lebanon respectively. On July 22, 1994 the corporate name of the University was changed to Lebanese American University. The University has an office in New York, USA for investment, development, relations and information. The Board of Trustees in its meeting held in July 2004 decided to suspend the operations of the Sidon Campus.

The University employs 681 full-time and 228 part-time administrative employees, and 424 full-time and 745 part-time faculty members. The University's student body encompasses 8,528 full-time student equivalents ("FTE") (August 31, 2017: 8,493 FTE).

The University is a not-for-profit organization as described in section 501 (c) (3) of the Internal Revenue Code of the federal statutory tax law in the United States of America, as amended and is generally exempt from income taxes pursuant to the code.

2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Financial statements presentation
The separate financial statements have been prepared on the accrual basis of accounting in accordance with the accounting principles generally accepted in the United States of America (USGAAP). The University produces consolidated financial statements that comply with USGAAP. These consolidated financial statements can be obtained from the University's premises in Lebanon or from its office in New York, USA.

Use of estimates and judgments
The preparation of separate financial statements in conformity with the accounting principles generally accepted in the United States of America requires management to make estimates, judgments, and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the separate financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. Significant items subject to such estimates and assumptions include the useful lives of fixed assets, allowances for doubtful accounts, financial investments, contributions and grant receivables, and accruals for end-of-service benefits.

Presentation currency
The separate financial statements are presented in US Dollars rounded to the nearest thousand (US$ (000)).

Foreign currencies
Transactions in foreign currencies are translated to US Dollars at exchange rates at the dates of the transactions. Monetary assets and liabilities denominated in foreign currencies at the reporting date are retranslated to US Dollars at the exchange rate prevailing at that date.

Foreign currency gains and losses arising on retranslation are recognized in the statement of activities.

Non-monetary items that are measured in terms of historical cost in a foreign currency shall be translated using the exchange rate at the date of the transaction.

Lebanese American University

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Classification of net assets
The University reports its net assets and changes therein according to the following three net asset categories based upon the existence or absence of donor-imposed restrictions.

Unrestricted net assets – Net assets that are not subject to donor-imposed restrictions.

Temporarily restricted net assets – Net assets subject to donor-imposed restrictions that may or will be met either by actions of the University and/or the passage of time.

Permanently restricted net assets – Net assets subject to donor-imposed restrictions to be maintained permanently by the University, but permit the use of part or all of the income derived from them.

Revenues from sources other than contributions are generally reported as increases in unrestricted net assets. Contributions are reported as increases in the appropriate category of net assets.

Investment income, gains and losses on investments are reported as increases or decreases in the unrestricted net assets unless their use is restricted by explicit donor stipulations or by law. When such restrictions exist, investment income, gain or losses are reported as temporarily or permanently restricted.

Expenses are reported as decreases in unrestricted net assets.

When a donor restriction expires, that is when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Revenue recognition
Student tuition and fees, net of financial aid and scholarships, and auxiliary services are recognized in the period in which the services are provided. Student tuition and fees that are collected prior to year end and that relate to the subsequent fiscal year are reported under deferred revenues.

Contributions
Contributions, including unconditional promises to give, are recognized as revenues in the appropriate net asset class in the period received at the estimated present value of future cash flows, net of an allowance for estimated uncollectible contributions receivable. Amortization of the present value discount is recorded as additional contribution revenue in the appropriate net asset class. Conditional promises to give are not recognized as revenues until the conditions on which they depend are substantially met.

Contributions of assets other than cash, including land, buildings and equipment, are recorded at their estimated fair value at the date of the donation as unrestricted revenue unless the donor places restrictions on their use.

Contributions of cash or other assets with restrictions to acquire long-lived assets are reported as temporarily restricted net assets until the assets are acquired and placed in service. Restrictions on contributions related to construction projects are released when such amounts have been spent.

Government grants towards operation costs are recognized as income over the periods necessary to match them with the related costs.

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

2   SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Investments
The University manages its investments by using external investment managers. These investment managers invest the University's funds in various financial instruments, in accordance with the Board of Trustees' approved investment policy. The University's investments are comprised of the assets of the University's endowment, plant and other investments held for general operating purposes.

The University reports its investments in marketable debt and equity securities at fair value based on quoted market values. Alternative investments, such as private equity, real assets and hedge funds are not readily marketable, and are carried at fair values provided by external investment managers using the Net Asset Value (NAV) as a practical expedient. Fair values of these investments may differ from values that would be determined if ready markets for these securities existed.

Net realized and unrealized gains and losses are recognized in the statement of activities. Investment earnings, including dividends, interests and other revenues are recognized as income when earned. Investment income is reported as permanently restricted, temporarily restricted or unrestricted based upon the presence or absence of donor stipulations as to their use.

The University's investment policy for spending from the restricted scholarship endowment fund is made on the basis of up to 4% of the 3 years rolling average of such funds.

Financial investments are exposed to various risks, such as interest rates, market, economic conditions, world affairs and credit risks. Due to the level of risk associated with certain investment securities, it is possible that changes in their fair value could occur in the near term and such changes could materially affect the amounts reported in the University's statement of financial position and statement of activities.

Fair value measurement
Fair value is defined as the exchange price that would be received for an asset or paid to transfer a liability (an exit price) in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date. FASB codification section 820, "Fair Value Measurement and Disclosures", establishes a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to measurements involving significant unobservable inputs (Level 3 measurements). The standard describes three levels of inputs that may be used to measure fair value:

Level 1: Observable inputs such as quoted prices in active markets that the University has the ability to access as the measurement date.

Level 2: Inputs, other than quoted prices in active markets such as quoted prices for similar assets or liabilities, quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities.

Level 3: Unobservable inputs where there is little or no market data and requires the reporting entity to develop its own assumptions and generally includes alternative investments, real estate limited partnerships and membership interests, and commingled funds.

The following discussion describes the valuation methodologies used for financial assets and liabilities measured at fair value. The techniques utilized in estimating the fair values are affected by the assumptions used. Care should be exercised in deriving conclusions about the University's value or financial position based on the fair value information of financial assets presented below. Fair values of cash and cash equivalents used for investing purposes are based on observable market quotation prices provided by investments managers and the custodian bank at the reporting date.

Lebanese American University

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

2   SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Investments (continued)

Fair value measurement (continued)
Investments include domestic equity securities, international equity securities, fixed income, cash and cash equivalents used for investing purposes, and alternative investments. Investments are based on valuations provided by external investment managers and custodian banks. Valuations provided by external investment managers and custodian banks include observable market quotation prices, observable inputs other than quoted prices such as price services or indexes, estimates, appraisals, assumptions and other methods that are reviewed by management. Changes in market conditions and the economic environment may impact the net asset value of the funds and consequently the fair value of the University's interests in the funds.

Investments in subsidiaries
Investments in subsidiaries are carried at cost less impairment. Subsidiaries are enterprises which the University controls, normally where it holds more than 50% of the voting power.

Cash and cash equivalents
The University considers cash and cash equivalents as all highly liquid investments with a maturity of three months or less at time of purchase, except for such assets held by the University's investment managers as part of their long-term investment strategies.

Accounts receivable
Accounts receivable from students are reported net of an allowance for doubtful accounts. The allowance is an estimate by management based upon an analysis of delinquent amounts and the respective student's ability and intent to repay. These estimated uncollectible amounts can be affected by changes in the student's economic circumstances. As a result, it is reasonably possible that the allowance for doubtful accounts could change in the near term. Bad debts are written off when there is no possibility of recovery.

Student loans
Notes receivable from students are reported net of an allowance for doubtful notes. The allowance is an estimate by management, based upon an analysis of delinquent amounts. The allowance is intended to provide for the principal and interest portions of loans that are not likely to be collected from borrowers. Bad debts are written off when there is no possibility of recovery.

Computer software
Computer software is measured at historical cost less accumulated amortization and accumulated impairment losses, if any.

Amortization is recognized in the statement of activities on a straight-line basis over the estimated useful lives, which varies between 3 to 10 years.

Property and equipment
Items of property and equipment are measured at historical cost less accumulated depreciation and accumulated impairment losses, if any.

Property and equipment donated to the University are stated at their estimated fair value at the time of donation less accumulated depreciation and accumulated impairment losses, if any.

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

2   SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Property and equipment (continued)
Depreciation is computed on a straight-line basis over the estimated useful lives of each item of property and equipment. Land is not depreciable.

The estimated depreciation rates for the current and comparative years are as follows:

Buildings	2.5%
Major renovations	5.0%
Renovations and improvements	10.0%
Infrastructure	10.0%
Computer equipment	25.0%
Office, laboratory, studio and general purpose equipment	10.0%
Furniture and fixtures	10.0%
Vehicles	12.5%
Networks	20.0%

Depreciation methods, useful lives and residual values are reviewed at each reporting date.

The costs of repairs and maintenance are charged to expense as incurred.

Gains and losses on disposal of an item of property and equipment are determined by comparing the proceeds from disposal with the carrying amount of property and equipment and are recognized within the statement of activities.

Impairment of long-lived assets
Long-lived assets, such as property and equipment and intangible assets are reviewed for impairment whenever events or changes in the circumstances indicate that the carrying amount of an asset may not be recoverable. If circumstances require a long-lived asset to be tested for possible impairment, the University first compares the undiscounted cash flows expected to be generated by an asset to the carrying value of the asset. If the carrying value of the long-lived asset is not recoverable on an undiscounted cash flows basis, an impairment is recognized to the extent that the carrying value exceeds its fair value. Fair value is determined through various valuation techniques including discounted cash flow models, quoted market value and third party independent appraisals as considered necessary.

Accounts payable and accrued liabilities
Liabilities are recognized for amounts to be paid in the future for goods or services received, whether billed by supplier or not.

Loans and borrowings
Loans and borrowings are recognized initially at fair value net of directly attributable transactions costs. After initial recognition, interest bearing loans and borrowings are subsequently measured at amortised cost using the Effective Interest Rate method (EIR). Amortised cost is calculated by taking into account any discount or premium on acquisition and fees or costs that are an integral part of EIR. The EIR amortization is included as interest expense in the statement of activities.

End-of-service indemnity
Staff and faculty members' end-of-service indemnity is provided in accordance with the local regulations and the University's internal policies. Computation of indemnity represents the amount a staff or a faculty member is currently entitled to and is primarily based on the last salary plus the average monthly other earnings and benefits multiplied by the number of years of service of each staff or faculty member. Such amount as reduced by related subscription payments made to the National Social Security Fund, for staff only, is reported under accrued end-of-service benefits.

Lebanese American University

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

2   SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Accounting pronouncements
In May 2014, the FASB issued ASU 2014-09–Revenue from Contracts with Customers (Topic 606) at the conclusion of a joint effort with the International Accounting Standards Board to create common revenue recognition guidance for U.S. GAAP and international accounting standards. This framework ensures that entities appropriately reflect the consideration to which they expect to be entitled in exchange for goods and services, by allocating transaction price to identified performance obligations, and recognizing that revenue as performance obligations are satisfied. Qualitative and quantitative disclosures will be required to enable users of financial statements to understand the nature, amount, timing, and uncertainty of revenue and cash flows arising from contracts with customers. In August of 2015, FASB issued ASU 2015-14–Revenue from Contracts with Customers (Topic 606): Deferral of the Effective Date, which makes ASU 2014-09 effective for the fiscal year ending June 30, 2019. The University is planning for the implementation of this new standard and reviewing the potential impact on the financial statements, which is not expected to be material.

In February 2016, the FASB issued ASU 2016-02–Leases (Topic 842), which provides accounting guidance for leases from both the lessor's and lessee's perspective. The main difference between previous GAAP and Topic 842 is the recognition of lease assets and lease liabilities by lessees for those leases classified as operating leases; however, the University will evaluate other impacts of the new guidance. The new standard will be effective in the fiscal year ending June 30, 2020. The University has begun its planning for implementation of this new standard and is reviewing the potential impact on the financial statements.

In August 2016, the FASB issued ASU 2016-14–Not-for-Profit Entities (Topic 958): Presentation of Financial Statements for Not-for-Profit Entities to improve the information presented in financial statements and notes about a not-for-profit entity's liquidity, financial performance, and cash flows. The significant changes under the new guidance include the reduction of net asset classifications to two categories based on the existence or absence of donor restrictions, and additional disclosure requirements related to board designation of net assets, and related to the liquidity and availability of the entity's financial assets. ASU 2016-14 is effective for the fiscal year ending June 30, 2019. The University is planning for the implementation of this new standard.

In June 2018, the FASB issued ASU 2018-08-Not-for-Profit Entities (Topic 958): Clarifying the Scope and Accounting Guidance for Contributions Received and Contributions Made. The amendments are intended to assist in evaluating whether transactions should be accounted for as contributions or as exchange transactions subject to other guidance and in determining whether a contribution is conditional. The new standard will be effective for contributions received for the fiscal year ending June 30, 2019. The University has begun its planning for implementation of this new standard and is reviewing the potential impact on the financial statements.

3   CASH AND CASH EQUIVALENTS

| | August 31, 2018 | | | | August 31, 2017 |
	US$ US$ (000)	LL US$ (000)	Others US$ (000)	Total US$ (000)	Total US$ (000)
Cash on hand	67	63	-	130	337
Current accounts	4,489	1,255	133	5,877	6,443
Term deposits	99,011	10,824	-	109,835	132,328
Money markets	2,096	-	-	2,096	31
Cash margin	-	35	-	35	32
	105,663	12,177	133	117,973	139,171

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

4   ACCOUNTS RECEIVABLE, NET OF ALLOWANCES

	August 31, 2018 US$ (000)	August 31, 2017 US$ (000)
Tuition and fees:		
Student receivables	9,452	7,432
Allowance for losses on student receivables	(1,051)	(961)
	8,401	6,471
Other:		
Related parties (note 22)	1,083	2,702
Other receivables	3,668	4,349
Allowance for losses on other receivables	(2,771)	(2,179)
	1,980	4,872
	10,381	11,343

The movement of the allowance for losses on student receivables for the year is as follows:

	2018 US$ (000)	2017 US$ (000)
Opening balance	961	832
Additions, net of recoveries	364	350
Suspended interest	1,784	1,563
Write-off	(2,058)	(1,784)
Balance at August 31	1,051	961

The movement of the allowance for losses on other receivables for the year is as follows:

	2018 US$ (000)	2017 US$ (000)
Opening balance	2,179	1,154
Additions	647	1,070
Write-back	(9)	(45)
Write-off	(46)	-
Balance at August 31	2,771	2,179

5   INVENTORIES, PREPAID EXPENSES AND OTHER ASSETS

	August 31, 2018 US$ (000)	August 31, 2017 US$ (000)
Prepaid expenses	1,876	1,977
Office supplies	460	403
Utilities deposits	270	270
Interest receivable	154	147
	2,760	2,797

6   CONTRIBUTIONS AND GRANTS RECEIVABLE, NET OF ALLOWANCES

	August 31, 2018 US$ (000)	August 31, 2017 US$ (000)
Amounts expected to be collected in:		
Less than one year	7,638	7,383
Between one and five years	6,647	10,054
More than five years	-	429
Less:		
Allowances for losses on contributions and grants receivable	(1,800)	(1,757)
	12,485	16,109
Less: discount to present value	(584)	(896)
	11,901	15,213

The discount rate as of August 31, 2018 was 5% (August 31, 2017: 4.23%).

Subsequent to the year ended August 31, 2018, the University collected an amount of US$ (000) 2,000.

For the year ended August 31, 2018, the University recorded a provision against its contributions receivable for an amount of US$ (000) 43 (August 31, 2017: US$ (000) 351).

7   FINANCIAL INVESTMENTS

The University's investments as of August 31, 2018 and 2017 are as follows:

	August 31, 2018			
	Level 1 US$ (000)	Level 2 US$ (000)	Level 3 US$ (000)	Total US$ (000)
Hedge funds	-	51,769	-	51,769
International equity securities	106,071	-	-	106,071
US domestic equity securities	134,764	-	-	134,764
Real assets	25,191	-	51,357	76,548
Cash and fixed income	93,191	-	-	93,191
Private equity	-	-	61,652	61,652
Opportunistic equity	12,073	-	-	12,073
Total	**371,290**	**51,769**	**113,009**	**536,068**

Lebanese American University

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

7   FINANCIAL INVESTMENTS (continued)

	August 31, 2017			
	Level 1 *US$ (000)*	*Level 2* *US$ (000)*	*Level 3* *US$ (000)*	*Total* *US$ (000)*
Hedge funds	-	56,391	-	56,391
International equity securities	122,143	-	-	122,143
US domestic equity securities	118,394	-	-	118,394
Real assets	26,006	-	43,962	69,968
Cash and fixed income	55,471	-	-	55,471
Private equity	-	-	59,328	59,328
Opportunistic equity	10,046	-	-	10,046
Total	332,060	56,391	103,290	491,741

As of August 31, 2018, the University has funding commitments outstanding of US$ 75,330 million (August 31, 2017: US$ 64,554 million) under the terms of certain investment agreements related to private equity and real assets investments.

Lebanese American University

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

7 FINANCIAL INVESTMENTS (continued)

The University's investments activities for the fiscal years ended August 31, 2018 and 2017 are as follows:

	Hedge funds US$ (000)	International equity securities US$ (000)	US Domestic equity securities US$ (000)	Real assets US$ (000)	Cash and fixed income US$ (000)	Growth fixed income US$ (000)	Private equity US$ (000)	Opportunistic equity US$ (000)	Total US$ (000)
Fair value at September 1, 2017	56,391	122,143	118,394	69,968	20,535	34,936	59,328	11,142	492,837
Net additions (disposals)	(5,814)	(19,803)	(9,523)	3,302	21,899	10,879	(2,154)	1,218	4
Other (expenses) income	-	-	2	(5)	-	-	(25)	-	(28)
	(5,814)	(19,803)	(9,521)	3,297	21,899	10,879	(2,179)	1,218	(24)
Interest revenue	4	1,895	43	(138)	241	356	432	133	2,966
Dividend revenue	-	1,129	2,266	282	323	2,307	465	178	6,950
Other revenue	-	-	-	-	-	-	7	-	7
Net realized gain on sale of investments	818	3,845	9,018	2,771	-	1,035	3,131	321	20,939
Net gain (loss) on foreign exchange	-	-	-	(13)	(3)	-	(137)	(22)	(175)
Management fees	(17)	(584)	(704)	(726)	(681)	(882)	(1,884)	(56)	(5,534)
Net unrealized gain (loss) on revaluation	387	(2,554)	15,268	1,107	409	1,837	2,489	232	19,175
	1,192	3,731	25,891	3,283	289	4,653	4,503	786	44,328
Fair value at August 31, 2018 before impairment losses	51,769	106,071	134,764	76,548	42,723	50,468	61,652	13,146	537,141
Impairment losses at September 1, 2017	-	-	-	-	-	-	-	(1,096)	(1,096)
Net gain on foreign exchange	-	-	-	-	-	-	-	23	23
Impairment losses at August 31, 2018	-	-	-	-	-	-	-	(1,073)	(1,073)
Fair value at August 31, 2018	51,769	106,071	134,764	76,548	42,723	50,468	61,652	12,073	536,068

Lebanese American University

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

7 FINANCIAL INVESTMENTS (continued)

	Hedge Funds US$ (000)	International equity securities US$ (000)	US Domestic equity securities US$ (000)	Real assets US$ (000)	Cash and fixed income US$ (000)	Growth fixed income US$ (000)	Private equity US$ (000)	Opportunistic equity US$ (000)	Total US$ (000)
Fair value at September 1, 2016	55,806	108,643	115,160	66,449	7,785	26,420	44,527	11,154	435,944
Net additions (disposals)	(2,454)	(6,750)	(14,937)	(235)	13,496	4,495	6,104	-	(281)
Other (expenses) income				(26)			8	-	(18)
	(2,454)	(6,750)	(14,937)	(261)	13,496	4,495	6,112	-	(299)
Interest revenue	-	1,870	35	29	39	394	196	-	2,563
Dividend revenue	-	450	1,882	599	18	1,024	245	72	4,290
Other revenue			48	-	2	-		-	50
Net realized gain on sale of investments	1,927	1,288	8,067	2,072	-	828	3,867	-	18,049
Net gain (loss) on foreign exchange				28	(3)	-	309	69	403
Management fees	(321)	(536)	(615)	(975)	(613)	(406)	(1,737)	-	(5,203)
Net unrealized gain (loss) on revaluation	1,433	17,178	8,754	2,027	(189)	2,181	5,809	(153)	37,040
	3,039	20,250	18,171	3,780	(746)	4,021	8,689	(12)	57,192
Fair value at August 31, 2017 before impairment losses	56,391	122,143	118,394	69,968	20,535	34,936	59,238	11,142	492,837
Impairment losses	-	-	-	-	-	-	-	(1,096)	(1,096)
Fair value at August 31, 2017	56,391	122,143	118,394	69,968	20,535	34,936	59,328	10,046	491,741

As of August 31, 2017, the University provided for a permanent impairment loss against one of its investments in the opportunistic equity to fully write-down its reported net book value in the amount of US$ (000) 1,096. Impairment has been recognized based on certain negative performance indicators of the underlying assets of the fund comprising high default and delinquency rates, in addition to the assessed high credit risk associated with third party guarantee.

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Lebanese American University

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

8   STUDENT LOANS, NET OF ALLOWANCES

	August 31, 2018 US$ (000)	August 31, 2017 US$ (000)
Student loans	6,989	7,323
Allowance for losses on student loans	(1,651)	(1,640)
	5,338	5,683

The movement of the allowance for losses on student loans for the year is as follows:

	2018 US$ (000)	2017 US$ (000)
Opening balance	1,640	1,555
Additions, net of recoveries	281	230
Suspended interest	116	119
Write-off	(386)	(264)
Balance at August 31	1,651	1,640

9   INVESTMENTS IN SUBSIDIARIES

	August 31, 2018 US$ (000)	August 31, 2017 US$ (000)
Lebanese American University Medical Center – Rizk Hospital SAL	28,636	28,636
Medical Care Holding SAL	79,942	68,203
	108,578	96,839

During the year ended August 31, 2018, the University made additional cash contribution of US$ (000) 11,739 (August 31, 2017: US$ (000) 6,359) in Medical Care Holding SAL.

The percentage of ownership in the Lebanese American University Medical Center - Rizk Hospital SAL as of August 31, is as follows:

	2018 %	2017 %
Lebanese American University	79.77	79.77
Medical Care Holding SAL	20.02	20.02
Other shareholders	0.21	0.21

Lebanese American University

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

10   COMPUTER SOFTWARE, NET

	2018 US$ (000)	2017 US$ (000)
Cost:		
Opening balance	5,342	5,296
Additions	137	46
Balance at August 31	5,479	5,342
Accumulated amortization:		
Opening balance	4,431	3,974
Amortization for the year	416	457
Balance at August 31	4,847	4,431
Carrying amount:		
At August 31	632	911

Lebanese American University

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

11 PROPERTY AND EQUIPMENT, NET

	Land US$ (000)	Advance on acquisition of land US$ (000)	Buildings, renovations and infrastructure US$ (000)	Furniture, fixtures and equipment US$ (000)	Vehicles US$ (000)	Projects in progress US$ (000)	Total US$ (000)
Cost							
Balance at September 1, 2017	81,650	35,403	155,458	79,047	1,388	65,844	418,790
Additions	17,862	-	473	4,481	233	19,837	42,886
Disposals	-	-	(113)	(1,657)	(56)	-	(1,826)
Transfers	35,403	(35,403)	25,634	6,490	-	(32,124)	-
Balance at August 31, 2018	**134,915**	**-**	**181,452**	**88,361**	**1,565**	**53,557**	**459,850**
Depreciation							
Balance at September 1, 2017	-	-	56,175	55,480	634	-	112,289
Depreciation for the year	-	-	5,440	5,223	148	-	10,811
Related to disposals	-	-	(113)	(1,630)	(52)	-	(1,795)
Balance at August 31, 2018	**-**	**-**	**61,502**	**59,073**	**730**	**-**	**121,305**
Carrying amounts							
At August 31, 2018	**134,915**	**-**	**119,950**	**29,288**	**835**	**53,557**	**338,545**

On July 28, 2015, the University signed an agreement to purchase 125 plots in Blat area as part of the expansion in Byblos Campus for an amount of US$ (000) 50,000 payable as follows:

➤ US$ (000) 20,000 paid upon signing the purchase agreement and that was recorded under "advance on acquisition of land";

➤ US$ (000) 10,000 payable by January 28, 2016 and upon obtaining proper license for property registration that could be extended for an additional 6 months maturing on July 28,2016; and

➤ Four equal annual installments of US$ (000) 5,000 each payable to the seller starting January 28, 2017. Those installments do not carry interest.

Those payables will be covered by bank guarantees issued for the benefit of the old owner. The University's outstanding loan balance amounted to US$ (000) 10,000 as of August 31, 2018 (note 15).

The University has signed a number of construction and renovation contracts that will be completed in the coming years. The outstanding contracts commitments amount to US$ (000) 198,681 (August 31, 2017: US$ (000) 179,034), of which US$ (000) 187,651 (August 31, 2017: US$ (000) 168,842) were paid by the University. During the year ended August 31, 2018, the University capitalized interest related to unsecured long term debts amounting to US$ (000) 542 (August 31, 2017: the same).

As of August 31, 2018, one of the University's suppliers with a credit balance of US$ 60,462 has perfected a lien on three land plots owned by the University and located in Beirut Campus, pursuant to a legal proceeding brought to court by the aforementioned supplier in connection with non-settlement of the balance due. The court decision was in favour of the supplier however no settlement has been made as the University has originally suspended the settlement of balance, due to conflict with internal compliance policies, until resolved.

11 PROPERTY AND EQUIPMENT, NET (continued)

	Land US$ (000)	Advance on acquisition of land US$ (000)	Buildings, renovations and infrastructure US$ (000)	Furniture, fixtures and equipment US$ (000)	Vehicles US$ (000)	Projects in progress US$ (000)	Total US$ (000)
Cost							
Balance at September 1, 2016	80,177	30,403	153,244	75,794	1,330	44,562	385,510
Additions	-	5,000	495	3,255	329	25,930	35,009
Disposals	-	-	(140)	(1,318)	(271)	-	(1,729)
Transfers	1,473	-	1,859	1,316	-	(4,648)	-
Balance at August 31, 2017	**81,650**	**35,403**	**155,458**	**79,047**	**1,388**	**65,844**	**418,790**
Depreciation							
Balance at September 1, 2016		-	51,029	51,890	687	-	103,606
Depreciation for the year		-	5,286	4,860	144	-	10,290
Related to disposals		-	(140)	(1,270)	(197)	-	(1,607)
Balance at August 31, 2017		-	56,175	55,480	634	-	112,289
Carrying amounts							
At August 31, 2017	**81,650**	**35,403**	**99,283**	**23,567**	**754**	**65,844**	**306,501**

Lebanese American University
NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

12 ACCOUNTS PAYABLE

	August 31, 2018 US$ (000)	August 31, 2017 US$ (000)
Suppliers and contractors	6,853	6,385
Taxes withheld	1,289	1,124
Due to employees	301	290
Miscellaneous payables	1,819	2,089
Due to a related party (note 22)	-	7
	10,262	9,895

13 ACCRUED LIABILITIES

	August 31, 2018 US$ (000)	August 31, 2017 US$ (000)
Contractors – property and equipment	4,258	6,074
Provisions for contingent taxes	3,614	4,008
Other accrued liabilities	2,550	1,428
	10,422	11,510

14 DEFERRED REVENUES

	August 31, 2018 US$ (000)	August 31, 2017 US$ (000)
Tuition	6,787	6,019
Registration	3,618	3,701
Other	850	1,035
	11,255	10,755

15 TERM DEBTS

Bonds Payable
In August 15, 2013, and pursuant to an Indenture of Trust between the University and Build NYC Resource Corporation, the University issued a Tax–Exempt 2013A and Taxable 2013B Bonds amounting respectively to US$ (000) 13,920 and US$ (000) 2,500. The Tax–Exempt Bonds bear a coupon and yield rates of respectively 5% and 3.3002% per annum up to the date of maturity at August 15, 2018. The taxable Bonds 2013B bear interest at the rate of 4% per annum up to the date of maturity at August 15, 2018. The University settled the outstanding balance at maturity.
Interest expense from Tax-Exempt and taxable Bonds amounting to respectively US$ (000) 696 and US$ (000) 100 are included in the statement of activities for the year ended August 31, 2018 (August 31, 2017: same).

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

15   TERM DEBTS (continued)

Unsecured long term loans from banks

On September 21, 2010 the University obtained a long term loan from a Lebanese bank, former related party, amounting to US$ 22 million to finance the construction of underground parking lots and the medical and nursing schools in Byblos campus. The loan has a grace period of two years during which the University will pay only monthly interest charges after which the loan will be repayable in equal monthly installments of US$ (000) 261 each plus accrued interest charges starting July 31, 2012 to June 30, 2019. The loan bears an interest of 40% of the interest rates on one year Lebanese treasury bills plus a margin of 2.1% per annum for the first year and 1.75% per annum for the years thereafter. As of August 31, 2018 the University's outstanding loan balance amounted to US$ (000) 2,708 (August 31, 2017: US$ (000) 5,845).

On February 28, 2013 the University obtained a long term loan from a Lebanese bank amounting to US$ (000) 14,925 to finance the construction of ongoing projects in Byblos campus. The loan has a grace period up to June 30, 2017 during which the University will pay interest charges after which the loan will be repayable in 28 quarterly installments up plus accrued interest charges to the maturity date on March 31, 2024. The loan bears an interest of 40% of the interest rates on one year Lebanese treasury bills plus a margin of 2% per annum. As of August 31, 2018 the University's outstanding loan balance amounted to US$ (000) 12,566 (August 31, 2017: US$ (000) 14,467).

On April 22, 2013 the University signed an agreement to obtain a long term loan from a Lebanese bank amounting to US$ (000) 7,463 to finance the construction of ongoing infrastructure projects in Beirut campus. The loan has a grace period up to June 30, 2016 after which the loan will be repayable in 28 quarterly installments up to the maturity date on March 31, 2023. Meanwhile, the University shall pay all interest charges related to the loan from the date of withdrawal of any amount. The loan bears an interest of 40% of the interest rates on one year Lebanese treasury bills plus a margin of 2% per annum. As of August 31, 2018 the University's outstanding loan balance amounted to US$ (000) 4,618 (August 31, 2017: US$ (000) 5,680).

On April 22, 2013, the University obtained a long-term loan from a former related party amounting to US$ 7.5 million to finance the construction projects. The loan has a grace period of 3 years up to November 1, 2016 after which the loan will be repayable in monthly installments up to the maturity date on October 1, 2023. On November 14, 2016, the University signed an appendix to the loan agreement to amend the repayment schedule as follows: first installment of LL134 million paid in November 2016, followed by monthly installments of LL 134 million each starting December 1, 2017 until September 1, 2024, and a final installment of LL 128 million on October 1, 2024. On November 7, 2017, the University signed an extension to the loan agreement to extend the loan maturity to June 30, 2026. The withdrawal deadline was extended to December 31, 2018. The repayment schedule was amended as follows: monthly installments of US$(000) 80 each starting January 31, 2019 until May 31, 2026, and a final installment of US$(000) 82 on June 30, 2026. The loan bears an interest of 40% of the interest rate on one year Lebanese treasury bills plus a margin of 2% per annum. As of August 31, 2018, the University's outstanding loan balance amounted to US$ (000) 3,354 (August 31, 2017: US$ (000) 222).

On August 10, 2015, the University obtained a loan from a Lebanese bank, to finance the purchase of a land in Blat Area as part of the expansion in Byblos campus, amounting to US$ (000) 30,000 repayable in 10 annual installments up to maturity date on August 31, 2025. The University shall pay all interest charges related to the loan at the end of each contractual year. The loan bears an interest of 5.25% for the first contractual year, and then it is based on one year Libor plus 3% with a minimum interest of 5.25%. The University's outstanding loan balance amounted to US$ (000) 21,000 as of August 31, 2018 (August 31, 2017: US$ (000) 24,000).

Lebanese American University

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

15   TERM DEBTS (continued)

Unsecured long term loans from banks (continued)
On May 8, 2017, the University obtained a subsidized loan from a Lebanese bank, to finance the eco-friendly construction of the Library and Administration Building at Byblos Campus, amounting to US$ 5,250,000. As of August 31, 2018, the University withdrew US$ (000) 2,042 (August 31, 2017: US$ 40,746). The loan has a grace period, excluding settlement of quarterly interest charges on withdrawn amounts, of 3 years up to March 30, 2020 after which the loan will be repayable in quarterly installments up to the maturity date on December 31, 2029. The loan bears no interest rate during the first year and subsequently will be based on a rate of 2.675% minus 50% of the interest rate of one year Lebanese treasury bills. The University's outstanding loan balance amounted to US$ (000) 2,042 as of August 31, 2018 (August 31, 2017: US$ (000) 40).

On May 8, 2017, the University obtained a loan from a Lebanese bank, to finance the construction of the Library and Administration Building at Byblos Campus, amounting to US$ 9,750,000. As of August 31, 2018, the University withdrew US$ (000) 3,790 (August 31, 2017: US$ 75,169). The loan has a grace period, excluding settlement of quarterly interest charges on withdrawn amounts, of 3 years up to March 30, 2020 after which the loan will be repayable in quarterly installments up to the maturity date on December 31, 2029. The loan bears an interest rate of 40% of the interest rate of one year Lebanese treasury bills plus 1.86% paid quarterly with the principal amount. The University's outstanding loan balance amounted to US$ (000) 3,790 as of August 31, 2018 (August 31, 2017: US$ (000) 75).

Other loans
The University's outstanding loan balance amounted to US$ (000) 10,000 as of August 31, 2018 in relation to the purchase of 125 land plots in Blat area (note 11).

| | Bonds payable | | Unsecured long-term loans | | |
	Principal US$ (000)	Deferred charges US$ (000)	Outstanding balance US$ (000)	Discount to present value US$ (000)	Total US$(000)
August 31, 2018:					
Short term	-	-	**14,388**	-	**14,388**
Long term	-	-	**45,690**	**(238)**	**45,452**
August 31, 2017:					
Short term	16,420	(91)	9,367	-	25,696
Long term	-	-	40,962	(601)	40,361

16   ACCRUED END-OF-SERVICE BENEFITS

Accrued end-of-service benefits represent the University's liability for the end-of-service indemnity due to employees (faculty and staff) in accordance with local regulations and the University's internal policies. This accrual is in addition to the related subscription payments made on a current basis to the National Social Security Fund in respect of the University's staff.

	2018 US$ (000)	2017 US$ (000)
Opening balance	**31,742**	28,845
Provisions during the year	**4,282**	4,010
Payments made during the year	**(1,639)**	(863)
Provisions written-back during the year	**(432)**	(250)
Balance at August 31	**33,953**	31,742

Lebanese American University

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

17   NET ASSETS

Net assets at August 31, 2018 and 2017 are available for the following purposes:

	August 31, 2018 US$ (000)	August 31, 2017 US$ (000)
Unrestricted		
Plant funds	488,080	461,513
Endowment funds (note 21)	412,134	382,709
End-of-service indemnity funds	22,683	18,359
Loan funds	6,908	5,703
Designated funds	4,375	3,979
Current funds	1,325	1,163
Agency funds	93	88
Total unrestricted	**935,598**	873,514
Temporarily restricted		
Plant funds	10,300	11,593
Financial aid funds	1,375	1,281
Other funds	711	685
Total temporarily restricted	**12,386**	13,559
Permanently restricted		
Endowment funds (note 21)	58,460	53,167
Total permanently restricted	**58,460**	53,167
Total net assets	**1,006,444**	940,240

18   CONTRIBUTIONS, GRANTS AND CONTRACTS

	August 31, 2018 US$ (000)	August 31, 2017 US$ (000)
Sponsored tuition contributions	10,552	9,984
Research contributions and other contracts	3,846	2,582
Gifts and contributions	2,963	9,415
	17,361	21,981

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

19   DISTRIBUTION OF REVENUES AND GAINS BY CAMPUS

	August 31, 2018		
	Tuition and fees *US$ (000)*	*Financial aid* *US$ (000)*	*Net* *US$ (000)*
Student tuition and fees:			
Central administration	632	(937)	(305)
Beirut campus	88,852	(13,800)	75,052
Byblos campus	78,471	(17,064)	61,407
New York office	57	-	57
Total student tuition and fees	168,012	(31,801)	136,211
Other revenues and gains:			
Central administration			9,310
Beirut campus			10,565
Byblos campus			8,022
New York office			44,596
Total other revenues and gains			72,493
Total revenues and gains			208,704

	August 31, 2017		
	Tuition and fees *US$ (000)*	*Financial aid* *US$ (000)*	*Net* *US$ (000)*
Student tuition and fees:			
Central administration	601	(824)	(223)
Beirut campus	83,676	(12,309)	71,367
Byblos campus	79,986	(16,568)	63,418
New York office	56	-	56
Total student tuition and fees	164,319	(29,701)	134,618
Other revenues and gains:			
Central administration			8,608
Beirut campus			13,446
Byblos campus			10,940
New York office			56,362
Total other revenues and gains			89,356
Total revenues and gains			223,974

Other revenues and gains from New York Office mainly represents net financial investments return.

The financial aid amount reflected does not include student loans.

Lebanese American University

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

20   EDUCATION AND GENERAL EXPENSES

	August 31, 2018 US$ (000)	August 31, 2017 US$ (000)
Faculty costs	49,077	45,643
Staff costs	36,335	34,830
	85,412	80,473
Depreciation (note 11)	10,811	10,290
Amortization (note 10)	416	457
	11,227	10,747
Interest expense on bonds	887	891
Contracted services	3,734	2,953
Postage, telecommunication and utilities	5,195	4,380
Repairs and maintenance	2,851	2,788
Other operating and administrative expenses	24,727	26,298
Sponsored tuition expenditure	8,467	8,092
	45,861	45,402
	142,500	136,622

21   ENDOWMENT

The University's endowment consists of approximately 209 individual funds established for a variety of purposes, including both donor restricted endowment funds and funds designated by the University to function as endowments (quasi-endowment).

Endowment funds share in an investment pool on a unit fair value basis. Funds are added to and withdrawn from the pool at the current unit fair value of the pooled assets.

The University uses a total return approach to managing endowment investments. Funds are invested to maximize total return consistent with prudent risk without regard to the mix of current investment income and realized and unrealized gains or losses.

Endowment funds are classified and reported based on the existence or absence of donor imposed restrictions.

Lebanese American University

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

21   ENDOWMENT (continued)

The University follows the Uniform Prudent Management of Institutional Funds Act (UPMIFA) as enacted by the state of New York. The University has prepared these separate financial statements on the basis of the preservation of the fair value of the original gift as of the gift date of the donor restricted endowment funds, absent explicit donor stipulations to the contrary. As a result, the University classifies as permanently restricted net assets (a) the original value of the gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. In accordance with UPMIFA, the University considers the following factors in determining appropriate spending levels from donor-restricted endowment funds:

a)   Duration and preservation of the endowment fund
b)   Purposes of the University and the endowed fund
c)   General economic conditions
d)   Possible effects of inflation or deflation
e)   Expected total return from income and the appreciation of investments
f)   Other resources of the University
g)   Investment policy of the University

	August 31, 2018		
	Unrestricted US$ (000)	Permanently restricted US$ (000)	Total US$ (000)
Donor-restricted endowment funds (note 17)	-	58,460	58,460
Board-designated endowment funds (note 17)	412,134	-	412,134
	412,134	58,460	470,594

	August 31, 2017		
	Unrestricted US$ (000)	Permanently restricted US$ (000)	Total US$ (000)
Donor-restricted endowment funds (note 17)	-	53,167	53,167
Board-designated endowment funds (note 17)	382,709	-	382,709
	382,709	53,167	435,876

The following are the changes in endowment net assets:

	2018		
	Unrestricted US$ (000)	Permanently restricted US$ (000)	Total US$ (000)
Beginning balance	382,709	53,167	435,876
Interest and investment income	7,697	976	8,673
Net realized and unrealized gains	26,140	4,160	30,300
Contributions	100	1,059	1,159
Appropriations of endowments	(4,512)	(779)	(5,291)
Impairment losses	-	(123)	(123)
Balance at August, 31	412,134	58,460	470,594

Lebanese American University

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

21   ENDOWMENT (continued)

	2017		
	Unrestricted US$ (000)	Permanently restricted US$ (000)	Total US$ (000)
Beginning balance	341,147	44,438	385,585
Interest and investment income	5,780	788	6,568
Net realized and unrealized gains	38,614	4,971	43,585
Contributions	-	4,031	4,031
Appropriations of endowments	(1,950)	(991)	(2,941)
Impairment losses	(882)	(70)	(952)
Balance at August, 31	382,709	53,167	435,876

22   RELATED PARTY TRANSACTIONS AND BALANCES

Related party transactions which consist of transactions and dealings with organizations that relate to certain board members are subject to the University's special "Conflict of Interest Policy" controls in addition to the general "Financial Policy" controls.

The University was not engaged in any dealing with members of Board of Trustees and related Organizations except for: during the year ended August 31, 2018, business transactions were conducted with one entity, in which one Board Member has an active role or more than 10% ownership, for a total consideration of US$1,690,718 divided into invoices for the amount of US$ 1,193,878 and commitments for the amount of US$ 496,840 (2017: total consideration of $1,871,929 divided into invoices for the amount of US$ 872,242 and commitments for the amount of US$ 999,687).

	August 31, 2018 US$ (000)	August 31, 2017 US$ (000)
Receivables from related parties (note 4)		
Lebanese American University Medical Center – Rizk Hospital SAL	1,068	2,688
Medical Care Holding SAL	12	10
Medical Care Management SAL	3	2
LAU - Louis Cardahi Foundation	-	2
	1,083	2,702
Account payable to a related party		
Lebanese American University Health Foundation (note 12)	-	7

Guarantees issued
As of August 31, 2018, bank borrowings of the Lebanese American University Medical Center – Rizk Hospital SAL are secured by means of direct guarantees from the University in the amount of US$ 20.1 million (August 31, 2017: US$ 12.5 million) (note 24), in addition to another letter of guarantee for an amount of US$ 6 million (August 31, 2017: the same) (note 24).

Lebanese American University

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

23   FINANCIAL INSTRUMENTS

Credit risk

Credit risk is the risk of financial loss to the University if a student or counterparty to a financial instrument fails to meet its contractual obligations that arises principally from the University's receivables from students and from financial investments.

The maximum exposure to credit risk is represented by the carrying amount of each financial asset at the reporting date.

The exposure to credit risk is monitored by management on an ongoing basis.

As at the reporting date, there were no significant concentrations of credit risk.

Interest rate risk

The interest rates on deposits held with banks and bank loans are market determined. Interest rates on bonds issued are fixed. Other than market interest rate changes, management believes that the University does not have a significant interest rate risk.

Foreign currency risk

Currency risk arises from the possibility that changes in exchange rates may affect negatively the value of financial assets and liabilities in case the University does not hedge its currency exposure by means of hedging instruments.

As part of its currency risk management, the University bills students' tuition and fees in US Dollars and holds most of its financial assets and liabilities in US Dollars. The currency in which remaining financial assets and liabilities are mainly denominated is the Lebanese Lira. As the Lebanese Lira is pegged to the US Dollars since 1999, the net exposure in minimal.

Fair value

Fair value risk is the risk that changes in market prices, such as foreign exchange rates and interest rates will affect the University's income or the value of its holding of financial instruments.

Fair value of the University's financial instruments is determined using estimates, methods, and assumptions as set forth below:

- The fair value of cash equivalents, accounts receivable, and accounts payable approximates their book value due to the short term maturity of these instruments.

- The fair value of contribution receivable is based on discounted value of estimated cash flows. The discount rate is estimated based on rates that consummate the associated risk.

- The fair value of financial investments is based on quoted market prices or at values provided by external investment managers.

- The fair value of receivables from students under University loan programs approximates carrying value.

Lebanese American University

NOTES TO THE SEPARATE FINANCIAL STATEMENTS
August 31, 2018

24   CONTINGENCIES AND COMMITMENTS

The University is a defendant in various legal actions arising out of the normal course of its operations. Although the first outcome of such actions cannot currently be determined, the University believes that eventual liability, if any, will not have a material effect on the University's financial position.

The University's books and records have not been reviewed by the National Social Security Fund (NSSF) as at August 31, 2018. Management does not believe that the ultimate outcome of any such reviews can have a material effect on the separate financial statements.

The University's books and records have not been reviewed by the Department of Income Tax for the period from January 1, 2013 to August 31, 2018. Management does not believe that the ultimate outcome of any such reviews can have a material effect on the separate financial statements.

The University's books and records have not been reviewed by the Department of Value Added Tax (VAT) for the period from January 1, 2014 to August 31, 2018. Management does not believe that the ultimate outcome of any such reviews can have a material effect on the separate financial statements.

The University is contingently liable for letters of guarantee issued by local banks for an outstanding balance of US$ 20.1 million (note 22) and US$ (000) 1,539 as at August 31, 2018 (August 31, 2017: 12.5 million and US$ (000) 1,541).

The University is contingently liable for a letter of guarantee issued by a local bank for an amount of US$ 6 million as of August 31, 2018 (August 31, 2017: the same) which has been discharged as of October 31, 2018 (note 22).

Lebanese American University
MANAGEMENT   LETTER
YEAR ENDED 31 AUGUST 2018

EY
Building a better
working world

Ernst & Young p.c.c.
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15 February 2019

PRIVATE AND CONFIDENTIAL

Dr Joseph G. Jabbra
President
Lebanese American University
Beirut
Lebanon

Dear Dr Jabbra

COMMUNICATION OF DEFICIENCIES IN INTERNAL CONTROL
IDENTIFIED DURING THE PLANNING OF THE AUDIT FOR THE YEAR ENDED
AUGUST 31, 2018

In planning and performing our audit of the financial statements of Lebanese American University (the "University") as of and for the year ended August 31, 2018 in accordance with auditing standards generally accepted in the United States of America, we considered internal control relevant to the preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of internal control.

Our consideration of internal control was for the purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control and therefore, there can be no assurance that all deficiencies have been identified. If we have performed more extensive procedures on internal control, we may have identified additional significant deficiencies to be reported, or concluded that some of the reported significant deficiencies need not, in fact, have been reported.
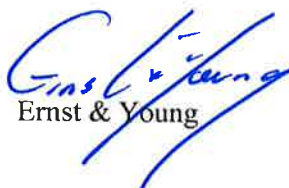
As discussed below, we identified certain deficiencies in internal control that we consider to be significant deficiencies.

A deficiency in internal control exists when: (i) A control is designed, implemented or operated in such a way that it is unable to prevent, or detect and correct, misstatements in the financial statements on a timely basis; or (ii) A control necessary to prevent, or detect and correct, misstatements in the financial statements on a timely basis is missing. A significant deficiency in internal control is a deficiency or combination of deficiencies in internal control that, in the auditors' professional judgment, is of sufficient importance to merit the attention of those charged with governance.

This communication is intended solely for the information and use of management and the Board of Trustees and is not intended to be and should not be used by anyone other than these specified parties.

We would be pleased to discuss the above matters or to respond to any question, at your convenience.

Yours faithfully,

Ernst & Young

TABLE OF CONTENTS

I. FIXED ASSETS

1. IMPROVE PHYSICAL VERIFICATION OF ASSETS

Finding
We noted that there is no formal policy and procedure for the physical verification of assets. Furthermore, the preparation and the review of the verification procedure are not being documented (no signature of preparer / reviewer).

Recommendation
We recommend establishing a formal policy for the regular verification of assets and to ensure proper documentation including the signature of the preparer and reviewer. This would ensure the existence of assets included under the fixed assets listing and increase security of assets, as misappropriations and errors would be detected on a timely basis.

Risk Rating

DEFICIENCY

Management Comments

We draw attention that all of LAU's capital assets are clearly tagged with unique codes and accurately maintained on a register within LAU's "ERP"-Oracle Fixed assets module. Each department takes full custody of its assets in general, and each individual being faculty, staff, student or third party takes full responsibility of LAU's capital assets under his/her custody.

Strict monitoring procedures are effected at all of LAU's entrances/exists and inside all campuses, whereby security guards inquire regarding any capital asset getting in or out of campuses and report any disorder to the campus services department, who will in turn take the necessary action. However, we are not aware of any such case occurring during the recent years and subsequent to the audit date.

The University is undergoing continuous capital expansion projects, making it impractical to conduct a comprehensive physical verification of capital assets due to the high volume of asset transfers taking place among campuses and departments.

II. CONFLICT OF INTEREST

1. **NO DISTRIBUTION OF COI FORMS TO CONTRIBUTORS (CARRIED FORWARD FROM PRIOR YEAR)**

Finding
We noted that there is no distribution of COI forms to substantial contributors as required by the IRS. Substantial contributors are individuals or organizations that made contributions of at least $5,000 during a tax year.

Recommendation
We recommend that management comply with this requirement.

Risk Rating

Management Comments

It is clear to management that filling conflict of interest forms by donors/grantors of gifts and grants over $5,000 is a requirement. However, from a practical point of view, such initiative stands unfeasible especially with non US donors. Making a request to non-US donors will not be perceived favourably and might adversely impact the university. It is a cultural issue rather than legal.
Meanwhile, all donors are being duly vetted.

INTERIM REPORT FORMS
GENERAL INFORMATION

Institution Name: | Lebanese American University

OPE ID: | **?** 4113300

		Annual Audit	
	?		Certified:	Qualified
Financial Results for Year Ending:	**?** 08/31	Yes/No	Unqualified
Most Recent Year	**?** 2017-2018	Yes	Unqualified
1 Year Prior	2016-2017	Yes	Unqualified
2 Years Prior	2015-2016	Yes	Unqualified

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

Budget / Plans
   Current Year   2017-2018
   Next Year   2018-2019

Contact Person: | **?** Dr. George E. Nasr
   Title: | Provost
   Telephone No: | +961-1-786456 Ext: 2367
   E-mail address | genasr@lau.edu.lb

Attach a copy of the current mission statement.

Document		Website Location	
Institutional Mission Statement	?	https://www.lau.edu.lb/about/mission.php	?

PLANNING	Year approved by governing board		Effective Dates	
Strategic Plans	?			?
Immediately prior Strategic Plan	2011		2011-2016	
Current Strategic Plan	2017		2017-2022	
Next Strategic Plan	2023		2023-2028	

	Year completed		Effective Dates	
Other institution-wide plans*				
Master plan	2010		2010-2030	
Academic plan	2017		2017-2022	
Financial plan	2019		2019-2024	
Technology plan	2019		2019-2022	
Enrollment plan	2017		2017-2022	
Development plan	2017		2017-2022	

Plans for major units (e.g., departments, library)*

		Year completed	Effective Dates
?	1. School of Architecture & Design	2018	2018-2022
	2. School of Arts & Sciences	2015	2015-2020
	3. Adnan Kassar School of Business	2016	2016-2020
	4. School of Engineering	2018	2018-2023
	5. Gilbert & Rose Marie Chagoury School of Medicine	2017	2017-2022
	6. Alice Ramez Chagoury School of Nursing	2015	2015-2020
	7. School of Pharmacy	2018	2018-2023

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated: ?

Program review schedule (e.g., every 5 years)

*Insert additional rows, as appropriate.

Please attach to this form:

1) A copy of the institution's organization chart(s).

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, descr

Name of the sponsoring entity	No such entity exists
Website location of documentation of relationship	

Governing Board   **Website location**

By-laws   https://www.lau.edu.lb/fil

Board members' names and affiliations   https://www.lau.edu.lb/abo

Please enter any explanatory notes in the box below

Date Approved by the Governing Board
03/25/2011

Evaluation

Website location

Document Room>Documents>Accreditation & Assessment Database>I. Strategic Plans
https://www.lau.edu.lb/about/strategic-plan//

Website location

Document Room>Documents>Accreditation & Assessment Database>X. Institutional Plans
https://www.lau.edu.lb/about/strategic-plan//
Document Room>Documents>Accreditation & Assessment Database>X. Institutional Plans
Document Room>Documents>Accreditation & Assessment Database>X. Institutional Plans
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Document Room>Documents>Accreditation & Assessment Database>I. Strategic Plans
Document Room>Documents>Accreditation & Assessment Database>I. Strategic Plans

Website location

Every 5 years

Governance
rnance)

ibe and document the relationship with the accredited institution.

les/lau_bylaws.pdf
out/governance/bot.php

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	2 years prior Fall 2016	1 year prior Fall 2017	Current year Fall 2018
?					
? Main campus	Beirut, Lebanon	1924	4,551	4,680	4,549
? Other principal campuses	Byblos, Lebanon	1992	3,850	3,750	3,752
	LAUMC-RH, Lebanon	2010	92	98	105
? Branch campuses (US)					
? Other instructional locations (US)					
? Branch campuses (overseas)					
? Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	2 years prior (FY2)	1 year prior (FY 2)	Current year (FY 2)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line					
? Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

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)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT		3,686	163					3,849
Main Campus PT		234	407					641
Other Principal Campus FT		3,309	28	36		221		3,594
Other Principal Campus PT		148	114					262
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	7,377	712	36	0	221	0	8,346
Total FTE		7,122.33	364.67	36.00		221.00		7,744.00
Enter FTE definition:	Headcount FTE = Full-time headcount + (Part-time headcount / 3)							
Degrees Awarded, Most Recent Year	2	1,645	263	28		48		1,986

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.

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	7	2	11	20	3,849	3,869
Main Campus PT	27	2	10	39	641	680
Other Principal Campus FT				0	3,594	3,594
Other Principal Campus PT			1	1	262	263
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	34	5	21	60	8,346	8,406
Total FTE	16.00	3.00	14.33	33	7,744.00	7,777.33
Enter FTE definition:	Headcount FTE = Full-time headcount + (Part-time headcount / 3)					
Certificates Awarded, Most Recent Year	35					

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.

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Program Type)

For Fall Term, as of Census Date	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2018)
Certificate	33	27	21	34
Associate	8	2	1	0
Baccalaureate	7495	7554	7515	7377
Total Undergraduate	7,536	7,583	7,537	7,411

Standard 4: The Academic Program
(Headcount by GRADUATE Program Type)

For Fall Term, as of Census Date	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2018)
Master's	532	671	732	712
Doctorate				
First Professional	230	231	233	257
Other				
Total Graduate	762	902	965	969

Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)

	3 Years Prior (AY 2015-2016)	2 Years Prior (AY 2016-2017)	1 Year Prior (AY 2017-2018)	Current Year (AY 2018-2019)
Undergraduate	246343	248365	245245	237644
Graduate	17886.5	19554	19738	20183.5
Total	264,230	267,919	264,983	257,828

Standard 4: The Academic Program
(Information Literacy sessions)

Main campus				
Sessions embedded in a class	1	0	0	4
Free-standing sessions	11	9	8	3
Branch/other locations				
Sessions embedded in a class	30	52	47	51
Free-standing sessions	37	22	16	24
Online sessions	0	0	0	0
URL of Information Literacy Reports				

Please enter any explanatory notes in the box below

Next Year Forward (goal) (Fall 2019)
32
0
7008

7,040

Next Year Forward (goal) (Fall 2019)
676
244

921

Next Year Forward (goal) (AY 2019-2020)
225762
19174

244,936

15
12

50
24
0

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2018)
Sophomore - Undergraduate	?				
Completed Applications	?	3,560	4,258	4,323	4,159
Applications Accepted	?	3,181	3,776	3,818	3,745
Applicants Enrolled	?	1,542	1,542	1,458	1,417
% Accepted of Applied		89.4%	88.7%	88.3%	90.0%
% Enrolled of Accepted		48.5%	40.8%	38.2%	37.8%
Percent Change Year over Year					
Completed Applications		na	19.6%	1.5%	-3.8%
Applications Accepted		na	18.7%	1.1%	-1.9%
Applicants Enrolled		na	0.0%	-5.4%	-2.8%
Average of statistical indicator of aptitude of enrollees: (define below)	?				
SAT ERW + SAT Math		1010	1021	1110	1126
Freshmen - Undergraduate	?				
Completed Applications	?	676	741	730	693
Applications Accepted	?	584	616	634	601
Applicants Enrolled	?	266	247	258	240
% Accepted of Applied		86.4%	83.1%	86.8%	86.7%
% Enrolled of Accepted		45.5%	40.1%	40.7%	39.9%
Percent Change Year over Year					
Completed Applications		na	9.6%	-1.5%	-5.1%
Applications Accepted		na	5.5%	2.9%	-5.2%
Applicants Enrolled		na	-7.1%	4.5%	-7.0%
Average of statistical indicator of aptitude of enrollees: (define below)	?				
SAT ERW + SAT Math		909	925	1016	1037
Transfers - Undergraduate	?				
Completed Applications		320	322	329	276
Applications Accepted		161	157	155	120
Applications Enrolled		99	91	98	76
% Accepted of Applied		50.3%	48.8%	47.1%	43.5%
% Enrolled of Accepted		61.5%	58.0%	63.2%	63.3%
Another Degree - Undergraduate	?				
Completed Applications		51	35	48	40
Applications Accepted		35	26	34	31
Applications Enrolled		12	12	16	13
% Accepted of Applied		68.6%	74.3%	70.8%	77.5%
% Enrolled of Accepted		34.3%	46.2%	47.1%	41.9%
Postbachelor's Certificate - Undergraduate	?				
Completed Applications		33	20	27	32
Applications Accepted		29	18	24	23
Applications Enrolled		26	9	14	19
% Accepted of Applied		87.9%	90.0%	88.9%	71.9%
% Enrolled of Accepted		89.7%	50.0%	58.3%	82.6%
Non Degree Seeking - Undergraduate	?				
Completed Applications		35	30	49	32
Applications Accepted		27	27	39	24
Applications Enrolled		15	13	27	23

% Accepted of Applied	77.1%	90.0%	79.6%	75.0%
% Enrolled of Accepted	55.6%	48.1%	69.2%	95.8%

Master's Degree `?`

Completed Applications	335	423	419	531
Applications Accepted	230	332	305	309
Applications Enrolled	156	224	190	204
% Accepted of Applied	68.7%	78.5%	72.8%	58.2%
% Enrolled of Accepted	67.8%	67.5%	62.3%	66.0%

First Professional Degree `?`

Completed Applications	253	206	246	222
Applications Accepted	115	125	120	129
Applications Enrolled	84	87	81	98
% Accepted of Applied	45.5%	60.7%	48.8%	58.1%
% Enrolled of Accepted	73.0%	69.6%	67.5%	76.0%

Doctoral Degree `?`

Completed Applications				
Applications Accepted				
Applications Enrolled				
% Accepted of Applied	-	-	-	-
% Enrolled of Accepted	-	-	-	-

Non Degree Seeking - Graduate `?`

Completed Applications	41	2	6	6
Applications Accepted	40	2	6	6
Applications Enrolled	29	2	5	5
% Accepted of Applied	97.6%	100.0%	100.0%	100.0%
% Enrolled of Accepted	72.5%	100.0%	83.3%	83.3%

Please enter any explanatory notes in the box below

?

Goal (specify year) (Fall 2019)

3951
3558
1346

90.0%
37.8%

-5.0%
-5.0%
-5.0%

1070

658
571
228

86.7%
39.9%

-5.0%
-5.0%
-5.0%

985

262
114
72

43.5%
63.3%

38
29
12

77.5%
41.9%

30
22
18

71.9%
82.6%

30
23
22

75.0%
95.8%

504
294
194

58.2%
66.0%

211
123
93

58.1%
76.0%

-
-

6
6
5

100.0%
83.3%

Standard 5: Students
(Enrollment, Fall Term)
Complete this form for each distinct student body identified by the institution (see Standard 5.1)

<div align="right">[?]</div>

Credit-Seeking Students Only - Including Continuing Education

	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2018)	Goal (specify year) (Fall 2019)
UNDERGRADUATE [?]					
First Year Full-Time Headcount [?]	1,900	1,849	1,818	1,751	1663
Part-Time Headcount [?]	74	86	62	71	67
Total Headcount	1,974	1,935	1,880	1,822	1,731
Total FTE [?]	1,969	1,926	1,886	1,821	1730
Second Year Full-Time Headcount	1,557	1,592	1,512	1,462	1389
Part-Time Headcount	74	82	77	67	64
Total Headcount	1,631	1,674	1,589	1,529	1,453
Total FTE	1,633	1,691	1,603	1,551	1473
Third Year Full-Time Headcount	1,405	1,481	1,541	1,468	1395
Part-Time Headcount	46	45	51	50	48
Total Headcount	1,451	1,526	1,592	1,518	1,442
Total FTE	1,527	1,615	1,698	1,613	1532
Fourth Year Full-Time Headcount	1,346	1,375	1,340	1,428	1357
Part-Time Headcount	103	68	93	95	90
Total Headcount	1,449	1,443	1,433	1,523	1,447
Total FTE	1,526	1,526	1,506	1,605	1524
Fifth Year Full-Time Headcount	581	629	635	624	593
Part-Time Headcount	102	87	87	71	67
Total Headcount	683	716	722	695	660
Total FTE	679	720	730	705	670
Sixth Year Full-Time Headcount	251	214	231	262	249
Part-Time Headcount	64	48	69	28	27
Total Headcount	315	262	300	290	276
Total FTE	313	261	287	303	288
Unclassified Full-Time Headcount [?]	22	8	17	17	16
Part-Time Headcount	28	26	25	39	37
Total Headcount	50	34	42	56	53
Total FTE	29	18	24	30	28
Total Undergraduate Students					
Full-Time Headcount	7,062	7,148	7,094	7,012	6,661
Part-Time Headcount	491	442	464	421	400
Total Headcount	7,553	7,590	7,558	7,433	7,061
Total FTE	7,676	7,757	7,733	7,627	7,246
% Change FTE Undergraduate	na	1.1%	-0.3%	-1.4%	-5.0%
GRADUATE [?]					
Full-Time Headcount [?]	370	409	438	451	428
Part-Time Headcount [?]	425	494	532	522	496
Total Headcount	795	903	970	973	924
Total FTE [?]	572	654	690	706	670
% Change FTE Graduate	na	14.5%	5.5%	2.2%	-5.0%
GRAND TOTAL					
Grand Total Headcount	8,348	8,493	8,528	8,406	7,986
Grand Total FTE	8,248	8,412	8,423	8,333	7,916
% Change Grand Total FTE	na	2.0%	0.1%	-1.1%	-5.0%

Please enter any explanatory notes in the box below

8

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

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

http://www.lau.edu.lb/about/governance-policies/policies/financial_aid_policy.pdf

	2013	2014	2015
? **Three-year Cohort Default Rate**	0%	0%	5.4%

	2015	2016	2017
? **Three-year Loan repayment rate**	100%	100%	100%

(from College Scorecard)

	3 Years Prior (AY 2014-2015)	2 Years Prior (AY 2015-2016)	Most Recently Completed Year (AY 2016-2017)
? **Student Financial Aid**			
Total Federal Aid	$5,692	$6,106	$6,635
Grants	$5,310	$5,706	$6,219
Loans	$335	$367	$398
Work Study	$47	$33	$18
Total State Aid	$0	$0	$0
Total Institutional Aid	$25,133	$30,110	$32,811
Grants	$17,145	$21,071	$24,799
Loans	$1,703	$2,069	$1,523
Total Private Aid	$6,285	$6,971	$6,489
Grants	$1,843	$4,012	$2,742
Loans	$1,843	$4,012	$2,742
Student Debt	$0	$0	$0
Percent of students graduating with debt (include all students who graduated in this calculation)			
Undergraduates	9.93%	11.84%	13.44%
Graduates	1%	1%	2%
First professional students	-	-	-
For students with debt:			
Average amount of debt for students leaving the institution with a degree			
Undergraduates	$4,543	$4,565	$4,270
Graduates	$4,117	$2,376	$1,782
First professional students	-	-	-
Average amount of debt for students leaving the institution without a degree			
Undergraduates	$1,476	$1,238	$1,794
Graduate Students	-	$8,509	$2,703
First professional students	-	-	-

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is g

English as a Second/Other Language			
English (reading, writing, communication skills)	37%	41%	39%
Math	8%	9%	10%
Other	7%	3%	6%

Please enter any explanatory notes in the box below

The University provides loans to students enrolled in undergraduate studies.

Current Year	Goal (specify year)
(AY 2017-2018)	(AY 2018-2019)
$6,221	$7,886
$5,804	$7,501
$385	$385
$32	$0
$0	$0
$36,127	$37,685
$29,484	$29,938
$1,014	$950
$5,629	$6,797
$2,745	$2,700
$2,745	$2,700
$0	$0

14.90%	-
1%	-
-	-

$4,628	-
$2,747	-
-	-

$2,694	-
$3,874	-
-	-

granted)

43%	38%
9%	8%
8%	6%

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)
? Number of Faculty by category				
Full-time*	331	338	299	320
Part-time	580	566	612	607
Adjunct	14	24	25	23
Clinical	17	17	67	63
Research				
Visiting	18	12	14	10
Other; specify below:				
Total	960	957	1,017	1,023
Percentage of Courses taught by full-time faculty				
	53.32%	52.80%	54.57%	58.48%
? Number of Faculty by rank, if applicable				
Professor	34	31	39	42
Associate	100	120	124	132
Assistant	151	134	139	138
Senior Lecturer			2	6
Lecturer	20	25	19	20
Senior Instructor	17	14	17	17
Instructor	42	42	39	38
Assistant Instructor	2	1	1	
Other; specify below:				
Part-time faculty	487	503	526	509
Part-time physicians	107	87	111	121
Total	960	957	1,017	1,023
? Number of Academic Staff by category				
Librarians	39	39	37	39
Advisors	8	7	6	8
Instructional Designers				1
Other; specify below:				
Total	47	46	43	48

Please enter any explanatory notes in the box below

* In 2015 and 2016, all full-time physicians are counted in the "Full-time" cell. As of 2017, the ranks of full-time physicians have

been redesigned and differentiated between full-time and clinical.

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

	3 Years Prior (FY 2015)		2 Years Prior (FY 2016)		1 Year Prior (FY 2017)		Current Year (FY 2018)	
	FT	PT	FT	PT	FT	PT	FT	PT
? Number of Faculty Appointed								
Professor	3		1		4		4	
Associate			2		2		3	
Assistant	17		18		21		20	
Senior Lecturer								
Lecturer	1		5		1			
Senior Instructor								
Instructor	2		3		4		2	
No rank								
Other								
Total	23	0	29	0	32	0	29	0
? Number of Faculty in Tenured Positions								
Professor	17		16		20		22	
Associate	72		79		84		95	
Assistant								
Instructor								
No rank								
Other								
Total	89	0	95	0	104	0	117	0
? Number of Faculty Departing								
Professor			4		1		1	
Associate	3		1		1		1	
Assistant	8		5		6		5	
Instructor								
No rank								
Other								
Total	11	0	10	0	8	0	7	0
? Number of Faculty Retiring								
Professor			1				1	
Associate	1		3				3	
Assistant					1			
Lecturer	1		1		1			
Instructor								
Assistant Instructor			1					
No rank								
Other								
Total	2	0	6	0	2	0	4	0

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:
https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 2015)			2 Years Prior (FY 2016)			1 Year Prior (FY 2017)			Current Year (FY 2018)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	366	594	960	367	590	957	380	637	1,017	393	630	1,023
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	28	4	32	28	4	32	29	3	32	31	4	35
Library Technicians			0			0			0			0
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs	127	54	181	127	61	188	130	63	193	135	68	203
Management Occupations	77		77	81		81	86		86	82		82
Business and Financial Operations	64	35	99	69	19	88	72	22	94	76	25	101
Computer, Engineering and Science	35	14	49	32	21	53	32	20	52	39	23	62
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	20	27	47	20	39	59	21	43	64	27	48	75
Healthcare Practitioners and Technical	4		4	4		4	4		4	4		4
Service Occupations	187	37	224	186	35	221	191	36	227	199	39	238
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	50		50	50		50	51		51	50		50
Natural Resources, Construction, Maintenance			0			0			0			0
Production, Transportation, Material Moving	18		18	21		21	21		21	24		24
Total	976	765	1,741	985	769	1,754	1,017	824	1,841	1,060	837	1,897

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (08 / 31)	2 Years Prior (AY 2015-2016)	1 Year Prior (AY 2016-2017)	Most Recent Year (AY 2017-2018)	Percent Change 2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)					
? Cash and Short Term Investments	$138,087	$139,171	$117,973	0.8%	-15.2%
? Cash held by State Treasurer	$0	$0	$0	-	-
? Deposits held by State Treasurer	$0	$0	$0	-	-
? Accounts Receivable, Net	$6,784	$11,343	$10,381	67.2%	-8.5%
? Contributions Receivable, Net	$12,263	$15,213	$11,901	24.1%	-21.8%
? Inventory and Prepaid Expenses	$2,364	$2,797	$2,760	18.3%	-1.3%
? Long-Term Investments	$526,424	$588,580	$644,646	11.8%	9.5%
? Loans to Students	$5,346	$5,683	$5,338	6.3%	-6.1%
? Funds held under bond agreement	$0	$0	$0	-	-
? Property, plants, and equipment, net	$281,904	$306,501	$338,545	8.7%	10.5%
? Other Assets	$1,322	$911	$632	-31.1%	-30.6%
Total Assets	**$974,494**	**$1,070,199**	**$1,132,176**	9.8%	5.8%
LIABILITIES (in 000s)					
? Accounts payable and accrued liabilities	$17,189	$21,405	$20,684	24.5%	-3.4%
? Deferred revenue & refundable advances	$8,555	$10,755	$11,255	25.7%	4.6%
? Due to state	$0	$0	$0	-	-
? Due to affiliates	$0	$0	$0	-	-
? Annuity and life income obligations	$0	$0	$0	-	-
? Amounts held on behalf of others	$0	$0	$0	-	-
? Long-term investments	$67,017	$66,057	$59,839	-1.4%	-9.4%
? Refundable government advances	$0	$0	$0	-	-
? Other long-term liabilities	$28,845	$31,742	$33,954	10.0%	7.0%
Total Liabilities	**$121,606**	**$129,959**	**$125,732**	6.9%	-3.3%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	**$796,563**	**$873,514**	**$935,598**	9.7%	7.1%
? Foundation				-	-
Total	**$796,563**	**$873,514**	**$935,598**	9.7%	7.1%
Temporarily restricted net assets					
Institutional	**$11,887**	**$13,559**	**$12,386**	14.1%	-8.7%
? Foundation				-	-
Total	**$11,887**	**$13,559**	**$12,386**	14.1%	-8.7%
Permanently restricted net assets					
Institutional	**$44,438**	**$53,167**	**$58,460**	19.6%	10.0%
? Foundation				-	-
Total	**$44,438**	**$53,167**	**$58,460**	19.6%	10.0%
Total Net Assets	**$852,888**	**$940,240**	**$1,006,444**	10.2%	7.0%
TOTAL LIABILITIES and NET ASSETS	**$974,494**	**$1,070,199**	**$1,132,176**	9.8%	5.8%

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

	Fiscal Year ends - month& day: (08 / 31)	3 Years Prior (AY 2015-2016)	2 Years Prior (AY 2016-2017)	Most Recently Completed Year (AY 2017-2018)	Current Year (AY 2018-2019)	Next Year Forward (AY 2019-2020)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$136,514	$164,290	$167,970	$154,351	$157,561
?	Room and board	$0	$0	$0	$0	$0
?	Less: Financial aid	($25,386)	($31,770)	($33,323)	($34,581)	($36,267)
	Net student fees	$111,128	$132,521	$134,647	$119,770	$121,294
?	Government grants and contracts	$7,684	$8,405	$9,025	$9,749	$12,518
?	Private gifts, grants and contracts	$2,008	$1,983	$1,992	$32,658	$34,481
	LESS: Sponsorships	($6,947)	($8,091)	($8,467)	($9,180)	($9,700)
	Net Gifts, Grants & Contracts	$2,745	$2,297	$2,550	$33,227	$37,299
?	Other auxiliary enterprises	$2,539	$3,060	$3,136	$1,584	$3,230
	Endowment income used in operations	$442	$534	$596	$7,600	$7,600
?	Other revenue (specify): Financial revenues	$1,110	$1,847	$1,558	$1,500	$1,500
	Other revenue (specify): Transfers & other indirect revenues	$5,465	$3,055	$2,886	$0	$0
	Total Operating Revenues	**$123,429**	**$143,313**	**$145,372**	**$163,681**	**$170,923**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$35,860	$39,963	$43,196	$49,025	$51,168
?	Research	$9,576	$9,205	$9,616	$13,877	$14,167
?	Public Service	$0	$0	$0	$0	$0
?	Academic Support	$12,904	$13,966	$13,783	$17,284	$18,632
?	Student Services	$7,320	$9,235	$9,342	$9,033	$9,231
?	Institutional Support	$25,912	$26,859	$26,389	$33,879	$34,679
	Fundraising and alumni relations	$2,451	$2,601	$2,368	$2,915	$2,971
?	Operation, maintenance of plant (if not allocated)	$8,118	$9,064	$10,647	$10,161	$10,634
?	Scholarships and fellowships (cash refunded by public institution)	$0	$0	$0	$0	$0
?	Auxiliary enterprises	$2,117	$2,288	$2,287	$2,577	$2,623
?	Depreciation (if not allocated)	$9,602	$10,747	$11,227	$16,430	$18,318
?	Other expenses (specify): Budgeted transfers & other expenses	$9,163	$9,375	$8,488	$8,500	$8,500
	Other expenses (specify):					
	Total operating expenditures	**$123,023**	**$133,303**	**$137,343**	**$163,681**	**$170,923**
	Change in net assets from operations	**$406**	**$10,010**	**$8,029**	**$0**	**$0**
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	$0	$0	$0	$0	$0
?	Investment return	$35,657	$56,096	$44,351	$21,402	$29,713
?	Interest expense (public institutions)	($1,979)	($1,919)	($1,527)	($1,400)	($1,400)
	Gifts, bequests and contributions not used in operations	$4,556	$11,593	$6,344	$0	$0
?	Other (specify): Net financial revenue	$4,474	$4,781	$4,407	$5,203	$3,923
	Other (specify): other misc. expenses	($1,392)	($1,667)	($2,227)	$0	$0
	Other (specify): Net transfers	$5,913	$8,459	$6,827	$9,635	$368
	Net non-operating revenues	**$47,229**	**$77,343**	**$58,175**	**$34,840**	**$32,604**
	Income before other revenues, expenses, gains, or losses	**$47,635**	**$87,352**	**$66,204**	**$34,840**	**$32,604**
?	Capital appropriations (public institutions)	**$0**	**$0**	**$0**		
?	Other (specify):	**$0**	**$0**	**$0**		
	TOTAL INCREASE/DECREASE IN NET ASSETS	**$47,635**	**$87,352**	**$66,204**	**$34,840**	**$32,604**

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (08 / 31)			3 Years Prior (AY 2015-2016)	2 Years Prior (AY 2016-2017)	Most Recently Completed Year (AY 2017-2018)	Current Year (AY 2018-2019)
		Long-term Debt				
		Beginning balance	$58,468	$67,017	$66,057	$59,839
		Additions	$18,216	$10,299	$27,459	$11,683
	?	Reductions	($9,667)	($11,259)	($33,677)	($16,215)
		Ending balance	**$67,017**	**$66,057**	**$59,839**	**$55,307**
		Interest paid during fiscal year	$3,275	$3,520	$3,254	$2,330
		Current Portion	$7,740	$30,423	$13,885	$12,831
		Bond Rating	AA-	AA-	AA-	Bonds settled FY18
		Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	2.33	1.16	0.80	0.89
		Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	0.07	0.04	0.05	0.04
		Debt to Assets Ratio Long-term Debt / Total Assets	0.06	0.04	0.04	0.04

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covena met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the i indicate whether a waiver has been secured from the lender and/or if covenants were modified.

1. Interest rate: Bank loans represent long term loans most of which are subsidized by the Central Bank of Lebanon. Such loans hav rate as a factor of 1-year Lebanese Treasury bills plus a fixed margin.

2. Schedule and structure of payments: Long term loans settled in mostly Quarterly/monthly installments.

3. Debt covenants: Met

Line(s) of Credit: List the institutions line(s) of credit and their uses.

Undrawn bank facilities as of August 31, 2018 amount to U$ 13.5 million to be utilized for construction and renovation projects at th

Future borrowing plans (please describe).

Future borrowing plans are still uncommitted as of August 31, 2018. These plans are mainly established to finance construction and c the University.

Next Year Forward (AY 2019-2020)
$55,307
$5,939
($14,960)
$46,286
$2,129
$8,668
Bonds settled FY18
0.27
0.04
0.03

nts are being
nstituiton). **Also,**

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apital projects at

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (08 / 31)	3 Years Prior (AY 2015-2016)	2 Years Prior (AY 2016-2017)	Most Recently Completed Year (AY 2017-2018)	Current Year (AY 2018-2019)
NET ASSETS				
Net assets beginning of year	$805,253	$852,888	$940,240	$1,006,444
Total increase/decrease in net assets	$47,635	$87,352	$66,204	$34,840
Net assets end of year	**$852,888**	**$940,240**	**$1,006,444**	**$1,041,284**
FINANCIAL AID				
Source of funds				
Unrestricted institutional	$25,133	$30,110	$32,811	$35,333
Federal, state and private grants	$5,692	$6,106	$6,635	$6,226
Restricted funds	$1,843	$4,012	$2,742	$2,587
Total	**$32,668**	**$40,228**	**$42,188**	**$44,146**
% Discount of tuition and fees	23.9%	24.5%	25.1%	28.6%
? % Unrestricted discount	18.4%	18.3%	20.0%	22.9%
Net Tuition Revenue per FTE				
? **FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**	Not reviewed per 34 CFR 668.23(h)(1)	Not reviewed	Not reviewed	Not reviewed

Please indicate your institution's endowment spending policy:

The spending rate from the endowment will be reviewed at least annually in light of evolving trends with respect to investment performa of the University, and will be adjusted as appropriate. Unless otherwise directed by the donor for a specific endowed gift, the annual sper exceed 4% of the trailing 3-year market value of the endowment.

Please enter any explanatory notes in the box below.

Next Year Forward (AY 2019-2020)
$1,041,284
$32,604
$1,073,888
$37,685
$5,967
$2,700
$46,352
29.4%
23.9%
Not reviewed
nce and the needs nding rate shall not

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS month & day (08 / 31)	3 Years Prior (AY 2015-2016)	2 Years Prior (AY 2016-2017)	Most Recently Completed Year (AY 2017-2018)	Current Year (AY 2018-2019)	Next Year Forward (AY 2019-2020)
CASH FLOW					
Cash and Cash Equivalents beginning of year	$170,244	$138,087	$139,171	$117,973	$139,297
Cash Flow from Operating Activities	($4,360)	$39,151	$38,734	$64,645	$16,731
Cash Flow from Investing Activities	($37,305)	($41,043)	($54,683)	($27,106)	($36,050)
Cash Flow from Financing Activities	$9,508	$2,976	($5,249)	($16,215)	($14,960)
Cash and Cash Equivalents end of year	**$138,087**	**$139,171**	**$117,973**	**$139,297**	**$105,018**
LIQUIDITY RATIOS					
Current Assets	$153,030	$160,694	$138,752	$160,237	$123,971
Current Liabilities	$25,004	$47,101	$35,072	$20,993	$21,203
Current Ratio	6.12	3.41	3.96	7.63	5.85
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	0.00	0.00	0.00	0.00	0.00

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

None

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations?   If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

None

Please enter any explanatory notes in the box below.

None

Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
IPEDS Retention Data					
Cohort	2014	2015	2016	2017	2018
Associate degree students	-	-	-	-	-
Bachelors degree students	91.1%	92.1%	90.7%	89.2%	89.2%
? IPEDS Graduation Data (150% of time)					
Cohort	2007	2008	2009	2010	2011
Associate degree students	-	-	-	-	-
Bachelors degree students	77.2%	70.5%	75.3%	80.3%	80.3%
? IPEDS Outcomes Measures Data					
Cohort*			July 1, 2009 - July 1, 2010 - June 30, 2011		
First-time, full time students					
Awarded a degree within six years	-	-	73.3%	77.6%	77.6%
Awarded a degree within eight years	-	-	77.2%	80.4%	80.4%
Not awarded within eight years but still enrolled	-	-	0.7%	0.4%	0.4%
First-time, part-time students					
Awarded a degree within six years	-	-	58.6%	70.0%	70.0%
Awarded a degree within eight years	-	-	63.8%	76.0%	76.0%
Not awarded within eight years but still enrolled	-	-	1.7%	2.0%	2.0%
Non-first-time, full-time students					
Awarded a degree within six years	-	-	74.4%	75.7%	75.7%
Awarded a degree within eight years	-	-	76.3%	80.0%	80.0%
Not awarded within eight years but still enrolled	-	-	0.6%	0.0%	0.0%
Non-first-time, part-time students					
Awarded a degree within six years	-	-	65.5%	62.5%	62.5%
Awarded a degree within eight years	-	-	69.0%	62.5%	62.5%
Not awarded within eight years but still enrolled	-	-	0.0%	0.0%	0.0%
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
Cohort	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
1 Progression of Bachelor's Students from the Freshman Class	88.5%	88.6%	88.3%	86.4%	86.4%
2 Progression of Bachelor's Students from the Sophomore Class	83.3%	81.3%	82.8%	81.7%	81.7%
3 Progression of Bachelor's Students from the Junior Class	88.9%	87.9%	86.0%	88.6%	88.6%
4					
5					
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
Cohort			2011	2012	2013
1 Bachelor's Degrees 150% Graduation Rates of USP Students	-	-	96.1%	98.1%	98.1%
2 Bachelor's Degrees 150% Graduation Rates of MEPI Students	-	-	100%	100%	100%
3					
4					
5					

Definition and Methodology Explanations

1 The progression rate is the percentage of students from the specified fall cohort who progressed to a higher class or graduated by the following fall.

2 The 150% graduation rates of USP and MEPI students are calculated using same methodology used for the Bachelor's 150% graduation rates.

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

? Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Co...
	6 years ago	4 years ago	6 years ago
? First-time, Full-time Students			
Degree from original institution	79%	47%	-
Not graduated, still enrolled at original institution	2%	30%	-
Degree from a different institution	-	-	-
Transferred to a different institution	-	-	-
Not graduated, never transferred, no longer enrolled	-	-	-
Not graduated, no longer enrolled at original institution	19%	23%	-
? First-time, Part-time Students			
Degree from original institution	38%	21%	-
Not graduated, still enrolled at original institution	0%	29%	-
Degree from a different institution	-	-	-
Transferred to a different institution	-	-	-
Not graduated, never transferred, no longer enrolled	-	-	-
Not graduated, no longer enrolled at original institution	62%	50%	-
? Non-first-time, Full-time Students			
Degree from original institution	78%	55%	-
Not graduated, still enrolled at original institution	1%	28%	-
Degree from a different institution	-	-	-
Transferred to a different institution	-	-	-
Not graduated, never transferred, no longer enrolled	-	-	-
Not graduated, no longer enrolled at original institution	21%	17%	-
? Non-first-time, Part-time Students			
Degree from original institution	71%	44%	-
Not graduated, still enrolled at original institution	0%	25%	-
Degree from a different institution	-	-	-
Transferred to a different institution	-	-	-
Not graduated, never transferred, no longer enrolled	-	-	-
Not graduated, no longer enrolled at original institution	29%	31%	-

Measures of Student Achievement and Success/Institutional Performance and Goals				
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year
	(FY 2015-2016)	(FY 2016-2017)	(FY 2017-2018)	(FY 2018-2019)

Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 b...

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year
1	% of graduates applying to a graduate p...	23%	31%	32%	34%
2	% of graduates accepted to a graduate p...	88%	88%	89%	91%
3					
4					

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g... public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were n... prepared (add more rows as needed; add definitions/methodology in #2 below)

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year
1	% of graduates who are members of an...	-	-	15%	12%
2	% graduates who are employed in a job...	26%	20%	-	-
3					
4					

Definition and Methodology Explanations

% of graduates applying to a graduate program: retrieved from Exit Survey, targeted to all graduates eac survey, graduates are asked whether they have applied to a graduate program.

% of graduates accepted to a graduate program: retrieved from Exit Survey, targeted to all graduates eac survey, graduates are asked whether they have been accepted to a graduate program. Percentage is calculated who reported that they have applied to a graduate program.

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**Next Year
Forward (goal)
(FY 2019-2020)**

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Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

		3-Years Prior (FY 2015)		2 Years Prior (FY 2016)		1 Year Prior (FY 2017)		Most Recent Year (FY 2018)	

? State Licensure Examination Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	National American Pharmacist Licensure	8	7	7	7	10	9	7	6
2	USMLE Step 1	28	26	27	25	29	29	23	21
3	USMLE Step 2 Clinical Knowledge	19	15	25	24	14	13	21	19
4	USMLE Step 2 Clinical Skills	15	15	24	21	20	18	22	16
5									

? National Licensure Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	Lebanese National Competency Assessment	50	50	87	87	64	64	63	63
2	Colloquium - Nursing	22	22	19	19	34	34	17	17
3	Colloquium - General Medicine	34	34	40	40	37	37	38	38
4	Colloquium - Nutrition	48	47	50	50	38**	37**	N/A	N/A
5									

? Job Placement Rates

	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	AA in Liberal Arts	0			1	0	1	1		
2	AAS in Business Management	0	1	1			1			
3	AAS in Communication Media	0	1							
4	BA in Arab. Lang. & Literature	0							2	
5	BA in Comunication	0							5	4
6	BA in Communication Arts	0	56	16	53	22	5	4		
7	BA in Education	0	20	13	25	14	24	17	20	7
8	BA in English	0	4	2	9	2	6	1	12	4
9	BA in Fashion Design	0			12	0	13	3	12	4
10	BA in Fine Arts	0	3	0	2	0	5	2	4	2
11	BA in History	0	2							
12	BA in Interior Architecture	0	40	12	41	14	34	11	32	4
13	BA in Multimedia Journalism	0			3	0	16	7	7	2
14	BA in Performing Arts	0			1	0	3	1	4	1
15	BA in Philosophy	0	1	0			1			
16	BA in Political Sc/Int.Affairs	0	26	12	39	10	35	10	49	23
17	BA in Political Science	0	3	3			1			
18	BA in Psychology	0	25	12	44	16	48	11	54	13
19	BA in Soc.Work & Comm.Develop	0					1		4	2
20	BA in Social Work	0	2	2	7	6	2	1	1	0
21	BA in Television and Film	0			1	1	28	13	35	5
22	BA in Translation	0	6	1	3	1	9	3	8	2
23	Bachelor of Architecture	0	95	27	68	22	94	24	83	22
24	BE in Civil Engineering	0	93	25	72	17	81	22	84	26
25	BE in Computer Engineering	0	20	9	27	11	25	15	20	6
26	BE in Electrical Engineering	0	19	2	20	3	12	5	10	3
27	BE in Industrial Engineering	0	19	12	16	7	18	9	27	11
28	BE in Mechanical Engineering	0	63	14	55	17	82	24	47	15
29	BE in Mechatronics Engineering	0							1	1
30	BE in Petroleum Engineering	0					3		23	1
31	BFA in Graphic Design	0							2	

	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
32	BS in Bioinformatics	0	5	2	5	1	5	2	8	3
33	BS in Biology	0	103	11	115	9	133	13	127	10
34	BS in Business	0	517	233	491	232	500	221	600	241
35	BS in Chemistry	0	12	0	10	1	16	2	12	3
36	BS in Computer Science	0	29	18	32	14	40	22	37	17
37	BS in Economics	0	47	16	50	19	57	25	59	17
38	BS in Graphic Design	0	41	22	31	21	27	18	20	10
39	BS in Hosp. & Tourism Manag.	0	22	11	13	6	23	7	23	11
40	BS in Interior Design	0	28	13	31	10	17	5	22	6
41	BS in Mathematics	0	3	0	9	2	14	4	6	0
42	BS in Nursing	0			33	19	17	8	19	13
43	BS in Nutr.&Diet. Coord. Prog.	0	12	1	8		9		12	0
44	BS in Nutrition	0	58	39	59	37	40	28	30	21
45	BS in Pharmacy	0	65	17	66	18	66	16	65	19

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)   http://dira.lau.edu.lb/assessment/surveys.php

? Job Placement Rates

	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	AA in Liberal Arts	12								
2	AAS in Business Management	12								
3	AAS in Communication Media	12								
4	BA in Arab. Lang. & Literature	12								
5	BA in Comunication	12								
6	BA in Communication Arts	12					61	22		
7	BA in Education	12					27	9		
8	BA in English	12					9	2		
9	BA in Fashion Design	12					13	1		
10	BA in Fine Arts	12					3			
11	BA in History	12								
12	BA in Interior Architecture	12					42	11		
13	BA in Multimedia Journalism	12					3	1		
14	BA in Performing Arts	12					1			
15	BA in Philosophy	12								
16	BA in Political Sc/Int.Affairs	12					42	9		
17	BA in Political Science	12								
18	BA in Psychology	12					52	11		
19	BA in Soc.Work & Comm.Develop	12								
20	BA in Social Work	12					7	2		
21	BA in Television and Film	12					2			
22	BA in Translation	12					3			
23	Bachelor of Architecture	12					70	22		
24	BE in Civil Engineering	12					88	24		
25	BE in Computer Engineering	12					30	12		
26	BE in Electrical Engineering	12					19	4		
27	BE in Industrial Engineering	12					16	5		
28	BE in Mechanical Engineering	12					62	18		
29	BE in Mechatronics Engineering	12								
30	BE in Petroleum Engineering	12								
31	BFA in Graphic Design	12								
32	BS in Bioinformatics	12					4			
33	BS in Biology	12					129	9		
34	BS in Business	12					555	175		
35	BS in Chemistry	12					10	3		
36	BS in Computer Science	12					35	11		
37	BS in Economics	12					61	16		
38	BS in Graphic Design	12					31	13		
39	BS in Hosp. & Tourism Manag.	12					15	8		
40	BS in Interior Design	12					36	10		
41	BS in Mathematics	12					10	2		
42	BS in Nursing	12					34	12		

43	BS in Nutr.&Diet. Coord. Prog.	12					8	1		
44	BS in Nutrition	12					60	9		
45	BS in Pharmacy	12					62	19		

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)   http://dira.lau.edu.lb/assessment/surveys.php

Note: 27% of alumni sought a graduate degree (170 out of 634) and 19% didn't seek employment (122 out of 634) either to pursue education (109), for family reasons(3) or for other reasons(10).

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Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
? Completion Rates					
1					
2					
3					
4					
5					
? Placement Rates					
1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

Job Placement figures are generated from the Exit Survey targeted to all graduates each year. In the survey, graduates are asked whether they have found a job prior to graduation.

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2015)	**(FY 2016)**	**(FY 2017)**	**(FY 2018)**	**(FY 2019)**
? **Master's Programs - Full Time Entering Students** (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	91%	69%	78%	83%	
Graduation rates @ 150% time	82%	89%	85%	62%	
Average time to degree	2.6	2.4	2.6	2.3	
Other measures, specify:					
? **Master's Programs - Part Time Entereing Students** (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	84%	88%	82%	86%	
Graduation rates @ 150% time	76%	70%	72%	78%	
Average time to degree	2.9	3.1	3.2	3.0	
Other measures, specify:					
? **Doctoral Programs** (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? **First Professional Programs Pharm-D** (Add definitions/methodology in #3 below)					
Retention rates first-to-second year	-	-	-	-	
Graduation rates @ 150% time	97%	97%	100%	97%	
Average time to degree	1.0	1.0	1.0	1.0	
Other measures, specify:					
? **First Professional Programs - General Medicine** (Add definitions/methodology in #3 below)					
Retention rates first-to-second year	98%	98%	96%	100%	
Graduation rates @ 150% time	100%	94%	98%	98%	
Average time to degree	4.1	4.0	4.1	4.0	
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates	80%	86%	75%	83%	
Retention rates	75%	0%	0%	100%	
Graduation rates	-	-	50%	0%	
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					

Definition and Methodology Explanations

1

Section 1 was divided into 2 parts according to the time status of new graduate students at their entering term:
1. Master's Programs - Full Time Entereing Students
2. Master's Programs - Part Time Entereing Students

Retention rates first-to-second year: is the percentage of new graduate students entereing the institution as degree-seeking from previous fall term and its preceding summer term(s) , and who are again enrolled in the current fall.

Graduation rates @ 150% time: is the percentage of new graduate students entering the institution as degree-seeking in a particular fall term with its preceding summer term(s) and who have completed their degree within 150 percent of normal time to completion. For students entereing the institution as full time graduates, the 150% duration of degree completion was taken as 3 years and for part time graduates the 150% duration of degree completion was taken as 6 years.

Average time to degree: is the average number of years taken by graduate students to get a degree. This average was calculated for the cohort of new graduate students entering the institution as degree-seeking that enrolled in the fall and its preceding summer term(s), 6 years before the reporting period. For the conversion of terms to years, the fall and spring terms were considered as half a year each while the summer is considered as part of the preceding term. Note: according to LAU's Rules & Procedures the time limit to complete a master's degree is six years.

2

3

Section 3 was divided into 2 parts reflecting the different First Professional programs offered at LAU:
1. Doctor of Pharmacy (Profeesional Year) with normal time to completion of 1 year
2. Doctor of Medicine with normal time to completion of 4 years

Retention rates first-to-second year: is the percentage of new graduate students entereing the institution from the previous academic year and who are again enrolled in the current academic year. This measure is irrelevant for Pham-D students as they are expected to graduate by the end of the year.

Graduation rates @ 150% time: is the percentage of new graduate students entering the institution in a particular academic year (cohort) and who have completed their degree within 150 percent of normal time to completion. For Pharm-D students, the 150% time to degree completion was taken as 2 years and for Medicine students the 150% time to degree completion was taken as 6 years.

Average time to degree: is the average number of academic years taken to get a degree. This average was calculated for the cohort of new graduate students that enrolled 2 years before the reporting period for the Pharm-D students and 6 years before the reporting period for Medicine students. Students that did not get a degree by the end of last year's academic period were not included in the calculation of the this average.

4

Course completion rate: is the percentage of enrolled students who successfully completed the course. This rate will reflect previous year data (i.e. in for FY 2018, it includes Fall 2017, Spring 2018 and Summer 2018)

Retention rate: is the percentage of new students joining LAU in previous year (fall, spring and summer) who are actually enrolled in the curent reporting year.

5

? Policies	Last Updated	?
Academic honesty	Fraud Policy (2018); Student Code of Conduct (2019); Code of Ethics (2006)	
Intellectual property rights	Copyright and Patent Policy (2007); Compliance Program for United States Sponsored Programs & Procurement Contracts Intellectual Property/Reporting Policy (2018)	
Conflict of interest	Conflict of Interest Policy (2017)	
Privacy rights	Confidentiality Policy (2016)	
Fairness for students	Rights and Responsibilities Policy (2003); Student and University Policy (2009)	
Fairness for faculty	Rights and Responsibilities Policy (2003)	
Fairness for staff	Rights and Responsibilities Policy (2003)	
Academic freedom	Personnel Policy - Faculty Section (2019); Faculty Bylaws (2014); Academic Affairs Policy (2009); Rights and Responsibilities Policy (2003)	
Research	Responsible Conduct of Research and Research Misconduct (2018); Policy for Institutional Review Board (2016)	
Title IX	2019	
Other; specify		
Non-Fraternization Policy	2014	

Non-discrimination policies

	Last Updated	
Recruitment and admissions	Admissions Policy (2009); Discrimination, Harassment and Sexual Misconduct Prevention Policy (2017)	
Employment	Discrimination, Harassment and Sexual Misconduct Prevention Policy (2017)	
Evaluation		
Disciplinary action	Discrimination, Harassment and Sexual Misconduct Prevention Policy (2017)	
Advancement		
Other; specify		

Resolution of grievances

Students	Grievance Policy (2007); Faculty Bylaws (2014); Student Grievance Procedure (2007)	
Faculty	Grievance Policy (2007); Faculty Grievance Procedure (2016)	
Staff	Grievance Policy (2007); Staff Grievance Procedures (2007)	
Other; specify		

? Other	Last Updated	
Academic Integrity website for students	Regularly updated	
Faculty Handbook	Regularly updated	
Faculty Handbook for Academic and Professional Integrity	Regularly updated	
Training on Ethical Conduct in Research to be provided on the CITI Program online platform	Regularly conducted	

Please enter any explanatory notes in the box below

Website location where policy is posted	Responsible Office or Committee
https://www.lau.edu.lb/about/policies/fraud_policy.pdf https://www.lau.edu.lb/about/policies/code_of_ethics.pdf	Provost (faculty); SDEM (students)
https://www.lau.edu.lb/about/policies/copyright_patent_policy.pdf https://www.lau.edu.lb/about/policies/R5-intellectual-property-reporting.pdf	Legal Counsel
https://www.lau.edu.lb/about/policies/conflict_of_interest.pdf?v2	Legal Counsel
https://www.lau.edu.lb/about/policies/confidentiality_policy.pdf?v3	Legal Counsel
https://www.lau.edu.lb/about/policies/rights_responsibilities_policy.pdf https://www.lau.edu.lb/about/policies/student_university_policy.pdf	SDEM
https://www.lau.edu.lb/about/policies/rights_responsibilities_policy.pdf	Provost
https://www.lau.edu.lb/about/policies/rights_responsibilities_policy.pdf	Human Resources
https://www.lau.edu.lb/about/policies/personnel_policy_faculty_section.pdf https://www.lau.edu.lb/files/faculty_bylaws.pdf https://www.lau.edu.lb/about/policies/academic_affairs_policy.pdf	Provost
https://www.lau.edu.lb/about/policies/research-misconduct-policy.pdf https://www.lau.edu.lb/about/policies/policy-for-institutional-review-board.pdf	Graduate Studies and Research (GSR)
	A Title IX coordinator has been appointed. The Title IX Office will launch awareness campaigns and establish procedures for handling pertinent complaints.
https://www.lau.edu.lb/about/policies/non-fraternization-policy.pdf	Legal Counsel

Website location where policy is posted	Responsible Office or Committee
https://www.lau.edu.lb/about/policies/admissions_policy.pdf https://www.lau.edu.lb/about/policies/harassment_policy.pdf	Provost (faculty); Human Resources (staff); SDEM
https://www.lau.edu.lb/about/policies/harassment_policy.pdf	Provost (faculty); Human
https://www.lau.edu.lb/about/policies/harassment_policy.pdf	Provost (faculty); Human
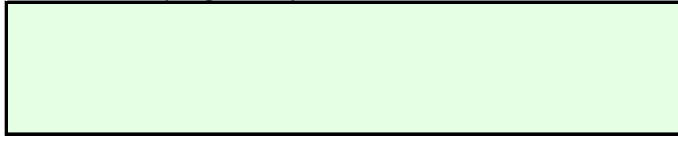
Website location where policy is posted	Responsible Office or Committee
https://www.lau.edu.lb/about/policies/grievance_policy.pdf	SDEM
https://myportal.lau.edu.lb/sites/FS/Pages/Procedures.aspx	Provost
https://www.lau.edu.lb/about/policies/grievance_policy.pdf	Human Resources

Website location or Publication	Responsible Office or Committee
http://students.lau.edu.lb/academic-integrity/	SDEM
https://myportal.lau.edu.lb/sites/FS/myacademic/Pages/default.aspx	Provost
https://myportal.lau.edu.lb/sites/FS/myacademic/Pages/default.aspx	Provost
https://about.citiprogram.org/en/homepage/	GSR

Information
How can inquiries be made about the institution? Where can questions be addressed?
Notice of availability of publications and of audited financial statement or fair summary
Processes for admissions
Processes for employment
Processes for grading
Processes for assessment
Processes for student discipline
Processes for consideration of complaints and appeals

List below the statements or promises made regarding prog graduates or faculty and indicate where valid documentatio

Statement/Promise

Date of last review of:
Print publications

Digital publications

Please enter any explanatory notes in the box below

(Transparency)

Website location and/or Relevant Publication(s)
Mainly through the website (www.lau.edu.lb), but also through email, by phone and in person (contact info is available on the website). Information on the website is also tailored for employers, parents, and alumni.
Financial statements are available in the President's Report in print and online at https://www.lau.edu.lb/about/governance/president/president-report.php
Available on a newly designed webpage at https://admissions.lau.edu.lb Admissions Viewbook https://www.lau.edu.lb/apply/files/admissions-viewbook-1920.pdf
https://www.lau.edu.lb/employment/
Undergraduate academic rules and procedures https://catalog.lau.edu.lb/2018-2019/undergraduate/academic-rules-procedures.php Graduate academic rules and procedures https://catalog.lau.edu.lb/2018-2019/graduate/academic-rules-procedures.php
http://dira.lau.edu.lb/assessment/
https://www.lau.edu.lb/about/policies/student_code_of_conduct.pdf
The processes for reporting complaints and appeals are specified in the relevant policies or related procedures, e.g. Fraud (https://www.lau.edu.lb/about/policies/fraud_policy.pdf), Ethical Misconduct (https://www.lau.edu.lb/about/policies/code_of_ethics.pdf), Faculty Grievance Procedure (https://myportal.lau.edu.lb/sites/FS/Pages/Procedures.aspx), Discrimination and Harassment (https://www.lau.edu.lb/about/policies/harassment_policy.pdf), and Student Misconduct (https://www.lau.edu.lb/about/policies/student_code_of_conduct.pdf).

ram excellence, learning outcomes, success in placement, and achievements of
can be found.

Website location and/or publication where valid documentation can be found

Yearly and ongoing for university publications. School publications are updated after each program review cycle and within the cycle if necessary.

Yearly and ongoing

Information
Institutional catalog
Obligations and responsibilities of students and the institution
Information on admission and attendance
Institutional mission and objectives
Expected educational outcomes
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation
Requirements, procedures and policies re: admissions
Requirements, procedures and policies re: transfer credit
A list of institutions with which the institution has an articulation agreement
Student fees, charges and refund policies
Rules and regulations for student conduct
Procedures for student appeals and complaints
Other information re: attending or withdrawing from the institution
Academic programs
Courses currently offered
Other available educational opportunities
Other academic policies and procedures
Requirements for degrees and other forms of academic recognition
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them
Names and positions of administrative officers
Names, principal affiliations of governing board members
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
Programs, courses, services, and personnel not available in any given academic year.
Size and characteristics of the student body
Description of the campus setting
Availability of academic and other support services
Range of co-curricular and non-academic opportunities available to students
Institutional learning and physical resources from which a student can reasonably be expected to benefit
Institutional goals for students' education
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
Total cost of education and net price, including availability of financial aid and typical length of study
Expected amount of student debt upon graduation and loan payment rates
Statement about accreditation

Website location
https://catalog.lau.edu.lb/
https://www.lau.edu.lb/about/policies.php
https://www.lau.edu.lb/apply/admission/
https://www.lau.edu.lb/about/mission.php
https://www.lau.edu.lb/study/undergraduate/ (Each academic program includes goals and expected outcomes)
https://www.lau.edu.lb/about/
https://www.lau.edu.lb/about/policies/admissions_policy.pdf
https://www.lau.edu.lb/apply/admission/transfer.php
http://dira.lau.edu.lb/fact-book/
https://www.lau.edu.lb/fees/
https://www.lau.edu.lb/about/policies/student_code_of_conduct.pdf
https://www.lau.edu.lb/about/policies/student_code_of_conduct.pdf
https://catalog.lau.edu.lb/arpu https://catalog.lau.edu.lb/arpg
https://www.lau.edu.lb/study/
https://catalog.lau.edu.lb/courses/
https://sinarc.lau.edu.lb/
https://www.lau.edu.lb/about/policies.php
https://catalog.lau.edu.lb/arpu https://catalog.lau.edu.lb/arpg
https://catalog.lau.edu.lb/ http://comm.lau.edu.lb/our-people
https://www.lau.edu.lb/about/governance/executive-officers/ http://dira.lau.edu.lb/fact-book/
https://www.lau.edu.lb/about/governance/bot.php http://dira.lau.edu.lb/fact-book/
https://www.lau.edu.lb/locations/ Note: We don't have a Beirut campus or Byblos campus catalog. We present the information in a centralized way and, wherever a program is described, we strive to specify where it is available. See each academic program page on https://www.lau.edu.lb/study/
https://banweb.lau.edu.lb/prod/bwckctlg.p_disp_dyn_ctlg https://catalog.lau.edu.lb/
https://www.lau.edu.lb/about/facts.php
https://www.lau.edu.lb/locations/
https://www.lau.edu.lb/experience/ http://fm.lau.edu.lb
https://www.lau.edu.lb/experience/ http://students.lau.edu.lb/
https://www.lau.edu.lb/experience/facilities.php http://fm.lau.edu.lb
https://www.lau.edu.lb/study/ (see each program page) https://catalog.lau.edu.lb (see each program page)
http://dira.lau.edu.lb/fact-book/ https://www.lau.edu.lb/about/facts.php http://dira.lau.edu.lb/assessment/surveys.php https://pharmacy.lau.edu.lb/about/educational_quality_indicators.php
https://www.lau.edu.lb/fees/. Typical length of study: see each program on https://www.lau.edu.lb/study/
Not available online.
https://www.lau.edu.lb/about/accreditation.php

E-Series Forms: Making Assessment More Explicit
Option E1: Part a. Inventory of Educational Effectiveness Indicators

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:					
Liberal Arts and Sciences	In the academic catalog at https://catalog.lau.edu.lb/2019-2020/undergraduate/lac.php/	Assessment of writing and oral communication skills in ENG202 and COM203 courses respectively.	DIRA in close coordination with the relevant course coordinators and departments.	Modifications in the rubrics used to assess the writing skills in ENG202.	AY 2018-2019
School of Architecture and Design					
B.F.A. in Fashion Design	Academic Catalog & SARD Website: http://catalog.lau.edu.lb/2018-2019/undergraduate/programs/bachelor-of-fine-arts-in-fashion.php	Capstone Final Project & Final Jury	A jury is formed by the end of the course to check evidence – the jury is considered a committee because they review all final projects of all sections.	The BA in Fashion Design was reviewed and changed to BFA in Fashion Design in 2016.	2018
B.A. in Fine Arts	Academic Catalog & SARD Website: http://catalog.lau.edu.lb/2018-2019/undergraduate/programs/ba-fine-arts.php	Capstone Course	A jury is formed by the end of the course to check evidence.	The program is in the process of being reviewed.	2018
B.F.A. in Interior Design	Academic Catalog & SARD Website: Not published yet	Capstone Final Project & Final Jury	A jury is formed by the end of the course to check evidence.	The BA in Fashion Design was reviewed and changed to BFA in Fashion Design in 2017.	2018
B.A. in Interior Architecture	Academic Catalog & SARD Website: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/ba-interior-architecture.php	Capstone Final Project & Final Jury	A jury is formed by the end of the course to check evidence.		2018
B.S. in Interior Design	Academic Catalog & SARD Website: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/bs-interior-design.php	Capstone Final Project & Final Jury	A jury is formed by the end of the course to check evidence.	The BS in Interior Design was reviewed, and a decision was taken to discontinue the mentioned degree effective 2020.	2018

Program	Information Source	Direct Assessment Method	Indirect Assessment Method	Changes/Review Notes	Review Date
B.F.A. in Graphic Design	Academic Catalog & SARD Website: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/bachelor-of-fine-arts-in-graphic.php	Capstone Final Project & Final Jury	1. A jury is formed by the end of the course to check evidence – the jury is considered a committee because they review all final projects of all sections. 2. Portfolio Review	The BA in Fashion Design was reviewed and changed to BFA in Fashion Design in 2016.	2018
Bachelor of Architecture	Academic Catalog & SARD Website: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/barch.php	Capstone Final Project & Final Jury	1. A jury is formed by the end of the course to check evidence. 2. A final project faculty committee is formed to check the grades resulting from the jury.	The Bachelor of Architecture had a review of their course structure and the program was reviewed back in 2015.	2018
Mutaz & Rada Sawwaf M.A. in Islamic Art & Architecture	Academic Catalog & SARD Website: https://catalog.lau.edu.lb/2018-2019/graduate/programs/ma-islamic-art-architecture.php	Capstone Course – Thesis	Program Director reviews all master theses in addition to specialized faculty.	None	2018
School of Arts and Sciences					
B.A. in Multimedia Journalism	SAS website: http://comm.lau.edu.lb/journalism (Under "About the Multimedia Journalism Program") Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/ba-journalism.php	Embedded Assessment Exit Survey	At the end of the cycle by the Department	Changes scheduled for Fall 2022.	First program review scheduled for Fall 2022.
B.A. in Television & Film	SAS website: http://comm.lau.edu.lb/tv-and-film (Under "About the Television and Film Program") Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/ba-television-film.php	Embedded Assessment Capstone Course Exit Survey	At the end of the cycle by the Department	Changes scheduled for Fall 2022.	First program review scheduled for Fall 2022.
B.A. in Performing Arts	SAS website: http://comm.lau.edu.lb/performing-arts (Under "About the Performing Arts Program") Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/ba-performing-arts.php	Embedded Assessment Exit Survey	At the end of the cycle by the Department	Changes scheduled for Fall 2022.	First program review scheduled for Fall 2022.
B.A. in Communication	SAS website: http://comm.lau.edu.lb/Communication (under "About the Communication Program") Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/bachelor-of-arts-in-communicatio.php	Assessment plan is scheduled for Spring 2020	Assessment plan is scheduled for Spring 2020	Changes scheduled for Spring 2024.	First program review scheduled for Fall 2024.
B.S. in Bioinformatics	SAS website: http://sas.lau.edu.lb/csm/programs/bs-bioinformatics-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/bs-bioinformatics.php	Embedded Assessment Capstone Course Exit Survey	At the end of the cycle by the Department	Changes Scheduled for Spring 2023.	First program review scheduled for Spring 2023.

B.S. in Computer Science	SAS website: http://sas.lau.edu.lb/csm/programs/bs-computer-science-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/bs-computer-science.php	Capstone Course Embedded Assessment Locally developed exams Internship Surveys Exit Survey	At the end of every cycle by the Curriculum Committee and Assessment Committee	A comprehensive review that included a self-study and external reviewers was done in Fall 2016. As a result, no major changes were necessary but the following was noted: Changes to the program's educational objectives Some curriculum changes Increase in the number of internship hours	2016-2017
B.S. in Mathematics	SAS website: http://sas.lau.edu.lb/csm/programs/bs-mathematics-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/bs-mathematics.php	Embedded Assessment Exit Survey	At the end of the cycle by the Department	Changes scheduled for Fall 2022	First program review scheduled for Fall 2022
M.S. in Computer Science	SAS website: http://sas.lau.edu.lb/csm/programs/ms-computer-science-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/graduate/programs/ms-computer-science.php	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	2012-2013
Executive M.A. in Actuarial Science	SAS website: http://sas.lau.edu.lb/csm/programs/mission-objectives-and-learning-outcomes.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/graduate/programs/ema-actuarial-science.php	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs
M.S. in Applied and Computational Mathematics	SAS website: http://sas.lau.edu.lb/csm/programs/mission-objectives-and-learning-.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/graduate/programs/ms-applied-computational-mathematics.php	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs
B.A. in Education	SAS website: http://sas.lau.edu.lb/education/programs/ba-education-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/ba-education.php	Embedded Assessment Senior Study course	At the end of the cycle by the Curriculum Committee and Assessment Committee	Self-study completed and reviewers visit done in Spring 2019. Changes have not been implemented yet.	2011-2012

M.A. in Education	SAS website: http://sas.lau.edu.lb/education/programs/ma-education-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/graduate/programs/ma-education.php	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	2013-2014
B.A. in English	SAS website: http://sas.lau.edu.lb/english/programs/ba-english-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/ba-english-studies.php	Embedded Assessment Senior Study course	At the end of the assessment cycle by the English BA Faculty and the English Department	Changes scheduled for Spring 2023.	2013
B.A. in History	SAS website: http://sas.lau.edu.lb/humanities/programs/ba-history-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/ba-history.php	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from DO is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from DO is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from DO is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from DO is no longer required for MA/MS programs
B.A. in Philosophy	SAS website: http://sas.lau.edu.lb/humanities/programs/ba-philosophy-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/ba-philosophy.php	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from DO is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from DO is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from DO is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from DO is no longer required for MA/MS programs
B.A. in Arabic Language and Literature	SAS website: http://sas.lau.edu.lb/humanities/programs/ba-arabic-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/ba-arabic-language-literature.php	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from DO is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from DO is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from DO is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from DO is no longer required for MA/MS programs
B.A. in Translation	SAS website: http://sas.lau.edu.lb/humanities/programs/ba-translation-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/ba-translation.php	Embedded Assessment Exit Survey Faculty Survey	At the end of the assessment cycle by the Program Coordinator, the Faculty of the Translation program and the department	Changes scheduled for Spring 2020.	First program review scheduled for Spring 2020.
B.S. in Biology	SAS website: http://sas.lau.edu.lb/natural-sciences/programs/bs-biology-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/bs-biology.php	Embedded Assessment Senior Study Course Exit surveys	At the end of the assessment cycle by the Curriculum Committee	A comprehensive review that included a self-study and external reviewers was done in Fall 2016. As a result, no major changes were necessary but the following was noted:	2016-2017

				Acquiring more lab space and other facility-related improvements Hiring new full-time Faculty and Staff Some minor curriculum changes	
B.S. in Chemistry	SAS website: http://sas.lau.edu.lb/natural-sciences/programs/bs-chemistry-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/bs-chemistry.php	Embedded Assessment Exit survey	At the end of the assessment cycle by the Curriculum Committee	A comprehensive review that included a self-study and external reviewers was done in Fall 2016. As a result, no major changes were necessary but the following was noted: Several major curricular changes are planned Plan to hire new full-time faculty Request for improvement and increase of lab space and infrastructure Planning for an MS in Chemistry These changes are in the university channels for approval.	2016-2017
B.S. in Nutrition	SAS website: http://sas.lau.edu.lb/natural-sciences/programs/bs-nutrition-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/bs-nutrition.php	Assessed through BS in Nutrition CP Program (See below).	Assessed through BS in Nutrition CP Program (See below).	Assessed through BS in Nutrition CP Program (See below).	Assessed through BS in Nutrition CP Program (See below).
B.S. in Nutrition and Dietetics Coordinated Program	SAS website: http://sas.lau.edu.lb/natural-sciences/programs/bs-nutrition-CP-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/bs-nutrition-coordinated.php	Department is applying for candidacy for accreditation by ACEND for the BS in Nutrition and Dietetics Coordinated Program. For this, they have implemented changes to the program as per the consultant's	Department is applying for candidacy for accreditation by ACEND for the BS in Nutrition and Dietetics Coordinated Program. For this, they have implemented changes to the program as per the consultant's recommendations, submitted a	Department is applying for candidacy for accreditation by ACEND for the BS in Nutrition and Dietetics Coordinated Program. For this, they have implemented changes to the program as per the consultant's	Department is applying for candidacy for accreditation by ACEND for the BS in Nutrition and Dietetics Coordinated Program. For this, they have implemented changes

		recommendations, submitted a self-study in Summer 2018 and are planning for the reviewers' visit in 2019-2020.	self-study in Summer 2018 and are planning for the reviewers' visit in 2019-2020.	recommendations, submitted a self-study in Summer 2018 and are planning for the reviewers' visit in 2019-2020.	to the program as per the consultant's recommendations, submitted a self-study in Summer 2018 and are planning for the reviewers' visit in 2019-2020.
M.S. in Molecular Biology	SAS website: http://sas.lau.edu.lb/natural-sciences/programs/ms-molecular-biology-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/graduate/programs/ms-molecular-biology.php	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	2013-2014
M.S. in Nutrition	SAS website: http://sas.lau.edu.lb/natural-sciences/programs/ms-nutrition-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/graduate/programs/master-of-science-in-nutrition.php	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs
B.A. in Political Science	SAS website: http://sas.lau.edu.lb/social-sciences/programs/ba-political-science-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/ba-political-science.php	Embedded Assessment Exit Survey	At the end of the assessment cycle by the Curriculum Committee, Assessment Committee and Faculty	Changes scheduled for Fall 2019.	First program review scheduled for Fall 2019.
B.A. in Political Science/ International Affairs	SAS website: http://sas.lau.edu.lb/social-sciences/programs/ba-political-science-international-affairs-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/ba-political-science-international-affairs.php	Embedded Assessment Exit Survey	At the end of the assessment cycle by the Curriculum Committee, Assessment Committee and Faculty	Changes scheduled for Fall 2019.	2009-2010
B.A. in Psychology	SAS website: http://sas.lau.edu.lb/social-sciences/programs/ba-psychology-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/ba-psychology.php	Assessment plan scheduled for Spring 2019.	Assessment plan scheduled for Spring 2019.	Changes scheduled for Fall 2023.	2015-2016
B.A. in Social Work & Community Development	SAS website: http://sas.lau.edu.lb/social-sciences/programs/ba-social-work-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/ba-social-work.php	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from DO is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from DO is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from DO is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from DO is no longer required for MA/MS programs
M.A. in International Affairs	SAS website: http://sas.lau.edu.lb/social-sciences/programs/ma-international-affairs-mission.php	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's	2012

	Academic Catalog: https://catalog.lau.edu.lb/2018-2019/graduate/programs/ma-international-affairs.php	Office is no longer required for MA/MS programs	no longer required for MA/MS programs	Office is no longer required for MA/MS programs	
M.A. in Migration Studies	SAS website: http://sas.lau.edu.lb/social-sciences/programs/ma-migrationstudies-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/graduate/programs/ma-migration-studies.php	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs
M.A. in Interdisciplinary Gender Studies	SAS website: http://sas.lau.edu.lb/social-sciences/programs/ma-interdisciplinary-gender-studies-mission.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/graduate/programs/ma-women-gender-studies.php	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs	As per SAC decision of Feb. 8 2019, Formal assessment and follow-up from Dean's Office is no longer required for MA/MS programs

Adnan Kassar School of Business

B.S. in Business	AKSOB Website: http://sb.lau.edu.lb/academics/programs/undergraduate/bs-business/	Program learning outcomes are assessed every semester on both campuses in at least one course as per an assessment plan.	Data is compiled and a report is generated with relevant graphs every semester. The BS in Business Program Specific Assessment Committee, currently chaired by Dr. Mohammad Jizi, reviews the results every semester. The recommendations are then sent to the School Assessment Council for feedback.	a. Introduce a Written Communication Rubric in MKT201, stressing on referencing and citations. (Fall 20 14) b. Distribute MGT420 Essential Knowledge Booklet to students (Fall 2015) c. Modify Pre-requisites for MGT 420 (Fall 2016) d. Add for MGT420 a simulation case on Ethics (Spring 2016) e. Insure Problem solving in FIN301 is atypical (Spring 2016) f. Provide GA assistance as lab support for MGT420 (Fall 2017) g. Emphasis-diverse group-forming for Capsim for peer learning (Spring 2017)	August 2012 (Revised the Program Requirements) Fall 2015 (AACSB review)
B.S. in Economics	AKSOB Website: http://sb.lau.edu.lb/academics/programs/undergraduate/bs-economics/ Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/bs-economics.php	Program learning outcomes are assessed at least once a year on both campuses, in each core course.	Data is compiled and a report is generated with relevant graphs every semester. The Economics Program Specific Assessment Committee currently chaired by	a. Emphasize key economic principles at the end of each chapter under the title 'take home message' for each major concept covered in class for ECO	January 2013 (Revised the Program Requirements) Fall 2015 (AACSB review)

			Dr. Ali Fakih, reviews the results every semester. The recommendations are then sent to the School Assessment Council for feedback.	305 and ECO 306. (Spring 2016) b. Provide an additional training session on referencing and citation and distribute a document containing all the rules in Economic Development ECO 311 and Comparative Economic Systems ECO 333. (Spring 2016). c. Adopt the book entitled 'Ethics and Economics' by Amartya Sen, as a required reading material in the Foundations of Political Economy ECO346. (Spring 2017) d. Conduct an in-class training session on what constitutes an exemplary oral presentation with visual aids in ECO 340. (Spring 2017) e. Recommend through advising that Sophomore Rhetoric ENG202 and Fundamentals of Oral Communication ENG203 as prerequisites to Economic Development ECO 311 and Comparative Economic Systems ECO 333. (Spring 2017)	Spring (2017)
B.S. in Hospitality and Tourism Management	AKSOB Website: http://sb.lau.edu.lb/academics/programs/undergraduate/bs-hospitality-tourism/ Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/bs-hospitality-management.php	Program learning outcomes are assessed at least once a year on both campuses, in each core course.	Data is compiled and a report is generated with relevant graphs every semester. The Hospitality Program Specific Assessment Committee, currently chaired by Dr. Rania Chamelian, reviews the results every semester.	a. Enhance problem solving skills through proper advising and encouraging Hospitality Students to complete QBA201 prior to FIN301. (Fall 2014) b. Expose students early on to the Oral Communication Rubric in HOM239. (Fall 2014)	April 2013 (Revised the Program Requirements) Fall 2015 (AACSB Review) Spring (2018)

				c. Introduce the Written Communication Rubric early on in the program in MKT201, stressing on referencing and citations. (Fall 2014) d. Expose students weekly to RM technology software for data analysis in HOM455. (Fall 2016) e. Introduce an Ethics case study in earlier courses such as HOM202. (Fall 2016) f. Introduce a couple of case studies as classwork or homework in HOM321 on Ethics. (Fall 2016)	
Master of Business Administration (MBA)	AKSOB Website: http://sb.lau.edu.lb/academics/programs/graduate/mba/ Academic Catalog: https://catalog.lau.edu.lb/2018-2019/graduate/programs/mba.php	Program learning outcomes are assessed at least once a year on both campuses, in each core course.	Data is compiled and a report is generated with easy to read graphs and trend graphs every semester. The MBA Program Specific Assessment Committee (currently chaired by Dr. Amjad Toukan) reviews the results every semester.	a. Introduce referencing as a topic in ECO811.(Fall 2014) b. Introduce concept of peer assessment and employ it in Teamwork activity in MGT831 to help reduce 'free riders' or 'social loafers'. (Spring 2015) c. Expose students to traits of Oral Communication by including Oral Communication Rubric in the Syllabus of MKT841. (Spring 2016)	January 2013 (Revised the Program Requirements) Fall 2015 (AACSB Review) Spring (2017)
Executive MBA (EMBA)	AKSOB Website: http://sb.lau.edu.lb/academics/programs/graduate/emba/ Academic Catalog: https://catalog.lau.edu.lb/2018-2019/graduate/programs/emba.php	Program learning outcomes are assessed at least once a year each in each core courses.	Data is compiled and a report is generated with easy to read graphs and trend graphs every semester. The Hospitality Program Specific Assessment Committee (currently chaired by Dr. Zahy Ramadan) reviews the results every semester.	a. Introduce cases to expose students to analyzing alternatives and consequences in evaluating social and ethical issues in a business case. (Spring 2015) b. Employ case study to emphasize the trait	April 2013 (Revised Program Requirements) Fall 2015 (AACSB Review) Spring (2017)

				"People and Task Oriented". (Spring 2016) c. Add an Oral Communication Rubric to the syllabus, Emphasis on Introduction, Kinetics, and Conclusion in Presentations. (Spring 2016) d. Raise the Oral Communication bar criteria for acceptance into the program. (Fall 2016)	
M.A. in Applied Economics	AKSOB Website: http://sb.lau.edu.lb/academics/programs/graduate/ma-applied-economics/ Academic Catalog: https://catalog.lau.edu.lb/2018-2019/graduate/programs/ma-applied-economics.php	Department is currently developing the assessment plan			Program introduced in Fall 2014 Fall 2016
M.S. in Human Resource Management	AKSOB Website: http://sb.lau.edu.lb/academics/programs/graduate/mshr/ Academic Catalog: https://catalog.lau.edu.lb/2018-2019/graduate/programs/master-of-science-in-human-resou.php	Assessment plan in place for this new program			New Program for Fall 2018
School of Engineering					
B.E. in Civil Engineering	SOE Website: http://soe.lau.edu.lb/ce/programs/be-civil/ Academic Catalog: http://catalog.lau.edu.lb/2018-2019/undergraduate/programs/be-civil.php	All engineering students have to pass a capstone course (CIE499) during their last year of study. Furthermore, the BE in CIE program is ABET accredited; therefore the learning outcomes are continuously assessed based on a 3- year cycle.	A program review committee (PRC) reviews the assessment results annually and recommends needed changes to the department's faculty. An annual assessment report is generated.	Several courses have been changed, added and removed over the past several years since the ABET accreditation process started in 2008. Pre-requisite modifications have also been made. Two major curricular changes took place, one in Fall 2010 and the other in Fall 2017.	The last ABET visit took place in Spring 2016
B.E. in Computer Engineering	SOE Website: http://soe.lau.edu.lb/ece/programs/be-computer/ Academic Catalog: http://catalog.lau.edu.lb/2018-2019/undergraduate/programs/be-computer.php	All engineering students have to pass a capstone course (COE 595- COE 596) during their last year of study. Furthermore, the BE in COE program is ABET accredited; therefore the learning	A program review committee (PRC) reviews the assessment results annually and recommends needed changes to the department's faculty. An annual assessment report is generated.	Several courses have been changed, added and removed over the past several years since the ABET accreditation process started in 2008. Pre-requisite modifications have also been	The last ABET visit took place in Spring 2016

		outcomes are continuously assessed based on a 2- year cycle.		made. Two major curricular changes took place, one in Fall 2010 and the other in Fall 2017.	
B.E. in Electrical Engineering	SOE Website: http://soe.lau.edu.lb/ece/programs/be-electrical/ Academic Catalog: http://catalog.lau.edu.lb/2018-2019/undergraduate/programs/be-electrical.php	All engineering students have to pass a capstone course (ELE 595 – ELE 596) during their last year of study. Furthermore, the BE in ELE program is ABET accredited; therefore the learning outcomes are continuously assessed based on a 2- year cycle.	A program review committee (PRC) reviews the assessment results annually and recommends needed changes to the department's faculty. An annual assessment report is generated.	Several courses have been changed, added and removed over the past several years since the ABET accreditation process started in 2008. Pre-requisite modifications have also been made. Two major curricular changes took place, one in Fall 2010 and the other in Fall 2017.	The last ABET visit took place in Spring 2016
B.E. in Industrial Engineering	SOE Website: http://soe.lau.edu.lb/ime/programs/be-industrial/ Academic Catalog: http://catalog.lau.edu.lb/2018-2019/undergraduate/programs/be-industrial-engineering.php	All engineering students have to pass a capstone course (INE591 and INE592) during their last year of study. Furthermore, the BE in INE program is ABET accredited; therefore the learning outcomes are continuously assessed based on a 3- year cycle.	A program review committee (PRC) reviews the assessment results annually and recommends needed changes to the department's faculty. An annual assessment report is generated.	Several courses have been changed, added and removed over the past several years since the ABET accreditation process started in 2008. Pre-requisite modifications have also been made. Two major curricular changes took place, one in Fall 2010 and the other in Fall 2017.	The last ABET visit took place in Spring 2016
B.E. in Mechanical Engineering	SOE Website: http://soe.lau.edu.lb/ime/programs/be-mechanical/ Academic Catalog: http://catalog.lau.edu.lb/2018-2019/undergraduate/programs/be-mechanical-engineering.php	All engineering students have to pass a capstone course (MEE591 and MEE592) during their last year of study. Furthermore, the BE in MEE program is ABET accredited; therefore the learning outcomes are continuously assessed based on a 3- year cycle.	A program review committee (PRC) reviews the assessment results annually and recommends needed changes to the department's faculty. An annual assessment report is generated.	Several courses have been changed, added and removed over the past several years since the ABET accreditation process started in 2008. Pre-requisite modifications have also been made. Two major curricular changes took place, one in Fall 2010 and the other in Fall 2017.	The last ABET visit took place in Spring 2016
B.E. in Mechatronics Engineering	SOE Website: http://soe.lau.edu.lb/programs/be-mechatronics.php Academic Catalog: http://catalog.lau.edu.lb/2018-2019/undergraduate/programs/be-mechatronics.php	All engineering students have to pass a capstone course (MCE591- MCE 592) during their last year of study. Furthermore, the BE in MCE program is being prepared for ABET accreditation; therefore the learning outcomes are continuously	A program review committee (PRC) reviews the assessment results annually and recommends needed changes to the department's faculty. An annual assessment report is generated.	None	None

		assessed based on a 3-year cycle.			
B.E. in Petroleum Engineering	SOE Website: http://soe.lau.edu.lb/programs/pte/be-petroleum/ Academic Catalog: http://catalog.lau.edu.lb/2018-2019/undergraduate/programs/be-petroleum-engineering.php	All engineering students have to pass a capstone course (PTE601) during their last year of study. Furthermore, the BE in PTE program is being prepared for ABET accreditation; therefore the learning outcomes are continuously assessed based on a 3-year cycle.	A program review committee (PRC) reviews the assessment results annually and recommends needed changes to the department's faculty. An annual assessment report is generated.	Some changes in the curriculum and the courses have already taken place due to the on-going program assessment.	None
M.S. in Civil and Environmental Engineering	SOE Website: http://soe.lau.edu.lb/ce/programs/ms-civil/ Academic Catalog: http://catalog.lau.edu.lb/2018-2019/graduate/programs/ms-civil-environmental-engineering.php	All MS in Civil Engineering students has to undertake a Thesis defense as a culminating research project.	No significant data is currently available due to low enrollment. In the future a program review committee will be looking at the accumulated data.	None	Fall 2018 due to the changes of the MS rules that were recently legislated by the Lebanese Ministry of Education and Higher Education
M.S. in Industrial Engineering and Engineering Management	SOE Website: http://soe.lau.edu.lb/ime/programs/ms-industrial/ Academic Catalog: http://catalog.lau.edu.lb/2018-2019/graduate/programs/ms-industrial-engineering.php	All MS in Industrial Engineering students has to undertake a Thesis defense ore a culminating project.	No significant data is currently available due to low enrollment. In the future a program review committee will be looking at the accumulated data.	None	Fall 2018 due to the changes of the MS rules that were recently legislated by the Lebanese Ministry of Education and Higher Education
M.S. in Computer Engineering	SOE Website: http://soe.lau.edu.lb/ece/programs/ms-computer/ Academic Catalog: http://catalog.lau.edu.lb/2018-2019/graduate/programs/ms-computer-engineering.php	All MS in Computer Engineering students has to undertake a Thesis defense as a culminating research project.	No significant data is currently available due to low enrollment. In the future a program review committee will be looking at the accumulated data.	None	Fall 2018 due to the changes of the MS rules that were recently legislated by the Lebanese Ministry of Education and Higher Education
Gilbert and Rose-Marie Chagoury School of Medicine					
Doctor of Medicine (MD)	Learning outcomes for the MD program are organized under 8 competency domains which are listed on the school website (http://medicine.lau.edu.lb/education/). Detailed graduating competencies are available to students and faculty on Blackboard.	• Ministry of Higher Education Colloquium Exam Pass Rate • Competency Matrix • United States Medical Licensing Exam (USMLE) Pass Rate and aggregate scores • NRMP (the US National Resident Matching Program) Match rate	Evidence is collected yearly by the Dean's Office and interpreted by the Assistant Dean for Clinical Affairs and discussed in annual retreats involving academic leaders of the school. Major changes are approved by the school academic council.	• More standardized exams were introduced: one at the end of Med II [International Foundations of Medicine (IFOM) Basic Science exam] and one at the end of Med IV [National Board of Medical Examiners (NBME) Comprehensive Exam]	• Internal program evaluation in 2017 • Currently working on finalizing the Self Evaluation Report for accreditation of the MD program by TEPDAD, an accreditation agency recognized by the

				• An end-of-year Objective Structured Clinical Exam (OSCE) was introduced in Med IV • More formative tests were used • New courses were introduced in Med III: Introduction to Clinical Research and Introduction to Computational Health Informatics and a new clerkship (Radiology) and a capstone week were added to Med IV • Longitudinal and vertical monitoring of performance in the competency domains	World Federation for Medical Education
Alice Ramez Chagoury School of Nursing					
B.S. in Nursing	ARCSON Website: http://nursing.lau.edu.lb/programs/bs-nursing/objectives-outcomes.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/bs-nursing.php	Colloquium licensure examination	-Assessment officer -Curriculum committee -Capstone course	None, since we are meeting our outcomes.	2018
School of Pharmacy					
B.S. in Pharmacy (is part of the PharmD program)	SOP Website: https://pharmacy.lau.edu.lb/education/curriculum/goals-outcomes.php Academic Catalog: https://catalog.lau.edu.lb/2018-2019/undergraduate/programs/bs-pharmacy.php	1. Lebanese National Competency Assessment Examination (Colloquium) 2. Pharmacy Curriculum Outcome Assessment (PCOA). 3. National Association of Board of Pharmacy Examination (NAPLEX). 3. Objective Structured Clinical Examinations (OSCEs) (in progress) 4. Students' Portfolio (Co-curricular activities and experiential rubrics)	The School's Assessment and Evaluation Committee oversees the assessment process (Planning, data collection, analysis and triangulation, recommendation). The school curriculum committee oversees the curriculum changes, taking into consideration accreditation standards and national/international pharmacy competencies. The Program Educational Outcomes (PEOs) are assessed following a cycle of three years.	Below are cycle 2 recommendations (in progress): 1. Reinforce problem solving and critical thinking assignments, examinations type, in all courses of the program, to be reflected in the leaning objectives and syllabi, as applicable. Review the syllabus template to embed this terminology. 2. Consider a new assessment tool for critical thinking and problem	A new cycle of assessing the Program Educational Outcomes has been initiated in Spring 2017. Cycle 1 of assessing 6 PEOs (out of 11) was completed in fall 2017. Cycle 2 of assessing 3 PEOs (out of the remaining 6) was completed in Fall 2018. Cycle 3 of assessing the remaining 3 PEOs was initiated in spring 2019.

			PEOs are divided into three groups which are assessed separately, utilizing direct and indirect assessment tools, formative and summative assessment data, diverse source of data (multiple cohort of students, courses, rotations).	solving such as a validated test. 3. Embed an assessment of critical thinking into the admission process. 4. Reinforce interprofessional education and practice activities. 5. Introduction of OSCEs and Longitudinal skills Lab involving other HC disciplines in the curriculum. 6. Capture through an evaluation rubric the public health awareness initiatives in the curriculum. 7. Develop a rubric to evaluate and capture students' skills in educating patients in dispensing courses (as a simulation activity), in OSCE ED. 8. Embed an assessment of critical thinking into the admission process.	Assessment of Mission and Program Educational Goals were initiated in Spring 2018 (in progress).
PharmD (is as an additional year after the BS)	SOP Website: http://pharmacy.lau.edu.lb/files/pharmd-student-handbook-2013-2014/files/pharmd-student-manual-2013-2014.pdf	Same as above	Same as above	Revised and updated the APPE course syllabus template in line with ACPE requirements, IPE objectives, and AACP related documentations. Developed and introduced new Advanced Pharmacy Practice Experiences electives.	Same as above

		Thesis or Project	Thesis Committee	NA	The program was launched in Fall 2018. First assessment cycle is planned in 2021.
M.S. in Pharmaceutical Development and Management	Academic Catalog: https://catalog.lau.edu.lb/2018-2019/graduate/programs/master-of-science-in-pharmaceuti.php		- A student seeks a faculty member's consent to serve as the thesis/project advisor. The advisor should be a full-time (or retired) faculty member at the professorial rank in the concerned department. The dean approves the selection of the advisor, based upon the recommendation of the department chair. - A thesis committee shall be made up of three members including the student's advisor, and a project committee of two members including the advisor as well. - The thesis/project advisor and student jointly form the thesis/project committee. At least one member of the thesis committee (besides the advisor) must be a full-time faculty in the department/school concerned. The advisor shall chair the committee. - The role of the thesis/project advisor is to guide the student's work until the completion of thesis/project. The role of the other committee members is to review and assess the student's work. The committee members shall be kept informed of the progress of the thesis/project. - Students must successfully defend their thesis proposal before the members of their thesis committee normally within the first semester in which they register for the thesis. Once the proposal is approved, the thesis advisor notifies the Office of the Dean of		

			Graduate Studies/dean of school concerned using the Thesis Proposal Form. - The grade for a thesis/project can be Pass, or No Pass (P or NP). The grade does not contribute to the GPA.		

Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: https://cihe.neasc.org) for more information about completing these forms.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

CATEGORY	(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.
School of Architecture and Design					
B.F.A. in Fashion Design	NASAD in process	NASAD visit took place in March 2019			
B.A. in Fine Arts	NASAD in process	NASAD visit took place in March 2019			
B.F.A. in Interior Architecture	NASAD in process	NASAD visit took place in March 2019			
B.F.A. in Graphic Design	NASAD in process	NASAD visit took place in March 2019			
Bachelor of Architecture	NAAB in process	Decision Letter – Continuation of Candidacy: March 30, 2019 Last Visit: Fall 2017	Submission of Annual Statistical Reports. These reports capture statistical information on the institution and the program.	ARE Pass Rates: Https://www.ncarb.org/pass-the-are	Next Visit: October 2019 – we applied for initial accreditation
Mutaz & Rada Sawwaf M.A. in Islamic Art & Architecture	NASAD in process	NASAD visit took place in March 2019			
School of Arts and Sciences					
B.S. in Computer Science	ABET	2016-2017	No deficiencies, weaknesses or concerns were found.	-General Criteria (Not listed in action letter) -Program Criteria (Not listed in action letter)	Accredited until: September 30, 2023 Request to ABET: January 31, 2022 Self-Study: July 1, 2022
Adnan Kassar School of Business	AACSB	Spring 2016	<mark>- Recommendation 1</mark> The AKSOB focus is being on a student-centered teaching institution, with about 88% of the students being undergraduate and 40% of the performance evaluation weighted in	KPI for Recommendation 1: An increase in the Pedagogical research portfolio of AKSOB faculty. KPI for Recommendation 2:	Submit report Fall 2020

				teaching. The "teaching and learning" category, however, accounts for only 4% of the IC portfolio. Thus, greater emphasis should be placed in this type of research and publications in the school's research strategy.	A documented change in the faculty qualifications requirement. KPI for Recommendation 3: A documented change in processes and incorporation of AOL in course files.	
				<mark>Progress</mark> AKSOB School Advisory Council (SAC) met in Fall 2016 and created a subcommittee to work on the above recommendation. The subcommittee members (Dr. Dah, Dr. Dibeh and Dr. Djoundourian) submitted a proposal to the Dean in order to revisit the promotion criteria and to allow pedagogical research to be counted as part and parcel of faculty file.		
				<mark>-Recommendation 2</mark> While the faculty qualifications definitions have some quality components, the PRT recommends that these definitions be reviewed and benchmarked with peer and aspirant schools.	KPI: 1. Publishing the program assessment results. 2. Publishing the implementation report. 3. Increase in the Student response rate on student course evaluation.	
				<mark>Progress</mark> No progress was made but this remains active on AKSOB agenda		
				<mark>-Recommendation 3</mark> While the school's AOL process is robust for this stage of its evolution, it should continue to refine the processes and components, such as by incorporating AOL processes into course files.		
				<mark>Progress</mark> Some progress is made and item remains active on AKSOB agenda The following have already been achieved before accreditation: 1. Syllabus Template with Program Goals 2. The Essential Knowledge booklet contain the assessment plan and results 3. Increased faculty involvement by creating program specific Assessment Committee whose mandate is to fine tune the program		

			assessment plan; develop assessment exams and rubrics in consultation with pertinent faculty; ensure that course level assessment is regularly conducted; compile and analyze all assessment data; compile the assessment report and make recommendations to the SASC. (http://sb.lau.edu.lb/files/AKSOB-Bylaws.pdf page 17 and 18) Currently working on the following process enhancements: 1. Publishing assessment plans and assessment results for a wider audience, on TK20. 2. In the process of enhancing the Student Course Evaluation forms		
School of Engineering					
B.E. in Civil Engineering	Engineering Accreditation Commission of ABET, www.abet.org	Re-accredited on August 14, 2017 by ABET	None	None	2022-2023
B.E. in Computer Engineering	Engineering Accreditation Commission of ABET, www.abet.org	Re-accredited on August 14, 2017 by ABET	None	None	2022-2023
B.E. in Electrical Engineering	Engineering Accreditation Commission of ABET, www.abet.org	Re-accredited on August 14, 2017 by ABET	None	None	2022-2023
B.E. in Industrial Engineering	Engineering Accreditation Commission of ABET, www.abet.org	Re-accredited on August 14, 2017 by ABET	None	None	2022-2023
B.E in Mechanical Engineering	Engineering Accreditation Commission of ABET, www.abet.org	Re-accredited on August 14, 2017 by ABET	None	None	2022-2023
Gilbert and Rose-Marie Chagoury School of Medicine					
Doctor of Medicine (MD)	The school has embarked on preparing the self-evaluation report (SER) for accreditation of the MD program by TEPDAD, an accreditation agency recognized by the World Federation for Medical Education. The SER will be submitted in November 2019.	Ongoing accreditation process. No previous accreditation was granted	NA	• Ministry of Higher Education Colloquium Exam Pass Rate • United States Medical Licensing Exam (USMLE) Pass Rate and aggregate scores • NRMP (the US National Resident Matching Program) Match rate	Pending first review and accreditation decision

Alice Ramez Chagoury School of Nursing					
B.S. in Nursing	Commission on Collegiate Nursing Education (CCNE)	2018	Meeting the accreditation standards 1-4	Meet all key performance indicators	2028
School of Pharmacy	School of Pharmacy is accredited by: - Accreditation council for Pharmacy education (ACPE https://www.acpe-accredit.org/faq-item/Lebanese-American-University-School-of-Pharmacy/) - Ministry of Education and Higher Education	2016-2017 Accreditation affirmed by the Accreditation council for Pharmacy education (ACPE). 30/11/2017 Equivalency of its Pharm.D. degree. 14/9/2017 Registration of the MS program.	Meet all standards.	Refer to ACPE accreditation standards: https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf	ACPE – 2022-2023

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.