



Ministry Of Education And Higher Education
Directorate General of Higher Education



Part III

Self-Study Report Template

LABE SELF-STUDY QUESTIONNAIRE

<http://www.labe.org.lb>

General Instructions Introduction

This Self-Study Questionnaire is a template with instructions and suggestions to help you prepare the Self-Study Report that will be used by LABE in accrediting your program.

Preparation

The program name should appear on the cover of the Self-Study Report and should be consistent with the name listed in the college catalog, in the institution's Request for Evaluation, and on transcripts of graduates.

In case your program uses terminology that is different from that used in this Questionnaire, it is important to clearly correlate the terminology in terms of the terminology used in the Questionnaire.

The term *educational unit* used in this report refers to the administrative unit having academic responsibility for the programs being evaluated; the educational unit may be the department if a single program is being evaluated or the college if a several programs offered by different departments are being evaluated.

The tables included in the Questionnaire may not be specifically applicable to your institution and/or program. If so, the tables may be modified to more clearly present the data for your program. A brief explanatory footnote may be included to explain why the table has been modified. Tables may be adjusted to the needed size by adding or deleting rows.

Angular brackets "<<" and ">>" indicate that the brackets and the enclosed text should be replaced by text appropriate to your program. "Braces, i.e., "{" and "}", denote instructions; these braces and their enclosed text should be removed from the final version of your Self-Study Report.

Supplemental Materials

The following additional materials are to be supplied:

1. A copy of the general catalog of the institution covering course details and other institutional information applicable at the time of the visit.
2. A copy of any promotional brochures or literature describing the program offerings of the institution to the public.
3. Transcripts from recent graduates. The visiting Team Chair will specify the number, how they should be selected, and when they should be provided to the Team Members.

Submission and Distribution

Submit one copy of the Self-Study Report for each program and one set of the supplemental material to LABE Headquarters, to the Team Chair, and (following instructions from the Team Chair) to each Program Evaluator and Observer six months prior to the scheduled visit.

Any new or updated material that becomes available between the time the Self-Study Report is assembled and the date of the visit should be provided to the team members in advance or upon arrival at the campus.

Confidentiality

The information supplied in the submitted Self-Study Report is for the confidential use of LABE and its authorized associates, and will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution.

Template

The template for the Self-Study Report begins on the next page.

{{Cover page for the Self-Study Report}}

**LABE
Self-Study Report**

for the
<<Program Name as shown on the RFE>>

Program
At
<<Institution Name as shown on the RFE>>

<<Location i.e., city, of the Institution>>

{{If this program is offered and is being evaluated at more than one
campus location, also include the campus designation and the
location for each campus}}

<<A small Institution logo may be inserted at this location if desired>>

Date, <<Year of the visit>>

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Self-Study Report

<<Program Name>>

<<Degree Awarded>>

<<Institution Name>>

BACKGROUND INFORMATION

- **Contact information**

<<List name, mailing address, telephone number, fax number, and e-mail address for the primary pre-visit contact person, i.e., Dean, Department Chair, Program Director>>

- **Program History**

<<Include year implemented and summarize major program changes with an emphasis on changes occurring since the last visit>>

- **Options**

<<List and describe any options, tracks, concentrations, etc. included in the program>>

- **Organizational Structure**

<<Use text and/or organization charts to describe the administrative structure of the program from the program to the department, college, and upper administration of your institution, as appropriate>>

- **Program Delivery Modes**

<<Describe the delivery modes used by this program, e.g., days, evenings, weekends, cooperative education, traditional lecture/laboratory, off-campus, distance education, web-based, etc.>>

- **Deficiencies, Weaknesses or Concerns Documented in the Final Report from the Previous Evaluation(s) and the Actions taken to Address them**

<<Summarize the Deficiencies, Weaknesses, or Concerns documented in the Final Report from the previous general evaluation and succeeding interim reviews, if any. Describe the actions taken to address them, including effective dates of actions, if applicable. If this is an initial accreditation, it should be so indicated>>

GENERAL CRITERIA

1. Program

Definitions

Program educational objectives are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve.

Assessment under this criterion is one or more processes that identify, collect, and prepare data to evaluate the achievement of program educational objectives.

Evaluation under this criterion is one or more processes for interpreting the data and evidence accumulated through assessment practices. Evaluation determines the

extent to which program educational objectives are being achieved, and results in decisions and actions to improve the program.

Program outcomes are narrower statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program.

a. Mission Statement

<<Provide a copy or summary of any applicable institutional, college, departmental, and program Mission Statements and document where they are published>>

b. Educational Objectives

- ⇒ <<List the Program Educational Objectives and state where these are published
- ⇒ <<Describe how the objectives conform to the current criteria and how it is congruent with the mission of the institution>>
- ⇒ <<List and describe the Program Constituencies
- ⇒ <<Describe the process by which the stated objectives are developed, continually assessed, improved and documented to ensure conformity with the needs of the program's various constituencies and >>
- ⇒ <<Describe how the program has the support to ensure that the students' learning outcomes are achieved>>
- ⇒ <<Describe the process to assess the attainment of the objectives and how such assessment is used to improve the learning outcomes>>.

c. Program Outcomes

- ⇒ <<Describe the process used for establishing and revising Program Outcomes>>
- ⇒ <<List the Program Outcomes and describe how they encompass the professional component and any applicable Program Criteria. Indicate where the Program Outcomes are documented>>
- ⇒ <<Describe how the Program Outcomes lead to the achievement of the Program Educational Objectives>>
- ⇒ <<Describe the relationship of courses in the curriculum to the Program Outcomes>>
- ⇒ <<Describe by example how the evaluation team will be able to relate the display materials, i.e., course syllabi, sample student work, etc., to each Program Outcome>>
- ⇒ << **Explain the assessment and evaluation processes that periodically document and demonstrate the degree to which the Program Outcomes are attained. Describe the level of achievement of each Program Outcome. Discuss what evidence will be provided to the evaluation team that supports the levels of achievement of each Program Outcome**>>

d. Professional Component

- ⇒ <<Describe how students are prepared for a professional career and further study in the discipline through the curriculum and indicate how the curriculum

is consistent with the Program Educational Objectives and Program Outcomes>>

- ⇒ <<Provide evidence that the minimum credit hours and distribution and summarize the process that ensures that each graduate completes all the graduation requirements for the program>>
- ⇒ <<Describe the culminating major design experience, including how it is based on the knowledge and skills acquired in earlier course work and how appropriate engineering standards and multiple realistic constraints are incorporated in the experience>>
- ⇒ <<Demonstrate that adequate time and attention are given to each curricular component, consistent with the outcomes and objectives of the program and the institution>>
- ⇒ <<Describe the provisions for any cooperative education that is used to satisfy curricular requirements. Include a description of the academic component evaluated by program faculty>>
- ⇒ <<Describe the additional materials that will be available for review during the visit to demonstrate achievement related to this criterion>>

{{Attach a flow chart showing the prerequisite structure of program's courses required or allowed towards the major.}}

{{Attach course syllabi in Appendix A for each course used to satisfy the mathematics, science, and discipline-specific requirements required by the professional component or any applicable Program Criteria. The syllabi formats should be consistent for each course, must not exceed two pages per course, and, at a minimum, contain the following information:

- Department, number, and title of course
- Designation as a Required or Elective course
- Course (catalog) description
- Prerequisites
- Textbook(s) and/or other required material
- Course learning outcomes / expected performance criteria
- Topics covered
- Class/laboratory schedule, i.e., number of sessions each week and duration of each session
- Contribution of course to meeting the program outcomes
- Relationship of course to Program Outcomes
- Person(s) who prepared this description and date of preparation}}

¹ Enter the appropriate percent for each type of class for each course (e.g., 75% lecture, 25% laboratory).

e. Assessment Process

- ⇒ << Describe the process by which the stated objectives are continually assessed to ascertain the level to which they are attained and updated to ensure conformity with the needs of the program's various constituencies>>
- ⇒ << Describe the process to assess the level of attaining the learning outcomes and to show how the assessment results are used and decisions made and actions taken to improve the program so that the outcomes are better attained>>

2. Students

a. Quality of Admission and Transfer Policies

<<Summarize the process of admission, acceptance guidelines, and transfer policies. Complete and include Table 2-1 and Table 2-2 >>

b. Performance Monitoring & Evaluation

<<Summarize the process by which students' performance (grading policies, probation and suspension rules, etc.) is continuously assessed and monitored and how it is communicated to students>>.

c. Mentoring, Advising, & Counseling

<<Summarize the process by which students are advised and counseled regarding curricular and career matters>>

d. Student Life

<<Summarize how the program promotes and sponsors the formation of professional, cultural, social, and athletic student organizations>>.

Enrollment and Graduation Trends

<<Summarize the enrollment and graduation trends for the past five years>>

Graduation Requirements

<<Summarize the process for ensuring that each graduate completes all the graduation requirements for the program>>

Table 2-1. History of Admissions Standards for First-Year Admissions for Past Five Years

• Academic Year	Number of New Students Enrolled

Table 2-2. Transfer Students for Past Five Academic Years

• Academic Year	Number of Transfer Students Enrolled

Table 2-3. Enrollment Trends for Past Five Academic Years

	Year (Current-4)	Year (Current-3)	Year (Current-2)	Year (Current-1)	Year (Current)
Full-time Students					
Graduates					

Table 2-4. Program Graduates

(For Past Five Years or last 25 graduates, whichever is smaller)

Numerical Identifier	Year Matriculated	Year Graduated	Prior Degree(s) if Master Student	Certification/ Licensure (If Applicable)	Initial or Current Employment/ Job Title/ Other Placement
1					
2					
3					
4					
n					

(NOTE: LBE recognizes that current information may not be available for all students)

3. Faculty

<<Identify the person who has leadership responsibilities for the program. Describe the leadership and management responsibilities of that person >>

a. Faculty size

<<Describe the composition, size, rank, experience, and workload of the faculty that supports this program; discuss the adequacy of the size of the faculty and describe the extent and quality of faculty involvement in interactions with students, student advising, service activities, and professional development. Complete and include Tables 3-1 and 3-2>>

b. Faculty Competency

<<Describe the qualifications of the faculty and how they are adequate to cover all of the curricular areas of the program>>

c. Faculty Research

<<Summarize the research activities of the Faculty members and discuss how the research is affecting the instruction>>.

d. Faculty Responsibilities

i. Faculty/student interaction

<<Describe how Faculty accommodates adequate interactions with students through advising, counseling, and supervision of students' projects and extracurricular activities>>.

ii. Faculty/Industry Interaction

<<Describe the level of interaction of Faculty with industrial and professional practitioners and prospective employers>>

iii. Continuous Development

<<Describe how Faculty members are involved in continuous professional development activities>>

iv. Faculty Authority

<< Describe Faculty authority to ensure the proper guidance of the program and to develop and implement processes for the evaluation, assessment, and continuing improvement of the program, its educational objectives and outcomes>>.

{{Attach as Appendix B an abbreviated resume for each program faculty member with the rank of instructor or above. The format should be consistent for each resume, must not exceed two pages per person, and, at a minimum, must contain the following information:

Name and academic rank
Degrees with fields, institution, and date

Number of years of service on this faculty, including date of original
appointment and dates of advancement in rank
Other related experience, i.e., teaching, industrial, etc.
Consulting, patents, etc.
States in which professionally licensed or certified, if applicable
Principal publications of the last five years
Scientific and professional societies of which a member
Honors and awards
Institutional and professional service in the last five years
Percentage of time available for research or scholarly activities
Percentage of time committed to the program}}

4. Facilities

- **Space**

<<Summarize the availability of facilities dedicated to the program and indicate how adequate they are for supporting the educational objectives and outcomes of the program>>

<<Discuss the following

- Offices (Administrative, Faculty, Clerical, Teaching Assistants)
- Classrooms and multimedia
- Laboratories and their adequacy to support hands-on skills development
- Library to support the scholarly activities of students and faculty >>

- **Resources and Support**

<<Describe the IT resources, hardware and software used for instruction. Specify any limitations that impact the student's ability to achieve the program's outcomes and the faculty's teaching and scholarly activities>>

<<Describe the laboratory equipment planning, acquisition, and maintenance processes and their adequacy>>

<<Describe the type and number of support personnel available to install, maintain, and manage departmental hardware, software, and networks>>

<<Describe the type and number of support personnel available to install, maintain, and manage laboratory equipment>>

- **Major Instructional and Laboratory Equipment**

<<List major instructional and laboratory equipment and attach as Appendix C>>

5. Institutional Support

1. **Continuous improvement**

<<Describe the institutional commitment to the continuous improvement of the program>>

2. **Leadership**

<<Describe the level of leadership to ensure that the program meets stated program objectives and learning outcomes that are in line with the mission of the institution,

3. **Adequacy and continuity of financial resources**

<<Describe the process used to establish the program budget and its sources, and provide evidence of adequacy and continuity of institutional support for the program in the following areas: recruitment, retention, and development of faculty, learning facilities, equipment, and research>>.

4. **Adequacy of Services**

<<Describe the sufficiency of resources to acquire, maintain, and operate facilities and equipment and supports adequate students' life appropriate for the program>>

5. **Career planning and placement**

<<Describe the adequacy of support for students' exposure to current engineering practices, training experience, career placements >>

6. **Adequacy of Support Personnel**

<<Describe the adequacy of support personnel necessary to meet program including secretarial support and technicians to maintain the labs and IT infrastructure>>

PROGRAM SPECIFIC CRITERIA

<<Describe how the program satisfies any applicable Program Criteria. If already covered elsewhere in the Self-Study Report, provide appropriate references>>

APPENDIX A – COURSE SYLLABI

APPENDIX B – FACULTY RESUMES
(Limit 2 pages each)

APPENDIX C – LABORATORY EQUIPMENT

APPENDIX D – INSTITUTIONAL SUMMARY

The institution may employ any means it chooses to represent itself to LABE and the visiting team. Consequently, the references to specific tables in the following are for guidance only. The information may be presented in any manner the institution chooses.

The Institution

<<Name and Address of the Institution>>
<<Name and Title of the Chief Executive Officer of the Institution>>

Type of Control

<<Description of the type of managerial control of the institution, e.g., private-non-profit, private-other, denominational, state, federal, public-other, etc.>>

History of Institution

<<Provide a brief history of the Institution, its origin, and its development>>

Student Body

<<Briefly describe the student body and where the students come from>>

Regional or Institutional Accreditation

<<Name the organizations by which the institution is currently accredited and the dates of initial and most recent accreditation evaluations>> if applicable

Personnel and Policies

<<Summarize the following elements

- The promotion and tenure system
- The process used to determine faculty salaries
- Faculty benefits>>

Educational Unit

<<Describe the educational unit (see General Instructions). Describe the administrative chain of responsibility from the individual responsible for the program to the chief executive officer of the institution. Include names and titles. An organization chart may be included>>

Credit Unit

<<It is assumed that one semester credit normally represents one class hour or

three laboratory hours per week. One academic year normally represents at least 28 weeks of classes, exclusive of final examinations. If other standards are used for this program, the differences should be indicated.

Further, in cases where the Criteria specify curricular content in terms of years, the credit equivalent of one year is determined by dividing the number of credits required for graduation by the nominal length of the program in years. For example, if a five-year bachelor's program requires 150 credit hours for graduation, then $150/5 = 30$ is the number of credit hours equivalent to one year>>

Instructional Modes

<<If modes other than traditional on-campus instruction are employed in any programs, the additional modes of instruction should be listed and described in relation to the applicable programs. The institutional and/or unit policies under which the alternate modes are offered should be summarized>>

Grade-Point Average

<<Indicate the grade-point average required for graduation. If there are differences in requirements among the regular and alternative instructional modes, please explain>>

Academic Supporting Units

<<Provide information about units that teach courses required by the programs being evaluated, e.g., mathematics, physics, etc. Include names and titles of the individuals responsible for these units>>

Non-Academic Supporting Units

<<Provide information about units that provide non-academic support to the programs being evaluated, e.g., library, computing facilities, placement, tutoring, etc. Include names and titles of the individuals responsible for these units>>

Faculty Workload

<<Describe the faculty workload policy. Define what constitutes a full-time load>>

Tables

{{The tables that follow are simply a guide and are not required in the Self-Study Report. All are optional. The institution is encouraged to employ any means it chooses to represent itself to LABE and the visiting evaluation team.}}

Table D-1. Degrees Awarded and Transcript Designations by Educational Unit

Program Title ¹	Name of Degree Awarded ²	Designation on Transcript ³

Complete the table for all programs, as follows:

- ¹ Give the program title as officially published in catalog.
- ² List degree awarded for each mode offered. If different degrees are awarded, list on separate lines.
- ³ Indicate how the program is listed on transcript for each mode offered. If different designations are used, list on separate lines.

Table D-3. Support Expenditures

{{This table should be completed for the Educational Unit and for each program being evaluated}}

<<Name of Educational Unit or Program>>

Fiscal Year	(previous year) ¹	(current year) ²	(year of visit) ³
Expenditure Category			
Operations (not including staff) ⁴			
Travel ⁵			
Equipment ⁶			
(a) Institutional Funds			
(b) Grants and Gifts ⁷			
Graduate Teaching Assistants			
Part-time Assistance ⁸ (other than teaching)			
Faculty Salaries			

Report Department Level and Program Level data for each program being evaluated. Updated tables are to be provided at the time of the visit.

- ¹ Provide the statistics from the audited account for the fiscal year completed year prior to the current fiscal year.
- ² This is your current fiscal year (when you will be preparing these statistics). Provide your preliminary estimate of annual expenditures, since your current fiscal year presumably is not over at this point.
- ³ Provide the budgeted amounts for your next fiscal year to cover the term when the LBE team will arrive on campus.
- ⁴ Categories of general operating expenses to be included here.
- ⁵ Institutionally sponsored, excluding special program grants.
- ⁶ Major equipment, excluding equipment primarily used for research. Note that the expenditures (a) and (b) under "Equipment" should total the expenditures for Equipment. If they don't, please explain.
- ⁷ Including special (not part of institution's annual appropriation) non-recurring equipment purchase programs.
- ⁸ Do not include graduate teaching and research assistant or permanent part-time personnel.

Table D-4. Personnel and Students

{{This table should be completed for the Educational Unit and for each program being evaluated}}

<<Name of Educational Unit or Program>>

Year¹:

	HEAD COUNT		FTE ²	RATIO TO FACULTY ³
	FT	PT		
Administrative ⁴				
Faculty (tenure-track)				
Other Faculty (excluding student Assistants)				
Student Teaching Assistants				
Student Research Assistants				
Technicians/Specialists				
Office/Clerical Employees				
Others ⁵				
Undergraduate Student enrollment ⁶				
Graduate Student enrollment				

Report data for the program unit(s) and for each program being evaluated.

- ¹ Data on this table should be for the fall term immediately preceding the visit. Updated tables for the term when the LABE team is visiting are to be prepared and presented to the team when they arrive.
- ² For student teaching assistants, 1 FTE equals 20 hours per week of work (or service). For undergraduate and graduate students, 1 FTE equals 15 semester credit-hours (or 24 quarter credit-hours) per term of institutional course work, meaning all courses — science, humanities and social sciences, etc. For faculty members, 1 FTE equals what your institution defines as a full-time load.
- ³ Divide FTE in each category by total FTE Faculty. Do not include administrative FTE.
- ⁴ Persons holding joint administrative/faculty positions or other combined assignments should be allocated to each category according to the fraction of the appointment assigned to that category.
- ⁵ Specify any other category considered appropriate, or leave blank.
- ⁶ Specify whether this includes freshman and/or sophomores.

¹ FTE = Full-Time Equivalent

Table D-5. Program Enrollment and Degree Data

{{This table should be completed for the Educational Unit and for each program being evaluated}}

<<Name of Educational Unit or Program>>

	Academic Year		Enrollment Year					Total Undergrad	Total Grad	Degrees Conferred	
			1 st	2 nd	3 rd	4 th	5 th			BS (BE)	MS
CURRENT											
1											
2											
3											
4											
5											

Give official fall term enrollment figures (head count) for the current and preceding five academic years and undergraduate and graduate degrees conferred during each of those years. The “current” year means the academic year preceding the visit.

Table D-6. Faculty Salary Data¹

{{This table should be completed for the Educational Unit and for each program being evaluated}}

<<Name of Educational Unit or Program>>

	Academic Year			
	Professor	Associate Professor	Assistant Professor	Instructor
Number				
High				
Mean				
Low				

¹ If the program considers this information to be confidential, it can be provided only to the Team Chair.