Saint Louis University - MO

HLC ID 1459

OPEN PATHWAY: Mid-Cycle Review

Visit Date: 3/1/2016

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Context and Nature of Review

Visit Date

3/1/2016
Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review

There are no forms assigned.

Institutional Context

There is no institutional context.

Interactions with Constituencies

There are no interactions.

Additional Documents

There are no additional documents reviewed.

1 - Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

1.A - Core Component 1.A

The institution’s mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

The mission statement, recently reviewed in 2012, is in alignment with the history and culture of the University. University Student Learning Outcomes are in alignment with the mission of the University. The general education requirements for each college are readily available and also reflect the mission of the institution. The level of service learning courses contained in the curriculum is a good demonstration of the mission of the intuition being reflected in the curriculum.

Student support services, also described in Criterion 3, are robust and demonstrate a dedication to supporting students, as is consistent with the mission. In addition, the broad diversity of the students including geographic, ethnic, and racial diversity appropriately reflects the mission. The enrollment goals demonstrate a commitment to assure that the student body reflects the mission of promoting diversity as well as serving the community.

The recently developed strategic plan strongly reflects the mission of the institution and this tie is well documented in a statement by President Pestello. The strategic planning process appears to have included broad participation from the campus community. The method of using structured work groups focused on five broad topics related to the mission appear to have been a successful in assuring broad participation from faculty, staff, and students.

The number and type of programs SLU supports that contribute to the community provide strong evidence of a commitment of the University to that part of its mission. In addition, participating in STARS to receive the Silver rating is in alignment with the mission of the University.

The University recognizes the need to be intentional about communicating its shared values across campuses and as the diversity of the community increases. The efforts to involve the community in the planning process demonstrate this intentionality.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

The mission statement is readily available on SLU's website as well as other appropriate locations. The more recently developed call to community members to engage with the broader community reflects a connection to this mission.

Alignment is clearly demonstrated between multiple planning and policy documents and the University mission. For instance the strategic plan, service initiatives, student services, as well as the curriculum reflect the mission. The strategic plan includes extensive context to not just the mission but detailed descriptions of the Universities history and context with regard to the mission. These connections are also found in statements made by the president.

Evidence exists of multiple efforts to not only align programs and policies with the mission but to include the community in a shared vision of SLU's mission. This includes the Mission in Motion series, the Shared Vision Program, and the SLU Newslink series. In these communications various members of the University community demonstrate an ability to articulate how the mission is reflected throughout its various programs and commitments.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

The mission of SLU and its ability to demonstrate that the mission is active in forming the community and investing in programs serves to demonstrate its commitment to a multicultural society and the appropriateness of these investments. This is addressed specifically in the mission as well as the strategic plan and the many co-curricular and curricular opportunities provided to students. The University's ties with the surrounding community also reflect these values.

Recently, 2013, the University adopted a diversity statement and definition that supports the effort and commitment to diversity. In addition, in 2014, the University invested by creating a chief diversity officer to add to the efforts already in place with the existing Office of Institutional Equity and Diversity. The processes and activities clearly reflect the diversity of the community that it serves. The student population is reflective of both geographic and ethnic diversity. Information provided demonstrates that the university is carefully monitoring its own progress in terms of student diversity. In addition, a list of investments in specific co-curricular and curricular programs, scholarships, media coverage, and awards demonstrates this commitment.

In addition to documenting strengths and investments in diversity, the University acknowledges areas that will take continued effort. Efforts are demonstrated to be transparent in terms of identifying these needs and addressing them. This is reflected in University planning documents including the strategic plan and the Clock Tower Accords.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution’s mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

In keeping with its Jesuit values, SLU has a deep, established record of serving others. This commitment to the public good is evident in its many service programs and a substantial number of service learning courses. Perhaps most telling is SLU's $10,140,225 expenditure in the IPEDS-defined category of Public Service. SLU's pronounced emphasis on volunteerism, service, and community engagement allows for a culture that promotes awareness of and action toward addressing others' needs.

SLU's Jesuit mission and history of educational quality speak to the its well-regarded reputation among institutions of higher learning. Far from serving financial returns or interests of a parent organization, SLU's adherence to its mission directs programming and operations to academic programs, research, and service to the community.

To gain a clear sense of constituency and community needs and interests, SLU gathers information through surveys and advisory committees. The acquired information is processed through the programs, centers, and departments that deliver services, thus enabling these entities to respond to constituent needs appropriately and effectively.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Evidence

The mission and vision statements for SLU are well-understood and embraced by its constituencies. The Jesuit values permeate the academic and all other initiatives at the institution. It is clear from the argument and the publicly shared documents that the mission is publicly available and articulated.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

The institution operates with integrity in its financial, information technology, academic, personnel, and auxiliary functions; these values are a cornerstone of the university's strategic plan. There are numerous policies to guide the institution ethically and responsibly. The institution has created an Operations Review Committee to examine daily operations and administrative procedures to ensure they are properly supported and executed as identified within the strategic plan. Ethical behaviors are embedded in the culture as evident by clean audits, transparent procurement processes, attention to dealing with sensitive information and dissemination vehicles including manuals, catalogs and handbooks. Most notably, the President's public commitment to fostering a culture of "Excellence, Effectiveness, and Efficiency Deeply Rooted in the Institutional Mission and Catholic, Jesuit Values" gives greater assurance that the institution is acting with integrity. By its own admission, the university currently has no central repository for institutional policies. This central location would provide an opportunity to publish the frequency in which policies are reviewed and to provide clear direction as to how stakeholders engage the policy process. It is not clear if contracted staff adhere to the same requirements and expectations as university staff.

The evidence provided clearly demonstrates that Saint Louis University operates with integrity and is strongly committed to having polices and processes in place which lend itself to fair and ethical behavior.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

The Saint Louis University website provides a vast amount of information about its academic programs, human resources, support services, internal controls and accreditation relationships. The university's view-book and annual profile provide a clear overview of campus workings and demonstrate to students and the public the comprehensive nature of the organization. There are several opportunities on the home page to access information about majors and programs. Program listings are clear and concise. Catalogs are current and contain a faculty listing by program. Controls include guidelines for representing the university on social media outlets.

The university's web re-design efforts will help strengthen and connect information consistently across the multiple sites. Accreditation information is accessible on the Office of the Provost home page.

The Tuition and Fees (cost calculator) and FAQ information may better serve prospective students off the main page. Users may also benefit from a "Governance" link under "About Us" or another appropriate place on the SLU.edu site.

The search engine is readily apparent and easy to use. The university provides substantial, useful financial information regarding the cost of attendance. The university's website provides links to its various governing entities and fully disclosures campus crime statistics and other right-to-know information. The evidence provided demonstrates that Saint Louis University presents itself completely to its students and public.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

The responsibilities of board members are well defined in the document labeled, **Statement of Commitment and Responsibilities.** This document details 14 areas of responsibility and principles for conduct for the members of the Board of Trustees. A review of a sample of meeting minutes confirmed that the board is living up to these expectations. The University Bylaws provide for board membership of 25-55 members. Currently, the Board is composed of 38 members, including the President, who is a voting member of the board. The Bylaws also include a statement in Article 1 that the Board is expected to uphold the Catholic, Jesuit heritage of the University. The Board was responsible for the search process that resulted in the hiring of a new President in July, 2014. It has also been engaged with the development of the campus wide strategic planning process that resulted in Board approval of the plan, ***Magis***, in September, 2015.

The work of the Board is primarily conducted through the committee structure made up of 13 committees. Each trustee serves on up to three of these committees, each with a specific area of responsibility. The full board deliberates on issues that have been reviewed and debated in one or more of its committees. Representatives of the faculty, staff, and students serve on the majority of these committees to ensure that these stakeholders have a voice at this level.

The University makes very clear its policies and practices that ensure that Board members have no conflict of interest that could compromise the interest of the University. Article VII of the Bylaws includes a conflict of interest provision that is more fully developed in a document, **Board Conflict of Interest Policy**. As prescribed in this document, every year each trustee must respond to a Conflict of Interest Policy Acknowledgement Form and a Board Conflict of Interest Questionnaire to ensure proper disclosure of any potential conflicts. The completed forms are filed with the Office of the President and with the Board Chair. Further, Article IV of the **Board Conflict of Interest Policy**

requires that board members are obliged to disclose any potential conflicts of interests when such situations arise during in the conduct of Board work. When this occurs, Board minutes are to reflect the action taken. This article also provides for consequences of violation of the conflict of interest policies, including possible removal from the Board or one or more of its committees. The Audit committee of the Board is charged with the conduct of periodic reviews to ensure that conflict of interest policies are being followed.

The Board of Trustees includes in its orientation a Statement on Criteria for Trusteeship:

Oversight:Understanding of the board's role and responsibilities to exercise oversight of the University's academic, research and clinical enterprises.

Willingness to learn the critical distinctions between active oversight and intrusive behavior.

Willingness to learn how to ask the "right" academic questions.

Elsewhere, a section in the Board document, **Statement of Commitment and Responsibilities,** reinforces the expectation that the President is accountable for the day-to-day operations of the university and that the Board is to focus on institutional strategy and broader policy issues. Review of a sample of Board meeting minutes indicates that board meetings reflect this separation of responsibilities. Two such examples are highlighted in the argument. Review of a sample Board Academic Affairs Committee report confirms that, while it discussed academic issues and asked challenging questions, it leaves the University leadership in charge of academic mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

The academic freedom provision found in the **Faculty Manual (2008)** expresses the fundamental role of academic freedom in the University, while at the same time elaborates on how academic freedom is exercised in a University within the Catholic and Jesuit context. That includes recognition of the diverse ways of seeking new knowledge, including that of the Christian scripture and Judeo-Christian tradition.

Academic freedom is also highlighted in the Faculty Manual (2008) as applied to teaching. The following statement found on page 23 makes clear that students can also exercise academic freedom:

"In the classroom and in student advising, faculty members should encourage free discussion, inquiry, and expression. They must allow students to take reasoned exception to the data or views they present and to reserve judgment about matters of opinion, although they must hold students responsible for learning the content of the courses in which the students are enrolled and they must evaluate student performance on academic grounds."

The **Student Handbook** also affirms academic freedom in its Statement of Rights and Responsibilities, stating that students have these rights:

1. the right to learn, which includes the right of access to ideas, the right of access to facts and opinions, the right to express ideas, and the right to discuss those ideas with others; and
2. the right to express opinion, which includes the right to state agreement or disagreement with the opinions of others and the right to an appropriate forum for the expression of opinion.

Evidence that academic freedom is actually practiced within the University is presented in the argument. Two recent student-organized events were noted. A law student organization organized an academic symposium following the Ferguson racial crisis. While many protested the appearance of a controversial speaker, the President resisted these calls and urged that the symposium proceed in the spirit of academic freedom. A second example described an event sponsored by the Law Students for Reproductive Rights that would bring an emotionally charged issue into a forum for discussion. In this case, rather than insisting the event not be held, the President asked that it be scheduled in an off-campus facility.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. The university home page provides a link to research resources. The research site contains detailed policy and process information. Additional support includes access to forms, training, safety information and committee structures. The Division of Research Administration is primarily responsible for the integrity of research and scholarly practice conducted by members of the SLU community. SLU's Madrid campus community goes through the same processes as human subjects' proposals submitted by St. Louis-based personnel. Further evidence that SLU provides effective oversight of research programs is its ability to apply for AAHRPP accreditation by June 30, 2016. The university provides formal Responsible Conduct of Research training to faculty, students, and staff across all research areas. The IRB Office closely monitors changes to federal requirements.

Updated policy allows SLU's Vice President of Research authority to resolve research misconduct issues in an equitable timely fashion. In addition, the Office of the Vice President for Research maintains an on-line Research Education Resources Calendar. This resource provides training sessions and workshop schedules for Responsible Conduct of Research, Conflict of Interest, Sponsored Programs, Research Development and Services and IRB. To further ensure the integrity of its research programs, SLU has an export control officer dedicated to assisting University personnel and a confidential, toll-free Compliance Hotline available to anyone with concerns about any aspect of the institution's operations, including those related to research and scholarship. There are web links that are currently not available to faculty and staff including the Effort Reporting Policy link off the research home page.

The evidence provided demonstrates that Saint Louis University provides effective oversight and support for its faculty, staff and students in their research and scholarly practice. The institution has achieved a desirable balance between promoting entrepreneurial works and educating against potential conflicts.

Undergraduate students are offered guidance in the ethical use of information resources through a variety of methods/modes. SLU has embedded in its learning outcomes expectations that graduates be

competent in evaluating and ethically using information resources. Partnerships exist between colleges, the library and Office of Vice President of Research to ensure students properly use information resources.

Evidence demonstrates that SLU's culture of assessment and collaboration ensures that students receive guidance in the ethical use of information resources.

Enforcement has not been consistent and varies by college or school. No evidence was provided to the number of judicial affairs cases processed in prior years. However, SLU has recently developed a university wide academic integrity policy that applies to all students and requires colleges to align to minimum standards. These requirements, protocols and policy revisions are now distributed in the student handbook.

SLU has many policies, procedures and resources in place to ensure the integrity of research, learning, and scholarly practice. The institution has established renewed expectations and is making progress toward a common understanding of minimal requirements for students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

Criterion 2 - Summary

SLU operates with a high level of integrity with policies and processes in place that encourage ethical conduct in all of its activities. While some of these remain decentralized, the culture of the institution is one that values integrity and transparency. It has processes in place to ensure integrity of faculty and student research. SLU makes available a wide array of information through its website, including academic offerings, admissions, financial aid, The Fact Book, administration and board membership and governance information.

Academic freedom is an expectation that is explicitly addressed for both faculty and students and is positioned in the institutional context of a Catholic, Jesuit University.

The Board exercises appropriate oversight while not engaging in day-to-day operation of the University. It ensures absence of conflict of interests through an annual disclosure process. The Board of Trustees is well-informed, has a systematic committee structure to ensure that the institution remains accountable to its purpose and mission.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

Good practices are described with regard to assuring alignment of learning outcomes and quality between programs; curricular governance appears to be strong. For example, the process of assigning oversight and assessment of on-line and off-campus programs to the academic units helps maintain the quality of those programs; faculty train teachers delivering credits at the high schools for dual degree programs; and only full-time faculty teach in the prison program. Curricular governance is demonstrated in the UAAC proposal form for new undergraduate majors and minors that requires an assessment plan with SLOs. There is a similar process for review of graduate program proposals through the GAAC.

Assurance of academic programs maintaining current and appropriate levels of performance was not addressed directly, however evidence of this is provided in the academic program review process that includes external input into programs. Another way the institution maintains the appropriateness of its programs is through discipline and program-specific accreditation. The accreditation log document demonstrates that a great many programs have individual accreditation.

The University has not finalized Student Learning Outcomes for all programs but there is evidence of significant progress. Undergraduate learning outcomes were established late in 2012 through an inclusive process including faculty and administrators from across the university. There is evidence of the outcomes being embedded in some critical processes such as academic program review and new program approval. However, the evidence that learning goals have been developed for all academic programs is not complete. The outcomes for all undergraduate programs are not readily available in the program materials such as the catalog or the website; and graduate program learning outcomes are

still under development. While appropriate processes exist that require development of student learning outcomes for new programs and for academic review, to date, not all programs have been through the new academic review process. SLU has developed a calendar showing scheduled program reviews on a seven-year cycle.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Rating

Met

Evidence

The structure of the general education program, with each college designing its own general education requirements, presents a challenge in determining whether each of the general education programs is appropriate. Many of the colleges demonstrate shared values in terms of educating students to have an understanding of the Jesuit educational heritage. Also, it is positive that the development of the University-wide student learning outcomes has been a source of discussion for colleges wishing to align their general education outcomes with the University.

The University acknowledges that the lack of specific University core/general learning outcomes hampers colleges seeking clear University-wide direction. The University might consider pursuing this to determine if appropriate guidelines can be established to provide the needed framework.

Each college has general education curriculum requirements in place that are transparent and described on the website. The Colleges appear to share many similarities in the general education curriculum, based on the websites, and some portion of most reflects the Jesuit tradition. Having de-centralized general education curriculum but centralized learning outcomes might create challenges in alignment on campus. It is unclear how the centralized learning outcomes align directly with each college general education curriculum. It would be valuable for the colleges to display the outcomes, as well as the required core curriculum, on their websites in order to make this more transparent.

The University is able to demonstrate numerous examples of academic program requirements and

activities that support the acquisition, application and integration of broad learning. These samples provide convincing evidence that this is a core part of the curriculum in many of the programs across campus.

The response to the recent events in Ferguson have brought issues of social responsibility and broad learning, including cultural diversity, to the forefront. The University has been able to leverage those events to bring attention to this part of their mission and to broaden the discussion to include a larger audience. From the introduction, as well as other appropriate portions of the portfolio, it appears to be a point of pride for the University and a point of strength. Evidence is provided of tracking these issues using research tools and surveys.

Standard procedures are in place in terms of annual review and promotion and tenure requirements for faculty. It is unclear how consistent the requirements are across colleges and departments as it is described that many departments have rubrics to assist but it is unclear if a framework is in place for all departments

The level at which students are expected to contribute to the areas of scholarship, creative work, and discovery of knowledge are not discussed in this section; however evidence does exist in the learning outcomes and curricular review.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

SLU has nearly 1500 full-time faculty members and a student population of approximately 13,000. The teaching ratio is good, 11:1, and the number of faculty members who have been at SLU for ten years is high enough to create continuity, but not too high to prevent infusions of new blood. Tenured faculty members are well represented on both new academic program review committees, undergraduate and graduate.

There are appropriate processes in place for vetting new faculty members for appropriate credentials. Faculty members must be approved by their departments. Processes are in place to monitor teaching at both the undergraduate and graduate level and credentials are tracked within the Provost's Office.

Faculty members provide an annual activity report as part of the yearly faculty review. In most schools students do evaluations of courses when they are over. There are no shared questions on the evaluations, and the University recognizes that this limits the ability to evaluate results. The Reinert Center appears to be an active partner with the schools, and provides help and programming for both faculty and graduate students. The graduate certificate in teaching skills is particularly important for preparing graduate students to find and succeed in teaching positions.

SLU has the appropriate expectations and processes in place to ensure that faculty members are research active as well as accomplished in instruction. Attempts to capture faculty productivity in a data base are facing challenges in implementation but is reportedly seeing gradual expansion of use.

Recent NSSE data suggest that students are satisfied with the quality of their faculty interactions. However, the mixed models of advising across the institution make it unclear how the consistency of advising is monitored. For instance, in the College of Arts and Sciences, academic advising is done by professional staff members, not by faculty members. But in arts and sciences and in some other schools, faculty members play the role of Faculty Mentor for students within the Major.

Professional academic advisers are appropriately credentialed and provided professional development opportunities. From the website the group of arts and sciences advisers appear to represent a range of academic backgrounds, which contributes to the strength of the group as a whole.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

SLU has both dedicated physical space (Student Success Center) and virtual space (SLUconnection) to provide appropriate academic support for its students. It has a well developed orientation program that includes a focus on students' families. Of particular note is the resource called Major Exploration, which is available for students who come to SLU undecided about their major. SLU appears to be following the most current best practices for student support, including appropriate assessment plans to be sure all of these programs are succeeding in supporting students. In addition, multiple measures are used to assess these services including surveys providing external benchmarks.

To help ensure the success of students who will arrive at SLU with some potential challenges the Billiken Bridge Program is required as a condition of admission. These same students are also required to choose a particular housing option, one of the "Learning Communities" whose focus interests them, and encouraged to take advantage of peer mentoring during the year. The creation of the Student Support Services office provides all kinds of help and advice to first generation and low income students, as well as students with disabilities. All of these programs and offices are part of an important trend in higher education as students from a wider range of high schools than in the past go to schools like SLU. Presumably there is close collaboration between the Student Success Center and the Student Support Center.

SLU has a roster of appropriate placement exams. SLU's home grown "Math Index" should be an important tool in really accurate math placement, critical as a first step in most STEM majors.

Programming and opportunities for international students appear to be robust, with both a mentoring program and a host family program. Like other universities, SLU has seen a growth in Chinese students.

Academic advising takes a number of forms at SLU. It is appropriately de-centralized given the distinct differences among its schools. But the Integrated Advising and Mentoring System appears to bring advising units across the university together for collaboration, especially on shared learning outcomes across the different systems. The Retention and Student Success Office provides support to struggling students. U101 is a for-credit opportunity for first year students to learn together about themselves, the academics of the university, and the diverse SLU community. With shared learning outcomes, this course is taken by 2/3s of the first-year students, it is unclear whether the goal has been met or if the goal is 100% participation.

SLU has the appropriate range of traditional and new units to support learning and teaching, including the Reinert Center for Transformative Teaching and Learning; the Division of Information Technology Services; and thriving libraries. Teaching research skills is appropriately decentralized given the range of SLU's schools and therefore fields of study. Librarians appear to be active partners in teaching research skills, which is a great strength. The university's newly developed learning goals include acquiring research skills for both undergraduates and graduates.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

The history and culture of SLU align with an educational environment enriched by integrating co-curricular and curricular activities. The University's goal of educating students to find themselves and serve others supports this model. Now that there are official university learning outcomes for SLU, the university finds itself trying to ensure participation across the student body, and get buy-in from academic and non-academic units. This seems the appropriate stage for SLU to be in right now.

SLU describes a robust set of opportunities for students to learn and grow from co-curricular involvement. These opportunities, from Learning Communities, to the Center for Service and Community Engagement closely align with SLU's mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

SLU provides high quality academic programs and support services delivered by well-qualified faculty and staff. While the general education program is decentralized and determined by the individual colleges, there is now a set of institutional learning outcomes which is being integrated into those programs. The university has made progress in establishing learning goals for programs. This is addressed in Core Component 4B below. Guidelines for program review have been developed and successfully piloted.

SLU is a research institution and has integrated intellectual inquiry and discovery into all levels of its programs. Ethical research and its practices are integral to its educational efforts and SLU has several services available to faculty and students to assure this occurs.

SLU has many effective student support services in place to enhance student learning and success. Students have a variety of curricular and co-curricular activities available to enrich their educational experience.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

Following the HLC team visit in 2012, the institution developed a University-wide, Academic Program Review (APR) policy and protocol that was piloted in 2014-15 with four programs. The institution has committed a .5 FTE position to support APR, demonstrating commitment and sustainability for the program. The team reviewed the protocol document as well as the self-study reports and internal review reports from the initial pilot and believes there is good evidence that the university has a comprehensive process and is committed to making academic program review a priority.

The registrar is responsible for implementing policies for transfer credit that have been adopted by the

Undergraduate Academic Affairs Committee and the Graduate Academic Affairs Committee. The registrar's website provides full description of all transfer credit policies. The institution also provides a dedicated website that shows it transfers credits form other institutions, including a list of previously approved transfer credit courses from many colleges and universities. Credit for experiential and other forms of prior learning is also governed by institutional policy and is generally associated with existing testing systems including AP, IB, CLEP and DANTES. A new policy at the school for professional studies provides credit for specifically identified specialty training programs. The institution is currently involved in an evaluation of its credit transfer policies and processes.

SLU has the appropriate processes in place to assure that the quality of credits awarded in transfer meets the standards of SLU courses. The evaluation of the quality of transfer credits is the responsibility of faculty in the receiving academic unit, often informed by analysis of the experience of prior transfer students. The office of institutional research helps to collect and analyze data on transfer student performance to help determine the quality of transfer credits. International transfer credits are evaluated by experienced faculty and staff with the support of the Office of International Services. New policies currently in draft form stipulate that all academic units will accept transfer credits that have been validated by any other institutional unit.

SLU has traditional and appropriate processes for review of curricula in all their parts, with appropriate faculty oversight. New programs undergo full scrutiny by the Undergraduate Academic Affairs committee or Graduate Academic Affairs committee and proposals require descriptions of learning outcomes, methods of assessment of these outcomes and plans for use of resulting assessment data. The decentralized structure of the University leaves the responsibility for all curricular matters with the faculty of the unit and all units have curriculum review and approval processes by which they execute this responsibility.

As elaborated in the report on Criterion 3, students have access to a wide range of resources that support academic success. All students have access to extensive library resources. The Student Success center offers a range of services including academic coaching, career advising, disability services, tutoring and supplemental instruction. The University also provides the English Language Center to assist international students with written and oral communication in English.

The University operates a substantial dual-credit program called the 1818 Advanced College Credit Program that currently serves over 4000 students. This program is accredited by NACEP, and is designed to maintain compliance with all requirements of the State of Missouri Department of Higher Education. University faculty ensure that any course considered is equivalent to its on-campus match, including textbooks, assignments, and student assessments. Dedicated liaison faculty for each course in the 1818 program conduct classroom visits and provide guidelines and training as necessary to ensure the quality of the course. Qualifications of all university faculty, including those in the 1818 program are monitored by the Office of Faculty Affairs, within the Office of the Provost. Consistent with expectations of DoE, HLC and the State of Missouri Department of Higher Education, the University appears on track to meet the standards for minimum qualifications of all faculty by Sept. 1, 2017.

SLU is committed to specialized accreditation for individual programs. The University expects all programs for which national or international accreditation is available to pursue and maintain these designations.According to the Accreditation Log that is found on the University Accreditation webpage, there are 51 programs that are individually accredited. Specialized accreditation is supported with funding through the office of the provost and at the individual unit level. All new programs with external accreditors must be reviewed by the relevant academic affairs committee. There appears to be appropriate oversight and procedures for these programs.

The Office of Institutional Research annually surveys all University graduates to gather data on post-graduation status. The survey collects information on a variety of meaningful post graduate pathways that indicate student success such as employment, entry into service programs, graduate school acceptance, etc. The most recently completed report showed a robust survey return rate of 59%. The data from the post-graduation survey are available on the Provost's website and can be filtered by college and major. Individual programs (generally those with specialized accreditation) separately track the success of their students in achieving the appropriate certifications and licenses or entry into advanced training programs (e.g., medical school). Many of these programs post information about student success rates on their websites.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met With Concerns

Evidence

The institution has developed university-wide undergraduate learning goals through an appropriate process and has published the approved goals on its website. A draft of university-wide goals for graduate education has also been completed and is awaiting final approval by university governance processes. At the program level, the majority of programs have assessment plans that include student learning outcomes that are posted to the assessment website. Overall the evidence shows that the institution has identified its goals for student learning, although, the academic catalogs do not as yet include learning outcomes in the descriptions of academic programs as required for the progress report requested by the previous HLC team.

Since 2012, the institution has strengthened its commitment to assessment and its assessment infrastructure. Undergraduate learning outcomes and associated rubrics were developed through a broad, participatory process that involved faculty and staff from multiple areas of the campus, and that was guided by the institution's mission and values associated with its Jesuit identity. The institution created and filled a position for an assessment coordinator and developed a website that contains a sampling of assessment plans and related documents. Annual reporting of assessment processes is expected from all academic programs, and the institution is in the process of developing a university-wide assessment committee. Despite these advances, many departments and programs do not have effective assessment plans and have no evidence of data collection related to assessment. For example, the School for Professional Studies, as a whole, has provided no evidence of active assessment processes. In addition, there is scant evidence of the use of assessment results to inform curricular and pedagogical decisions that can impact student learning.

At the university-wide level, assessment of the undergraduate outcomes through examination of student portfolios is encumbered by the lack of any incentive for student participation. The most recent assessment of the new outcomes was only able to include 19 student portfolios, a sample far too small to be meaningful in informing program improvement. In addition, core-curriculum assessment in the various academic units is in need of additional developments. As indicated in the

assurance argument, many schools have yet to identify learning outcomes associated with their core curricula and assessment of student learning at the level of core curriculum is nonexistent.

The Division of Student Development engages in regular assessment of its programs and publishes data findings in its annual report. A new position in student development, the Program Director for Strategic Planning and Assessment, was created to provide support to the annual assessment process in the division. The annual reporting form includes information about changes based on assessment, and examples of programs instituting such change were provided in the assurance report. Evidence-based Discovery Teams were created in 2014- 2015 that were tasked with identifying and collecting data on four division strategic priorities: 1) Global Citizenship, 2) Healthy mind, body and spirit, 3) Student success and 4) Integrative learning. A division-level discussion of the findings of these teams took place in May, 2015. This evidence suggests a commitment by the institution to co-curricular assessment and the use of data to improve learning in student development programs.

Interim Monitoring (if applicable)

Interim report due Sept. 1, 2018:

The team recommends an interim report on assessment. The report should provide evidence of the following:

1. All programs (undergraduate and graduate) have approved learning outcomes and these outcomes are published in appropriate catalogs and on websites for each program and major in compliance with the requirements of the previous report.
2. Learning outcomes and assessment plans for undergraduate core curricula (general education) have been established for all schools and colleges serving undergraduates within the university.

3. There are active assessment processes at the program level for all programs at the university that include the collection of evidence of student learning, and the use of such evidence for program improvement.
4. University-wide assessment of undergraduate outcomes includes a reasonable sample of direct and indirect evidence of learning and the use of such evidence for improvement.

Although the institution has improved its assessment profile, there are substantial areas where assessment processes lack full development and implementation. In particular, annual collecting and reporting of assessment data at the program level remains inconsistent and many programs provide no evidence of the use of assessment results in program improvement. A substantial number of programs do not have annual assessment reports posted on the assessment website. University-wide measurement of learning outcomes is still in its infancy, and relies on a voluntary submission process for student portfolios that has a response rate much too low to allow meaningful conclusions from the data. Core curriculum assessment, which is relegated to the colleges and schools is essentially nonexistent, with several schools lacking learning outcomes for their core curricula.

In addition, part of the expectations for the peer review team include a review of the components of the progress report on assessment required by the previous team. The expectations for the progress report specifically indicated that the institution should:

- Publish Student Learning Outcomes (“SLOs”) for each degree program and major. Any university-wide learning outcomes that are developed should be published on the University Website and in the Catalogs. Program SLOs should be shown on the main website for each

program and major, and should also be included in the official Undergraduate and Graduate Catalogs.

As of this visit, this component of the progress report is incomplete.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

The institution has developed and maintains a comprehensive Student Enrollment Management plan (2012-2018) that specifies goals for retention, persistence and completion. The plan includes specific recruitment strategies and targets for incoming students that fit with the mission and strategic direction of the institution. The plan sets specific goals for retention and persistence to graduation that are ambitious, but also reasonable and grounded in past performance. As documented in the plan, specific committees were created to focus on areas of recruitment, retention & student success, and research and reporting (data gathering and analysis) that include representation from faculty, students and administration.

Through its Office of Institutional Research, the institution collects and shares information on enrollment, retention and persistence through the annual fact books and through weekly reports that are available to the SLU community through the website. The institution utilizes an internally-defined calculation for retention and persistence statistics that excludes some non-traditional student populations, but also tracks and benchmarks these measures using the IPEDs definitions. In addition to these basic statistics, the Office of Institutional Research conducted a modeling analysis in 2014 to generate an indicator of risk (for retention and success) for incoming freshmen, and regularly collects measures of student satisfaction and engagement to inform retention efforts. Taken as a whole, the institution's data practices around retention, persistence and student success are very strong.

In 2015, the institution was given the MAP-works Educational Excellence award for a new initiative in student success and retention, Student Success Coaching. The program ulitizes risk indicators (generated from internal modeling and from responses to the MAP-works survey) to identify and

intervene with at-risk students through one-on-one advising. There is some initial indication that the initiative has had a positive impact on retention among the at-risk population. This initiative demonstrates a strong institutional response to patterns in the data collected on retention and persistence and the continued use of data gathering to evaluate the initiative's success.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence

SLU is making progress on designing and conducting regular reviews of its programs and identifying and assessing student learning outcomes. While there is much evidence throughout the Assurance Argument demonstrating quality academic programs, these components need to be addressed more fully in the curricular realm along with demonstrated continuous improvement based upon the data collected. The progress report needs to address these items.

SLU has a robust program for assessing effectiveness of its co-curricular and student support initiatives. The institution also has established enrollment and retention goals and regularly collects data which is used to make adjustments to its work.

5 - Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.
4. The institution’s staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

SLU's strong financial resources and careful planning allow for effective operations and a sufficient technological infrastructure. The AIDU reported in 2015 shows consistently strong CFIs, 2.47 for 2014, 3.00 for 2013 and 2.50 for 2012. The endowment is one of the largest in the nation at nearly $1.1 billion.

The resource allocation process and responsible management of the ample endowment ensure protection of SLU's educational program and essential student services. The comprehensive budget development process is driven by the mission and considers multiple factors including enrollment trends, program development and improvements, capital needs, etc. Constituencies across the institution have opportunities to provide input.

The institution's fiscal health is supported by adherence to appropriate goals provided through sound planning that is guided by SLU's mission. Despite the strong financial base, SLU carefully monitors its financial status and does anticipate tight budgets and possible enrollment declines in the next few years.

The university is leveraging technology to support instruction and student support services. SLU is beginning planning efforts for a new ERP system to better provide e-services and institutional

research.

Given SLU's strong reputation, the institution benefits from the ability to be selective in hiring and retaining qualified and well-trained staff members.

SLU is currently undertaking a few major initiatives. Among them is a partnership with SSM Health in order to assure provision of quality medical services and training for the region and construction of two new residence halls.

SLU's planning processes are thorough and allow for careful management of resources, including budgeting and monitoring expenditures.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

After an extended period of stability at both the administrative and governing board levels, SLU has undergone a transition. The new board chair has provided guidance through a particularly tumultuous period. Likewise, the new president has continued to lead SLU through a commitment to the Jesuit institution's mission of service to and engagement with the community. This is notable, particularly since he is SLU's first lay president and began his term during a period of community upheaval, namely, the unrest in Ferguson.

New Board members participate in an intensive orientation program and are provided documents to support their knowledge of the university. SLU is an institutional member of AGB and takes advantage of the professional development and best practices materials available through the organization.

The internal and external events affecting SLU in recent years provided an opportunity for the institution to establish enhanced administrative and governing processes that encourage greater transparency and involvement budgeting and decision-making. To date, this spirit of openness and inclusion appears to be functioning well.

The Madrid campus is subject to the laws of that area with regard to hiring practices, etc. Faculty and staff at the campus are included in the shared governance structure at SLU.

The effort to engage constituents in planning, and setting policy and processes has served SLU effectively. Internal constituents (administrators, faculty, staff, and students) are provided opportunities to be involved in decision-making; the emphasis on contribution and collaboration is evidence of the institution's commitment to its mission. Shared governance is strong at SLU as indicated by broad participation on these decision-making and advisory committees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

The university has shown that it is mission focused and that its priorities are established through a stakeholder driven budget process. Per IPEDS reporting, SLU's instructional spending is significantly more than its peer group. The university's Consolidated Financial Statement for 2015 reflects that expenditures are well-aligned with its mission and priorities. The university is committed to engaging and serving the community through a variety of outreach activities.
SLU has demonstrated that it has a larger share of its base budget targeted at instruction and outreach which are at the core of its mission and priorities. Outreach activities are evident across the university and allow students opportunities for learning and growth.

Although, the assurance argument is brief, it is clear throughout this review that the university is aware of the benefits of connecting the dots between centralized and distributed planning and oversight. There is evidence of broad participation in policy, budget planning and academic initiatives represented by the many committees and task forces that are focused on operational improvements. The new strategic planning process provided an opportunity to raise awareness for the value of linking plans and implementation activities. It provides a framework moving forward for greater synergy and alignment across university-wide planning.

The president is creating a culture where participatory, collaborative planning across units is more of the norm. SLU's Provost requires unit level deans and directors develop strategic multi-year hiring plans. Budget leaders are required to include faculty and department chairs across their units in prioritizing their hiring plans.

The new university strategic plan involved all stakeholders in developing governing principles that include goals for becoming a more participatory, transparent and inclusive environment. With input from open listening sessions, planning groups developed imperatives for institution commitment to

mission, inclusion, collaboration and excellence. A vision for SLU's future has been established that includes being good stewards of human and financial resources. Community members were engaged in topical working groups. These groups helped establish objectives within the strategic plan. The outcome of all planning efforts is a comprehensive strategic plan called "Magis: Saint Louis University's Strategy for the Future." This plan was approved on September 26, 2015 by the full Board. The university continues to solicit input on priorities.

The evidence provided validates that the strategic planning process encompassed the entire SLU community. The President's Coordinating Council (PCC) is responsible for implementation. The president is committed to sharing regular progress reports throughout the University's constituencies.

SLU is experiencing budget challenges comparable to universities across the nation. A declining demographic in an era of greater tuition reliance and rising personnel costs is causing institutions to use fund balances or endowments to bridge structural changes. Leadership clearly understands the relationship between bond ratings and its endowment's capacity to help deal with short-term budget shortfalls. The president initiated an operational excellence initiative to help identify areas for reduced spending. The exercise will likely result in longer term strategic investments and cost reductions with a desired outcome of a more efficient and financially strong University. The hiring of consultants illustrates the university's awareness of limitations in identifying best approaches for operational improvements and in establishing competitive salary structures. SLU also is planning to address possible gender equity discrepancies. Lastly, the evidence provided shows that SLU leadership is as focused on additional revenue streams as it is on cost cutting and risk management issues. Pursuing a capital campaign during a period of community engagement demonstrates strategic, pragmatic, sound leadership.

As a private, non state supported institution, SLU has always monitored and anticipated external threats to its educational and operational capacities. Its enrollment strategies include enrolling more students from outside the Midwest, and enrolling and better supporting more international students. These strategies not only help SLU meet financial goals, but provide a diverse educational experience for students.

The university is leveraging technology to support instruction and student support services. SLU is beginning planning efforts for a new ERP system to better provide e-services and institutional research.

The university clearly anticipates its future needs and local and global factors that require systematic and integrated planning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

Although distributed, the institution develops and documents evidence of performance in its operations. The Office of Institutional Research (OIR) generates census reports that allow the institution to evaluate how it is performing throughout the year. OIR also generates an annual fact book and assists with the annual SEM report. These documents are distributed widely and are intended to inform assessment and reallocation efforts. The Division of Enrollment and Retention Management inclusively developed a 2018 vision for enrollment and tracks changes in resource allocation and areas for recruitment emphasis including goals for increasing diversity within the student body.

The Office of the Provost oversees on-going and periodic review of all academic programs to ensure continuous quality improvement. This collaborative process serves as evidence that the university systematically works toward excellence in its academic programming. Protocols are in place that aid in producing documentation needed for action planning. Several of SLU's academic programs are accredited requiring a significant amount of assessment work. This serves as further evidence that the institution documents the performance of its operations. The University has hired dedicated personnel to assess student retention efforts. Their results are being distributed across the university.

SLU actively monitors and documents its performance for internal and external stakeholders. Stakeholders receive a wide array of documents and regular reports on all facets of the university's operations. The internal auditing arm assures transparency and accountability across the university and contributes to building a culture of assessment across units. The executive leadership of SLU is systematically and incrementally educating stakeholders about the need for performance improvements across its operations as evident by engagement in the development of a shared vision for strategic change and university performance dashboards.

Examples of initiatives that are used to stimulate institutional improvement are presented in the argument and sources. There is evidence that the institution is learning from its experiences. A number of collaborative efforts are underway across the university that are transforming organizational learning and improving institutional effectiveness. The process and metrics for new academic program proposals demonstrates that the university does apply learning to make positive change. Surveys were used to help assess whether the benefits of the new process outweigh the additional paperwork. The involvement of academic affairs committees better ensures the new process

is sustainable and will continue to be improved upon. Other examples can be found in the way the university is learning from enrollment data in best packaging financial aid and in its assessment of online programs. Each example demonstrates an interest in continuous improvement benchmarking and a recognition of its needs and capabilities.

The university openly acknowledges its need for improvement in the area of assessment. However, Saint Louis University does learn from its operational experiences. The institution is becoming more effective in its use of information in decision-making and is on a sustainable path with its shared vision for operational excellence.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

The financial position of the University provides the resources to support quality educational programs and services as evident by its rankings and honors. Evidence further demonstrates capacity within administrative structures to reduce costs and/or reallocate resources toward the priorities of the institution. University leadership is accountable to a knowledgeable board and is well practiced in shared governance internally. Stakeholders are actively involved in governance. The president is committed publicly to continuous improvement in all facets of the operation. The University has several updated plans and policies to help ensure that resources, administrative structures, and processes align with its desired future.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met With Concerns
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

Review Summary

Interim Report(s) Required

Due Date
9/1/2018

Report Focus
Interim report due Sept. 1, 2018:

The team recommends an interim report on assessment. The report should provide evidence of the following:

1. All programs (undergraduate and graduate) have approved learning outcomes and these outcomes are published in appropriate catalogs and on websites for each program and major in compliance with the requirements of the previous report.
2. Learning outcomes and assessment plans for undergraduate core curricula (general education) have been established for all schools and colleges serving undergraduates within the university.

3. There are active assessment processes at the program level for all programs at the university that include the collection of evidence of student learning, and the use of such evidence for program improvement.
4. University-wide assessment of undergraduate outcomes includes a reasonable sample of direct and indirect evidence of learning and the use of such evidence for improvement.

Although the institution has improved its assessment profile, there are substantial areas where assessment processes lack full development and implementation. In particular, annual collecting and reporting of assessment data at the program level remains inconsistent and many programs provide no evidence of the use of assessment results in program improvement. A substantial number of programs do not have annual assessment reports posted on the assessment website. University-wide measurement of learning outcomes is still in its infancy, and relies on a voluntary submission process for student portfolios that has a response rate much too low to allow meaningful conclusions from the data. Core curriculum assessment, which is relegated to the colleges and schools is essentially nonexistent, with several schools lacking learning outcomes for their core curricula.

In addition, part of the expectations for the peer review team include a review of the components of the progress report on assessment required by the previous team. The expectations for the progress report specifically indicated that the institution should:

- Publish Student Learning Outcomes (“SLOs”) for each degree program and major. Any university-wide learning outcomes that are developed should be published on the University Website and in the Catalogs. Program SLOs should be shown on the main website for each program and major, and should also be included in the official Undergraduate and Graduate Catalogs.

As of this visit, this component of the progress report is incomplete.

Conclusion

St. Louis University has a long history of providing quality programs and services to its students and all constituents.

Institutional policies and procedures coupled with a culture of shared governance and a strong leadership team assure the health of the University into the future. The Assurance Argument presented evidence to attest to its meeting all Core Components of Criteria 1, 2, 3, and 5, and Core Components 4A and 4C.

The report of the 2012 Comprehensive Visit included a report on student assessment. That report is a part of this review. SLU has made strides to develop a culture of assessment, and identify Core and program learning outcomes and assessment plans. However, at this time, the work has not fully met the requirements of the report. SLU has a de-centralized structure that makes some of this work challenging, particularly as assessment is conducted of the Core Learning Outcomes. Furthermore, the assessment initiatives and results need to be shared openly in order to contribute to its continuous improvement efforts. This team's recommendation addresses the additional work needed to meet Core Component 4B.

Overall Recommendations

Criteria For Accreditation
Met With Concerns

Pathways Recommendation
Eligible to choose

Higher Learning Commission
A commission of the North Central Association

Internal Procedure

STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Saint Louis University MO

TYPE OF REVIEW*:* Assurance Review

DATES OF REVIEW: -

☐ No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Private NFP

RECOMMENDATION: No change

DEGREES AWARDED: Associates, Bachelors, Doctors, Masters, Specialist, Certificate

RECOMMENDATION: No change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:
International program offerings are limited to existing (2009) undergraduate and graduate courses and programs in Madrid, Spain; and existing graduate courses and programs at sites in Limassol, Cyprus, and Louiaze, Lebanon. Commission notification is required if additions are made. Off-campus course and program offerings in the U.S. are limited to those offered by the School for Professional Studies and the College of Education and Public Service.

RECOMMENDATION: No change

APPROVAL OF NEW ADDITIONAL LOCATIONS:
Prior Commission approval required.

RECOMMENDATION: No change

APPROVAL OF DISTANCE EDUCATION DEGREES:

Recommendations for the
STATEMENT OF AFFILIATION STATUS

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

RECOMMENDATION: No change

ACCREDITATION ACTIVITIES:

Open Pathway, Assurance Review: 03/01/2016
Open Pathway, Quality Initiative Report: 08/31/2021
Open Pathway, Quality Initiative Proposal: 08/31/2019

RECOMMENDATION:

Interim Report, due 9/1/18, on Assessment. Report should establish: a) all learning outcomes are published and transparent; b) learning outcomes and assessment plans are available for all schools/colleges and for general education; c) data collection as evidence of student learning; d) samples of direct and indirect evidence of student learning across the University.

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2011 - 2012

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2021 - 2022

RECOMMENDATION: No change

Higher Learning Commission
A commission of the North Central Association

Internal Procedure

ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1459 Saint Louis University MO

TYPE OF REVIEW: Open Pathway: Assurance Review

XX No change to Organization Profile

Educational Programs

Programs leading to Undergraduate	Program Distribution
Associates	1
Bachelors	92
Programs leading to Graduate	
Doctors	44
Masters	65
Specialist	1
Certificate programs	
Certificate	35

Recommended Change:

Off-Campus Activities:
In State - Present Activity
Campuses: None.

Additional Locations:
Eastern Reception, Diagnostic & Correctional Center - Bonne Terre, MO
Cape Girardeau Career and Technology Center - Cape Girardeau , MO
SLU - Longview Community College - Lee's Summit, MO
BJC Center for Life Long Learning - St. Louis, MO

Recommended Change:

Out Of State - Present Activity
Campuses: None.

Additional Locations: None.

Recommended Change:

Out of USA - Present Activity
Campuses:
- Madrid, SPAIN

Additional Locations:
- Limassol, CYPRUS
- Louiaze, LEBANON

Recommended Change:

Distance Education Programs:
Present Offerings:
Certificate 51.2211 Health Services Administration Certificate in Biosecurity and Disaster Preparedness Internet

Master 51.2211 Health Services Administration MS in Biosecurity Disaster Preparedness Internet

Master 51.3801 Registered Nursing/Registered Nurse Nursing/Registered Nurse (RN, ASN, BSN, MSN) (MS in Nursing) Internet

Doctor 51.3801 Registered Nursing/Registered Nurse Ph.D. in Nursing Internet

Bachelor 24.0102 General Studies Bachelor of Arts in General Studies Internet

Bachelor 51.3801 Registered Nursing/Registered Nurse Bachelor - Nursing/Registered Nurse (RN, ASN, BSN, MSN) (Bachelor of Science in Nursing) Internet

Master 09.0901 Organizational Communication, General Leadership and Organizational Development Internet

Bachelor 52.0213 Organizational Leadership Organizational Leadership & Technology Internet

Bachelor 11.0101 Computer and Information Sciences, General Computer Information Systems Internet

Certificate 51.3818 Nursing Practice Nurse Practitioner Internet

Doctor 51.2306 Occupational Therapy/Therapist Occupational Therapy Internet

Master 11.0104 Informatics Applied Analytics Internet

Master 51.9999 Health Professions and Related Clinical Sciences, Other Health Outcomes Research

and Evaluation Sciences Internet

Bachelor 49.0101 Aeronautics/Aviation/Aerospace Science and Technology, General Aviation Management Internet

Certificate 52.0901 Hospitality Administration/Management, General Hospitality Management Internet

Certificate 11.0101 Computer and Information Sciences, General Computer Information Systems Internet

Certificate 43.0104 Criminal Justice/Safety Studies Security & Strategic Intelligence Internet

Certificate 52.0211 Project Management Project Management Internet

Certificate 52.0213 Organizational Leadership Organization Leadership Internet

Certificate 09.0101 Speech Communication and Rhetoric Strategic Communications Internet

Bachelor 52.1003 Organizational Behavior Studies Organizational Studies Internet

Bachelor 43.0104 Criminal Justice/Safety Studies Security & Strategic Intelligence Internet

Certificate 52.0202 Purchasing, Procurement/Acquisitions and Contracts Management Contract Management Internet

Certificate 42.2804 Industrial and Organizational Psychology Industrial Psychology Internet

Certificate 51.9999 Health Professions and Related Clinical Sciences, Other Health Outcomes Research Internet

Recommended Change:

Correspondence Education Programs:
Present Offerings:
None.

Recommended Change:

Contractual Relationships:
Present Offerings:
None.

Recommended Change:

Consortial Relationships:
Present Offerings:
None.

Recommended Change: