Saint Louis University - MO

HLC ID 1459

OPEN PATHWAY: Reaffirmation Review

Review Date: 11/15/2021

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Context and Nature of Review

Review Date

11/15/2021
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

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

- 2021–22 COVID-19 Response Form

Institutional Context

Established in 1818, Saint Louis University (SLU) is a private not-for-profit institution serving over 12,000 students in 86 undergraduate majors and 83 graduate disciplines. SLU is guided by its Jesuit mission and operates twelve schools/colleges including a medical school, law school, engineering school and allied health school. A broad array of liberal arts programs are also offered by the institution. SLU is classified as a research university with high research activity (RU/H) by the Carnegie Foundation. SLU has held the Carnegie Community Engagement classification since 2015. SLU operates its main campus in central midtown St. Louis, Missouri. SLU has a branch campus in Madrid, Spain and about fourteen approved additional locations in Missouri and other states. SLU has maintained regional accreditation since 1916.

The evaluation included a review of an embedded report on learning outcomes assessment, which will include, at minimum, the following: 1) evidence that the Institution's Core Curriculum and the Core Curriculum SLOs have been established; 2) that the Core Curriculum learning outcomes are being assessed according to an established format or cycle; and 3) that all SLU's instructional programs have completed at least one full assessment cycle, have made recommendations for improving student learning based on assessment data, and have action plans or procedures in place for reviewing and, where appropriate, implementing the recommendations.

The evaluation also included a review of a second embedded report on faculty credentials, particularly directed to its

dual credit arrangements.

Interactions with Constituencies

The team interacted with the following individuals/groups:

President

Provost

VP-Student Development

VP-Business and Finance

VP-Mission and Identity

VP and General Counsel

VP-University Ethics and Compliance

VP-Research

VP-Medical Affairs/Dean

School of Medicine

VP-Enrollment and Retention Management

Interim VP-Diversity and Innovative Community Engagement

Madrid Campus Director/Academic Dean

ALO

Assurance Argument Committee (5)

Assessment Director

University Assessment Committee

Assistant VP and Controller

Assistant Controller

Associate Provost

Board of Trustees Executive Committee (7)

Dean, College of Arts and Sciences

Dean, College of Philosophy and Letters

Dean, College for Public Health and Social Justice

Dean, Doisy College of Health Sciences

Dean, Parks College of Engineering, Aviation and Technology

Dean, Richard A. Chaifetz School of Business

Dean, School of Education

Dean, School of Law

Dean, School for Professional Studies

Dean, School of Social Work

Dean, Trudy Busch Valentine School of Nursing

Dean of Libraries

Chief of Staff to the Dean and Vice President of Medical Affairs

President of Faculty Senate

Assistant VP for Research

Deputy Director of Athletics

Director of Cannabis Science and Operations - SPS

Director of the Human Research Protection

Director of Mission Formation

Director of the 1818 Advanced College Credit Program

Chief Policy and Export Control Officer, Office for Compliance and Ethics

Associate Dean for Faculty Affairs and Professional Development, School of Medicine

Exec. Director Research Integrity and Safety, Exec. Director Environmental Health & Safety, and Radiation Safety Officer

Director, Office of Institutional Equity and Diversity

Vice Chair of the Department of Clinical Health Sciences and Nuclear Medicine Technology Program Director

Acting Director of Center for Transformative Teaching and Learning

Assistant Director, Center for Social Action

Director of Mission Foundation

Assistant for office of Mission and Identity

Director, Center for Social Action

Faculty (7)

Staff (14)

Students (2)

Additional Documents

SLU Website

Letter from the Provost on committing funding the new core curriculum at https://www.slu.edu/provost/provost-communications/provost-letter-on-the-core_2-1-20.pdf

NSF data on research funding from all federal sources at https://ncsesdata.nsf.gov/profiles/site?method=reportsall&fice=8766

SLU press release on COLLAB at https://www.slu.edu/news/2019/may/collab-ribbon-cutting.php

SLU Press release on University Theatre collaboration with the Grand Center Arts District at https://www.slu.edu/news/2017/october/theater-kranzberg-agreement.php

NCES (National Center for Educational Statistics) website

SLU Annual Research Report, 2020

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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution’s academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

Saint Louis University's (SLU) mission statement articulates an understanding of identity and responsibility as a Catholic, Jesuit University guided by Judeo-Christian tradition and the spiritual and intellectual ideals of the Society of Jesus. The mission statement was last reviewed and reaffirmed in 2014 as part of the strategic planning process by multiple constituents including faculty, staff, students, and Board of Trustees. The bylaws of SLU are aligned with the institutional mission and outline its three essential responsibilities (teaching, research, and community service) in support of its mission. "Mission Priority Examen" was conducted in 2018-2019 as a self-study focused on how Jesuit universities live the Jesuit Mission and Identity. There were 30 listening sessions and more than 700 participants. This evaluation and goals for improvement was sent to the Society of Jesus who reaffirmed SLU as a Jesuit and Catholic institution of higher education.

There appears to be alignment between the communicated mission and investments of time and resources deployed. The Office of Mission and Identity ensures that the mission and core values of SLU are integrated in operations, programs, and practices. Several examples of programs developed and offered by the office demonstrate programming opportunities that ensure the mission is understood and realized.

Ample evidence exists for the alignment of academic programs and student support services with

SLU's mission. The new University Core Program was intentionally developed to support and align with the Catholic, Jesuit tradition. The numerous service opportunities for students, faculty, and staff emphasize community service and seeking justice for those most vulnerable in support of the mission.

SLU is cognizant of its enrollment profile and how it aligns with mission. There is an ongoing commitment to increase overall racial diversity. SLU also is committed to diversity of faith and spirituality with over 35% of students identifying as non-religious or non-Christian/Catholic.

The institution clearly articulates its mission through public information. A review of SLU's online publications identified the institution's mission statement on multiple and various websites, publications, and information targeting stakeholders. The mission can be found in the *Magis* strategic plan and the Bicentennial Celebration of 2018. Orientation for new staff, faculty, and students include presentations on the mission and its central role in the operations of the institution. The broad understanding of the mission was evident during interactions with the constituencies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

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

1. The institution’s actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

SLU is a Catholic, Jesuit institution that is committed to serving society at all levels. As part of this commitment, the institution provides a number of service-learning opportunities for students. Numerous examples were provided within the academic areas including the Health Resource Center, School of Law Clinics, Addiction Medicine Fellowship, etc. In addition, the institution provides specific community-based research initiatives including the Institute for Healing Justice and Equity.

Through conversations with leadership and the Board of Trustees, it was evident that teaching, service, and research are priorities of the institution. SLU articulates the institution's priorities to students and stakeholders. There was no evidence of supporting investors or external interests.

Within the SLU mission, there is a strong commitment to service learning and community service that allows all members of the campus community to engages with external constituencies. The institution shared that 1.6 million hours of service have been provided to the community by SLU students, faculty, and staff. The Center for Service and Community Engagement facilitates numerous opportunities including the University's Campus Kitchen, the City Garden Montessori School, and Access Academies. Additionally, of note, was the support SLU provided the community during the COVID-19 pandemic such as providing childcare, pet care, and a drive for personal protection equipment.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

It is clear that SLU's institutional commitments to prepare students to engage in a multicultural society and reflect meaningfully upon that responsibility as part of their education runs deep. The majority of initiatives in this area as well as the commitment to inclusivity, tolerance and support for a diverse campus community refer to the institution's Ignatian values as the basis for their practices. Many campus programs support co-curricular opportunities for civic engagement. The Center for Social Action, for instance, awarded eighteen "1818 Community Engagement Grants" for projects proposed by SLU student groups with community partners for identified activities which would make an impact in greater St. Louis. Students and their partners also offer presentations at the end of the grant activities on project outcomes. The Center also facilities a number of other community engagement experiences from "Policy Pods" in which students study current issues and advocate for policy change to programs addressing food insecurity in the community and community-based research opportunities which the Center has identified as projects where the University has the expertise to provide tangible support for St. Louis metropolitan community organizations. The IDEALS longitudinal survey studied students between their first year and senior year (2015-2019) on attitudes toward pluralism and global citizenship and found that "SLU students demonstrated significantly higher appreciative knowledge of different religious/spiritual worldviews than students at both peer and national institutions". The survey results indicated higher level of improvement for SLU students than those at other institutions participating the survey.

The Campus Ministry's support for a number of extra-curricular opportunities for students to "witness the challenges faced by others, reflect on those experiences, and challenge how you will think and act differently," is ground in the Jesuit mission of "the service of faith and the promotion of justice." Examples include the spring break immersion experiences for students to work in "solidarity with people on the margins" and facilitates student participation the annual "Ignatian Family Teach-in for Justice" which focuses on "Gospel-centered social change." SLU has also been successful in encouraging students' participation in elections with campus organizations informing

students about current issues and campus offices facilitating voting turnout. The Atlas Week examines global challenges each year with the goal of raising awareness of topics and spurring action. The Week offers a series of speakers and a keynote address who have worked on issues of political and society justice. In 2021 the Atlas Week focused on racial equality and justice and its impact on global society. SLU reports that 1.6 million service hours were contributed during SLU's bicentennial year. SLU received a Higher Education Excellence in Diversity from Insight into Diversity magazine in 2016 for its "outstanding commitment to diversity and inclusion," it was designated a "Voter-Friendly" campus by the Campus Vote Project and NASPA in 2017 and 2019 and has been named to the President's Higher Education Community Service Honor Roll for nine years. SLU was classified as a community engaged campus by the Carnegie Foundation in 2015

SLU has a robust infrastructure in place to prepare students for informed citizenship and workplace success. The core curriculum supports these efforts in multiple ways. The mission statement of the core curriculum emphasizes its goals to promote integrity by "strengthening the intellectual and interpersonal tools that prepare students to lead purposeful lives," asking students to envision a just society "and identify conditions that promote the dignity and equity of all," and advancing "students' abilities to listen actively [and] cultivate an atmosphere of mutual respect." These issues are particularly relevant to the sequence of the "Cura Personalis" courses of the new core curriculum. The Center for Social Action coordinates service learning projects between community organizations and campus faculty in order to integrate questions of social justice into the curriculum and serve the community. Approximately 90 service learning course are offered each year. As demonstrated in the results of the 2019 "Student Survey on Service," the program regularly examines how service learning impacts students' interest in contemporary issues and their sense of personal growth.

SLU has recently focused new efforts to prepare students for workplace success. In order to improve career planning for students, better coordinate career-oriented experiential learning programs, and expand community and corporate relations, SLU created a new position of Associate Provost for Career Development in 2019. In response to evidence from the most recent NSSE data which shows that SLU students participate in internships at a lower rate than Jesuit peer universities, Career Services has bolstered its efforts to help students identify internships and secure mentors. One new program supports under-represented minorities in securing internships. SLU alumni are satisfied with the career preparation they received, and the overwhelming majority use the services of Career Services.

SLU demonstrates its commitment to inclusive and equitable treatment of diverse populations in many ways. A turning point in the institution's recent approach to DEI practices and policies was the creation of the "Clocktower Accords" in the aftermath of the 2014 Occupy SLU movement. The 13 points of the Clocktower Accords cover a range of issues. Some of these concerns include the funding and status of African American Studies, financial aid, scholarships, and academic support for African American students and academic and economic outreach to under-resourced St. Louis communities. Discussions in the open sessions pointed to the Clocktower Accords as still relevant for SLU. Each year, SLU provides updates on progress on the accords and sponsors a week of programming focusing which re-affirms the institution's to "actively strengthen diversity, inclusion and equity on campus" as a flyer for the fall 2021 event explained. Some of the principal outcomes of the Accords have been to make African Studies an academic department, create a new position of Vice President for Diversity and a new Office of Diversity and Innovative Community Engagement (DICE). DICE sponsors diversity speakers series, Atlas Week, Diversity Awareness Month and SLU's observation of the Juneteenth holiday and is home to the Center for Social Action and the Cross Cultural Center for Global Citizenship. SLU is encouraged to develop its strategic DEI goals

as it seeks to improve its processes and outcomes in this area.

SLU has several offices and committees which provide leadership in policy and reviewing progress on the institution's equitable and inclusive treatment of diverse populations. The University's Board of Trustees, for instance, has created a new Diversity, Equity and Inclusion Committee whose charter gives it the responsibility to "reinforce and oversee Saint Louis University's establishment of a culture of inclusive excellence." This committee has a commitment to further educate the Board regarding DEI concerns, help identify and advocate for best practices and promote funding for initiatives which deepen SLU's ability to serve all campus members equitably. The Institute for Healing Justice and Equity is a multidisciplinary faculty group dedicated to eliminating health disparities, particularly those rooted in systemic inequalities. The Diversity Leadership Cabinet coalesces representatives from many multicultural and social justice student groups and has the responsibility for listening to and acting upon student diversity and social justice concerns to ensure that SLU is providing a safe and inclusive environment to all students.

Campus offices which support inclusive excellence for distinct student populations include the Cross Cultural Center for Global Citizenship and the Center for Accessibility and Disability Resources. The Cross Cultural Center for Global Citizenship manages the African American Male Scholars program and various activities such as College Success Workshops, and support for the campus LBGTQIA population. SLU also recently inaugurated a new residential learning community for African American and Latinx students to improve their academic and social wellbeing. A wide range of other student groups are represented among the multicultural student organizations which support U.S. racial and ethnic groups as well as international student associations.

The Reinert Center for Transformative Teaching and Learning supports inclusive teaching practices. A 2017 Bringing Theory to Practice grant enabled the Center to develop recommendations for university leadership to prioritize inclusive learning environments across the undergraduate experience. The Center offers a wealth of resources to model inclusive pedagogy and workshops for faculty. The Culturally Responsive Teaching Academy offers workshops focusing on creating an inclusive teaching environment for international students and is planning to broaden the scope of these workshops. The National Assessment of Collegiate Campus Climate in fall 2020 found distinct racial perceptions for how white instructors supported their class participation. Middle Eastern, White and Asian students felt very highly supported while Black and Hispanic students only felt moderately supported (53-55%). Sixty percent of students of color felt encouraged to discuss race with other classmates while 20% fewer of their white classmates did. SLU is encouraged to continue its work in improving campus climate for Black and Hispanic students.

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.

Rationale

The mission of Saint Louis University is clear and is well publicized in electronic and print materials. The mission is well understood by faculty, staff, and trustees. The mission guides the institution to achieve its goals in the areas of teaching, research, service as well as in its operations such as budgeting and planning.

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 establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

SLU operates its financial, academic, human resources and auxiliary functions with integrity. The institution has well-established policies and processes that guide its Board of Trustees, administration, faculty, and staff to act fairly and ethically. In 2019, a new Vice President for University Compliance and Ethics was appointed. This chief policy office has oversight for SLU's institutional policy program as well as compliance responsibilities such as those required by accrediting bodies and federal regulations. The Policy on Policies provides structure and clarity to the review and approval for University policies as well as ensuring a through and transparent vetting of newly proposed University policies.

The Board of Trustees has oversight for SLU's financial management. The integrity of the University's financial controls and overall financial management is confirmed through regular unqualified independent audits. The Spanish branch of SLU's independent auditor audits the Madrid Campus and coordinates its findings with those of the St. Louis branch. The effectiveness of SLU's financial management processes is evidenced by the way the institution successfully balanced financial stability and addressed financial challenges caused by the pandemic with no intentional layoffs and limited short-term furloughs in the School of Medicine.

The University continues to improve its business processes through by transitioning administrative systems to Workday, a cloud based single, central, integrated system. SLU has various policies, standards, procedures and professional practices in place to ensure the security and faculty, staff and students' data and University information. The recent institutional adoption of PolicyStat will create a centralized, searchable source for all University policies.

Links to employment policies, labor information, and other relevant policies specific to the Madrid Campus align with legal requirements to operate a private university in Spain. There are sufficient

hiring policies and practices in place to ensure SLU implements its employment practices and performance reviews with integrity in compliance with applicable laws and regulations. Disciplinary policies are available to address misconduct by employees.

Revisions to hiring procedures to increase diversity among the faculty are forthcoming in the revisions to the Guidelines for Faculty Recruitment and Hiring. Appropriate offices and University committees provide on-going support and education to enhance understanding and implementation of relevant hiring policies, federal laws and regulations.

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.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

Information provided on the SLU public website is comprehensive and presented with transparency. Content includes detailed information about SLU's programs and requirements, including linkages to information about the corresponding program at SLU's Madrid Campus, as well as information specific to tuition, fees and financial aid (a Net Price Calculator helps estimate financial aid awards); governance and control; safety and security (including live campus webcams); and relationships with other accrediting bodies.

A major redesign of the SLU website was launched in 2015 and resulted in improvements in organization and appearance. The Division of Marketing and Communication reviews content and manages ADA compliance for web-based content. Social media are important marketing and communication tools and guidelines and policies have been developed to guide institutional and personal use.

Web-links support the institution's claims regarding contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development. Documents such as the annual research impact report and service to the community impact report are accessible on SLU's website and document concrete measures of impact in the region. Updates on the progress of the five-year Research Growth Plan to build SLU's research enterprise are available on the website of the Office of the Vice President for Research (OVPR).

While the University has a long-standing reputation for its commitment to St. Louis and the region, SLU has not commissioned a full economic impact study since 2012. A lot has changed in almost 10 years and a current study would capture the economic impact and mission-based transformations of new University partnerships and initiatives. Two significant contributors to the region's economic development, educational opportunities and professional growth are (1) SLU's involvement in the region's collaborative Cortex Innovation District and (2) its investments in new academic programs and other support of the local geospatial industry. Completing a current impact study has

the potential of serving a dual purpose of yielding data that can be used to inform a new SLU strategic plan and tell the present-day story of how SLU is continuing to live it's mission by transforming the city and region.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

Boundaries of the Board's role and responsibilities regarding its oversight of University operations are clearly articulated in key Board documents such as The Board's Statement of Criteria for Trusteeship, Statement of Commitment and Responsibilities, and Conflict of Interest Policy. Links to these and other key documents were provided. Bylaws cite SLU's tradition as a Catholic, Jesuit university, and include a provision that trustees acknowledge this context in the furtherance of the institution's corporate purposes and the conduct of its operations.

Per the Bylaws of Saint Louis University, SLU is governed by a Board of Trustees which, by rule, should have 25 to 55 members, with at least four but nor more than 12 being members of the Society of Jesus. Currently, there are 39 members, including five Jesuits. The Statement of Commitment and Responsibilities confirms the Board of Trustees as "the principal governing authority for the University, charged with the fiduciary responsibility and with preserving and enhancing SLU's Jesuit mission". Trustees serve on a voluntary basis and are elected for three-year terms and can serve three consecutive terms. The Board has a number of standing committees that include faculty, staff, and student representatives. Committees include Academic Affairs, Diversity and Inclusion, Mission and Identity, and Finance. The Board meets four times a year with day-to-day management responsibilities delegated to the President.

Consistent with the information provided in the assurance argument, Trustees described to peer reviewers the detailed process through which new trustees are adequately prepared to execute the duties of their new roles. New trustees are provided opportunities to sit on key committees such as the Diversity and Inclusion Committee as well as receiving multiple resources specific to procedural

authority and governance such as the University Bylaws, the SLU strategic plan, Board Statement of Commitment and Responsibilities, informational reports for administrative units as well as contextual readings about higher education. Orientation sessions include opportunities to hear directly from University administrators regarding their areas of responsibilities.

Effectiveness of the Board is evidenced in how the Trustees successfully navigated the challenges during the height of the pandemic by implementing strategies that protected the financial position of the University and addressed the needs of the SLU community with flexible approaches for remote work and on-line learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

SLU's policies demonstrate a strong commitment to academic freedom and freedom of expression in the pursuit of teaching and learning. The Faculty Manual clearly articulates the centrality of academic freedom to the University enterprise and acknowledges the role of students' freedom of expression and inquiry in their interactions with faculty. There is also acknowledgement between the relationship of knowledge in the Judeo-Christian tradition and diverse perspectives derived from human experience or based in personal views. The Student Handbook's Statement of Rights and Responsibilities points to the students' Rights to Learn which encompasses the right of access to diverse ideas and the right to express the same. Faculty have the autonomy to determine their course content and programs to determine degree requirements.

In 2017, SLU convened a work group charged with reviewing:

- current institutional policies and procedures regarding invited speakers and performers
- leading campus conversations about campus speech, expression, civility, and inclusion
- inviting ideas and feedback from the SLU community
- reviewing, discussing, and analyzing the information collected
- making recommendations to the President regarding future policy and practice at the University.

This project culminated in the 2020 ratification of the University's newly revised Civil Discourse, Speech, and Expression Policy. Guiding this policy is the philosophical Statement on Speech, Expression, and Civility that details SLU's commitment to freedom of expression consistent with its Catholic, Jesuit heritage and its research university status.

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, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

A new leadership position, the Vice President for University Compliance and Ethics, was created in 2019 to guide SLU's compliance-related work, and in advancing a culture of ethical conduct throughout the institution. The following ethics and compliance issues are under the purview of the Office: Conflict of Interest; Foreign Influence; Export Controls; and Misconduct. SLU has appropriate policies and procedures for compliance and ethical practices specific to the aforementioned categories.

The Office of the Vice President for Research (OVPR) has significant responsibility for the integrity of research and scholarly practice at the University. The OVPR includes a Research Integrity and Safety Group (RISG) which coordinates the work of the Institutional Animal Care and Use Committee, the Institutional Review Board, the Conflict of Interest in Research Committee, and the Environmental Health and Safety unit. SLU's Division of Information Technology Services (ITS) is a critical institutional partner with scope, operations, and an appropriate use policy that addresses the integrity of research and scholarly activity at SLU.

The institution provides students guidance in the ethics of research, use and evaluation of information resources in a rapidly changing environment in which vast amounts of information is easily accessible. The importance of the critical thinking competency needed to engage in ethical research is reflected in SLU's third Core Student Learning Outcome: All SLU graduates will be able to assess evidence and draw reasoned conclusions. Students receive instruction and resources to develop competencies to engage in critical evaluation of information, ethical research practices and responsible authorship of publications.

The Saint Louis University Academic Integrity Policy was implemented in 2015. This central university policy co-exists with policies at the academic department, college or school level. The

Faculty Manual and Student Handbook contain provisions related to academic integrity. However, this year, due to a significant increase in academic integrity incidents, inconsistent sanctions among academic units and inconsistent archiving of reporting of sanctions, the Office of the Provost convened an Academic Integrity Working Group of faculty, staff and students to delve into these issues and explore mitigation strategies. SLU is encouraged to support the work of the group in achieving better alignment of academic integrity policies at all levels of the institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

Integrity is a value embedded in the Jesuit, Catholic tradition and mission of the Saint Louis University. Integrity is primarily defined as actualizing the mission of the university and compliance with legal, policy and accreditation requirements. Recent positions and offices such as Office of the Vice President for Research (OVPR) and the Vice President for University Compliance and Ethics have been created to advance a culture of integrity and ethical conduct across the institution. The University has established policies and processes in place to ensure the university operates with integrity, transparency and fairness.

In response to the pandemic, SLU remained true to its mission and successfully continued operations through the development of new policies and revision of existing policies specific to campus health and safety and fulfillment of its academic mission. SLU's continued monitoring of the goals contained in the Clock Tower Accord is evidence of a university-wide commitment to fulfill integrity promises made to both the internal and external community.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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

Rationale

SLU has both undergraduate (UAAC) and graduate (GAAC) committees responsible for the oversight of new and/or revised programs. The evidence demonstrates that there are clear procedures in place for degree program additions and/or modifications that are reviewed by the appropriate level committee. SLU has published its learning goals and outcomes for all its programs in catalogs and webpages. Each program is required to submit an annual report of assessment of learning outcomes. SLU has the same processes in place, regardless as to where the degree program will be administered. These details demonstrate that SLU is committed to ensuring that courses and degree programs are appropriate for the credential awarded.

Documentation provided and discussions with the University Assessment Committee during the site visit confirmed that the planned annual assessment process for all academic programs is in place to help SLU ensure that both the learning outcomes and assessment methods are appropriate for the various degree levels (e.g., undergraduate, graduate, post-baccalaureate, post-graduate and certificate). The plan is that the University's Assessment Director, in conjunction with the University Assessment Committee will review assessment reports, provide feedback, and support/assistance when improvements/modifications are needed in regards to appropriate levels of student performance, learning goals, and assessment methods.

SLU's policies for creating new programs, academic program reviews and assessment processes are consistent at all locations and across all modes of delivery. The Multi-Location Site visit by the HLC in Fall 2019 documented that SLU met all expectations for instruction, evaluation, and assessment. Further, in regard to exclusively online programs, to ensure the appropriate level of rigor and

instructional quality is attained, SLU appointed an Associate Provost for Distance Education in Spring 2018, and hired a full-time Distance Education manager in summer 2019. The Distance Education Office is tasked with ensuring the quality of online programming, and this extends to the individual course level. Their standards are based on the Council of Regional Accrediting Commissions' Guidelines for the Evaluation of Distance Education. The documentation provided is sufficient to demonstrate that quality standards are maintained across the various campus locations, instructors, and modalities.

Learning goals in dual credit courses are the same as the same courses taught on the main campus. The SLU dual enrollment program (also known as the 1818 program) is one of the largest dual credit programs in the nation. SLU department liaisons conduct regular visits of dual-enrollment classrooms, review syllabi, and assessment reports each semester. The 1818 syllabus review process ensures that the dual enrollment course syllabus is consistent with the syllabi for SLU sections of the course in areas including the course description, SLU policies, content coverage and depth, SLU grading standards, and required readings. An assessment review involves an evaluation of course assignments, evidence of appropriate rigor, examples of student work, and grading practicies. Dual-enrollment course faculty meet the institution's faculty qualification standards.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution’s mission.

Rating

Met

Rationale

In order to develop general education programming to facilitate engagement of students in collecting, analyzing and communicating information, achieving mastery in modes of intellectual inquiry/creative work, and in developing skills adaptable to changing environments, SLU approved the University core (approved in March 2020). Prior to this time, undergraduate programs did not have a common general education undergraduate curriculum to sufficiently demonstrate achievement of these outcomes across all programs. The common core was designed in a way to "impart broad knowledge and intellectual concepts" while also being "grounded in a philosophy or framework true to the Catholic, Jesuit Mission and Traditions of the institution." The nine student learning outcomes generated in 2018 that guide the University Core Curriculum include both broad liberal-arts' based learning outcomes, as well as institution-specific learning outcomes.

SLU was required to submit an embedded report on assessment that included the following elements related to core curriculum: 1) evidence that the Institution’s Core Curriculum and the Core Curriculum SLOs have been established; 2) that the Core Curriculum learning outcomes are being assessed according to an established format or cycle. While the SLOs for core curriculum hae been established and many courses have been developed and approved in all core areas, most of the core courses are yet to be taught. SLU is piloting two core courses in fall 2021 with a cohort of about 300 first year students enrolled in them. The institution plans to offer the other developed core courses in future semesters. As a result, SLU is currently not well positioned to assess core learning outcomes. In section 4.B, interim monitoring with respect to assessment of student learning outcomes in the

core curriculum is recommended.

SLOs 5-9 in the core curriculum focus on the portion of the Jesuit mission that emphasizes recognition and appreciation of diversity in all it's forms. Beyond the core curriculum, the documentation demonstrates that SLU has identified a multitude of undergraduate (30) and graduate (30) degree programs that have curricular components that include diversity in interdisciplinary contexts. Further, the documentation provided revealed that SLU students, as well as faculty and staff, have the opportunity to serve diverse and/or underserved populations around the St. Louis Metro area, and can participate in Student Development, Diversity and Community Engagement, and the Center for Service and Community Engagement. Corroboration with NSSE data show that a high proportion of SLU students (both freshman and seniors have been assessed) participate in service learning projects - this has been high since the report in 2017, and remains high at approximately 61% of first year students and 73% of seniors (from the 2020 report). Results from the National Assessment of Campus Collegiate Climates survey demonstrated that more white students (77%) felt that they mattered in classes with white professors compared to students of color (55%). In this regard, SLU is encouraged to identify specific ways that they intend to close this gap which may have an impact on the quality of learning experience for students of color. (See also discussion on achievement gap in graduation rates in 4.C). Further, working with students and faculty on campus to improve perceptions of the lived experience for students (and any person) of color is a worthwhile priority.

Attainment of the nine core SLOs is facilitated through courses/learning experiences in 19 core component areas, from both credit and non-credit learning experiences. The goal is to ensure that students continue to gain maturity/complexity over time (e.g., introductory, developing, and achieving). Discussions with the leadership, faculty, and the assessment leaders on campus helped further corroborate the provided evidence that the Core Curriculum developed is appropriate to the Catholic, Jesuit Mission of the Institution. Implementation of the Core Curriculum is in progress. Assessment of the core SLOs is planned to be conducted over the next few years.

Documentation shows there has been increased support of faculty research, beginning with the five-year growth plan put forth in August 2017. The SLU Research Institute was created in Fall 2018 with the primary goal of growing scholarly research activity on campus, including interdisciplinary collaborations. The Office of the Vice Present for Research Staff support faculty research in a variety of ways including fostering collaborations, identifying funded and non-funded research opportunities, proposal development and review, and managing awards and post-award compliance support. The Research Institute aims to position SLU to become "a national and international model to promote teaching, learning, and research that exemplify discovery, transformative outcomes, and engaged citizenship in a global society" - which is part of SLUs strategic plan. In addition, documentation shows SLU has launched a Big Ideas competition, seed funding, and the research institute fellow program to further promote faculty research. SLU also uses two databases, Faculty180 and Academic Analytics databases are used to track faculty scholarly contributions. The NSSE results suggest that slightly over 1/4 (27%) of seniors participated in research with faculty. Data on graduate students was not included. If SLU has a goal to increase student involvement in research and/or finding ways to better track data on student involvement, at the undergraduate level, tracking career trajectories for those with research experience could be helpful. Thus, evidence on faculty contributions and involvement in research and scholarly activity has sufficient documentation.

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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

The student to faculty ratio of 9:1 demonstrates that there are a sufficient number of faculty to support students in and outside the classroom. Further, documentation provided as well as site visit discussions with the Leadership and Assessment team verified that SLU has established standards in place regarding consistency of curriculum across instructors, locations, and modalities to ensure that the curricular goals for quality are met/maintained. SLU faculty teaching courses are appropriately qualified/credentialed. Faculty are available to and work closely with students, especially those involved in student organizations, and the Senior Legacy Symposium.

In September 2020 SLU unveiled a plan to increase diversity among faculty members. As a result, new faculty hiring guidelines are in the process of being established, as is more thorough and fully developed diversity training for search committees. The institution is encouraged to advance this initiative which could help it serve its increasingly diverse student body better.

Further, the annual review process for full-time faculty members is established, although the faculty senate solicited feedback on how to improve the faculty evaluation process in 2020-2021. Faculty are aware of how their teaching in courses is evaluated, and the standard course evaluation questions were updated in Spring 2021 to allow programs to add up to five custom questions. SLU is encouraged to integrate feedback from the faculty senate survey into the faculty teaching evaluation

process.

The Reinert Center for Transformative Teaching and Learning effectively serves as a source of support for faculty, as well as graduate student instructors. The center also coordinates with the Distance Education Office to support online and/or hybrid teaching. The center helps support faculty and keep them current with changing educational needs, as was evidenced in the Spring 2020 semester. The teaching resources available to faculty and graduate instructors at SLU are designed and modified to best meet the changing needs of the student population.

Evidence shows the supports available to those primarily engaged in academic advising roles allow for advancement from Advisor I, Advisor II, to Senior Advisor. A clear pathway for promotion was documented in that competencies, performance evaluations, years of service, and work experiences all are part of the promotion process. Further there is an Advising Professional Development Committee that provides training and development to address the needs of the Academic Advisors. Student survey results noted a high degree of satisfaction with advising.

SLU has a university-wide faculty qualifications policy with unit-level policies providing additional details for specific courses and contexts. The policy is applied across the institution including in the dual credit program. SLU was required to submit an embedded report on dual credit faculty qualifications which resulted from a combination of lack of enforcing the faculty qualifications policy in the dual credit program and weak oversight of the dual credit program resulting in nearly 25% of the dual credit faculty not meeting SLU faculty qualifications requirements. Over the past year, SLU has taken the necessary steps to address these issues. The dual credit program director was removed in 2020 and a new director hired in July 2021. The oversight of the progam was strengthened and shifted to the Provost's office in March 2021. For the fall 2021 offerings, 98.6% of the dual credit faculty meet the qualifications requirements; the faculty not in compliance are not authorized to teach beyond this year.

Overall, the evidence shows that SLU has a variety of resources available to faculty, instructors, staff and students to meet teaching and learning needs, and to promote professional development. An area of growth needed is to have specific goals, and strategies to meet goals in regard to increasing diversity, and understanding of the diversity, equity and inclusion on search committees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

The documentation provided detailed that SLU supports students in a variety of ways. There are specific programs for incoming freshman (the SLU 101, summer orientation program), transfer students, and Graduate and international students. After the initial transition to the university, SLU offers through various centers and resources. For example, the Student Success Center provides access to peer tutoring, supplemental instruction, and The Writing Center. Student Success Coaching available to students offers a coach that can assist with study skills, time management, test-taking strategies, organization, connections to campus resources, accountability, motivation, homesickness, and stress and self-care. Living-learning communities provide social and academic support, where students with similar interests live in the same area. Current communities include diversity and global citizenship, engineering and innovation, ethical leaders in business, health sciences, honors, leadership for social change, life sciences, Micah: Living the Mission, and THRIVE: Black and Talented. Other resources on campus include the Center for Accessibility and Disability Resources, University Writing Services, the English Language Center, the Distance Education Office, and Career Services; these are just some of the various programs and initiatives in place to support students of varying needs throughout their educational journey at SLU. As SLU is dedicated to closing the achievement gap in graduation rates, determining specific strategies and target goals to reduce the gap would help keep this goal a priority. In addition, through examination of the NSSE results, SLU determined that fewer seniors participated in internship or field experience than comparison institutions, with 64% of students having such experiences. Thus, SLU would like to increase participation to help ensure their students are ready to seamlessly transition into a career upon graduation. Evidence shows that SLU has a variety of programs to support students; the institution is encouraged to continue this trajectory by developing or further developing programming specifically targeted to close the achievement gap.

Placement testing is used to ensure appropriate courses for students in math, English, and chemistry.

There is a similar online assessment for international students. Documentation provided shows that in order to best meet varying circumstances, SLU has two programs for students that do not initially meet the English language requirements. Another way students are supported is through the Billiken Success Program. This is a more intensive and supportive year-long program to help students be college ready for full admission after completion of their first year at SLU. Further, as detailed above, there are various supports to students throughout their educational journey to meet the differing needs of students at varying levels. The evidence shows that SLU considers learning support and preparatory instruction to be a priority to help ensure student success.

The prior de-centralized academic advising structure was revised beginning in March 2017 resulting from the Magis Operational Excellence Program participation. The purpose of this initiative was to overhaul the undergraduate academic advising process, and work to ensure job placement. The goals were to "1) Improve the advising experience for students; 2) address ongoing advisor retention issues; 3) better integrate academic and career advising." As a result, after the final recommendations were announced in February 2018, an Assistant Provost for Academic Advising was appointed, and there is a more centralized advising unit that integrates with college/school advising. An Associate Provost for Career Development was appointed, and enhanced support for Career Services was prioritized. The evidence demonstrates that SLU is making strides to ensure that students' needs in regards to academic advising and career services are met.

Documentation provided, as well as discussions with faculty and the leadership team demonstrate that SLU faculty and students are able to benefit in various ways from the multitude of resources available to support teaching, learning and scholarship. There are several examples to corroborate this statement. The Reinert Center for Transformative Teaching and Learning (CTTL) is in place and also houses the Learning Studio. The Division of Information Technology Services has continued to build high-level educational technology into additional classrooms, refresh existing software, and ensure that the hardware and software are performing as needed. The libraries at SLU, including the Academic Technology Commons, and the subject specialist library faculty to assist students and faculty are additional resources. Further, documentation detailed buildings and laboratories have been remodeled to support teaching and scholarship. There are also community-based clinics (e.g., psychology, speech-language and hearing, and law), and three museums. These represent some examples of the resources available to students and faculty at SLU to support continuously effective education and learning experiences. Evidence details that SLU provides students and instructors which the necessary infrastructure and resources to support effective teaching and learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

SLU has processes and procedures in place to ensure that educational quality is maintained at a high level in all programs at all locations and modes of delivery. SLU enforces its faculty qualifications policy across all programs including dual credit programs. The core curriculum design is based on a framework that is consistent with the mission of the institution. The core curriculum courses are in development. The institution is encouraged to make a more concerted effort in fully implementing the core curriculum and assess its outcomes. It is recommended that SLU submit a progress report on the implementation of the core curriculum and the results of the learning assessment in the core curriculum as part of the next assurance review.

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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Rating

Met With Concerns

Rationale

SLU has many policies and procedures in place for ensuring the quality of its courses and programs. The institution maintains and exercises authority over courses, student learning, learning resources, and faculty qualifications. As described, courses are proposed by academic departments using a Course Approval Form and are approved by college-level Faculty Council. In addition, the university-wide Undergraduate Academic Affairs Committee and the Graduate Academic Affairs Committee approve program actions inluding new degree program proposals. Within these forms, a summary of student learning outcomes and assessment plan are required. The forms also require description of university resources needed. Through the multiple levels of review, SLU ensures that the courses and programs have the appropriate rigor for the level and student learning expectations are appropriate at the program level.

SLU has appropriate and approved policies and practices to evaluate the courses that they transcript for transfer credit. The Transferology software system is used to help students determine which of their courses will transfer to SLU. The institution also makes use of a website that lists previously approved transfer courses from ten major SLU feeder institutions and provides a searchable database of previously-approved transfer courses. Coursework for transfer to the Madrid campus is reviewed locally at the Madrid site by faculty and staff experienced with international credit evaluation. Transfer credit is also evaluated and available for AP, IB, military courses reviewed and approved via American Council on Education, and by exam and CLEP.

SLU has a large dual enrollment program (named the 1818 dual enrollment program in reference to the year in which the institution was established) with over 7,000 high school students earning college credit through that program. SLU has made great progress over the past year to fully ensure the integrity of the 1818 dual enrollment program and appropriate institutional oversight. The review of the embedded report on the dual enrollment program demonstrated that SLU has effectively addressed issues related to dual credit faculty qualifications. Currently, all dual enrollment course instructors are required to meet SLU's faculty qualification expectations of eithier having a master's degree in the discipline, or a masters degree in any discipline and 18 graduate credits in the discipline in which they teach. In Fall 2021, 98.6% of dual enrollment faculty met the SLU requirements; faculty not in compliance are not authorized to teach beyond this year. All dual enrollment course syllabi are reviewed by SLU department liaisons for content coverage, rigor and learning expectations. Student achievement in dual credit courses are compared with achievement in corresponding sections taught at SLU. SLU academic departments participating in the dual enrollment program offer professional development workshops for instructors. The agenda for these programs from the English, Math and Spanish department workshops provide evidence that these workshops effectively set expectations for learning outcomes in the dual credit courses appropriate to higher education curriculum.

The HLC Team Report from the previous Comprehensive Evaluation in 2012 noted that SLU should develop a process of regular Academic Program Reviews (APR). The institution developed an APR process and piloted it in 2014-2015, but there is not significant evidence that the process is fully established and will be sustained. The APR manual describes the process and requirements for the review and lists the programs that must undergo the APR in a given year. These reviews are scheduled to occur on a seven-year cycle with potential changes to accommodate the timing of any specialized accreditation reviews. A program self-study, the report from three external reviewers, comments from the dean, and any other material related to the review are reviewed by an internal Program Review Council that includes the Associate Provost for Academic Affairs, six faculty, and the Assessment Director. The self-study requires the current assessment plan, copies of the assessment reports for the last three years, changes made in the program as a result of assessment, and the resulting improvements in the curriculum. However, evidence from program reviews show that assessment information are not included consistently. The review guidelines require that the self-study address the extent to which the faculty have come to understand and value the assessment process. The faculty in the program are also asked to evaluate what they see as the current strengths and weaknesses and the future threats and opportunities of the programs that have been reviewed. The summary report from the Program Review Council is discussed by the Provost with the Dean and department head/director to determine a course of action based on the report. Examples of this process were provided for review by the Team: sociology and anthropology from 2016-2017 and 2017-2018 and the Masters of Public Health and Gender and Women's Studies in 2020-2021. In the sociology and anthropology programs, there was acknowledgement in the self-study and the different levels of review that the assessment of student learning outcomes has begun, but needed additional

work. While a number of SLU programs undergo specialized accreditation review, the vast majority of programs have not been reviewed using the institutional APR process. With the lack of regular reviews of all programs, the strength of compliance with this core component is weakened and the institutional processes for using the information from the reviews for improvement and as input to planning and budgeting are jeopardized. SLU should provide an embedded report on progress made on academic program reviews as part of the Year 4 Assurance Review.

Fifty-one SLU programs maintain specialized accreditation as demonstrated on the website for the Accreditation Log.

SLU makes use of commercial surveys to collect information about the career outcomes of their graduates. For example, the First Destination Survey administered by Handshake is sent to SLU's graduates for up to five months after graduation to determine whether they are employed, in graduate school, unemployed, or volunteering. The most recent survey in 2019-2020 had a 53% response rate. An SLU survey sent by Career Services indicated that 92% of those who replied were employed, in graduate school, volunteering, or not seeking employment. Specific programs also keep track of the graduation outcomes of their graduates.

Interim Monitoring (if applicable)

SLU has made limited progress on academic program reviews. The institutional academic program review has not been completed for a majority of the programs. The institution should submit an embedded report on the progress made in the academic program review process. The report should include (a) list of programs reviewed each year, (b) the outcomes/recommendations from these reviews, and (c) information on how the recommendations from the reviews are addressed. This report should be submitted at the time of the Year 4 Assurance Review.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met With Concerns

Rationale

SLU has sufficient policies, practices, and oversight to support program-level assessment of student learning outcomes. SLU upgraded the Assessment Coordinator position to Assessment Director in 2019, established the University Assessment Committee in 2017, and in 2020 updated the charge to the committee to include supporting the fulfillment of the assessment-related obligations to HLC. This central committee includes one representative from every college, the faculty senate, the library, the Reinert Center for Transformative Teaching and Learning, and the Assessment Director and is an additional layer of support for assessment that includes the college and program level assessment personnel and committees.

SLU was required to submit an embedded report on learning outcomes assessment to include, at minimum, the following: 1) evidence that the Institution's Core Curriculum and the Core Curriculum SLOs have been established; 2) that the Core Curriculum learning outcomes are being assessed according to an established format or cycle; and 3) that all SLU's instructional programs have completed at least one full assessment cycle, have made recommendations for improving student learning based on assessment data, and have action plans or procedures in place for reviewing and, where appropriate, implementing the recommendations.

SLU has made good progress in assessment of student learning in degree programs. The two previous evaluations (in 2012 and 2016) noted that SLU needed to make progress in defining learning outcomes, develop and use assessment processes, and use the information to improve student learning. SLU has published the student learning outcomes for every program in the catalog website. In addition, SLU developed an assessment website that provides information on the assessment requirements, the Assessment Plan Template, Assessment Report Template, and the Assessment Plan Checklist to guide the programs in developing and implementing assessment plans. Assessment reports from the last two years (2020 and 2021) are posted on this website with nearly all (99.6%) of the academic programs represented; missing reports were primarily those from newly created programs. The Assessment Plan Template consists of space for the student learning outcomes, curriculum mapping, artifacts of student learning, and the evaluation process that will be used. In

addition, the Assessment Report Template is very comprehensive and requests a listing of learning outcomes that were assessed, assessment methods and evaluation processes that were used, data/results from assessment, findings including interpretation and conclusions, changes in response to assessment findings to improve student learning, and potential results in learning from the changes. Furthermore, SLU developed a Program-Level Assessment Report Feedback Form that is designed to provide feedback on the assessement report and includes a section for rating the assessment progress based on the information in the report. The processes in place at SLU for assessment of learning in the programs reflect good practice and involves program faculty and staff. A review of the assessment reports shows that the process is in its early stages of full implementation. SLU is encouraged to advance this work in subsequent years for the full cycle of program-level assessment of student learning outcomes and the use of the information from the assessment for improvement. It is recommended that SLU highlight the progress made in the next assurance review.

Effective 2018, SLU implemented a policy on Distance Education indicating that the University will evaluate the effectiveness of its distance education programs and courses including that assessment of student learning reflects effective practices for distance education.

The embedded report on assessment was required to address the development of learning outcomes and assessment of those outcomes in the core curriculum in the embedded report on assessment. Prior to 2016, SLU did not have a university-wide core curriculum; each college had its own version of a core curriculum. In 2017, SLU joined the HLC Assessment Academy and were advised to focus on a university-wide core curriculum and assessment of the core curriculum learning outcomes. SLU began by establishing nine learning outcomes for the University Core Curriculum that were approved by the University Undergraduate Core Committee and the Faculty Governance Committees of all SLU colleges and schools in 2018. SLU developed a curriculum map for each of learning outcomes and where in the components of the core they will be assessed. Based on these learning outcomes, SLU then developed the University Core Curriculum for the Saint Louis and Madrid undergraduates that was approved by the faculty and by the Council of Deans and Directors and the Interim Provost in 2020. Seven Associate Core Directors with one for each component area of the core curriculum were appointed to three-year terms in July 2020. These Associate Directors are tasked with working with faculty on the development and submission of core courses for approval. Evidence of a budget allocation for implementing and running the core curriculum was provided. Two of the core courses have been developed and offered in fall 2021 as a pilot to about 300 new first year students. SLU plans to assess the pilot semester of the University Core Curriculum in Spring 2022. Other courses for the core curriculum have been developed but are yet to be taught. Given the current situation, it is recommended that SLU submit an embedded report on the progress in implementing the core curriculum and in the assessment of student learning outcomes from the core curriculum as part of the Year 4 Assurance Review.

In addition, SLU stated in the Assurance Argument that the team participating in the HLC Assessment Academy believed that their efforts to advance a culture of assessment on the SLU campus “were being hindered by a lack of a culture of learning, or a culture that appropriately valued excellence in teaching and curriculum design/review”. SLU is encouraged to work toward improving this culture and report on progress on this issue which is at the heart of being able to deliver a high-quality education.

Co-curricular assessment of student learning is another area that HLC expects institutions to develop, implement, and evaluate. In spring 2017, budget challenges led to the elimination of the Program

Director for Strategic Planning and Assessment in the Division of Student Development along with over two dozen other positions. In summer 2018 under guidance from the Vice President and Associate Vice President and during a retreat, the division identified how the directors of the departments could gather information for their co-curricular assessment plans. In the Division reports from 2018-2019 and 2019-2020, the units and departments reported how they are living up to the SLU mission, vision, and goals. These brief reports often include quantitative data on the number of participants in co-curricular activities and some outcomes. However, the reports could be improved with a more intentional statement of the expected learning outcomes as well as an assessment of the student learning and changes to the program/activity to improve student outcomes. Furthermore, SLU is encouraged to examine co-curricular activities in units outside the Division of Student Development such as academic affairs and the colleges and evaluate which of these should also provide opportunities for assessing co-curricular student outcomes.

Interim Monitoring (if applicable)

An embedded report on the full implementation of the core curriculum should be submitted for review as part of the Year 4 Assurance Review. The report should include (a) a list of core curriculum courses, and (b) the report from a full cycle of core learning outcomes assessment.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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

Rationale

SLU has strategies for improvement of retention, persistence, and degree completion. A Retention Working Group includes members of the Division of Student Development, Office of the President, Office of the Provost, Registrar, and Office of Student Financial Aid who collaborate on various actions to improve retention. The All-Student Cohort retention rates have ranged from 90 to 91% between 2014-2019, with the retention rates for underrepresented populations, Pell-eligible, and first-generation students consistently two to nine percentage points lower. Prior to 2019, SLU used an internal standard for determining graduation rates, but switched to follow the IPEDs definition, a change that allows SLU to compare their four- and six-year graduate rates to that of other institutions. For graduation rates, the difference is much wider between the All-Student Cohort and the underrepresented populations, Pell-eligible, and first-generation students; the disparity for the graduation rates ranges from ten to twenty percentage points lower. The All-Student Cohort graduation rate increased steadily from 68% to 74% for the four-year graduation rate and from 77% to 80% for the six-year graduation rate. However, the graduation rates for underrepresented populations, Pell-eligible, and first-generation students fluctuated with litter sustained improvement. While the data are tracked, there is little evidence that SLU has set goals for student retention, persistence, and completion. More importantly, the data are currently not utilized to inform strategies for closing the achievement gap in completion rates for underrepresented, Pell-eligible, and first-generation students. SLU is encouraged to set goals for retention, persistence, and completion for all students as well as for closing the achievement gap in completion rates. SLU is also encouraged to analyze the data to assist with developing strategies that could be used to improve the persistence and graduation rates of the underrepresented populations, Pell-eligible, and first-

generation students.

The university has several programs that are designed to improve retention, persistence, and degree completion with some that begin in the summer before entering SLU and others that continue throughout the college years. Many of these programs follow best practices in higher education. For example, students are supported through the Billiken Success Program, a TRIO-McNair Scholars Program and a pre-college, and a TRIO-Education Talent Search. When another of their TRIO programs was not renewed, SLU provided self-funding for a similar program, the Student Opportunity for Achievement and Resources Program (SOAR). Students in the SOAR program receive intrusive advising, tutoring, peer mentoring, cultural programming, and financial literacy education, and will serve approximately 200 new and continuing undergraduate students.

In addition, SLU has an online math boot camp summer program that supports students with low test scores on the math placement test and a new summer course, Introduction to Scientific Problem-Solving for STEM students with low math placement. In addition, the Blueprint for Success program is a recovery program offered in the spring term for first-year students who want to raise their GPA. In spring 2020, 100 of the 102 students participating in this non-credit program were retained and 78 (80%) registered for classes the following fall. Students who did not participate or participated at lower levels were retained at lower levels.

SLU also uses targeted Student Success Coaching along with a predictive model to identify students at high risk for leaving the university. Early Alerts/Early Warnings can be sent to advisors and coaches to support students when they are at risk academically. Furthermore, SLU makes use of a vendor platform to assist faculty and staff in supporting student success and retention through the use of Early Alerts. The report from this system showed only 230+ student contacts by faculty but does not indicate the number of faculty participating in the use of this software package for student success. SLU is encouraged to explore ways to increase faculty participation rates and to expand the use these support systems for student success.

University-designed student surveys and the NSSE reports are used by SLU and the results are provided to the campus to highlight successful topics and those areas that need improvement.

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.

Rationale

SLU has made much progress on assessment of student learning in academic programs in recent years. However, the full implmentation of the process is in its early stages and SLU is encouraged to continue to advance its efforts in achieving maturity in its learning assessment processes in programs. Core curriculum is still in its development phase with two courses being piloted in fall 2021. Without the full set of core courses in place, SLU is currently unable to assess the core learning outcomes. SLU is required to submit a progress report on the development of the core curriculum and on the assessment of the core curriculum learning outcomes as part of the next assurance review.

SLU has made little progress on performing academic program reviews. The majority of the programs have not undergone the institutional program review. SLU is required to submit a progress report on academic program reviews as part of the next assurance review.

While SLU tracks retention, persistence, completion data, it needs to set goals for these metrics and develop strategies to achieve those goals. The first-year retention levels are quite good for both the majority of the students as well as the subpopulations of underrepresented, Pell-eligible, and first-generation students, but the degree completion rates demonstrate a large disparity between the subpopulations and the majority. Metrics and goals along with a strategic plan, specific action plans, and analytic evaluation of improvements would likely improve the progress toward elimination of the disparity.

Embedded reports are due at the time of next assurance review on (1) the core curriculum implementation and assessment of core student learning outcomes, and (2) the implementation and outcomes from the academic program reviews.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution’s leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution’s administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution’s administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

The Faculty Senate, Staff Advisory Committee, and Student Government Association (SGA) represent key internal constituencies of the institution. The foundational documents for the Faculty Senate, the Staff Advisory Committee, and the Student Government Association all provide for input into the planning and budgeting processes from these constituencies. The Faculty Manual, in particular, addresses the specific role that the program, college, and university faculty play in forming academic policy and institutional governance.

The University Leadership Council (ULC) is the highest formal advisory body to the President and includes the Presidents of the Faculty Senate, the Student Government Association, and the Staff Advisory Committee. In addition, all of SLU's vice-presidents and the deans of all colleges, including the dean of the Madrid campus, serve on this council. The diversity of this body assures that key administrative decisions, including the university budget, are given due deliberation by a university-wide, representative body.

In Spring 2015, President the President’s Advisory Council, PAC, which greatly extended the reach of shared input as the institution prioritized initiatives in the Strategic Plan and considered attendant budget and expense reduction initiatives. With nearly 100 members, the size of PAC enhanced transparency and input, but also became a hinderance to achieving clear goals and respecting confidentially of University data. As a consequence, the President opted to discontinue the PAC and

the ULC was created to facilitate consultation with shared governance entities.

Since the last comprehensive HLC reaccreditation visit, the institution has implemented significant changes to data collection and analysis tools and processes. The Magis Operational Excellence Program (MOEP) called for the elimination of significant operational deficits and for establishing a multi-year, data-driven process for growth and financial stability. This in turn called for broadening the silo-driven analytics to include data elements common to every program, accessible in the form of dashboards, and appropriate to institutional goals. This process is ongoing, but has already realized considerable success in providing data to drive decisions at all levels in the institution. One example is in Academic Portfolio Review Committee (APRC), where part of the data considered include student demand (evidenced by applications for admission and degrees granted), and financial performance, including operating revenues and expenses. The APRC additionally gathered more nuanced qualitative data and contextual information not otherwise captured in the common analytics. The institution recognizes this is an evolutionary process to provide an optimal mix of quantitative and qualitative data. Based on its analysis, ARPC recommended closure of 24 academic programs. In three of these cases, the impacted faculty presented alternative proposals from the faculty to keep the programs open which were accepted. In the remaining programs, the faculty have found these difficult decisions more acceptable than not. There is evidence that the new processes which combine common data sources with more qualitative and contextual information is working successfully.

It is also notable that, in keeping with the MOEP financial goals, in 2017 the institution eliminated 120 staff and administrative positions, while another 130 vacant positions were also eliminated, and made cuts in all major divisions of the institution. SLU should continue to monitor the effectiveness of the areas which experienced significant reductions in the staffing level.

In May, 2021 the Chair of the Board of Trustees charged each Board committee to review its charter document to ensure that, in both representation and operational scope, diversity, equity, and inclusion were appropriately addressed. Similarly, the structures of SLU's major, university-level curriculum committees are being revisited to ensure greater diversity for member constituencies. Those committees are also charged to ensure their revised bylaws reflect the University's commitment to our curricula appropriately addressing the diversity of humanity and the ways in which racism and oppression are institutionalized.

Finally, there is presently no formal articulation of the relationship among the various committees. To this end, the institution is working to clarify and codify the norms and expectations of these relationships which, in turn can only enhance the already strong participation of all parties in governance.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

The consolidated financial statements show SLU remains strong and able to support its mission and programs. The consolidated financial indicators are consistently strong. While the institution has a recent history of small (relative to the overall budget) deficits and/or surpluses, the Trustees have been clear that in the long term the institution must have positive financials. The endowment, currently at $1.2 billion, provides substantial weight to the university's financial strength. Indeed, in 2017 the Trustees raised the send rate from the endowment from 4.5% to 5%. The increase in rate is still sufficiently low to protect the principal for future generations.

SLU has established educational and other qualifications for staff positions and implemented hiring guidelines accordingly. In addition, human resources offers Skillsoft and instructor-led training programs as needed. The SLU Workforce Center, a non-credit industry and organizational training unit of the University, provides certification bootcamps in multiple areas. Exemplary work is recognized through multiple programs.

SLU uses a suite of similar Jesuit universities for comparison (Boston College, Georgetown University, Loyola University, and Marquette University). All are similarly sized and have a similar mission. Allowing for differences in enrollments, the institution generally compares favorably with this group, falling midrange or higher in most data elements. In this group, SLU has the second highest number of full-time, noninstructional staff after Georgetown University, and the highest staff-to-full-time student ratio of the group. In terms of full-time non-instructional staff to full-time faculty, SLU falls in the middle. This provides evidence that the current levels of non-instructional staffing are consistent with peer practices.

COVID-19 mandated comprehensive, substantial, and immediate changes to the delivery of university services. In particular, the sudden pivot to remote learning in Spring 2020 required the

institution to purchase and deploy Zoom as the primary tool for synchronous learning, replacing Skype. SLU's IT and academic leadership and IT staff rolled out this new technology across the entire institution with no major failings and comparatively few minor snags. This provides significant evidence of the high-quality and dedicated staff in these areas.

The physical infrastructure of the university is valued at over $860 million dollars. The Madrid campus has three buildings in the historically-protected Metropolitan neighborhood. The St. Louis campus is composed of 127 buildings, spread across 292 urban acres and 8,025,681 GSF. The St. Louis campus includes two new residence halls that opened in 2016 and 2017, and a new Interdisciplinary Science and Engineering building that opened in the Summer of 2020. The new $550 million SLU/SSM Hospital opened in September of 2020. Though owned by SSM Health, the hospital is home to our SLUCare medical practice and the clinical components of medical, nursing, and health sciences programs across the University. It features 316 private patient rooms, an expanded Level I trauma center and emergency department, larger intensive care units, a new and expanded patient parking structure, and green space and gardens. In addition to that footprint, SLU controls major adjacent parcels of land for future campus expansion.

COVID-19 certainly had a negative financial impact on the institution's revenues, with a loss of tuition revenue and the refund of room-and-board fees. The institution undertook a number of temporary emergency measures, including limited furloughs, administrative pay cuts, and suspending contributions to retirement plans and planned salary increases. Combined with significant funding from the CARES act, preliminary indications are that the institution is poised to show a small surplus in FY21. Temporarily-eliminated matching contributions to retirement funds are, per the Board of Trustees, to be reinstated in January 2022. The capacity of the institution to come through the unexpected and potentially calamitous financial consequences of the pandemic shut downs provide strong evidence of the school's solid fiscal management.

A significant aspect of the institution's strategic planning and the MOEP in particular has been to better align the institutional resources with institutional operations. That has resulted in a combination of restructuring programs, staffing, and certain organizational elements to be more effective and efficient while identifying opportunities for growth. The addition of financial dashboards and other indicators to the overall planning process show an institutional commitment to prioritizing goals and deploying resources in a manner that best impacts the mission. The mission and strategic planning documents all show consistent regard for the institution, its current and future resources, and innate opportunities.

The University utilizes an annual, incremental budgeting process for its operations. Data from multiple sources are used to inform the building of the annual budget at the unit level. The capital expense projects are separated from but coordinated with the annual operational budgeting process. Three years of anticipated capital requests are solicited each budget year to support longer term planning. Budget discussions at various levels include representation across all institutional constituencies. Final approval of SLU budget resides with the full Board of Trustees, typically at the quarterly meeting immediately preceding the start of each new fiscal year. By the time the budget is submitted to the Trustees for a vote, it has been vetted by the President, the University Leadership Committee, the University Budget Committee, and the Faculty Senate Budget and Finance Committee. Longer-term planning is also done at the Board level, as its Executive Committee develops consensus on a broadly-defined, rolling three-year budget to guide their official annual budgeting decisions. All of the above features, as well as detailed examples of their implementation,

provide evidence of well-developed process for budgeting.

SLU's Division of Business and Finance oversees the above-described University-level budgeting as well as ongoing and financial monitoring during the fiscal year. Following approval of each annual budget by the Board, funds are released into the appropriate accounts (at multiple levels) throughout the institution in the Workday system. Budget managers at all levels receive monthly and annual financial reports tracking expenditures via Workday. Annual external independent audits of the University's finances show no significant adverse findings during the period since the last visit by the Commission.

As a non-profit, private educational institution subordinate only to its volunteer Board of Trustees and its constituencies, SLU is not beholden to any other financial or corporate interest to which financial or other resource allocations are directed. Other evidence reviewed demonstrates student outcomes and faculty accomplishments confirming the integrity of SLU's financial commitments to its educational purposes.

SLU's development initiatives also reflect a firm commitment to its educational purposes. The institution is in the final year of a $500 million campaign with major priorities for funding to support scholarships, academic excellence, business education, health sciences, and athletics. The additional funds will solidify and advance its already strong educational capacities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

The institution's strategic plan completed in 2016 continues to provide the primary guidance for SLU's planning. As previously documented, the process for developing this plan and for prioritizing the various goals expressly involved all internal elements of the institution. Considerable care was taken to assure that all constituencies had a voice in formulating the plan. The budget process is the primary vehicle for annual planning. Again, transparency and wide participation in forming budget priorities is a significant aspect of the process. All university stake-holders are assured a voice as final budgets are prepared for submission to the Board of Trustees. These processes provide clear evidence that planning encompasses the whole institution and considers the perspectives of constituent groups.

The University allocates its resources in a manner consistent with its corporate purposes of teaching, research, service, and health care. SLU's expenditures compare favorably with institutions similar in size, educational scope, and mission. The institution's consolidated financial statements provide a breakdown of expenditures by category. The most recent statement for FY2020 showed $854,554,000 in total expendtures. Of that amount, "Patient Care" accounted for $360,900,000. When that category is removed, the report distributed the remaining expenditures of $493,654,000 by various functional categories. In particular, 40% was for direct instruction, 20% for instructional support, and 9% for academic support, resulting in 69% for instruction and related expenses. Research expenditures have been at 7% (increasing in each of the past four years) and are further evidence of a commitment to scholarship. Auxiliaries, operations, and physical plant are a modest 16% of the budget. While direct expenditures on public service account for only 2%, this amount is comparable to the peer group mentioned above. Further, community service efforts have earned SLU the Carnegie Foundation's

Community Engagement Classification. In terms of raw expenditures (scaled to enrollment and faculty size) for teaching, research, and public service SLU is solidly in the middle of its peer group of four similar, urban, Jesuit universities (Boston College, Georgetown University, Loyola University, and Marquette University). These are distinguished institutions and SLU's expenditures compare favorably with this group, providing evidence that its resource allocations are consistent with national norms for similar institutions.

In the assurance argument, SLU notes that there is, at present, no formal step in the budget process that directly considers data from program review or learning assessment. As noted in Criterion 4, academic program review process has not been fully implemented and only a handful of programs have completed the institutional program review. Examples of use of assessment data for improvement and as input for the planning process are sparse. Despite the lack of a formal, direct mechanism connecting assessment of student learning or program review to budgeting, SLU has allocated resources based on its assessment of needs of academic programs. For example, the team designing the new core curriculum projected a need for stronger capacity in writing across the curriculum which in turn has resulted in support for a new staff specialist position and non-tenure track instructors. Similarly, program review revealed that the forensics program needed two new teaching labs which were physically separate but located in close proximity, and the institution responded accordingly. Finally, accreditation for the nursing program recommended improvements to the simulation lab which were subsequently implemented. It is clear from these examples, the MOEP process, and the current budget process that the institution has the capacity to use robust data, both qualitative and quantitative, in meaningful ways. As academic program review process matures and analysis of data from learning assessment become more widespread, SLU is encouraged to utilize this capacity to institute a formal process for expressly considering data from learning assessment and program review during the budget process.

The institution engages with many local external constituencies in mutually productive ways. In the face of masking requirements during the pandemic, a voice professor partnered with a biomedical engineer and a costume designer to develop a mask that offered clarity, comfort, and protection. To manufacture the mask, the group partnered with The Collective Thread, which provides economic empowerment to vulnerable refugees and immigrant women. VocalEase is a living embodiment of SLU's mission, bringing together the arts, science, and community engagement in a single project.

The residents and businesses in the urban neighborhood surrounding SLU's main St. Louis campus comprise a significant external constituency of the university. The University Theatre has collaborated with the Grand Center Arts District to stage plays, for example. In addition, SLU is the leading member of the St. Louis Midtown Redevelopment Corporation, established via collaboration with SSM Health and supported by the City of St. Louis. The Midtown Redevelopment Plan governs the redevelopment of approximately 400 acres of un- and under-utilized land and buildings between the "North Campus" and "South/Medical Campus" areas of SLU's main St. Louis campus. The Plan was adopted in 2017, and has already resulted in major redevelopment projects. Residential, retail, office, hotel, dining, and entertainment projects are all part of the plan. One of the key responsibilities of the Redevelopment Corporation is to serve as an "umbrella redeveloper" tasked with overseeing and facilitating development efforts within the Redevelopment Area. The Redevelopment Corporation reviews and approves plans for construction and rehabilitation of improvements within the Redevelopment Area to ensure that these projects comply with and further the goals of the Redevelopment Plan. That guidance is informed by SLU faculty and staff members who have provided input about community needs and concerns. SLU houses the office and staff of the Redevelopment Corporation; the Corporation's Director is a SLU employee; and SLU employees

(including our Chief Financial Officer) hold three of the five seats on the Corporation's Board of Directors.

SLU has also collaborated with local public schools in accessing and analyzing data, providing important analytical services to the schools and research data to SLU faculty. SLU has a long tradition of collaboration with local Catholic secondary schools in supporting student transition to college and other student services. SLU and Washington University have collaborated to create a center to support entrepreneurial innovation at CORTEX, the region's largest innovation district.

The institution continues find ways to respond to changes in demographics and other aspects of its environment. In response to demographic trends that predict a long-term reduction in the regional population of potential freshman in the Midwest, SLU has opened out-of-region recruiting offices with full-time admissions staff in the southwest and mountain west regions of the country. SLU has also contracted with a provider of pathways program to recruit and support international students. Technology changes, including evolving means of student computer and cellphone use, have manifested in changes to computer labs (some have been eliminated, others revamped), web-based educational and administrative functions, and significant upgrades of technology infrastructure. SLU's response to COVID-19 challenges has been exemplary. It rapidly transitioned to virtual instruction, weathered the loss of revenue, instituted safety protocols to return to in-person instruction in fall 2020, and actually expects to show a small surplus for FY21. The institution's successful response to COVID-19 shows how sound planning, operational surpluses, budgeted contingencies, stable technology platforms, well-managed deferred maintenance, ongoing faculty and staff development, and the capacity to adjust to evolving external factors combine to assure success.

The processes that produced the current strategic plan involved a comprehensive analysis of the internal capacities and practices and the external environment. This plan has served the institution well and has continued to guide the university even as elements have been updated in response to changing circumstances, the Clock Tower Accords being one example. SLU plans to produce an academic strategic plan starting next year. Indeed, many internal and external factors considered in 2016 have undergone considerable change. Most notably, all organizations are finding that COVID has permanently changed workforce expectations and operations and other factors. The institution might consider the value of another comprehensive strategic plan that considers all aspects of the institution, both internally and externally, as it moves forward into a post-COVID world.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

Based on the information provided in the Assurance Argument and other pertinent materials reviewed by the visiting team, and as confirmed in interviews during the visit, Saint Louis University meets all of the requirements of Criterion 5. The institution’s resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

FC - Federal Compliance

Rating

Does not require monitoring

Federal Compliance Filing Form

- SLU_Federal_Compliance_Filing_(10-15-2021)

Rationale

Federal Compliance Rationale Template

Instructions: When an evaluation that includes a Federal Compliance Review is released to the peer review team in the Assurance System, copy and paste the text below into the Rationale section of the Federal Compliance tab.

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The university has a credit hour policy that was accepted by the faculty and its committees in 2016. It is comprehensive and addresses all degree and certificate levels and all delivery modalities. The registrar is responsible for assurance that all courses continuously follow the policy and conducts an annual review for that purpose. Review of several programs at the undergraduate and graduate levels demonstrates that program length is appropriate and aligns with accepted higher education practices with baccalaurate degrees requiring the minimum 120 semester credits, master's requiring at least 30 semester hours, and doctoral programs varying according to the discipline and frequently requiring practica, clinicals, and research.

Reviews of syllabi of several courses offered in different modalities and varied timeframes affirms the application of the credit hour policy and consistency of content and learning outcomes when the same course is delivered using varied modalities (face to face, online, hybrid).

2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The university clearly states the procedures for students to file complaints of differing types and how they are processed. The procedures include a timeline and clearly describe steps leading to the final determination. The materials are available within the catalog as well as on the university website.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The transfer policies are clearly articulated on the university website and in the catalog. They address requirements of the courses accepted for transfer including completion with at least a grade of "C" for undergraduate credit and a grade of "B" for graduate credit, conditions for applicability to degree requirements, and that they must have been completed at a regionally accredited institution or an international institution recognized by the dean of that discipline.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

St. Louis University uses a multi-factor authentication system for verification of student identity. There is also a software tool used in some courses that prevents students from accessing online materials while taking tests. The University has an extensive set of Information Security Policies and Enterprise Standards detailing its practices regarding online use and materials.

There are no additional fees charged for online or hybrid courses.

5. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The University reported student outcome data within the Federal Compliance filing clearly indicating the these data are compiled. The data are publicly available on the institutional website and show retention and graduation rates.

6. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

In addition to HLC institutional accreditation, the University has many program specific accreditations. All are clearly listed and accessible on the institutional website. They are also noted within the descriptions of each of the accredited programs.

All the program accreditations are current and there are no pending sanctions connected to the accreditations.

APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES

Complete this section only if the institution has submitted an Appendix A. Review any negative actions taken against the institution and identify any implications for the institution's compliance with the Criteria for Accreditation or other HLC requirements. Provide a detailed rationale for any Core Components identified as Met with Concerns or Not Met.

Rationale:

N/A

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.S	Criterion 1 - Summary	
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	
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.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met With Concerns
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring

Review Summary

Interim Report(s) Required

Due Date
7/1/2025

Report Focus
1. Team recommends an interim report on program reviews.

Over the years, SLU has made limited progress on academic program reviews. The institutional academic program review has not been completed for a majority of the programs. The institution should submit an embedded report on the progress made in the academic program review process. The report should include (a) list of programs reviewed each year, (b) the outcomes/recommendations from these reviews, and (c) information on how the recommendations from the reviews are addressed. This report should be submitted at the time of the Year 4 Assurance Review.

2. Team recommends an interim report on the core curriculum (general education) program.

SLU did not have a university-wide general education requirement. As a result of the work from their participation in the Assessment Academy, SLU developed a plan for a university-wide core curriculum and an assessment plan for the core. Nine learning outcomes were identified for the core. The courses that would make up the core curriculum are under development. SLU anticipates that the core will be fully implemented in the next few years. An embedded report on the full implementation of the core curriculum should be submitted for review as part of the Year 4 Assurance Review. The report should include (a) a list of core curriculum courses, and (b) the report from a full cycle of core learning outcomes assessment.

Conclusion

Saint Louis University has a long history of offering quality education to its students at the undergraduate and graduate levels. SLU actively engages with its internal and external constituencies regularly in the planning and delivery of its academic, research, and service progams and activities as appropriate. The institution's resources and infrastructure effectively support its educational offerings and research activities. Planning and budgeting functions involve faculty, staff, and student input. The Board of Trustees are actively involved in the long range planning, in establishing policies, and monitoring operations.

The institution meets all core components except 4.A and 4.B which are met with concerns. Interim reports on program reviews and core curriculum are recommended by the team to address the shortcomings with respect to these core components.

Overall Recommendations

Criteria For Accreditation
Met With Concerns

Sanctions Recommendation
No Sanction

Pathways Recommendation
Eligible to choose

Federal Compliance
Does not require monitoring

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Saint Louis University, MO
TYPE OF REVIEW*:*	Open Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	Visit to include an embedded report on learning outcomes assessment, which will include, at minimum, the following: 1) Evidence that the Institution's Core Curriculum and the Core Curriculum SLOs have been established; 2) That the Core Curriculum learning outcomes are being assessed according to an established format or cycle; and 3) That all SLU's instructional programs have completed at least one full assessment cycle, have made recommendations for improving student learning based on assessment data, and have action plans or procedures in place for reviewing and, where appropriate, implementing the recommendations. Visit to include a second embedded report on faculty credentials, particularly directed to its dual credit arrangements. Federal Compliance Reviewer: Elaine Pontillo Due to COVID, this visit will be conducted with a hybrid team structure. The chair, Devarajan Venugopalan, and two team members, Gail Burd and Seth Meisel, will visit in-person, with the rest of the team participating virtually.
DATES OF REVIEW:	11/15/2021 - 11/16/2021

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Private NFP

Recommended Change: No change

Degrees Awarded: Associates, Bachelors, Masters, Specialist, Doctors

Recommended Change: No change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2011 - 2012

Year of Next Reaffirmation of Accreditation: 2021 - 2022

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

Recommended Change: 2031 - 2032

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's, Bachelor's, Master's, Specialist, Doctoral

The institution is not approved at the following program level(s): None

Recommended Change: No change

Additional Location:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

Recommended Change: No change

Distance and Correspondence Courses and Programs:

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

Recommended Change: No change

Accreditation Events

Accreditation Pathway — Open Pathway

Recommended Change: No change

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: For Core Component 4A (Program Review): Embedded Monitoring in the institution's next assurance review, no later than 7/1/2025: Evidence of improvement to the academic review process, with attention paid to how outcomes are used. For Core Component 4B (Assessment): Embedded in the institution's next assurance review, no later than 7/1/2025: Evidence of an effective assessment plan for the University's core curriculum, with outcomes learned from the process.

Institutional Data

Educational Programs

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

Undergraduate		Recommended Change: No change
Certificate	47	
Associate Degrees	2	
Baccalaureate Degrees	99	
Graduate		
Master's Degrees	72	
Specialist Degrees	1	
Doctoral Degrees	40	

Extended Operations

Branch Campuses

Madrid - Spain, 34 Avenida del Valle, Madrid, OTH, 28003

Recommended Change: No change

Additional Locations

Jesuit College Preparatory School of Dallas, 12345 Inwood Road, Dallas, TX, 72544 - Active

Avila University, 11901 Wornall Road, Kansas City, MO, 64145 - Active

BJC Center for Life Long Learning, 8300 Eager Road, St. Louis, MO, 63144-1419 - Active

Cape Girardeau Career and Technology Center, 1080 S. Silver Springs Road, Cape Girardeau , MO, 63703-7511 - Active

Eastern Reception, Diagnostic & Correctional Center, 2727 Highway K, Bonne Terre, MO, 63628 - Active

Little Rock Archdiocese, House of Formation, Archdiocese of Arkansas, Little Rock, AR, 72204 - Active

Missouri Council of School Administrators, 3550 Amazona Dr., Jefferson City, MO, 65109-5716 - Active

Moberly Area Community College , 101 College Ave, Moberly, MO, 65270 - Active

Moberly Area Community College -- Kirksville Higher Education Center, 2105 East Normal Street, Kirksville, MO, 63501 - Active

Rockhurst High School, 9301 State Line Road, Kansas City, MO, 64114 - Active

Rolla Public School District Office, 500 Forum Dr., Rolla, MO, 65401 - Active

SLU - Longview Community College, 500 SW Longview Road, Lee's Summit, MO, 64081-2105 - Active

SLU at Strake Jesuit, 8900 Bellaire Blvd., Houston, TX, 79011 - Active

St. Louis Community College (STLCC) - Meremac Campus, 11333 Big Bend Road, St. Louis, MO, 63122-5720 - Active

Recommended Change: No change

Correspondence Education

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

None

Recommended Change: No change

Distance Delivery

09.0101 - Speech Communication and Rhetoric, Certificate, Strategic Communications

09.0901 - Organizational Communication, General, Master, Leadership and Organizational Development

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

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

11.0104 - Informatics, Master, Applied Analytics

24.0102 - General Studies, Bachelor, Bachelor of Arts in General Studies

42.2804 - Industrial and Organizational Psychology, Certificate, Industrial Psychology

43.0104 - Criminal Justice/Safety Studies, Bachelor, Security & Strategic Intelligence

43.0104 - Criminal Justice/Safety Studies, Certificate, Security & Strategic Intelligence

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

51.2211 - Health Services Administration, Certificate, Certificate in Biosecurity and Disaster Preparedness

51.2211 - Health Services Administration, Master, MS in Biosecurity Disaster Preparedness

51.2306 - Occupational Therapy/Therapist, Doctor, Occupational Therapy

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

51.3801 - Registered Nursing/Registered Nurse, Doctor, Ph.D. in Nursing

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

51.3818 - Nursing Practice, Certificate, Nurse Practitioner

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

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

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

52.0211 - Project Management, Certificate, Project Management

52.0213 - Organizational Leadership, Bachelor, Organizational Leadership & Technology

52.0213 - Organizational Leadership, Certificate, Organization Leadership

52.0901 - Hospitality Administration/Management, General, Certificate, Hospitality Management

52.1003 - Organizational Behavior Studies, Bachelor, Organizational Studies

Contractual Arrangements

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

51.0000 Health Services/Allied Health/Health Sciences, General - Associate - Medical Laboratory Science, Associate - Orbis Education Services, LLC

None

Recommended Change: No change

Consortial Arrangements

38.0101 - Philosophy - Bachelor - B.A., Major in Philosophy - SLU-KGS Consortium

Recommended Change: No change