ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

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The Higher Learning Commission

Co ss on o the orth Central ssoc at on o Colleges an Schools

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Contents

I Context an ature o Vst

D. Additional Locations or Branch Campuses Visited (if applicable)

o a tonal locations were site

E. Distance Delivery Reviewed

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F. Interactions with Constituencies

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Trustees

V ce Pres ents

- a cae c ars
- b ance ent
- c Bus ness an F nance Controller Enroll ent an etent on Manage ent
- e FacItes Ser ce Manage ent
 - **General Counsel**
- g Hu an esources
- h In or at on Technolog Ser ces

Me cal ars

- j Mss on an Mnstr esearch
- I Stu ent De elop ent

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- a Internat onal an ca e c
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The n ers t s ss on s spec call ntegrate nto the curr culu It s scusse n n ers t the new stu ent or entat on progra

appropr ate role n

opportun t es

1. Evidence that Core Components are met

a The organization realisticalli prepares or a uture shape bill ultiple societal an econo citren si

S ste at c strateg c plann ng s an ate ro the SL Pres ent an t s an ntegral part o the regular act t es at all le els Ithough these plans are care ull prepare an ta en ser ousl the n erst s open to re s on o the plan as new opportunt es ar se or so et es as har real t es occur Most s gn cant s the act that the SL Strateg c Plan s re ewe at rtuall all le els o the n erst ot onl s ee bac pro e or but a s ste at c an or erl process or ee bac s ntegrate nto the es gn o the plan Further the ar ous un ts ro the epart ent le el through Schools an Colleges engage n the r own e orts to e ne the r strateg c rect ons base upon the r own S OT anal ses an other strateg c etho s s a part o the e ort to e ne SL s uture there s Pres ent al V s on an a Sant Lou s n erst M ss on State ent that the n erst co un t e braces

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re ew o the learn ng outco e assess ent atr x an inter ews with assess ent coor nators n arous colleges an schools an with stu entiser ces pro essionals a rie the collin tention to assess entio stu entilearning retention success an lie balance

b The organ zat on alues an supports e ect e teaching

Il annual acult re ews notw thstan ng that proce ures an re ews ar cons erabl b School College an o ten Depart ents with na School incluie one or ore easures o teaching e ect eness. Il use so e su ar o stu ent course e aluations an an use ultiple etho sisuch as peer an or a nistrator teaching re ews an iteaching port ol os.

S gn cant un s are pro e b epart ents an or Schools or acult e elop ent such as pro ess onal tra el reg strat on ees or eet ngs an wor shops an entor ng progra s or new acult

The Center or Teach ng Excellence, which pro es support or acult teaching e elop ent an the projection on his an stance e ucation online courses, sun or I praise bi acult an a nistrators or ts wor. The VP approve the oubling of the Center's stall routine to six stall elements.

Through ts na e or the ear o the n erst s oun ng ance College Cre t Progra Sant Lous n erst sanat onal lea er n pro ng h gh ual t college le el e ucat onal exper ences to ual e high school stu ents at schools in the Greater Saint Louis Metropol tan rea east central M ssour an southwestern III no s The progra ntro uces part c pat ng h gh school stu ents to college le el expectations an pro es the with opportunities to earn college le el cre t or selecte aca e c courses while earning high school cre t as well The sel un e progra e plo s h gh school teachers w th asters le el an higher egrees to teach the courses an re u re ents o the Dual Cre t Pol c o the M ssour Depart ent o Higher E ucation Moreo er SL was a oun ing le ber o the lational Il ance o Concurrent Enroll ent Partnersh ps CEP which pro otes stan ar so excellence b accre ting concurrent enroll ent progra s an ts Progra s see ng accre tat on b CEP

c The organ zat on creates e ect e learn ng en ron ents

The n ers t has a co prehens e approach to support ng the learn ng o rst ear stu ents Fresh en are engage n learn ng co un t es F rst Year Interest Groups

For stance e ucat on at this in lensit the ollowing are elence that the institution alues stu ents on an olical pus an proles or learning a long non trait onal a ults as well as trait onal age stu ents who choose to tale all or part olitheir classes in electronical electronical

a E aluat on Processes – SL re u res un ts to pro e e ence that the pe agog e plo e nclu ng e plo ent o ar ng a ounts

an s lls an the exerc se o ntellectual n u r are ntegral to ts e ucat onal progra s

The annual Sen or Legac S pos u n tes gra uat ng sen ors to present the r n ual capstone projects to an au ence o pro essors a I an ren s outs e s tors an ellow stu ents In ual an groups o stu ents a also pro uce a poster an so et es elaborate a t onal aterals to scuss with those who atten the hour poster sess on Stu ent part c pants ntegrate n or at on ro ar ous sources e elope a thought ul argu ent or es gne a co plex exper ent an harnesse ar ous technolog es to bring the r project an presentation to r

ot onl a SL stu ents spen a se ester or a ear abroa at SL s Ma r ca pus or at another school courtes o an exchange progra or a grow ng nu ber o art culat on agree ents stu ents n certa n ajors a actuall co plete the rst hal o the r progra s n Ma r One th r o SL stu ents spen at least a se ester abroa I ers ng the sel es n another culture the gan perspect e on the r own culture an on the sel es Stu ents report that these exper ences are Ilu nat ng an o ten trans or at e re n ng an re ocus ng career an I e cho ces

Spr ng ng ro the centur es ol Jesu t roots SL s robust ser ce eth c lour shes n to a s o ern worl SL see s to attract stu ents acult an sta who e brace the Jesu t alue o ser ng others whether that e brace s ot ate b rel g ous co t ent or agnost c soc al just ce The n ers t pro es retreats

ers on tr ps an nnu erable opportunt es to a e a post e erence n the l es o sa antage ulnerable or njure others nearb an ar awa Facult an sta e bers al e spo e pass onatel about wor ng one on one w th stu ents to help the port the lessons nto the reer a les an al nteract ons Stu ents touch ngl reerre to these professors an eans as "entors Such one on one acult stu ent relationsh ps are one of the lost portant actors be which the niers to gauges the progress of its stu ents and the election entors of the lost portant actors be which the niers to gauges the progress of its stu ents and the election entors of the lost portant actors be which the niers to gauges the progress of its stu ents and the election entors of the lost portant actors be which the niers to gauges the progress of its stu ents and the election entors of the lost portant actors be which the niers to gauges the progress of its students.

n strators acult an trustees all ent one the portance o expan ng the n erst s reach an pact to ore places aroun the worl as well as or a ore geograph call an culturall Se eral new course or progra erse stu ent bo an acult locations are being consilered or specific sites in the real Europe sa In a ton there sa renewe e phasson a an retanna a globall erse stu ent bo at the St Lous the stu ent bo o the Mar ca pus s Irea ca pus erse nclu ng s gn cant nu bers o stu ents not onl notabl ro European nat ons but ro the M le East an

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In a ton a nuance s ste o rewar s to better ncent ze acult to see external un ng an launch new research n t at es has also been ntro uce

warranted.)

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Recommendation of the Team

Cr ter on s et no Co ss on ollow up reco en e

CRITERION FIVE: ENGAGEMENT AND SERVICE. s calle or b ts ss on the organ zat on ent es ts const tuenc es an ser es the n was both alue

1. Evidence that Core Components are met

a The organ zat on learns ro the const tuences t ser es an anal zes ts capact to ser e the r nee s an expectations

The n ers t gathers n or at on ro ts const tuents to learn about the r nee s an asp rat ons through sur e s an a sor co ttees nclu ng the annual sur e o co un t agenc es the Health L terac De onstrat on Project an other echan's s It also garners n or at on through ts acult sta stu ents an lu n e bers It then uses the epart ents an centers pro ng ser ces unt to assess capact to eet co unt nee san to to the co eter ne how to respon The ult ple sources o nput o ten lea to new ntat es, which e onstrate the n erst scapact an t ent to respon to co unt nee san nterests The n erst has un erwa a n erst Econo cl pact Stu nten s to use the results to n or an 0 CO ser ce support ntat es an to establ sh new goals or co un t pact

b The organ zat on has the capac t an the co t ent to engage with ts ent e constituencies and co unities

The n erst s cogn zant o the portance o co unt engage ent to ts stu ents In to b ne o ces or stu ent olunteers an or ser ce learn ng nto the Center or Ser ce an Co unt Engage ent I portantl the cob ne o ce reports to the V ce Pres ent or Stu ent De elop ent More than ser ce learn ng courses are a a lable to ts un ergra uate stu ents ost In the for the ear of stu The SSE showe that SL stu ents were ore engage than the ripeers at other Jesut an other research nst tut ons

B. Nature of Institution

1. Legal status

o change

2. Degrees awarded

o change

C. Conditions of Affiliation

1. Stipulation on affiliation

o change

2. Approval of additional locations

one

3. Approval of distance delivery

one

4. Reports required

Progress eport on ssess ent o Stu ent Learn ng ue ugust

The re u re report w ll ser e two purposes F rst t w ll pro e acult an a n strat e personnel access to what s now a ss ng un ers t w e stratu o co parat e ata about stu ent learn ng an e ect e teach ng Secon t w ll prepare the nst tut on or the new an eta le report ng re u re ents o the "Pathwa s accre tat on s ste that s now be ng e plo e b the H gher Learn ng Co ss on One o the expecte results o th s new anage ent o n or at on w ll be a stronger "learn ng

be shown on the a n webs te or each progra an ajor an shoul also be nclu e n the o c al

None

6. Other embedded change request

None

7. Campus Evaluation Visit

None

D. Commission Sanction or Adverse Action

None

E. Summary of Commission Review

Timing for next comprehensive visit

Academic year 2021-2022.

Rationale for recommendation:

The organization meets all the requirements for accreditation, fulfills all the Criteria for Accreditation with the Higher Learning Commission, and is in compliance with all applicable laws and regulations. The University is a longstanding and highly respected institution of higher education with an excellent record of teaching, research, and service. As one of the leading Jesuit higher education institutions in the nation, it is a well-managed organization that is guided by clarity of vision and a mission statement that emphasizes ethical as well as educational dimensions. It has demonstrated competence in longrange planning, fiscal responsibility, community and humanitarian service, and student academic achievement. The institution has been able to respond successfully to various types of challenges with strong and mature leadership that is characterized by a commitment to Jesuit values and ideals. As with any institution of higher education, this organization has many areas where it can challenge itself to higher standards, and over the years it has demonstrated both a desire and an ability to make adjustments for the good of students and the future of the university.

VI. ADDITIONAL COMMENTS AND EXPLANATIONS

(This section is optional.)

!	Is the policy reasonable within the federal definition as well as within the range of good
	practice in higher education(Note that the Commission will expect that credit hour policies at public
	institutions that meet state regulatory requirements odiatæted by the state will likely meet federal
	definitions as well.)

X Yes No

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Nutrition DIET 510-01 Human Nutrition in Physiology

Politic Science AAM 293-01/POLS 215-01H

WORKSHEET FOR USE BY EVALUATION TEAMS

	!	across the institution that it w	viewing the assignment of credit to courses and programs as reflective of the institutionÕs policy on the afw opropriate within commonly accepted practice in higher				
		X Yes	No				
		Comments:					
		oes the team approve vari stitutionÕs credit to clock	ations, if any, from the federal formula in the hour converion?				
		X Yes	X No				
		Comments: There were n	o variations that were less than the federal formula.				
	no pra	oted above provided the te	prove a lower conversion rate than the federal rate as eam found no issuestwethnstitutionÕs policies or lit hour and there is sufficient student work outside ructions.)				
C:	Re	ecommend Commission F	ollowup, If Appropriate				
	Is any Commission followup required related to the stitution Os clock hour policies and practices?						
		Yes	X No				
	Rationale: Institutions credit and contact hours meet or ex2 (i) 0.v3 (:) 0.2 e0 01 re f 285.12 302						

	The team has to meet the Cor	reviewed this mmissionÕs red	•	of federal	compliance	and	has	found	the
		reviewed this mmissionÕs red	•		•	and	has	found	the
		reviewed this CommissionÕs	•		•		has	found	the
		as comments th iterion (insert ap			onÕs compli	ance	with	the Cri	teria
Con	mments:								
Add	ditional Monitori	ng, if any:							

- 5. Title IV Program and Related Responsibilities: The institution has presented evidence on the required components of the Title IV Program.
 - " General Program RequirementsThe institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institutionÕs fulfillment of its responsibilities in this area.
 - Financial Responsibility RequirementsThe institution has provided the Commission with information about the DepartmentÕs review of composite ratios and alreandits. It has, as necessary, addressed any issues the Department raised regarding the institutionÕs fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Two if an institution has significantes with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
 - " Default Rates. The institution has provided the Commission with information about three yeas of default rates. It has a responsible program to work with students to minimize default rateslt has, as necessary, addressed any issues the Department raised regarding the institution Os fulfillment of its responsibilities in this area.
 - ' Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures: The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution os policies and practices for ensuring compliance with these regulations.

" Student Right to KnowThe institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institutionÕs policies and practices for ensugi compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.

" Satisfactory Academic Progress and Attendance institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices me

Additional Monitoring, if any:

Additional Moni

6. Institutional Disclosures and Advertising and Recruitment Materials: The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about programs, locations and policies.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAMÕS CONCLUSIONS:

__X__ The team has reviewed this component of federal compliance and has found the institution to meet the CommissionÕs requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the CommissionÕs requirements but recommendsufpllow

___ The team has reviewed this component of federal compliance and has found the institution notto meet the CommissionÕs requirements and recommendsufpllow

___ The team also has comments that relate to the institutionÕs compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Sant Lous n erst The team has reviewed this component of federal compliance and has found the institution to meet the CommissionÕs requirements. The team has reviewed this component of federal compliance and has found the institution to meet the Commission Os requirements but recommends follow The team has reviewed this component of federal compliance and has found the institution not to meet the CommissionOs requirements and recommendsufollow The team also has ments that relate to the institution Os compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

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Comments:

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Additional Monitoring, if any:

8. Public Notification of an Evaluation Visit and Third Party Comment: The institution has

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

SAINT LOUIS UNIVERSITY Saint Louis, Missouri 63103

April 23-25, 2012

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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Dr. David V. Curtis Professor of Management, Emeritus Governors State University Frankfort, IL 60423

Ms. Ingrid Gould Associate Provost for Faculty and Student Affairs University of Chicago Chicago, IL 60637

Dr. Eleanor V . Howell Dean - School of Nursing Creighton University Omaha, NE 68178

Dr. Rub Žn Martinez Director Michigan State University Julian Samora Research Institute, Michigan State East Lansing, MI 48823

Dr. Mark S. Paller Senior Associate Dean, Medical School University of Minnesota-Twin Cities Minneapolis, MN 55455

Dr. Carol Simpson Stern Department of Performance Studies Northwestern University Evanston, IL 60208

Dr. George E. Stevens Dean Emeritus, College of Business Administration & Grad. Sch. of Mgt. Kent State University Kent, OH 44242

Contents

I. Overall	Observations about the Organization	4
II. Consul	tations of the Team	4
A. B. C.	Topic One: Assessment Topic Two: Diversity Topic Three: Distance Education, Technology, and Teaching Excellence	6
D.	Topic Four: Campus Climate	
III. Recoar	nition of Significant Accomplishments. Progress, and/or Practices.	.11

I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

Saint Louis University is an excellent higher education institution with a long history of distinction in teaching, research, and service. It adapts to changing circumstances with mature and productive decisions. Its governance and management structures are effective. The faculty, staff, and students are dedicated to the vision, mission, and values that the University espouses broadly and visibly. This University prides itself on an unusual amount of decentralization of responsibilities to the College, Department, and program levels. This decentralization becomes apparent in any examination of how this institution operates, and it is valued by the faculty, who have a high degree of academic freedom. In some instances, however, too much decentralization can be a barrier to needed change, or may cause inordinate delays and unnecessary expenditures of time and effort in trying to establish desirable university-wide practices.

The visiting team recognizes the overall values that the University holds, and offers the following advice and suggestions. These comments are based on the limited observations that were made in the course of evaluating the University for accreditation, and may be considered solely as consultations, with no requirement for follow-up to the points made in this section of the teamÕs report. The team hopes that these comments will be especially helpful as the University responds to the items that are covered in the Assurance Section of this report.

II. CONSULTATIONS OF THE TEAM

A. Topic One: Assessment

Based on evidence that was available to the Visiting Team, the University has not yet fully developed an assessment program that is an overall, university-wit Q q 0.24c88 cm BT 7anag.2

administration, and

reminded that it is nice to compliment anyone on their work. ÒThank you for picking up that trash,Ó or ÒWow, that floor is really gleaming!Ó dora time or effort, but can make the day for a worker who feels her work is never appreciated.

III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

The Team recognizes that one of the distinctive characteristics of the University is its beneficial and visible presence in the downtown area of St. Louis, Missouri, which is unusual among large, not-for-profit universities. The University provides not only a large array of much needed services, but has a visible leadership role in the physical improvement of the midtown area of the city. The services that are provided also involve students, who, according to the mission of the University, will provide Oservie to humanity. O TheTeam suggests that the University consider applying for the optional Ocommunity Engagement Classification of from the Carnegie Foundation.

Team Recommendations for the STATEMENT OF AFFILIATION STATUS

Team Recommendations for the STATEMENT OF AFFILIATION STATUS

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Saint Louis University, MO

TYPE OF REVIEW (from ESS): Continued Accreditation

__X_ No change to Organization Profile

Locations:

Distance Education Programs:

Present Offerings:

Bachelor- 24.0102 General Studies (Bachelor of Arts in Genetradies) offered via Internet; Bachelor 51.3801 Registered Nursing/Registered Nurse (Bachelor St. 3801 Registered Nurse (RN, ASN, BSN, MSN) (Bachelor of Science in Nursing)) offered via Internet; Certificate.2211 Health Services Administration (Certificate in Biosecurity) offered via Internet; Doctos 1.3801 Registered Nursing/Registered Nurse (Ph.D. in Nursing) offered via Internet; Maste 51.2211 Health Services Administration (MS in Biosecurity Disaster Preparedness) offered via Internet; Maste 51.3801 Registered Nursing/Registered Nurse (Nursing/Registered Nurse (RN, ASN, BSN, MSN) (MS in Nursing)) offered via Internet

Recommended Change: