

PLAN FOR INSTITUTIONAL SELF-STUDY  
NCA Accreditation

A DECADE OF RENAISSANCE

Saint Louis University, a Jesuit, catholic university, founded in 1818 is undertaking the process of institutional self-examination and reflection in preparation for the visit of the North Central Association review team in April, 2002. This self-study process will involve all programs and administrative units of the University and will intersect with on-going quality assessment and improvement efforts such as institutional planning, SLU2000, and the capital campaign.

**Mission Statement of the NCA Self-Study Steering Committee**

“To lead Saint Louis University through a comprehensive self-study process in a productive and meaningful manner to achieve reaccreditation from the North Central Association with the ultimate purpose of continuous improvement of the entire university community, and especially the educational experience of SLU students.”

**Purposes of Institutional Self-Study**

- Examine institutional activities in view of the mission statement of the University
- Examine and describe the educational programs, support services, and facilities of the University: its human, financial, and physical resources; and its administration, governance, and planning structure
- Analyze and evaluate the educational programs, support services, and facilities of the University; its human, financial, and physical resources; and its administration, governance, and planning structure with respect to the University’s mission
- Integrate the ongoing planning and institutional enhancement processes with the Self-Study
- Identify evaluative instruments and departmental reports that would institutionalize the Self-Study process, thereby making it a part of the ongoing operation of the University.
- Review and document major institutional changes which have taken place since the last Self-Study
- Achieve continuing accreditation from the North Central Association

**Process of Institutional Self-Study**

Initiate the Self-Study

Provost assigns administrative responsibility to the Associate Provost as Coordinator for the Self-Study process.

Provost appoints the Chair of the Self-Study Steering Committee.  
Provost announces appointment of Chair and beginning of the Self-Study process to the President's Coordinating Council and Council of Academic Deans.  
Self-Study Coordinator and Steering Committee Chair develop a preliminary Self-Study Plan including recommendations for Steering Committee composition.  
Steering Committee Chair forms core team consisting of Chair, Coordinator, and two faculty members with NCA experience.  
Self-Study Coordinator and Chair of Steering Committee attend annual NCA meeting.  
Provost formally appoints members of the Steering Committee.  
Chair of Steering Committee addresses Council of Academic Deans and Directors.  
Chair of Steering Committee convenes organizational meeting of the Committee.  
Core team meets to finalize plan.

## **Organization of the Self-Study**

### Role of the Self-Study Coordinator

Provide the support of the Provost's Office in the reaccreditation process.  
Serve as a member of the Core Team of the Steering Committee.  
Serve as contact person, along with Chair of Steering Committee, with NCA.  
Final administrative responsibility for transmitting Self-Study materials to NCA.  
Along with Chair of Steering Committee, prepare on site-resources for NCA team visit.

### Role of the Chair of the Steering Committee

Convene and provide leadership to the Steering Committee.  
Lead the Self-Study process.  
Serve as spokesperson for the Self-Study process.  
Serve as contact person, along with Coordinator, with NCA.  
Serve as final writer/editor of Self-Study.  
Serve as resource person for educating the University community about the Self-Study process.  
Along with the Coordinator, prepare on-site resources for NCA team visit.

### Role of the Steering Committee Members

Review NCA materials and become campus leaders on the Self-Study Process.  
Assist in development of the Self-Study Plan.  
Serve as chairs or co-chairs of the institutional Self-Study subcommittees

for gathering and analyzing data on a specific criterion.  
 Supervise the development and implementation of information gathering processes for institutional evaluation.  
 Work with the Steering Committee Chair in the preparation of the Self-Study Report.  
 Communicate the progress of the Self-Study to the University community.  
 Provide assistance as needed in preparations for, and during, the on-site visit.

Steering Committee Membership

Membership on the Steering committee reflects the complexity of the University. Individuals were appointed after consultation with the Faculty Senate, Student Government Association, and senior administrators of the University.

<b>Name</b>	<b>Position</b>
Bernhard A. Asen, Ph.D.	Associate Professor, Theological Studies
Frances Benham, Ph.D.	Librarian
James Forst	Associate Vice President, University Development
James Gilsinan, Ph.D.	Dean, College of Public Serv.
Edwin B. Harris, Ph.D.	Associate Provost Enrollment & Academic Serv.
Ellen Harshman, Ph.D., J.D.	Associate Provost
Margaret Herning	Associate Professor Physical Therapy
Kathy Humphrey	Vice President Student Development
Donald Kennedy, M.D.	Professor, Infectious Diseases
Matthew Love	Student Government Association
Ronald Modras, Ph.D.	Professor, Theological Studies
Scott Safranski, Ph.D.	Academic Department Chair, Management
Mark Schmotzer	Controller
Julie Weissman	Director, Office of Institutional Study

## Subcommittees

Members of the Steering Committee will each chair one or more subcommittees. Members of the subcommittees will be chosen on the basis of relevant knowledge and experience as well as access to information pertinent to the areas to be addressed by the subcommittees. Membership will be finalized after discussion by the Steering Committee.

### Role of Subcommittee

- Become familiar with specific criterion assigned to subcommittee.
- Determine information relevant to criterion.
- Determine campus resources for gathering information.
- Gather information relative to criterion from reports, surveys, interviews and other sources.
- Assist in compiling data for submission by chair to Steering Committee.
- Communicate the progress of the subcommittee to the University Community.
- Submit a written draft of the subcommittee's preliminary report to the Chair of the Steering Committee.

### Subcommittee Structure

Mission: R. Modras; M. Herning

Authorization/Governance: E. Harshman

Faculty: J. Gilsinan

Educational Programs:

Student Development: K. Humphrey; Student representative

Medical Science: M. Herning; D. Kennedy

Admissions, Academic Support : E. Harris

P&L, A&S, Graduate: B. Asen

Other Frost: S. Safranski

Libraries and IT: F. Benham

Assessment: J. Weissman

Finances, Development, Facilities, Operations: J. Forst; M. Schmotzer

Staff Support: R. Modras

## Timeline for Completion

1999

- Summer Meet with administrators and selected faculty members to begin planning for NCA Steering Committee structure and process.
- Fall Continue preliminary planning process.

2000

- February Appoint Chair for Self-Study Committee.  
Announce dates for NCA visit and beginning of Self-Study process to University community.  
Locate NCA office, furniture, equipment.
- March Assemble Core Team and begin preliminary discussions of plan and Steering Committee membership.  
Report progress to Council of Academic Deans and Directors (To be regular agenda item) and President's Coordinating Council.
- April Self-Study Coordinator and Chair of Self-Study Committee attend NCA annual meeting and training sessions.  
Identify members of the Steering Committee.
- May Appoint members of the Steering Committee.
- June Hold organizational meeting of the Steering Committee.
- July Finalize Self-Study plan.
- August Confirm chairs/co-chairs of subcommittees.  
Develop internal communications strategy.
- September Begin monthly meetings of Steering Committee.  
Begin development of list of resources for Self-Study.
- October Refine timeline of Self-Study process.  
Confirm subcommittee membership and begin meetings.

2001

- Spring On-going work of subcommittees with review and oversight of Steering Committee.
- March Attend annual NCA meeting..

June	Begin compilation of report.
October	Draft of report disseminated for review and comment by University community.
November	Written report on process and abstract of Self-Study submitted to Board of Trustees  Solicitation of public comments
December	Report to Academic Affairs Committee of the Board of Trustees at their quarterly meeting.
2002	
January	Modification of draft report.
February	Final approval by Provost and President.
March	Submission of Self-Study to NCA.
March-April	Prepare Resource Room.
April	Site visit.
May-June	Receipt of NCA team report and prepare response.

### **Outline of the Self-Study Report**

The Steering Committee believes that the basic criteria provide a logical structure for the self-study. Although some reorganization may occur as the report is prepared and edited, the following is an outline of a report that would follow this approach. In conducting the self-study and preparing the report, the Committee will focus on the theme, “A Decade of Renaissance.”

#### **Introduction and Overview**

This section will present the following: a description of Saint Louis University and its community; current NCA accreditation status along with a history of accreditation at the University; responses to the recommendations made by the 1992 NCA visitors as well as other significant changes that have occurred in the last decade; a description of the purposes and organization of the self-study report and appendices; a description of the self-study process.

#### **General Institutional Requirements**

This section will describe the “threshold” requirements as part of the general institutional requirements (GIRs). Information is provided on the University mission statement, authorization, governance, faculty, educational programs and associated policies, finances and related requirements of operation. Detailed documentation will be available in one or more appendices.

**The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.**

The President's vision and University mission will be presented along with a description of how the units within the University contribute to the realization of the institution's mission. The section will begin with a description of the statement of mission and will examine the forces that bring meaning to the mission: e.g., core curriculum, perceptions of members of the University community, major programmatic initiatives. Comments about strengths and opportunities to improve will be included.

**The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.**

This section will contain a detailed evaluative examination of the resources the University has to use in fulfilling its mission. An outline of areas to be addressed follows:

Organization and Governance

- Board of Trustees
- Administration
- Internal Committees
- Strengths
- Opportunities for Improvement

Human Resources

Faculty:

- Faculty Profile
- Faculty Orientation
- Credentials
- Evaluations
- Academic Freedom and Responsibility
- Professional Growth and Development
- Recognition and Awards

Staff:

- Recruiting and Hiring
- EEO/AA
- Evaluations
- Goal-Setting
- Staff Recognition and Awards
- Stability of Employees

Strengths

Opportunities for Improvement

Financial Resources

- Introduction
- Financial Audits

- Tuition/Fees Revenue
- Other Revenue
- Resource Allocation
- Budgeting Process
- Strengths
- Opportunities for Improvement

Physical Resources

- Buildings
  - Instructional space
  - Office space
  - Residential facilities
  - Research resources
- Electronic network
- Computer services
  - Administrative computing
  - Instructional computing
  - Student computer access
  - Computer labs
  - Adequacy of facilities
  - Strengths
  - Opportunities for Improvement

**The institution is accomplishing its educational and other purposes.**

This section will provide an evaluative description of the University's application of resources in meeting its mission. Initially it will describe the educational purposes and philosophy of the University, the degree and certificate programs offered by the University, any curriculum revisions since the last self-study, along with strengths and opportunities for improvement. It will also address the institutional assessment plan. The faculty dimension of this topic will address such topics as faculty performance in quality of instruction, research, and service, faculty professional development, and general contributions to institutional effectiveness. The quality of the experiences of students is affected by a number of areas of the University. The self-study process will examine the following: academic and student services, academic advising and assistance, admissions counseling, registration, career services, financial aid, residence life, new student orientation, personal counseling, campus ministry, registrar, student activities, bookstore, food services, security. Also included in this section is a description of quality of entering students, retention /graduation rates/cohort rate, and post-graduation placement. For all areas considered, strengths and opportunities for improvement will be noted.

**The institution can continue to accomplish its purposes and strengthen its educational effectiveness.**

This section will address strategic planning and strategic initiatives across the institution. Evidence of the University's capacity to plan, to implement a plan and

to revise the plan to maintain the University's forward movement will be presented. Positioning for the future, including the financial picture will be addressed here. Strengths and opportunities for improvement will be noted.

**The institution demonstrates integrity in its practices and relationships.**

The following represents the content of this section:

Hiring practices, policies, and procedures.

Employee gender and ethnic diversity.

Manuals and Handbooks

Staff Policies and Procedures

Faculty Manual

Staff Manual

Student Handbook

Student Organization Guidelines

Institutional policies

Grievance Procedure

Termination

Sexual Harassment

ADA

EEO/AA

Handicapped Access

Due Process

Academic Freedom & Responsibility

Safety-Hazardous Materials

Student policies such as the following:

Grievance

Student Right to Privacy

Student discipline procedures

Copyrighted Materials

Honesty/Disclosure

Academic integrity for faculty and students

Institutional Review Board

Relationship with External Publics

Alumni

Employers and field experience sites

Advisory Committee Members

Local, State and Federal Governmental Bodies and

Agencies

Feeder High Schools and Community Colleges

In all areas treated in this section, comments will be made regarding strengths and opportunities for improvement.

## **The Federal Compliance Program**

Descriptions will be provided on the following:

Credits, Program Length, and Tuition

Institutional Compliance with the Higher Education Reauthorization Act

Advertising and Recruitment Materials

Professional Accreditations

## **Summary and Conclusion**

This brief section will tie together the various elements of the self-study report and form the basis for the University's statement of the next steps to be taken in strengthening its capacity to fulfill Saint Louis University's mission.

## **Formal Request for Continued Accreditation**

## **Appendices**