



## Multi-Location Visit Peer Review Report

**Institution:** Saint Louis University

### Additional Locations Visited:

Location Name	Location Address (street, city, state and ZIP code)	Date Reviewed
BJC Center for Lifelong Learning	8300 Eager Rd., St. Louis, Missouri 63144	10/9/2019
Avila University	11901 Wornall Rd., Kansas City, Missouri 64145	10/15/2019
Dallas Jesuit Preparatory School	12345 Inwood Rd., Dallas, Texas 72544	10/26/2019

### Peer Reviewer

Name: Linda Wellborn

Institution: Evangel University

Title: Director, Institutional Effectiveness and Accreditation Activities

### Instructions

In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in Comments the institution's strengths and/or opportunities for improvement in controlling and delivering degree programs off-campus. If comments pertain to a specific location, they should be included along with the identity of that location.

Submit the completed report as a PDF file at [hlcommission.org/upload](http://hlcommission.org/upload). Select "Final Reports" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member. The report is due within 30 days after the last additional location is visited.

### Overview Statement

Provide information about current additional locations and the institution's general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

Saint Louis University (SLU), a private, not-for-profit institution awarding associates, bachelors, masters, specialist, and doctor degrees, has maintained accreditation with HLC continuously since 1916. The institution was most recently reaffirmed for continued accreditation in 2012; the next reaffirmation of accreditation, to include an embedded report on learning outcomes assessment, is scheduled for the 2021-2022 academic year,

SLU received approval, via staff recommendation, to add its first two sites in Cahokia, Illinois and Indianapolis, Indiana in November 1992. The University has responded to opportunities to establish additional locations through 10 Change Requests since that time, and was admitted to the Notification program in October 2016.

Fourteen US locations are currently active (attached). One branch campus is located in Madrid, Spain. Graduate education programs are delivered at the majority of sites. In addition to education programs, SLU offers one Masters of Social Work program in Kansas City, and MBA courses in Chesterfield, Missouri. Through a partnership with Barnes Health Systems, SLU offers 9 undergraduate and 4 graduate degree programs at the BJC Center for Lifelong Learning.

In addition to the partnership with BJC Center for Lifelong Learning, SLU offers a “College in Prison Program” at the Eastern Reception, Diagnostic & Correctional Center in Bonne Terre, Missouri, masters and doctoral degrees at the Missouri Council of School Administrators, in Jefferson City, Missouri, and at the House of Formation, Archdiocese of Arkansas in Little Rock. The remainder of locations are located within public or private colleges or K-12 Jesuit school facilities.

## **Institutional Planning**

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What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

SLU clearly demonstrates planned, controlled growth as evidenced by the selected locations which have proven successful. As a Jesuit University, with a strong and clear, faith-based mission, SLU operates additional locations primarily within the Jesuit community. The programs offered in Dallas and Houston, were created in response to calls from Texas’ Catholic archdioceses. The primary impetus for the education programs was to train educators to effectively lead Texas Catholic schools and districts. The BJC (Barnes Jewish Hospital) Center for Lifelong Learning program, housed within SLU’s School of Professional Studies, is part of a long-standing partnership between BJC and SLU’s medical school.

Conversations with SLU main campus administrators and faculty confirm SLU seeks not to expand locations to alleviate financial challenges, but to fulfill SLU mission “For the greater glory of God.” While continuing cohorts must show evidence that revenue exceeds expenses, there are no stretch targets, but ensure enrollment creates a critical mass for meaningful student engagement, with a goal of 8 per cohort, but “will go” with a minimum of 3.

Strategic plans do not include notable growth, but the University is open to very limited growth in response to demonstrated need for selected graduate social work or education programs.

Meetings with main campus administrators confirm budgeting and finances are effective. Processed within the School of Professional Studies, under the leadership of the Associate Provost, revenue is budgeted and tracked by program and attributed to the respective college (Public Health and Social Justice or Education).

## Facilities

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What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

Prospective sites undergo a rigorous review before a contract is consummated. SLU program directors ensure location sites are safe, secure, and of appropriate size for anticipated needs. Program sites must have internet connectivity, software, and hardware required for student and faculty use, have appropriate chairs, tables, and desks suitable for extended class sessions, which are appropriate to the nature of the program, have ample parking, common areas for student collaboration, and private areas for faculty conferences.

The BJC Center is housed within a modern high-rise structure adjacent to a multi-level parking garage. Security is ensured by officers at building access points and within building wings/units. The learning center has 9 modern classrooms, 2 computer labs, two full service cafes, and two coffee bars.

SLU’s Kansas City location is located on Avila University campus, in O’Reilly Hall of the Science & Health Complex. Designed as an institution of higher learning, the facilities meet SLU standards. Students have access to a full array of university services including food courts, libraries, athletic facilities and computer labs.

The K-12 Dallas Jesuit Preparatory School, likewise, meets SLU standards for additional locations. The 34-acre campus, located in North Dallas is ideally suited for Saturday courses. In proximity to Starbucks and multiple fast-food and full-service restaurants, graduate students enjoy breaks in the 8-hour courses. Dallas, Oklahoma City, and San Antonio cohorts matriculate through the degree program simultaneously through video-conferencing, providing a rich, diverse experience for doctoral students.

## Instructional Oversight

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What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

Under the leadership of the Assistant Provost, off-campus learning communities are overseen and administered in the same manner and under the same instructional methods, department policies, and structure as traditional on-campus programs. Deans of respective colleges oversee department/program chairs, who are responsible for curriculum and assessment, for hiring, orienting, and providing professional development for location faculty.

Program student learning outcomes are developed, and reviewed regularly, by college/school faculty to ensure they are clear, measureable, and observable. The University Assessment Committee conducts reviews annually, using the rubric aligned with the University Assessment Standards. Program reviews are conducted on 7-year cycles.

## Institutional Staffing and Faculty Support

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What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

The SLU cohort model and philosophy of serving additional locations enables SLU full-time faculty to teach most courses. Courses typically are delivered in five-week modules which meet once a week, enabling the full-time faculty member to travel to the site. Adjunct faculty meet SLU's qualified faculty policy, which aligns with the Commission's policy on qualified faculty. Full-time SLU faculty are reviewed annually; adjunct faculty are reviewed each term. Students evaluate courses each term, per University policy.

The Reinert Center for Transformative Teaching and Learning provides faculty support through professional development, peer review, and mentors. Minimal staff are needed at off-campus locations as all student services are provided via the main St. Louis campus.

## Student Support

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What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

Saint Louis University delivers comprehensive support services, including, but not limited to tutoring, writing support, advising, disability accommodations, financial aid, student accounts, counseling, and wellness online, on the main campus in St. Louis, via phone, and email. Conversations with students during the visits, along with student evaluations, confirm support services are accessible, sufficient, and appropriate.

## Evaluation and Assessment

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What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

Assessment is conducted the same at all locations and across all delivery modes as it is conducted on the main campus. The 2018 Assessment of Student Learning report, submitted to HLC in September 2018, details SLU's assessment methods and processes and provides evidence the University measures, documents, and analyzes student academic performance at its locations.

## Continuous Improvement

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What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

Regular, open communication, academic program reviews, assessment of student learning, along with course and faculty evaluations all help identify opportunities for improvement. SLU's systems and process are designed to respond to opportunities and continually improve teaching and learning, support services, and student and employee satisfaction.

## Marketing and Recruiting Information

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What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

SLU does minimal advertising, enrolling students largely through faith connections. Brochures for BJC Learning Center clearly communicate accurate program information. Social Work flyers informing Kansas City area students, likewise, clearly communicate accurate program information. Conversations with students confirm they learned of the program through word of mouth or recommendation from colleagues or guest lecturers.

## Summary Recommendation

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Select one of the following statements. Include, as appropriate, a summary of findings.

- Overall, the pattern of this institution's operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.
- Overall, the pattern of this institution's operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**
- The overall pattern of this institution's operations at its additional locations is inadequate and requires attention from the Higher Learning Commission. **[Identify the specific concerns and provide a recommendation for HLC follow-up monitoring.]**

Summary of Findings:

The summary of findings is based on.

## **Review of Documents**

Adjunct Faculty Evaluation Process (School for Professional Studies)  
Assessment of Student Learning Outcomes Reports  
Avila University MSW Program Flyer  
BJC Class Catalog  
BJC Today News and Information  
Course Evaluation Reports  
Dallas Jesuit EdD Program Flyer  
Faculty Performance Evaluation Reports  
HLC Interim Report on Assessment, September 2018  
HLC Response to Interim Report  
Institute for Catholic Education brochure  
Program Assessment Plans  
Saint Louis University ISR  
School of Professional Studies 2017-2018 Dean's Report  
School of Professional Studies Action Plan in Response to Assessment  
2018  
School of Professional Studies Mini View Book

## **Conversations With**

Director of Recruitment and Admissions  
Director of Field Education, School of Social Work  
Director of MSW Program  
Director, School of Social Work  
Professor, Catholic School Leadership Program  
Associate Professor, Director School of Catholic Education  
Associate Dean, School for Professional Studies  
Associate Provost  
Dean, School for Professional Studies  
Dean, College for Public Health and Social Justice  
Corporate Partnerships Coordinator, School for Professional Studies  
Dean, School of Education  
Director, Academic Support Center  
Distance Education Office Manager  
Pius Library, Research and Instruction Librarian  
Enrollment and Retention; Student  
Pius Research and Instruction Librarian  
Financial Services Administrator  
Interim Director, Disability Services  
MSW Faculty  
Administrative Assistant, Avila Location  
Dallas Site Coordinator  
Director, BJC Center for Lifelong Learning  
33 Students

## Notification Program for Additional Locations Approval Form

Complete this form **only** if an institution has been granted access to the Notification Program for Additional Locations. The Institutional Status and Requirements Report for the institution will indicate whether the institution has access to the Program under “Location Stipulation.”

The institution has been accredited by HLC for at least 10 consecutive years with no record of any action during that period for sanction or show-cause.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
HLC has not required monitoring of issues related to the quality of instruction or to the oversight of existing additional locations or campuses in the past 10 years.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The institution has demonstrated success in overseeing at least three locations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The institution has appropriate systems to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources and academic/support systems; financial stability; and long-range planning for future expansion.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No