

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 program

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.

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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.

Name	Position
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 submi

Timeline for Completion

1999

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

2000

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

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

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