

# Saint Louis University

## Team Report

HLC ID 1459

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Review Type: Assurance Review

Open Pathway

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## Context and Nature of Review

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### Review Date

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11/03/2025

### Review Type

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Assurance Review

### Scope of Review

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- Assurance Review

*There are no forms assigned.*

### Institutional Context

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Saint Louis University (SLU) is a doctoral R1 research institution which includes a Jesuit tradition. This tradition "prepares students to become 'men and women for and with others', to make the world a better place by seeking justice and serving the most vulnerable among us." Saint Louis University has an enrollment of 8,101 undergraduate and 5,206 graduate students. The institution's Madrid campus services 1,285 undergraduate students and 18 graduate students. The University has a robust commitment to research and in 2018 they established the SLU's Research Institute. They were recently recognized as a Carnegie Research 1 institution in February 2025.

The newly appointed president arrived on campus July 1, 2025. The president is working closely with faculty, administration, and the Board of Trustees on a campus-wide strategic plan. The strategic plan emphasizes student success, enrollment, research and scholarship, and athletics. The campus community is focused on institutional transparency, the application of shared data, and data informed decision-making.

The Board of Trustees, the president, campus leadership, faculty, and staff are working collaboratively to strengthen the institution's financial standing. The university's proactive sharing of programmatic feasibility evidence and financial data has led to greater collaboration and a greater understanding by university constituents of the challenges experienced by the university. The institution's critical self-analysis and strategic decision making has advanced data-driven assessment and institutional improvements.

### Interactions With Constituencies

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Mid-cycle online visit.

Online interactions with Constituencies: President, Accreditation Liaison Officer, and Assessment

## **Additional Documents**

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Additional documents requested were uploaded in the Addendum tab.

## 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### 1.A. Mission Alignment

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The institution's educational programs, enrollment profile and scope of operations align with its publicly articulated mission.

#### Rating

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Met

#### Rationale

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##### 1.A. Mission Alignment

The mission statement clearly identifies the mission of teaching, research, health care, and community service in the Catholic and Jesuit traditions. The mission is infused into numerous documents and practices for particular University audiences. New employee onboarding incorporates training in the mission over several months. New members of the Board of Trustees also receive an orientation to the mission.

The SLU 101 summer orientation and Fall Welcome programs provide instruction in the mission for students. Of the nine Core Student Learning Outcomes, three specifically address Jesuit traditions, human dignity, and engagement beyond the University; undergraduate credit courses in Philosophy and Theology provide formal instruction related to the mission. *Cura personalis*—a Latin phrase meaning “care for the whole person” and a core principle of Jesuit education—is a critical component of the University Core consisting of a three-part series of credit courses and an experiential requirement offering students grounding, guidance, and support as they join the University community, engage in vocational discernment, and plan for a purpose-filled life in solidarity with others. The *Eloquentia Perfecta* (Latin for “perfect eloquence”) University Core component emphasizes the expression in written, oral, and visual communication considered central to the Jesuit, liberal arts curriculum and essential to academic excellence and action for the common good through three courses and a writing intensive experience.

The University's 12 colleges and schools align their activities to the mission, with specific majors, certificates, and activities both on- and off-campus. Such programs as the Micah Project, which operates a social justice-focused program for students within the residence life system, and the Ignatian Pedagogy Institute, which provides faculty training opportunities, complement the academic efforts centered on the mission. At the operational level, the University expanded its Division of Mission and Identity from a single employee at its founding in 2017 to a five-person office overseen by a University vice president and responsible for such offices as Campus Ministry. The University received a positive affirmation from the Superior General of the Jesuits for its participation in the Mission Priority Examen (MPE) self-study process of the Association of Jesuit Colleges and

Universities.

The University clearly meets the expectations for this Core Component and effectively implements strategies to communicate its mission through its orientation programs, credit courses, and experience learning components.

### **Interim Monitoring (if applicable)**

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*No interim monitoring recommended.*

## **1.B. Mission and Public Good**

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The institution's operation of the academic enterprise demonstrates its commitment to serving the public good.

### **Rating**

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Met

### **Rationale**

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#### **1.B. Mission and Public Good**

The University engages in numerous practices in the classroom and in related activities that indicate it is committed to serving the public good. Service is integrated into the curriculum in many ways, notably through the Center for Social Action, which provides educational design assistance for service learning components within the curriculum. Over 150 courses incorporate formal community engagement elements annually. The Law School operates free clinics focused on children's rights, civil advocacy, and human rights. The College of Public Health and Social Justice partners with public health departments in St. Louis and the surrounding area. The School of Medicine provides medical care to people in correctional facilities. In all, over twenty student organizations are dedicated to service and justice activities, 75 percent of students are engaged in community service, and the University community provides regular and significant hours of service annually.

The support for service learning through educational design resources, the weaving of service learning components throughout the curriculum, and the offering of legal, medical, child advocacy services throughout the local community is strong evidence that the University demonstrates its commitment to serving the common good.

### **Interim Monitoring (if applicable)**

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*No interim monitoring recommended.*

## **1.C. Mission and Diversity of Society**

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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.

### **Rating**

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Met

### **Rationale**

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#### **1.C. Mission and Diversity of Society**

The University provides plentiful opportunities for civic engagement in a diverse society and a globally-connected world tied to its mission to its students, faculty, and staff. The University operates a separate campus in Spain and sponsors study abroad opportunities for students. Students may engage in spring break immersion programs focused on social justice issues. Over twenty-five student organizations focus on multicultural issues, including the Rainbow Alliance for LGBTQ students and allies, and the Interfaith Alliance. In 2025, the first immersion program for faculty and staff occurred with a civil rights immersion trip to sites in Tennessee, Alabama, and Georgia. Religious diversity is recognized within the Campus Ministry Department and within the Jesuit tradition. The University has received national recognition with the Higher Education Excellence in Diversity Award in 2016 and 2024.

The University provides strong evidence that it encourages civic engagement in a diverse society and world through student organizations focused on multicultural issues, immersion programs for students, faculty, and staff focused on social justice issues, study abroad opportunities, and the operation of a separate campus in Spain.

### **Interim Monitoring (if applicable)**

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*No interim monitoring recommended.*

## **Criterion 1 Summary**

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### **Rating**

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Met

### **Rationale**

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#### **CRITERION 1 SUMMARY**

The University has a well-developed mission rooted in Catholic and Jesuit traditions that is widely publicized and strongly integrated into its academic and co-curricular operations. Mission alignment takes place in orientation activities for students, faculty, staff, and Trustees. The Core Student Learning Outcomes address Jesuit traditions, human dignity, and engagement beyond the campus. The Division of Ministry and Identity provides evidence of the commitment of fiscal and organizational resources to further promulgate and integrate the stated mission across the institution. Programs in the University's schools and colleges provide legal and medical services to underserved populations. Deliberate efforts to provide education and experience recognizing community and global diversity exist in student organizations, study abroad programs, and a second campus in Spain.

## **2 - Integrity: Ethical and Responsible Conduct**

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In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

### **2.A. Integrity**

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Actions taken by the institution's governing board, administration, faculty and staff demonstrate adherence to established policies and procedures.

#### **Rating**

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Met

#### **Rationale**

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Well-organized faculty, staff, and student handbooks house the expected suite of policies, including Equal Employment Opportunity and Affirmative Action, FERPA, harassment, management of grievances and nepotism, and confidentiality to name a few. Written in lucid prose, policies follow a general format, making them more navigable, even for newcomers or someone in distress, and policies routinely direct the reader to the responsible policy authority.

Saint Louis University presented the last two years of audited financial statements produced by KPMG, a respected accounting firm with substantial experience with not-for-profit, private universities. Similarly, SLU contracts with EthicsPoint, a company familiar with academia, providing individuals inside and outside the institution with the opportunity to report, including anonymously, a concern about an ethics violation.

SLU provided abundant evidence to illustrate the integrity of the institution's actions at all levels.

#### **Interim Monitoring (if applicable)**

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*No interim monitoring recommended.*

## **2.B. Transparency**

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The institution presents itself accurately and completely to students and the public with respect to its educational programs and any claims it makes related to the educational experience.

### **Rating**

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Met

### **Rationale**

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In 2024, recognizing that its website functions as its primary communications instrument, SLU debuted a substantially overhauled site. The institution had grown and realized it needed to invest in a measure of standardization and central oversight for, among other things, the sakes of brand identity and accessibility compliance.

The Provost's Office displays the current institutional and specialized accreditation statuses (good standing, interim reports pending or accepted, next scheduled site visit). In addition, the panoply of programs and their respective admissions requirements as well as their tuition and fees, study abroad opportunities, and a net price calculator tell students and prospective students (1) what is required of them, (2) what is available to them, and (3) how much those options cost. A course catalog searchable by keyword, term, course type, and location helps students maneuver amidst the academic abundance.

The Student Involvement Center website bursts with information about 300+ student organizations and clubs, from Aspire, which educates the community about mental health issues, to XQuizit, a Hip Hop Dance group. Another tab catalogs upcoming excursions to museums, campus lectures, sports games, club meetings, concerts, volunteer opportunities, and such available to students.

SLU's publicly available, easily findable, and equitably accessible information about admissions, financial aid, costs, courses, study abroad options, and co-curricular organizations and activities robustly affirms the institution's transparency.

### **Interim Monitoring (if applicable)**

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*No interim monitoring recommended.*

## 2.C. Board Governance

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In discharging its fiduciary duties, the institution's governing board is free from undue external influence and empowered to act in the best interests of the institution, including the students it serves.

### Rating

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Met

### Rationale

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The Board of Trustees Conflict of Interest Policy requires annual disclosure on a detailed questionnaire of actual and potential conflicts as well as an annual affirmation of compliance from all Board members. Further, the policy stipulates periodic reviews to avoid untoward inurement or unallowable benefit.

The Board's Statement of Criteria for Trusteeship outlines the qualifications and qualities sought in a member, the responsibilities and commitments expected of a member, and the diversity desired across the membership in alignment the Catholic, Jesuit mission. While the Criteria guide trustee selection, the Statement of Commitment and Responsibilities elaborates the duties and roles of the members, including appointing the president, which SLU's trustees recently did; providing financial oversight for the institution and multi-faceted philanthropic contributions; and maintaining sufficient knowledge of higher education writ large and campus activities to offer informed opinions and, when asked, advice. A mentorship program further orients new trustees, setting them up to fulfill their fiduciary duties.

Full Board and committee meeting minutes from 2024 and 2025 catalogue discussion topics that align with their respective responsibilities and vote on matters within their respective purviews following proper sequence, as illustrated in the 2/27/2025 and 2/28/2025 progression of the Athletics Committee vote preceding the full Board's.

Additional evidence SLU provided in response to the Review Team's queries placed the final stitches in SLU's tapestry of its successful board governance.

### Interim Monitoring (if applicable)

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*No interim monitoring recommended.*

## **2.D. Academic Freedom and Freedom of Expression**

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The institution supports academic freedom and freedom of expression in the pursuit of knowledge as integral to high-quality teaching, learning and research.

### **Rating**

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Met

### **Rationale**

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Saint Louis University supports academic freedom and freedom of expression which is demonstrated by numerous institutional policies including the Student Handbook statement of Rights and Responsibilities, the newly revised Civil Discourse, Speech, Expression, and Civility Policy, and the Statement on Speech, Expression, and Civility Policy. SLU's Statement on Speech, Expression, and Civil discourse encapsulates the institution's position and expectations of the members of its community. SLU's commitment to freedom of expression is clearly defined by institutional policies. The SLU policy on freedom of expression protects the campus community as well as visitors and speakers outside of the campus community. The University affirms its commitment to all members, no matter their race, ethnicity, religion, gender, gender expression or sexual orientation.

SLU unequivocally recognizes that views antithetical to some and to the institution itself may be expressed on campus, stating that “[its] heritage commits [it] to welcome[ing] the open exchange of ideas that might be critical...or offensive to some members of the community” and that “and invitation to speak on [the] campus does not express the University’s endorsement or approval of a speaker’s or performer’s ideas or values.”

This philosophical Statement underpins SLU’s 2020 Policy on Speech, Expression, and Civil Discourse. With equal eloquence, the Policy underscores its support of “diversity of thought and lively debate,” and does not allow SLU employees to “review, approv[e], or monitor...any speech or expression...or withhold approval of, dictate, censor the content of, or terminate any planned or unplanned speech or expression.” The Policy disallows speech and expression that threatens the safety of individuals or groups on campus or that “impedes institutional functions.”

Policies inevitably reveal their fissures when they are applied. October 2023 and cascading events tested policies across the country. In 2024, SLU modified its Policy and committed to reviewing it again in 2027. As these citations and attentive revisions eloquently make clear, SLU takes seriously its institutional obligation to create an environment for academic freedom, free expression, discussion of uncomfortable topics, and respectful disagreement to thrive inside and outside the classroom.

### **Interim Monitoring (if applicable)**

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*No interim monitoring recommended.*

## **2.E. Knowledge Acquisition, Discovery and Application**

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The institution adheres to policies and procedures that ensure responsible acquisition, discovery and application of knowledge.

### **Rating**

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Met

### **Rationale**

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In 2017, SLU began a concerted expansion of its research enterprise with the aim of achieving R1 status. Half a decade later, KPMG's FY22 Uniform Guidance Audit found twelve deficiencies, placing SLU in a "high-risk" status. In response, SLU engaged Price Waterhouse Cooper to help remedy the process deficits and enhance institutional progress toward their R1 aspirations. The FY23 UG Audit identified two research and development findings, the FY24 Audit none. A clean finding in FY25 would return the institution to a "low-risk" status.

The Office of the Vice President for Research supports faculty with pre- and post-award grants management, IP management, research computing growth, sponsored awards, and overall compliance. The OVPR requires Responsible Conduct of Research (RCR) training at least once per career stage and at least once every four years for NIH-funded researchers; RCR training is available to others as well. The Institutional Review Boards and Institutional Animal Care and Use Committee continue to operate, as does the Office of Environmental Health & Safety, which encompasses Biological, Chemical, and Radiation Safety.

Last autumn, SLU's single, institution-wide Academic Integrity Policy eliminated confusion about whether the institutional or a "local" school policy applied, unified the language and definitions, and brought greater consistency to findings and outcomes.

Substantial recent investments in the OVPR and focused attention on curing the 2022 UG Audit findings aided SLU's progress toward its goal of growing its research capacity. The success of this effort and other research-related improvements underscore the institution's continued dedication to the responsible acquisition, discovery, and application of knowledge.

### **Interim Monitoring (if applicable)**

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*No interim monitoring recommended.*

## **Criterion 2 - Summary**

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In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

### **Rating**

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Met

### **Rationale**

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SLU diligently develops the policies in its integrity portfolio, all of which appear in PolicyStat, the listing of current and draft SLU policies. Their website accurately portrays SLU's multitude of programs, requirements, and costs. The website invites faculty, staff, and students to examine the policies that apply to them, each policy listing the name of the responsible official. The Board receives sound guidance in discharging its fiduciary duties; available evidence confirms they do so. SLU full-throatedly supports academic freedom and free expression, and provides the full suite of policies, processes, training programs, and administrative support to allow faculty and students to research and study with integrity—and for the institution to address alleged and actual shortcomings.

## **3 - Teaching and Learning for Student Success**

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

### **3.A. Educational Programs**

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The institution maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

#### **Rating**

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Met

#### **Rationale**

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SLU ensures college-level rigor and quality across all educational programs through established personnel, committees, and processes. Oversight of academic standards is maintained by the Undergraduate Academic Affairs Committee (UAAC) and the Graduate Academic Affairs Committee (GAAC), each with inclusive membership and similar procedures for reviewing and approving new and revised programs. These proposals include market analysis, curriculum mapping, and assessment plans with defined program learning outcomes. Program developers are encouraged to collaborate with the University Assessment Director to refine learning outcomes and assessment methods.

SLU publishes learning goals and outcomes for each program in its academic catalogs and on program-specific webpages. All programs of all types (undergraduate, graduate, post-baccalaureate, post-graduate, and certificate) submit annual assessment reports that are reviewed by the University Assessment Committee and the Assessment Director. These reviews ensure that learning goals, student performance expectations, and assessment methods are appropriate for the credential level.

SLU is actively revising and crafting policies regarding shared courses with outcomes for differing levels of learners (baccalaureate, masters, and doctorate). This policy will address distinct outcome levels, including for assignments and related course elements.

The University also applies consistent academic policies and assessment processes across all locations and modalities, including the St. Louis and Madrid campuses, online programs, dual credit offerings, and the Prison Education Program. SLU's dual credit initiative, the 1818 Advanced College Credit Program, aligns learning goals with equivalent on-campus courses. Full-time faculty train high school teachers in course content and pedagogy, review syllabi, visit classrooms, and evaluate student work to ensure consistency in academic expectations and grading standards.

SLU's general education program is overseen by the University Undergraduate Core Committee (UUCC), which operates independently from the UAAC and GAAC. Chaired by the Director of the

Core, a full-time faculty administrator supported by staff, the UUCC approves courses for inclusion in the Core based on alignment with the Core's nine Student Learning Outcomes (SLOs).

Online programming is housed within disciplinary departments to maintain alignment with on-ground content. The Office of Distance Education, led by an Associate Provost and supported by a full-time manager, ensures faculty training and instructional rigor. This office oversees the quality of online courses and programs, applying the Council of Regional Accrediting Commissions' Guidelines for the Evaluation of Distance Education at the course level to uphold instructional standards.

With all the above considered, *SLU maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.* It accomplishes this work in a manner befitting its mission and identity, and it is recommended that ongoing work on dual-listed courses be finalized as quickly as possible and prior to the next review.

## **Interim Monitoring (if applicable)**

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No interim monitoring recommended.

## **3.B. Exercise of Intellectual Inquiry**

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The institution's educational programs engage students in collecting, analyzing and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

### **Rating**

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Met

### **Rationale**

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SLU designs its educational programs to engage students in essential academic and professional competencies, grounded in its Catholic, Jesuit mission. In 2020, SLU approved a unified University Undergraduate Core Curriculum: a 32 to 35 credit hour integrated intellectual experience required for all undergraduates. This Core fosters personal development through Jesuit thought and reflection, collaborative inquiry, critical thinking, and communication, both in credit-bearing and co-curricular experiences.

The Core Curriculum includes nine student learning outcomes embedded across 19 component areas. These outcomes emphasize liberal arts foundations, intellectual inquiry, global identities, and vocational reflection. Courses are structured to support student development at introductory, developing, and achieving levels. Faculty must indicate how their courses foster these outcomes, and faculty-led subcommittees review syllabi to ensure alignment with the Core assessment plan. Core education also extends into SLU 101 orientation, academic advising, and co-curricular programming.

Beyond the Core, SLU integrates interdisciplinary learning and experiential opportunities throughout some of its academic programs. Multiple undergraduate and graduate programs include curricular components that prepare students to work with populations inside and outside of the classroom, including research in faculty labs, projects with metropolitan organizations such as the St. Louis Zoo and the Missouri Botanical Garden, and experiences in health care, higher education, accounting, and nonprofit organizations tracked through Handshake.

SLU also promotes intellectual inquiry and creative work through its undergraduate research infrastructure and SURGE (Scholarly Undergraduate Research Grants and Experiences) program. In NSSE data from 2023, 35% of seniors reported participating in research with faculty, and SLU is seeking to strengthen that result. Career Services has launched new dashboarding to collect and track over 20,000 experiential learning experiences from various data sources for undergraduate and graduate students between 2023 and 2025, including internships and jobs.

SLU's educational programs indeed engage students in collecting, analyzing and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments. The continued dedication to experiential and research learning will only continue to bolster this achievement.

## **Interim Monitoring (if applicable)**

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No interim monitoring recommended.

### **3.C. Sufficiency of Faculty and Staff**

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

#### **Rating**

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Met

#### **Rationale**

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SLU demonstrates that it has sufficient and qualified faculty and staff to support high-quality academic programs and student services. The University maintains a student-to-faculty ratio of 9:1, enabling personalized instruction and strong student engagement. Faculty credentials are governed by SLU's Faculty Credential Policy, which aligns with standards set by the HLC. All instructors, including those in the 1818 Advanced College Credit Program, are expected to meet these qualifications.

The fall 2024 Faculty Census had a total of 2,286 faculty employees (732 part-time and 1,554 full-time). Forty-one percent are tenured or on the tenure track. The institution's recently adopted an Academic Program sustainability and Viability policy which addresses enrollment issues and faculty and staff sizes as it relates to enrollment changes.

New faculty participate in orientation programs that introduce SLU's mission and available resources. Specialized orientations are also offered, such as the School of Medicine's biannual breakfast and faculty guide. Faculty qualifications are aligned with institutional standards, and policies are in place to ensure curricular consistency across instructors, locations, and delivery modalities.

SLU supports faculty development and evaluation through multiple initiatives. The faculty manual outlines evaluation processes for both tenure and non-tenure track faculty. The University Assessment Director oversees student course survey feedback, and SLU released its Teaching Effectiveness Framework in May 2025, currently in phase two of implementation. The School of Science and Engineering leads in applying a holistic evaluation model that includes self-reflection, course evaluations, learning outcomes, peer review, and development portfolios. Expectations for faculty research are embedded in tenure and promotion guidelines, with grant writing support available.

The Reinert Center for Transformative Teaching and Learning plays a central role in faculty development, offering instructional support, certification programs, and training in Ignatian Pedagogy. The Center collaborates with the Office of Distance Education to prepare faculty for online and hybrid teaching.

Staff credentials and training vary by department, and Human Resources policies define expectations, qualifications, and training opportunities. The Advanced Professional Development Committee supports staff growth through structured training programs, while department chairs and deans oversee evaluation processes.

Academic advising is supported through a structured advancement pathway based on competencies,

performance, and experience. The Advising Professional Development Committee provides ongoing training, and student surveys consistently reflect high satisfaction with advising services. Faculty are also engaged with students beyond the classroom, participating in co-curricular initiatives such as student organizations and the Senior Legacy Symposium.

### **Interim Monitoring (if applicable)**

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No interim monitoring recommended.

## **3.D. Support for Student Learning and Resources for Teaching**

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The institution provides student support services that address the needs of its student populations, as well as the teaching resources and infrastructure necessary for student success.

### **Rating**

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Met

### **Rationale**

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SLU provides an institutionally appropriate range of student support services and instructional infrastructure to meet the needs of its student and faculty populations. These services begin with onboarding programs such as SLU 101 summer orientation for freshmen, specialized support for transfer and graduate students, and dedicated advising for international students. Placement testing in chemistry, mathematics, and English helps to ensure academic readiness, with online assessments available for international students.

Evidence of SLU's commitment to student success continues through academic and personal development resources. The Student Success Center offers tutoring, supplemental instruction, and writing support via University Writing Services. Student Success Coaching provides individualized guidance in study skills, time management, test-taking strategies, and emotional well-being. The Center for Accessibility and Disability Resources ensures accommodations for students with disabilities, and the English Language Center supports language development.

Living-learning communities, focused on themes such as engineering, health sciences, honors, and leadership, foster peer engagement and academic success. Approximately one-third of SLU students participate in these communities.

To support underserved populations, SLU launched the RISE (Reflect, Ignite, Succeed, Engage) program in 2024 following the loss of its TRIO grant. RISE serves over 300 first-generation, Pell-eligible, minority, and disabled students, promoting academic success, retention, and belonging. The Student Well-Being Task Force, established in 2021–22, led to the creation of campus wellness spaces, mental health first aid training, and substance education workshops under the leadership of the Assistant Vice President for Student Well-Being.

Career Services and academic advising have been strengthened through the Magis Operational Excellence Program. A centralized advising model, led by an Assistant Provost for Academic Advising, integrates academic and career guidance.

SLU supports faculty through a range of instructional resources. The Reinert Center for Transformative Teaching and Learning offers classroom observations, instructional design support, and training in Ignatian Pedagogy. The Culturally Responsive Teaching Institute helps faculty address diverse learning needs. Again, online learning is guided by policy and committee oversight, with a leadership guide and checklist for distance education programs expected to be approved in 2025.

Physical infrastructure supporting teaching and learning includes the Sinquefield Science and Engineering Center, which houses labs for bioinformatics, biomedical engineering, neuroscience, and computer science. SLU's libraries provide subject-specialist support and access to the Academic Technology Commons. The Division of Information Technology Services maintains classroom technology, software, and hardware systems to support instruction. SLU's museums, community-based clinics (e.g., psychology, speech-language and hearing, law), and some renovated academic buildings also boost the learning environment.

### **Interim Monitoring (if applicable)**

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No interim monitoring recommended.

## **3.E. Assessment of Student Learning**

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The institution improves the quality of educational programs based on its assessment of student learning.

### **Rating**

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Met

### **Rationale**

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SLU has multiple examples of effective evidence to show that the institution *improves the quality of educational programs based on its assessment of student learning.*

SLU assigns oversight of student learning assessment to the Assessment Director, who reports to an Associate Provost responsible for monitoring assessment and accreditation processes. Program-level assessment expectations are articulated through a standardized assessment plan template and an accompanying checklist that outline required documentation and departmental participation. The University's assessment website further supports this work by providing access to forms and resources on curriculum mapping, assessment methods, and the use of assessment data.

The Assessment Director coordinates these efforts and offers ongoing guidance to departments. Annual assessment reports are reviewed by designated teams that use a structured rubric to evaluate progress and provide feedback. Learning outcomes are available publicly through the online course catalog, and completion of an assessment plan is a required component of new program approval.

The University also maintains a comprehensive table linking to all program-level assessment plans at the bachelor's, master's, and doctoral levels across multiple cycles. This table identifies areas of concern within specific departments and documents actions underway to address them. Additionally, departments may submit an alternative report form to describe their assessment activities, allowing the University to monitor progress and identify recurring issues. Presently, 100% of programs have fully developed assessment plans and 96% of programs have submitted an annual assessment report for 2024-2025.

Over the past four years, the University has made substantial progress in implementing and assessing its new general education program that began in 2020, the University Undergraduate Core Curriculum ("Core"). SLU assesses nine Core student learning outcomes across nineteen Core components within a five-year cycle. Full implementation began in the 2022–23 academic year with SLO 1 as the initial focus, and SLO 1 is now in the fourth year of its review cycle. Full reports and recommendations have been completed for SLO 1, SLO 4, and SLO 6. In the 2025–26 academic year, SLO 3 and SLO 5 have entered the first year of their review cycles.

The University also reflects on lessons learned during implementation and reports several resulting improvements. Increased communication has been identified as essential to "promoting fidelity to the Core" and ensuring that instructors understand when their courses are included in the assessment of specific SLOs. Revisions are being considered for rubrics, curriculum maps, Core components, and

the selection of appropriate artifacts for assessment. Additional initiatives to strengthen faculty preparation and engagement include rubric-testing sessions, brown-bag discussions, and monthly Core-related communications posted on the Instructor Resource site.

Although implementation to date has yielded valuable insights and prompted meaningful adjustments, the Core assessment process is still maturing. The faculty and assessment staff will need to ensure that the Core assessment cycle is completed for SLOs (7 and 8), which will not be reviewed until the 2026-2027 academic year. Subsequent cycles will be important for evaluating the effectiveness of the process itself and for demonstrating how assessment findings are used to enhance instruction and learning. At present, the University offers extensive information on its new Core assessment process, it is recommended going forward that continuous improvement changes are central to the enhancement of student learning.

### **Interim Monitoring (if applicable)**

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No interim monitoring recommended.

## **3.F. Program Review**

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The institution improves its curriculum based on periodic program review.

### **Rating**

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Met

### **Rationale**

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The University maintains a seven-year program review cycle overseen by the Office of the Provost, specifically the Associate Provost for Graduate Education (with support from the Associate Provost for Undergraduate Education). The manual guiding this process has recently been revised in 2022 to support a more consistent and systematic approach to program evaluation.

Key enhancements to the program review process focus on improving consistency, depth, and the usefulness of results. The self-study period has been reduced from two years to one, and prompts related to assessment and curriculum have been expanded to emphasize continuous quality improvement. The review process engages multiple stakeholders, including the academic department, external reviewers, the governing dean, the Program Review Council, and the Provost. To increase capacity and broaden perspectives, the Program Review Council has been expanded from three to nine members. In addition, a formal progress report, which documents the status of action items identified in the self-study, is now required at the three-year point of the cycle.

Processes for new program proposals and substantive program changes have also been strengthened. New academic program proposals undergo extensive review, with particular attention to academic planning and the proposed assessment plan. Substantive changes to existing programs must follow an approval pathway similar to that used for new program development. SLU has made substantial improvements in program review participation by colleges and academic departments in 2022-2023, 48 programs engaged in the program review process. In 2023-2024, 16 programs engaged in the process and in 2024-2025, 24 programs are actively engaged in the program review process.

These revisions have already led to multiple program-level improvements including changes to course availability in the Russian minor; graduate programs in Engineering developed new sub-disciplinary opportunities; the Department of Earth, Environmental, and Geospatial Sciences increased the number of University Core courses that meet natural and applied sciences, writing-intensive, and Identities in Context requirements; and the College of Health Sciences hired a Director of Clinical Affiliations to improve student access to professional training sites]. Program accreditation practices have also been aligned with the University's program review process to increase efficiency and coherence in self-study activities.

There is clear evidence of improvement to the academic review process, with attention paid to the success of program outcomes, student learning, and quality, thus SLU improves its curriculum based on periodic program review.

## **Interim Monitoring (if applicable)**

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No interim monitoring recommended.

## **3.G. Student Success Outcomes**

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The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

### **Rating**

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Met

### **Rationale**

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SLU demonstrates a mission-based broad and continually developing commitment to student success, spanning the student lifecycle from recruitment through graduation. The University has implemented a variety of strategies, data systems, and support programs designed to strengthen retention, persistence, and degree completion.

Student success initiatives were previously housed within the Division of Enrollment Management, which included Admissions, Enrollment Analytics, Pre-College Access, and Financial Services. In response to declines in retention between 2020 and 2025, responsibility for student success was shifted to the Office of the Provost. This structural change prompted the launch of the University Undergraduate Student Retention Strategy initiative in Spring 2025, coordinated by a newly-formed Retention Leadership Team. Membership includes representatives from the Office of the Provost, Dean of Students, Financial Services, Institutional Research, and the Registrar.

SLU retention rate performance details first-time, first-year undergraduate cohorts of fall 2020 through fall 2023, the first-second year retention rates were between 87-89%. The institution uses data to implement continuous improvement strategies based on changes in retention rates. In fall 2024 the second-year retention rate fell to 86%. The institution responded by closely monitoring the RISE population and implementing interventions in the student SOAR program. The university's application of data analysis and its financial investment in technology is providing greater support towards improving student success.

Desire for improvement is evident as well. SLU collects institutional data and benchmarks regularly against peer institutions, and the University offers initiatives aligned with national best practices to address multiple measures, including retention, licensure and certification exams, graduation rates, and post-graduation success. Some specific strategies include Pre-Matriculation and First Year Student programs, Academic Advising and Special Program support, the aforementioned RISE program, financial support, and Student Development initiatives.

SLU's analysis of student performance rates demonstrates challenges for some under-represented populations. The SLU's Sub-group Undergraduate Student Graduation Rates and Goals table reports six-year graduation rates for under-represented populations ranging from 54.2% to 69.3% in 2019. SLU responds to data findings and closely monitors student performance annually. The institution provides student support from the Office of Academic Success, Tutoring Services, and Academic Advising for all students, as noted in the Retention Strategy document. SLU's commitment to student support is an institutional priority.

SLU closely monitors licensure and certification results and post-graduation outcomes. Students completing licensure exams experienced a 100% pass/met rate. Student post-graduation outcomes dashboard reveals in 2023-2024, 48% of students are working full-time, 44% are continuing their education, less than 1% were involved in full-time volunteer position, and less than 1% of students were serving full-time in the military. In 2023-2024, the average full-time salary was \$64,238, up from \$63,314 in 2022-2023.

SLU's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions, and where the institution's own goals or standards are not achieved, SLU is taking steps to address them.

### **Interim Monitoring (if applicable)**

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No interim monitoring recommended.

## Criterion 3 - Summary

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

### Rating

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Met

### Rationale

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Taken together, the evidence demonstrates that SLU responsibly upholds the quality and rigor of its educational programs, learning environments, and support services across all modalities and locations. The University maintains clearly articulated learning goals and outcomes that reflect expectations appropriate to college-level work and are aligned with SLU's mission and identity. Across programs, students are engaged in collecting, analyzing, and communicating information; in practicing disciplined modes of intellectual inquiry and creative work; and in developing adaptable skills that prepare them for evolving professional and societal contexts. SLU's growing emphasis on experiential and research-based learning further strengthens these commitments.

SLU employs sufficient numbers of qualified faculty and staff to support high-quality academic programs and student services, and it offers an appropriate range of student support resources and instructional infrastructure to meet the needs of its learners and instructors. Available evidence demonstrates that SLU uses assessment of student learning to improve the quality of its educational programs and has made notable progress in building consistent assessment practices. Reviewers observed clear enhancements to the academic program review process, including more intentional use of outcomes evidence, and findings from these reviews are being used to inform curricular refinement.

Student success indicators also show patterns of continuous improvement. The institution achieved a robust placement rate for students working full-time, enrolled in a graduate or professional program, volunteer work, or serving in the military. SLU evaluates these outcomes with attention to the characteristics of the student populations it serves and in relation to peer benchmarks, and where performance has not met institutional goals, the University has taken appropriate steps to address identified gaps. The institutions actions have led to achievement in licensing and certificate exams and improvements in retention and graduation rates. Collectively, these efforts provide strong evidence that SLU systematically evaluates and enhances the effectiveness, rigor, and quality of its educational programs and support services in fulfillment of its mission.

## 4 - Sustainability: Institutional Effectiveness, Resources and Planning

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The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

### 4.A Effective Administrative Structures

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The institution's administrative structures are effective and facilitate collaborative processes such as shared governance; data-informed decision making; and engagement with internal and external constituencies as appropriate.

#### Rating

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Met

#### Rationale

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The By-laws of Saint Louis University (SLU) clearly define the duties and responsibilities of the Board of Trustees (the Board), its officers, and the President, as well as how the Board functions to advance SLU's mission. In addition to the Executive Committee, the Board operates through fourteen (14) Standing Board Committees. As noted in the Assurance Argument, the Board is reassessing its committee structures. Additional evidence provided shows that changes to these committees are being directed by the Board—specifically by the Chair and Vice-Chair—in collaboration with the Chairs of the affected committees, with administrative support from the Office of the President. Accordingly, all committee name changes are Board decisions.

- The **Academic and Medical Affairs Committee** will become the **Academic Strategies Committee**, and the Stu
- The **Diversity, Equity, and Inclusion Committee** will be renamed the **Diversity, Equity, Inclusion, and Belon**
- The **Advancement Committee** will be eliminated, as development and marketing related issues have historically

Finally, Board members are revising committee charges, which will be approved by the Board.

Shared governance, collaboration, and use of data-informed decision-making are evident through the work of several leadership bodies: the President's Executive Staff—a subset of the Vice Presidents and the Provost, the University Leadership Council (ULC) highest-level advisory to the President consisting of thirty-four (34) members including vice presidents, faculty, staff and students; the Council of Academic Deans and Directors (CADD); and various undergraduate and graduate academic affairs committees. Leadership from the Madrid, Spain campus is represented and actively participates in these various academic affairs committees. Members of the faculty, Staff Advisory Committee (SAC), and Student Government Association (SGA) provide representation to the Board on the various Board Committees.

The ULC's engagement and its role in advising the President are evident in its broad scope of strategic operational activities. These activities range from space management and allocation

policies to budget updates, addressing related challenges, and ensuring compliance with federal and state regulations. While ULC minutes are not prepared, an agenda is distributed, and votes are taken on policy matters.

Faculty teaching and workload have been key concerns for both the University Undergraduate Core Committee and the Faculty Senate Governance Committee in recent years. To address these issues, a faculty survey was conducted, achieving a 39% response rate, with 30% of surveys fully completed. The collected qualitative and quantitative data were compiled into a comprehensive report, which was reviewed and discussed extensively. These discussions led to specific recommendations and actionable steps aimed at improving faculty workload and teaching practices.

SLU's Staff Advisory Committee is highly active, meeting monthly with attendance occasionally exceeding 100 staff members. Discussion topics include staff representation on Board of Trustee committees, the annual faculty and staff voice survey, student success and well-being, human resources, emergency preparedness and safety, as well as presentations from the President, senior leadership, and faculty leaders. The 2023 and 2024 faculty and staff voice surveys achieved response rates of over 60%, and the results were presented along with next steps, timelines, and actionable items—some of which are already underway.

The University is commended for its leadership in the St. Louis Midtown Redevelopment Corporation, established in 2016 to revitalize approximately 400 acres of un- and under-utilized land and buildings near the two SLUs main campuses in St. Louis. Members of SLU's Executive Staff and ULC serve on the Corporation's Board of Directors.

SLU maintains a robust administrative structure that fosters collaboration, promotes shared governance, drives continuous improvement, and leverages data to inform decision-making.

### **Interim Monitoring (if applicable)**

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No interim monitoring recommended.

## 4.B Resource Base and Sustainability

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The institution's financial and personnel resources effectively support its current operations. The institution's financial management balances short-term needs with long-term commitments and ensures its ongoing sustainability.

### Rating

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Met

### Rationale

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The Division of Business and Finance oversees the University's budget process and regularly monitors actual results against budget projections. Faculty contribute to this process through the Faculty Senate Budget and Finance Committee. To promote transparency and informed decision-making, monthly and annual financial reports are available to all budget managers via the Workday system.

As disclosed during the 2021 comprehensive review, the former President, established the "Magis Operational Excellence Program (MOEP) that called for the elimination of significant operational deficits and for the establishing a multi-year, data-driven process for growth and financial stability." SLU continues to address deficit concerns as noted in the former President budget update memorandums from May 2024, September 2024 and April 2025. The fiscal year 2024 audited financial statements reported an operating deficit of (\$56 million) prior to nonoperating activities. In contrast, the fiscal year 2025 audited financial statements reflected a net operating surplus of \$9 million prior to nonoperating activities, driven by growth of \$15 million in tuition and student fees, a \$19 million increase in contributions and private grants, and a \$32 million increase in strong investment returns. Additionally, endowment investment returns designated for current operations rose from \$86 million in 2024 to \$118 million in 2025. Further progress is evident in the June 30, 2025 audited financial statements: the endowment grew by 17% since fiscal year 2023, rising from \$1.7 billion to \$2.0 billion, and net assets improved from \$2.2 billion to \$2.4 billion—an increase of \$175 million (\$131 million without donor restrictions and \$44 million with donor restrictions).

Historically, the administration recommended—and the Board approved—an annual endowment spending rate not to exceed 5.0%. However, to support operating expenses in fiscal years 2025 and 2026, the Board approved spending rates of 6.5% and 6.25%, respectively, with the stipulation that these rates will not continue and the administration must reduce institution-wide expenses and increase net tuition revenue.

Guided by the Faculty Manual and reinforced during the Provost's April 2025 Faculty Town Hall, the Provost, Academic Deans, and faculty have enhanced academic program efficiencies through strategic management of faculty workload, class sizes, and targeted reductions in force. Administrative positions have also been streamlined through the elimination of vacancies and additional reductions in force. These efforts have resulted in a year-over-year decrease in compensation and benefits, as reflected in the June 30, 2025, audited financial statements, and summarized in the table below.

	2024	2025
Tuition and Fees	\$306,708	\$322,058
Salaries and Benefits	\$370,181	\$367,073
Salaries and Benefits as a % of Tuition and Fees	121%	114%

The salaries and benefits reduction of approximately \$3 million from 2024 to 2025 was achieved in lieu of the 3% compensation pool and modification to SLU's matching contribution to the employee retirement plan distributed to employees in January 2024 and extended into fiscal year 2025.

Recognizing ongoing financial challenges and the importance of recruiting and retaining high-quality faculty and staff, former President and the Board concluded that this significant financial commitment was necessary.

The fiscal year 2026 operating budget process was delayed by three months due to lower-than-expected new student enrollment, volatility in international student numbers, and government actions affecting projections. To address these challenges, the Division of Business and Finance issued an extensive budget guidelines memorandum in June 2025, outlining key steps and a timeline for budget managers.

SLU is primarily funded by student income, including tuition, fees, and housing. Enrollment projections are developed using historical data and input from Academic Deans, with the Office of the Provost collaborating closely with the Division of Business and Finance. The University follows a traditional incremental budgeting approach for operating expenses. However, due to enrollment volatility, all divisions were required to reduce their operating expense budgets by 3% for fiscal year 2026.

SLU leadership, faculty, and the Board recognize both the financial headwinds and tailwinds facing the University and agree that bold, immediate action is essential for a sustainable future. To support this commitment, leadership implemented a structured process and communication plan to develop the fiscal year 2026 budget, report on proposed tactics, and track progress against the fiscal year 2024 and 2025 approved budgets. High-level information was shared based on the best available data at the time, including compensation and benefits, endowment performance (valuation, asset allocation, benchmarks, and spending policy), current-year budget forecasts, and multi-year projections.

Three working groups were established and provided regular updates during budget meetings:

- **Administrative Structure Review** – Evaluation of personnel positions and opportunities for restructuring or reorganization.
- **Enrollment Management Strategies** – Leveraging data to refine and drive domestic and international student enrollment, including strengthening partnerships such as the University of Mumbai relationship.

- **Academic Program Assessment** – Review of faculty teaching loads, program viability, and curricular management.

Budget meetings also incorporated discussions on undergraduate student funding priorities, including research, residence life, accessibility, and overall student experience.

Similar to other institutions, SLU is navigating a rapidly evolving federal policy landscape that is reshaping the rules governing research and grant funding. During fiscal year 2025, SLU experienced the cancellation of 17 grants, resulting in an approximate loss of \$425K in funding that typically supports both direct and indirect costs—primarily salary and fringe benefits. These expenses are now being covered through operating budget reallocations or designated funds. Additionally, certain discretionary costs funded by the grants, such as conferences, events, and supplies, have been either eliminated or significantly reduced.

Capital expenditures are governed by the Capital Projects and Equipment Policy and similar to the operating budget, the Division of Business and Finance, distributes a capital budget process memorandum to budget managers.

The fiscal year 2026 operating and capital budget was approved by the Board of Trustees at their interim meeting in August 2025.

SLUs main campus consists of 132 buildings totaling approximately 8 million gross square feet to serve its 13,000 students. The Madrid, Spain campus has three buildings to serve its students.

SLU has made significant improvements to its North and South campuses based on the 2018 campus master plan, which was updated in 2024. The revised plan emphasizes space utilization and operational optimization, and it outlines key challenges along with recommendations for future development.

The new President, the Board, and the SLU community acknowledge both the opportunities and challenges the University faces, as well as the competing demands on resources. In response, they have reaffirmed a strong commitment to effective collaboration and shared governance to ensure SLU's long-term health and sustainability.

## **Interim Monitoring (if applicable)**

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No interim monitoring recommended.

## 4.C Planning for Quality Improvement

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The institution engages in systematic strategic planning for quality improvement. It relies on data, integrating its insights from enrollment forecasts, financial capacity, student learning assessment, institutional operations and the external environment.

### Rating

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Met

### Rationale

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#### Strategic Plan

Amid the challenges of the COVID-19 pandemic in 2020, along with budgetary constraints and the development of the Core Curriculum, former President Pestello paused the 2020–21 strategic planning process. Instead, the University continued to follow the 2015 strategic plan, *Magis: Saint Louis University's Strategy for the Future*, as its guiding framework.

When President Feser arrived on July 1, 2025, he committed to developing a new strategic plan for the Board of Trustees and the SLU community. As part of the October 2025 planning process memorandum, four key initiatives were identified—student success, enrollment, research and scholarship, and athletics. To advance these priorities, four steering committees composed of SLU leaders were established to guide each initiative.

Guided by the steering committees, each initiative has key questions to address. To inform their work, the committees are engaging the SLU community through data collection and analysis, surveys, campus convenings, focus groups, and reviews of student experiences and market trends.

The process is well underway and scheduled for presentation to the Board of Trustees at the end of the Spring 2026 semester for review and approval.

#### Academic Strategic Plan

On February 4, 2022, Provost Lewis announced the launch of the Academic Strategic Planning (ASP) process in an email to the SLU community. This robust, collaborative effort aims to shape the university's academic priorities through the 2027–28 academic year. The message emphasized that the process is inclusive and open to all faculty, staff, students, and administrators across both the St. Louis and Madrid campuses.

Working groups were established and led by leaders from the following areas: Enrollment and Retention Management (ERM), the Division of Diversity and Innovative Community

Engagement (DICE), the Office of the Vice President for Research (OVPR), an academic dean representative, and Faculty Senate representatives. These groups were tasked with managing the day-to-day activities of the Academic Strategic Planning (ASP) process.

According to the assurance argument, more than 500 members of the SLU community participated in over 20 working sessions during Spring 2022 to share insights and provide feedback on potential academic priorities. Draft versions of the Academic Strategic Plan (ASP) were circulated to key stakeholders, including the Academic and Medical Affairs Committee of the Board of Trustees, with opportunities for feedback at each stage. The final plan was presented to the SLU community on May 3, 2023.

As detailed in Criterion 3.C., one of the plan's high-priority goals—the Teaching Effectiveness Framework—has been implemented. This framework focuses on enhancing teaching and learning and is now integrated into the faculty promotion and tenure evaluation process. Phase II of the Academic Strategic Plan was announced in October 2025.

### Campus Master Plan

As noted in Criterion 4.B., the 2018 campus master plan was updated in 2024 and showcased the six year progress and is now focused on space utilization and operational optimization.

### Other Operational Planning

Leaders in enrollment management, research, and undergraduate student retention recently presented historical data along with new and revised strategies to strengthen these areas at SLU. Key actions such as include:

- Defining tuition rate increases and setting specific net tuition revenue goals.
- Implementing AI-related governance models, policies, training, and resources.
- Investing in an academic advising structure with professional advisors who support students from orientation through graduation.

SLU has fostered a culture of continuous progress, demonstrated through its ongoing strategic planning process, the advancement of the 2023 academic strategic plan into Phase II, and the use of data-driven analysis to improve student recruitment and strengthen retention efforts.

### **Interim Monitoring (if applicable)**

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No interim monitoring recommended.

## **Criterion 4 - Summary**

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The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

### **Rating**

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Met

### **Rationale**

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Shared governance at SLU is reflected in the defined roles, responsibilities, and operational structures of the Board of Trustees, the President, Vice Presidents, and faculty, as outlined in their respective By-laws, handbooks, and policies. Complementing this spirit of governance, the SLU community demonstrates collaboration through integrated internal processes and strategic external partnerships, all aimed at enhancing student success.

The President and Vice Presidents understand SLU's available resources and how to leverage them to enhance the quality of students' educational and life experiences.

Based on the information provided in the Assurance Argument and other pertinent materials reviewed, Saint Louis University meets the requirements of Criterion 4.

## Review Summary

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### Criteria For Accreditation

Met

### Federal Compliance

Not Required

### Core Components Ratings

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Number	Title	Rating
1	Mission	
1.A.	Mission Alignment	Met
1.B.	Mission and Public Good	Met
1.C.	Mission and Diversity of Society	Met
1.S.	Criterion 1 Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A.	Integrity	Met
2.B.	Transparency	Met
2.C.	Board Governance	Met
2.D.	Academic Freedom and Freedom of Expression	Met
2.E.	Knowledge Acquisition, Discovery and Application	Met
2.S.	Criterion 2 - Summary	Met
3	Teaching and Learning for Student Success	
3.A.	Educational Programs	Met
3.B.	Exercise of Intellectual Inquiry	Met
3.C.	Sufficiency of Faculty and Staff	Met
3.D.	Support for Student Learning and Resources for Teaching	Met
3.E.	Assessment of Student Learning	Met
3.F.	Program Review	Met
3.G.	Student Success Outcomes	Met
3.S.	Criterion 3 - Summary	Met

4	Sustainability: Institutional Effectiveness, Resources and Planning	
4.A	Effective Administrative Structures	Met
4.B	Resource Base and Sustainability	Met
4.C	Planning for Quality Improvement	Met
4.S.	Criterion 4 - Summary	Met

## Overall Recommendations

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### Accreditation Recommendation

Review Completed

### Pathways Recommendation

N/A (Not an Option)

### Conclusion

Saint Louis University (SLU) fully meets Criteria 1, 2, 3, and 4. SLU has a well-developed mission rooted in Catholic and Jesuit traditions. The mission guides the University's academic programs, student services, and social support programs for the local community, underserved populations, and globally. SLU operates with integrity and diligently develops and implements operational policies and procedures. The institution accurately portrays its programs, requirements, and costs. The Board provides oversight of fiduciary duties and delegates responsibilities as appropriate. SLU supports academic freedom and free expression, and provides a full suite of policies, processes, and training programs, and administrative support to allow faculty and students to research and study with integrity. The institution's resources and infrastructure effectively support its educational programs, research activities, and support services. SLU has qualified faculty to implement high-quality academic programs and staff to support an appropriate range of student support resources and instructional infrastructure. SLU maintains a robust administrative structure that fosters collaboration, promotes shared governance, drives continuous improvement, and leverages evidence-based decision-making. The SLU community demonstrates collaboration through integrated internal processes and strategic external partnerships; all aimed at enhancing student success.

Embedded monitoring report 3.E Assessment of Student Learning, SLU satisfactorily addressed the monitoring issues. SLU has established a new university-wide general education program, titled the University Undergraduate Core Curriculum, "the Core". To evaluate learning in the new Core Curriculum program, SLU developed a coherent and comprehensive Core Curriculum student learning outcome assessment process. The new assessment program has produced meaningful student learning outcome results. The Core Curriculum assessment requirements are articulated through a standardized assessment plan template which are reviewed by the Assessment Director, University-wide Undergraduate Core Committee (UUCC), and faculty members who evaluate learning progress and provide feedback. SLU provides assessment support through rubric-testing sessions, brown-bag discussions, and a monthly posting of Core Curriculum assessment resources on the institutional assessment webpage as well as assessment sessions provided by the Assessment Office. The newly implemented Core Curriculum assessment process has yielded valuable insights and prompted meaningful changes. The Core Curriculum assessment program is still maturing; however, they have made significant progress and have demonstrated how assessment findings can be used to enhance instruction and learning.

Embedded monitoring report 3.F Program Review, SLU satisfactorily addressed the monitoring issues. SLU

implements a seven-year program review cycle overseen by the Office of the Provost. The program review manual guides the implementation of the program review process and procedures. In 2022, the Associate Provost for Graduate Education, Associate Provost for Undergraduate Education, and faculty revised the manual to improve the systematic approach to program evaluation. Academic programs complete a comprehensive self-study report which also includes assessment and curriculum evaluation processes to further emphasize quality improvement. The self-study review includes numerous stakeholders including the academic department, external reviewers, the governing dean, the Program Review Council, and the provost. Academic program proposals are reviewed on academic planning, assessment plan and results, and more rigorous approval of substantive program changes. A total of 133 program reviews has been completed or presently in progress from 2021-2022 to present. The newly enhanced program review process has led to program-level improvements including enrollment and course availability, creation of sub-disciplinary opportunities, improved writing, and additional faculty and staff as needed.