

# Loyola University of Chicago - IL

HLC ID 1119

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OPEN PATHWAY: Reaffirmation Review

Visit Date: 2/23/2015

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## Context and Nature of Review

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### Visit Date

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2/23/2015

#### Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

#### Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

### Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

*There are no forms assigned.*

## Institutional Context

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Loyola University Chicago (LUC) is private, faith based, multi-campus institution located in urban Chicago, referred to as Chicago's Jesuit, Catholic University. The institution was first accredited by the Higher Learning Commission (HLC) in 1921. The institution has three major campuses in the Chicago metropolitan area with a total enrollment over 15,000. This includes 4,665 students, 450 full time faculty, 353 part-time faculty on the Lakeshore Campus (main campus and home of the College of Arts and Science and Graduate School), 3,785 students, 269 full-time and 740 part-time instructors at the downtown Water Tower campus ( Schools of Business, Communication, Education, Law, Social Work, and the adult division, Continuing and Professional Studies, and Institute of Pastoral Studies), and 1,700 students, 175 full time faculty, 157 part-time instructors on the Mayfield Campus (Health Science Campus that includes School of Medicine, Nursing and public health program). There are over 200 degree programs offered across these campuses (84 bachelors, 96 masters, and 37 doctoral programs). The University has additional locations or course sites in Carthage College in Carthage, Wisconsin (social work), Woodstock (retreat and ecology center), and three international locations (Rome, Italy and Ho Chi Minh City, Vietnam and Beijing, China). Most recently, LUC requested permission from HLC to grant associate degrees (three program areas) through a newly formed Arrupe College in downtown Chicago. HLC approval for this program is pending.

The institution has continued to have consistently favorable operating surplus and cash flow (13.3% average operating cash flow margin for FY 2011-2013 and a 21.9% operating cash flow margin in FY 2013). Over 90% of all undergraduate students receive some form of financial aid as well as grants or scholarships. The discount rate for

has increased slightly in 2014-15 (now 43.9% up from 43.4%). Key accomplishments from the 2004-2014 Strategic Plan include growth in their adult and online offerings (15 online graduate programs, 7 bachelor's completion programs, 17 certificates), increase in full time faculty teaching core and introductory courses (43% to 75% in 2014), and a 10% increase in four year graduation rate (55% to 64%). The institution has had an aggressive building campaign over the last decade including renovation of 16 buildings on the Lake Shore campus and construction of 10 new buildings including an Institute of Environmental Sustainability and will launch undergraduate engineering science offerings in Fall 2015. The 2015-2020 strategic plan, Plan 2020: Act More for Transformative Justice is tightly aligned with the institution's Jesuit, Catholic mission focused on building a more just, humane sustainable world. The institution is well positioned with a committed campus community, fiscal stability, and engaged student body to carry out this transformative vision.

## Interactions with Constituencies

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President  
Senior Vice President of Health Sciences  
Interim Health Sciences Provost & Dean, Stritch School of Medicine  
Associate Provost for Academic Administration  
Vice President for Advancement  
Senior Vice President for Administrative Services  
Senior Vice President, Capital Planning & Campus Management  
Senior Vice President for Finance & CFO  
Vice President for Student Development  
Provost  
Interim Dean, School of Education & Accreditation Liaison Officer  
Vice President for Human Resources, Chief Diversity & Inclusion Officer  
Assistant to the Vice President for Student Development  
Director, University Communications  
Associate Registrar  
Associate Provost for Curriculum Development  
Administrative Assistant, Office of the Provost  
Director, Institutional Research  
Director of Administrative Services

University Registrar  
Assistant Provost & Director of Faculty Administration  
Assistant Provost & Director of Academic Business Operations  
Dean, University Libraries  
Director, Gannon Center for Women and Leadership  
Director, University Core Curriculum  
Special Assistant to the President  
Institutional Research Specialist  
Director, Center for Experiential Learning  
Acting Dean, Graduate School  
Assistant Provost & Director of Faculty Administration  
Assessment Coordinator, Faculty Center for Ignatian Pedagogy  
Associate Professor & Graduate Program Director, Bioethics  
Associate Professor & Director, Core Curriculum  
Director, Faculty Center for Ignatian Pedagogy  
Associate Professor & Senior Associate Dean, School of Nursing

VP for Global Initiatives & Academic Centers  
VP & General Counsel  
Faculty, Pastoral Studies  
VP for Information Technology & CIO  
Director, Campus Ministry  
Associate Provost for Enrollment Management  
Faculty & Endowed Chair, Business  
Faculty, Counseling Psychology  
Faculty, English  
Associate VP, Facilities  
Faculty Director of Dual credit  
Chairman of the Board, Chairman  
Loyola Board of Trustees (2)  
Associate Dean, Biomedical and Translational Science  
Senior Associate Dean, Stritch School of Medicine  
Associate Vice President, Finance  
Associate Provost, Mission and Identity  
Director, Health Sciences Library  
Vice Provost, Research and Graduate Programs  
Dean, Marcella Niehoff School of Nursing  
Associate Vice President, Informatics and Systems Development  
Senior Associate Dean for Academic Affairs, Marcella Niehoff School of Nursing  
Assistant Vice President, University Advancement  
Associate Dean, University Libraries  
Assistant Vice President, Student Development  
Vice President for Human Resources and Chief Diversity & Inclusion Officer  
Director, Infrastructure Services, Information Technology Services  
Associate Vice President, Facilities  
Director, Clinical Simulation and Director of Emergency Medicine Clerkship  
Vice Chair, Department of Medicine  
Graduate Program Director  
Faculty (CCAS) (13)  
Faculty health sciences (7)  
Undergraduate students (11; 4 held student government leadership positions)  
Graduate students (5)  
Health science students (15)

Open forum 1 – 32 participants  
Open forum 2 and 5 – 35 participants  
Open forum 3 and 4 – 23 participants  
Drop in session – 11 faculty

## **Additional Documents**

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Degree program comparisons summary data (online to traditional programs)  
Comparison Student Outcomes (paired on-campus and online courses)  
A Vision of Transformative Justice at LUC (February 9, 2015) – draft strategic planning framework  
Plan 2020 – Act More for Transformative Justice (Strategic Plan 2015-2020)  
Online Student Support Services (Current status summary document)

Principles of Good Practice for Distance Education for LUC

Summary Online Learning document

Online Learning Advisory Committee Report to the Provost (University Strategic Plan for Online Learning)

## 1 - Mission

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

### 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

### Rating

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Met

### Evidence

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Loyola University Chicago (LUC) is a Jesuit Catholic institution that collaborates closely with its sponsors, the Jesuit Province. The mission of the university is focused on expanding knowledge of service through learning, justice, and faith which reflects this strong collaboration between the sponsors and the university's Board of Trustees. Discussions with board members and a review of the Trustee Guidebook, revealed a commitment to ensure that this identity and mission continues. University leaders and board members reported a clear, consistent understanding of this institutional identity and mission during conversations with the team.

The Strategic Plan 2009-2015, which includes the current mission, was developed by a working group of administrators, faculty, staff, and students. A review of board minutes revealed that the mission was affirmed by the board when it approved the plan in 2009. Faculty, staff, and students consistently reported understanding the university's mission and provided examples of ways curricular and co-curricular experiences align with the mission.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Rating

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Met

### Evidence

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The university displays its mission in numerous documents and publications such as the university website, the university catalogue and the strategic plan. Further review of documents such as the Trustee Guidebook, Faculty Handbook, the Employee Staff Handbook, the Community Standards 2014-2015 (i.e. student code of conduct), and various course syllabi revealed that messaging about the mission is visible and consistent.

The mission is prominently displayed on a permanent sign at the entrance to the Damen Student Center. This location is a high traffic area that provides visibility for the mission of the university to all who enter the facility. Interviews with all stakeholder groups demonstrates the shared and explicit understanding of the LUC's Catholic, Jesuit mission.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Rating

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Met

### Evidence

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Adhering closely to the traditions and tenets of Jesuit, Catholic education, the Loyola University of Chicago's (LUC) mission statement explicitly identifies the institution as "a diverse community seeking God in all things." This mission focuses the institution on not only its educational roles but also its civic and social responsibilities within its contiguous neighborhoods, the urban environment of Chicago, the state, and the larger global society. In its mission document, *Transformative Education in the Jesuit Tradition*, and other publications, LUC acknowledges that its geographical settings help shape its character, offerings, and its responsiveness to the learning needs of multicultural audiences. LUC's urban environment and its social justice orientation create a unique ethos expressed in a variety of campus-based and community-focused educational programs and activities. In addition to its Chicago focus, the Jesuit outreach mission has led to development of program locations in Rome, Vietnam, and China, expanding opportunities for multicultural learning, collaborative programs, and exchanges for faculty and students.

Highlighting the commitment of the institution to expand the diversity and multicultural make-up of the Loyola community, the President established a Diversity Task Force in 2013 which has made recommendations reinforcing ongoing efforts. There is evidence that these efforts are showing results. The 2014 Annual Report on Diversity shows a small but steady five-year increase in campus representational diversity among faculty, staff, and students. Between 2008 and 2013, the overall ethnic minority population of the campus (all categories faculty, staff, and students) increased from 25% to 31%, exceeding the diversity percentage at its benchmarked institutions. The undergraduate minority student population increased from 29.6% to 35.2%, and the graduate student diversity grew from 22.1% to 28.1%. While most ethnic minority groups have experienced some increased representation, the University has seen a slight decrease in African American enrollment at the undergraduate level. Diversity of full-time faculty has increased from 12.4% in 2008 to 15.3% in 2014, with growing diversity among the ranks of associate (17.5%) and assistant (21%) professors. The proposed Arrupe two-year campus is seen as one opportunity to create new pathways into the institution and support student success for under-represented students.

Incorporated in the goals of the 2009-2015 University's Strategic Plan, "The Plan for Excellence," are repeated references to ways in which Loyola is focused on its role in a multicultural society. Goal one speaks specifically to the undergraduate educational experience in Chicago; goal three points to work devoted to public service and research.



The university has worked to achieve those goals, and its NSSE scores point to a level of success.

The NSSE data indicate LUC students, in comparison with their peer group, see their educational experiences encompassing inclusion of diverse perspectives in course work, discussions, and assignments; producing a better understanding of someone else's point of view; and providing discussions with people from different economic backgrounds. Reinforcing these learning outcomes, the University has adopted policies and practices which allow it to create both internal and external responses that ensure ongoing attention to diversity and multicultural perspectives, including specific questions in the University's Program Review process which require departments to address the opportunities and challenges represented in the university's values (core curriculum) curriculum.

LUC has in place a Department of Student Diversity and Multicultural Affairs (SDMA) with a mission of being a conduit for embracing the diversity of students who matriculate at the institution.

The SDMA website publishes its core practices and learning outcomes, and it provides a variety of regularly scheduled activities for students, including mentoring programs, social justice dinner dialogues, men of color and women of color affinity groups, LGBTQIA programs, and a Ramblers Analyzing Whiteness (RAW) group.

Loyola's multicultural commitment goes beyond issues of race, gender, ethnicity and sexuality. The university was a 2012-13 participant in the U.S. President's Interfaith and Community Service Campus Challenge. LUC sees itself as a home for all faiths, and in our Open Forums, Jewish and other faculty expressed a high level of acceptance and comfort within the environment. Results from the Interfaith Youth Core Campus Partnership provided the university assessment outcomes and asset mapping identifying key opportunities for expanding the university's interfaith outreach within Chicago.

A sampling of course offerings shows that academic programs incorporate subject matter content that reflects the university's commitment to a multicultural environment. This was demonstrated through inclusion of diverse authors, speakers, readings, experiences, and assignments.

A new Vice President for Human Resources was hired in 2014. With strong urgings from campus students, this person has also been designated as the university's chief diversity officer and has begun meetings with various constituencies to develop a strategic diversity plan.

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

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*No Interim Monitoring Recommended.*

## 1.D - Core Component 1.D

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The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Rating

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Met

### Evidence

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Loyola understands its public obligations as an institution of higher education and has made a long-term commitment to the city of Chicago and its environs as demonstrated in deep community involvement and investments of financial resources. The seriousness of this commitment to the public good is visible in responsive administrative and educational decision-making processes grounded in mission. The "Transformative Education in the Jesuit Tradition" document describes this commitment as a "hunger for civic participation." Representatives of the Board of Trustees interviewed during the visit expressed this commitment and provided concrete examples of the Board's own direct involvement in volunteerism and fundraising efforts to support community outreach.

LUC is part of the economic engine in various sections of Chicago. Conversation with members of the Board of Trustees surfaced a number of examples including construction projects (School of Business) we could observe. The university works closely with community leaders related to purchase and use of property, fair prices and equitable work conditions and mutually beneficial efforts that serve the university and its communities. Open meetings with campus and community members are used to provide transparency and opportunities for input. The University's Form 990 tax disclosure shows that its resources are used primarily for educational purposes.

The LUC commitment to the public good is integrally connected to the missional pursuit of social justice and is made concrete through student, faculty, and staff participation in a wide array of campus and outreach activities. The University offers over 50 service learning designated courses each semester. Structured reflection built into the courses offer students and faculty an opportunity to make connections between their learning and the process of community engagement. These experiences may contribute to the NSSE data outcomes which show that LUC students score higher than students from peer institutions in ability to interact with persons from different backgrounds-- socioeconomic, religious, and world views.

Attempting to ensure that its work in community is not merely episodic, the institution has created and

supports program structures that ensure organized and sustainable public engagement efforts. The Center for Experiential Learning collaborates with over 400 community organizations in a variety of program activities including mentoring at local junior high and high schools, and over 2,000 students participated in outreach activities in 2013-2014. The Center for Urban Research and Learning, through its research agenda, partners with local organizations to produce solutions to community-identified issues, and the Institute for Environmental Sustainability helps communities identify and address environmental problems.

The Office of Campus Ministry provides hundreds of students both domestic and international opportunities for outreach through organized Alternative Break Immersion Programs (AMIs) during fall, spring, May, and June periods. One such program, the Labre Program, gives students the opportunity to work with Chicago's homeless population and engages staff and students in direct service efforts.

The LUC professional schools have been especially active within the community. Through several clinics (The Loyola Community Law Center, the Child and Family Law Clinic, the Health and Justice Project), the Law School provides its students real-world educational experience representing clients while providing valuable legal services to low-income persons. The Stritch School of Medicine has developed a proactive scholarship program to recruit and train DACA-eligible medical students, and it provides direct service to underserved populations through programs such as the Maywood Youth 4 Change, a program of social skill building and developmental activities, and a Community Health Clinic. The School of Education's LU-Choice Program models Teach for America and provides opportunities for college graduates to teach in under-resourced schools in the Chicago area.

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

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*No Interim Monitoring Recommended.*

## **1.S - Criterion 1 - Summary**

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

### **Evidence**

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The evidence presented in the assurance arguments and reviewed during the visit provides strong support for the institution's articulation and implementation of its mission. The mission is reflective of the Jesuit Catholic tradition and takes advantage of its urban location.

In moving toward a more diverse and multicultural community, the university has made strides in student diversity but needs to continue its efforts to diversify the faculty. LUC is aware that it needs to give attention to this area.

## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### Rating

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Met

#### Evidence

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LUC has numerous policies that define the operations of the university. University policies are published on the President's Office website. Although it is difficult to find the policy page from the university's home page without using the search engine, once located the policy page clearly indexes policies by category: general, financial, human resources, information technology services, academic, and few specific to a campus or program. Through these multiple documents, LUC openly describes what behaviors and actions it recognizes to be fair and ethical.

LUC has numerous policies that define expectations for faculty and staff. These policies are enumerated on the university's policy website, on the Office of Faculty Administration website, in the Faculty Handbook and in the Employee Staff Handbook. Faculty members tell us that the Faculty Handbook is regularly revised and that the faculty understand the expectations of them.

The university's Code of Conduct describes the ethical and professional standards by which all members of the university community must transact university business. The university encourages any member of the university committee who is aware of possible violations of the code of conduct to report their concerns to the university. A third party operates a confidential and optionally anonymous EthicsLine Reporting Hotline to anyone who wishes to report a concern, which is then forwarded to university leadership (Vice Presidents for Finance and Human Resources). Approximately 170 complaints are submitted each year, about one-half anonymously. These complaints are regularly reviewed as a group to determine whether existing policy needs to be changed. An example is that the anti-nepotism policy was revised as a result of a complaint submitted through the EthicsLine.

Minutes from the twice-monthly meetings of the President's Cabinet are posted on the web, as are bi-annual State of the University addresses by Loyola's President. The team found some unevenness in consistency of timely web updates. For example, the most recent President's Cabinet Meeting Minutes available on the website on 02/16/14 were from June 12, 2013 and minutes from the Board of Trustee meetings are not made public. The President sends a university-wide e-mail following each Board of Trustees meeting that summarizes major actions of the Board. LUC claims to place "a high

value on transparency, open communication, and engaging internal and external constituents in its shared mission," which was confirmed in interviews with all stakeholders and further demonstrates a commitment to assuring the integrity of the institution.

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

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*No Interim Monitoring Recommended.*

## **2.B - Core Component 2.B**

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The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### **Rating**

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Met

### **Evidence**

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Loyola University presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Loyola University does an excellent job of providing information to its students about costs, programs, requirements, and opportunities. The section of the University website that is directed at students provides a clear picture of the student experience at Loyola, including the costs of attending and scholarship opportunities. The Undergraduate Studies Catalog provides a clear explanation of programs and courses at the University. The academic and admissions landing pages on the website provide a way for potential graduate and professional students to learn more about the programs in which they might be interested, including clear directions for how to apply to a program of interest.

Loyola University is transparent in its communications with the public about the faculty, staff, programs, and student support services. The university website contains links to information on the faculty and staff. In addition, the Office of Institutional Research provides annual updates on student enrollment, characteristics of the student body, retention, and graduation rates. Any decisions about tuition increases are communicated clearly to students and the public via a letter from the President.

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

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*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Rating

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Met

### Evidence

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity. The Board of Trustee's Guidebook shows that the Board's deliberations are directed toward preserving and enhancing the institution. This emphasis of the Board was also reflected in our discussions with the Chair and two members of the Board. The committee structure of the Board, with committees dealing with issues such as budget and facilities, show that the Board has organized itself in a way to promote the success of the institution.

The Board of Trustees has clear policies in the Guidebook and the Conflict of Interest Policy that preserve the independence of the Board from unwarranted influence from donors or other external parties. Any conflict of interest is to be revealed to the Board President or the President of the University. Board members make annual disclosure statements that outline any financial or other involvements that might be perceived to be related to their activities as members of the Board.

The Board of Trustees adopted a statement of the expectations of the Board of Trustees that states the Trustees are to provide oversight of the university and to be fully informed about management of the institution but that the University is responsible for the day-to-day management of Loyola. The current Board demonstrated a clear understanding of the role of the Board relative to the role of the University administration and internal governance groups. The bylaws and policies of internal governance groups such as the Faculty Council and the University Senate clearly delineate their role in the day-to-day management of Loyola.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*



## 2.D - Core Component 2.D

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The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Rating

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Met

### Evidence

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The university is clearly committed to freedom of expression and the pursuit of knowledge. The faculty handbook contains a very strong endorsement of the principles of academic freedom. Faculty members claimed no knowledge of recent issues that called the policy into question or where the University did not follow its own policy. One professor noted that even when the history of church-sanctioned anti-Semitism was taught, there was no interference. The University's commitment to the pursuit of truth is found in its Vision Statement. This commitment is further endorsed in the current strategic plan through the continued development of interdisciplinary Centers of Excellence and the goal to increase external research support.

Interviews with students demonstrated that students are free to exercise their voice in promoting social justice and advocacy. Further evidence that the institution facilitates and encourages open communication supportive of academic freedom.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Rating

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Met

### Evidence

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The institution supports discovery efforts through a number of services. The Office of Research Services and the Office of Research Services for the Health Sciences provide oversight for research activities, including IRB, IACUC, and IBC (Biosafety), as well as pre- and post-award administration. All federally-funded researchers are required to complete Responsible Conduct of Research training, either through a noncredit on-campus program (UNIV 370) or online using the University of Miami CITI course. The university's pre-award system prohibits grant applications from being processed unless these training requirements have been met.

Students are taught about research ethics through several means. University 101, the required orientation course for undergraduates, includes the topic of University policies, including academic honesty and integrity policy and ethical use of information resources. The Undergraduate Studies Catalog also outlines expectations for academic integrity as well as grievance processes. Students who participate in research projects funded by the federal government and some other agencies must complete the Responsible Conduct in Research and Scholarship training.

LUC has clearly stated policies on academic honesty and integrity. Integrity and ethical behavior is first addressed in the Five Characteristics of a Jesuit Education, which accompanies the university's mission statement. The Faculty Handbook reinforces the university's policies, including that on Misconduct in Scholarship. Procedures for faculty grievances with regards to integrity and honesty are also outlined in the Faculty Handbook. The policy for Academic Integrity for students is also clearly written and precise and is found in the Undergraduate Studies Catalog.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **2.S - Criterion 2 - Summary**

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The institution acts with integrity; its conduct is ethical and responsible.

### **Evidence**

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Based on careful review of the data provided in support of the Assurance Argument plus interviews with leadership, faculty, and students, it is apparent that Loyola University Chicago acts with integrity and that its conduct is ethical and responsible. The institution values freedom of inquiry and pursuit of truth in teaching and learning visible through policies and verified by the campus community.

## **3 - Teaching and Learning: Quality, Resources, and Support**

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The institution provides high quality education, wherever and however its offerings are delivered.

### **3.A - Core Component 3.A**

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### **Rating**

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Met

### **Evidence**

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Loyola Chicago (LUC) offers a comprehensive array of bachelor's degree programs (79), master's programs (95), specialists (1) and doctoral programs (38) in liberal arts and professional fields. In addition the university offers 106 certificate programs, eight of which are offered online. LUC continually monitors the relevance of its programs. For example, in the most recently completed round of program reviews, each program was asked to respond to a prompt about how the program would "develop or collaborate in development of programs or emphasis areas which are responsive to potential student interest for post-baccalaureate education of a more professionally oriented kind." In response to assessed need and demand, LUC has added new programs. Examples of newly implemented programs include an engineering program that is accepting its first class to begin in Fall, 2015 and the Institute for Environmental Sustainability, which includes BS and BA degrees in Environmental Sciences. Faculty members and staff described the Institute for Environmental Studies as an example of a new interdisciplinary institute that brings together scholars from across the university to offer cutting edge academic programs.

LUC has been involved in distance education since 1998 when it initiated a program in computer science and in 2002 a master's degree in Bioethics. Currently there are 44 online programs (7 undergraduate completion programs, 21 graduate/professional degree programs and 16 certificates. Enrollment in the fall 2014 is 839 students (5% of all LUC enrollments). In fall 2014, enrollment in online courses was about 4% of all course sections offered. The institution has never undergone formal review for distance education. (Formal review for distance education was done as part of this comprehensive visit through the HLC embedded request for distance education approval of courses and programs. The detailed documentation of the team's review is found in the HLC Substantive

Change Recommendation Form: Embedded Change Review). Part of the Strategic Plan 2009-15 targeted support for new undergraduate programs for non-traditional learners and graduate online programs.

Loyola assures the quality and currency of its programs in multiple ways. Quality of curriculum is ensured by curricular approval processes that begin with academic departments and school-level curriculum approval committees such as that in the College of Arts and Sciences. The Board of Undergraduate Studies and Graduate Studies Coordinating Board, which include representation of faculty and administrators, review and recommend new programs to the provost. Faculty members across locations and learning modalities use the IDEA course evaluation system to evaluate teaching.

All of the professional programs for which accreditation is expected are in good standing with their accrediting bodies, and its counseling psychology and clinical psychology programs are APA accredited. LUC maintains a process of regular programs reviews, the last round of which were conducted between 2005 and 2009. Reviews consisted of departmental self-studies complemented by external reviews with the purpose of "reflection and planning." The current process is on hiatus but will begin again when the current strategic planning process is completed. An example of a decision made as a result of program review include discontinuance of an undersubscribed master's program in sociology.

Review of a random collection of course syllabi indicate that courses are current and require appropriate levels of performance. Many use primary readings and require active learning assignments. A review of faculty qualifications indicates that full-time tenure track faculty members hold terminal degrees from nationally recognized research universities. In on-site interviews, interim Dean of the College of Arts and Sciences noted that the College has a number of active searches that have attracted candidates from the best research universities in the country and that Loyola was successful in hiring its first choices.

The results of the HLC administered student survey suggest that some students find courses not challenging while some find them to be so. The 2013 NSSE results suggest that Loyola freshmen students are at or slightly above their peers on several of the Academic Challenge sub-scales. Overall, Loyola seniors were about the same as their peers on their perceptions of academic challenge. On-site conversations with student leaders indicated that students find the courses challenging and rigorous.

It is difficult to find clear and publicly available statements of program learning goals, a trend noted in some of the external program review reports and by individuals interviewed during the site visit. Review of randomly selected departments from the undergraduate catalog indicates that some departments have general narrative statements about what is expected from a particular major, but this is not universally true. This trend was acknowledged through interviews in which participants indicated that programs have learning goals but that they are not as consistently and publicly stated as they should be. As a result of the program review process, the Graduate School identified four learning outcomes for all graduate programs and required all graduate programs to identify specific learning outcomes. A review of assessment plans suggests that learning goals are articulated and appropriately differentiated by level.

Quality across instructional modalities is driven by unit curricular approval processes and faculty hiring policies and procedures specified in the *Faculty Handbook*. These policies and procedures are departmental based and the same regardless of where a course is taught, a program delivered or the modality by which it is delivered.

All Loyola online or hybrid courses are designed, approved and delivered using a shared set of

University standards. These standards were developed and adapted from the Quality Matters rubrics and the Faculty Center for Ignatian Pedagogy Online Course Evaluation Tool. Courses and faculty are assessed each semester using the IDEA course evaluation system.

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

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None.

## 3.B - Core Component 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Rating

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Met

### Evidence

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Loyola has a clearly stated Core Curriculum requirement for all undergraduate students that was revised in 2012. According to the University Core Curriculum Guide, the Core "introduces students to key concepts and modes of thought in a variety of areas of human intellectual endeavors. Designed to provide both breadth and depth to a student's program of study, the Core Curriculum anchors the undergraduate experience, complemented by the student's major and electives."

The Core requires students to gain knowledge and skills in 10 "knowledge areas" representing major areas of a liberal arts education (writing, artistic, historical, literary, quantitative, scientific, societal and cultural, philosophical, theological and religious, and ethics. Six areas require two courses, one foundational and one more advanced. The Core is grounded in Jesuit values with a focus on ethics and social justice.

The Core is outcomes based; outcomes are clearly articulated in the *Core Curriculum Guide*. Each Core course promotes at least one (and in most cases, several) of the following skills: communication, critical thinking, ethical awareness and decision-making, information literacy, quantitative and qualitative analysis and research methods, and technological literacy. Finally, Core courses integrate the understanding and promotion of three values essential to a Loyola education: diversity, justice, and spirituality. According to students with whom the team met, the Core is well-received. Likewise, faculty seem invested in it. When asked what, if any implementation challenges they were encountering, faculty and staff could think of none. Impressively, Loyola's four-year student

development plan, The Loyola Experience, links the Core with students' developmental challenges and co-curricular activities. The provost has issued a moratorium on major changes to the Core to give the Core sufficient time to "work." The team encourages the Provost to extend that moratorium.

In response to ongoing review of assessment data, Loyola made an investment in assigning full-time faculty members to teach in the Core. This decision has been well received by LUC faculty. In addition to the Core, students must complete an orientation course, UNIV 101, and an "engaged learning" experience prior to graduation. The engaged learning requirement can be met through approved service learning courses, internships, research, public performances or capstones. The engaged learning component is directly tied to Loyola's mission "to expand knowledge in the service of humanity" and further evidence of integration of learning goals in this institutional mission-based context.

Through the Core, engaged learning and capstone courses required in many majors, students learn to collect, analyze and communicate information. In addition to the required writing course, the engaged learning experiences also serve as a vehicle for developing skills in collecting, analyzing and presenting information. More than 2,500 2013 first year students began to construct ePortfolios to reflect on and think more deeply about their engaged learning experience. On the 2013 NSSE, Loyola freshmen reported higher course emphasis on "evaluation of perspectives" and analysis and synthesis of information than its selected peers. Loyola freshmen were also more likely than Carnegie peers to report "identifying key information from readings" than peers and to examine strengths and weaknesses of their own points of view."

Loyola students, faculty and staff contribute to scholarship. According to "Experience: Impact Report 2013-2014" from the Center for Experiential Learning, in 2013-2014, the Loyola Undergraduate Research Opportunities Program (LUROP) funded 203 fellowships for mentored research. One Hundred and Seventy-Five undergraduates conducted mentored research through LUROP. More than 300 students presented their work at the 2014 Undergraduate Research & Engagement Symposium.

Loyola faculty members are research active. Loyola's benchmarking data indicate that it generated \$27 million in research dollars in 2013, slightly higher than peer averages, but significantly less than their aspirational peers. Over a five year period from 2009-2014, 481 faculty members produced 3,220 pieces of scholarship of which half were refereed journal articles.

The Stritch School of Medicine (SSOM) is home to a number of multidisciplinary research institutes, and faculty participate in a number of industry-sponsored clinical studies. NIH-funded research increases yearly: in fiscal year 2013, NIH grants for all Loyola medical departments totaled \$19,451,796. Health Sciences faculty serve as members of national study sections or committees, journal editors, and Primary Investigators on extramural grants. Research opportunities for SSOM students include the Student Training in Approaches to Research (STAR) and MD with Honors Research programs. More than one-third of Stritch students participate in formal research programs, but many more are engaged in other, less formal research.

A review of the Loyola Core and professional school requirements and course offerings suggests that social justice more generally and multiculturalism more specifically is deeply embedded in the mission, curricular and co-curricular offerings. For example, ANTH 100 Globalization and Local Cultures is one of the foundational courses that meets the Societal and Cultural Knowledge requirement. All accredited professional programs must meet diversity standards. In addition, the coursework on human and cultural diversity is reinforced by the engaged learning requirement in which students directly engage the socioeconomic and cultural diversity of the city of Chicago.



LUC promotes international learning opportunities through its Beijing Center for Chinese Studies, the Loyola Vietnam Center, and the John Felice Rome Center. Recent highlights from the Overview of Undergraduate Study Abroad Participation indicate that the number of undergraduate study abroad participants increased by 18.6% overall, from 602 students in 2012-13 to 714 students in 2013-14.

Although broader than multiculturalism, Loyola's commitment to social justice is deeply embedded in the actions of the university and as reflected in its draft of the new strategic plan. Meetings with students indicated that they get the message and, in fact, students have been leaders in holding LUC to its stated mission. Students took the lead in requesting appointment of a chief diversity officer and an annual report of faculty, staff and student diversity. This is supported by results from the 2013 NSSE showing greater engagement with diversity than their Carnegie peers. LUC is one of 240 U.S. colleges and universities to hold Carnegie Community Engagement classification.

Evidence from document reviews, analysis of surveys and performance measures, along with on-site interviews confirm the breadth and depth of the institution's commitment to intellectual inquiry as a key component for all educational programs.

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

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*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

### Rating

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Met

### Evidence

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In 2012-2013 Loyola reported that it employed 813 full-time faculty members and 743 part-time instructors. Seventy percent of the full-time faculty are tenure track. LUC reports a student to faculty ratio of 14:1, lower than many of its peers. Conversations with faculty indicated some concern about the increasing number of full-time non-tenure track faculty, but additional probing revealed that the number of faculty on the tenure track has actually increased or remained stable while the number of full-time non-tenure track faculty has also increased. Faculty officers in the University Senate indicated that the provost has a goal of keeping the percentage of non-tenure track faculty around 25% of the total. Faculty members indicated that requests for additional faculty accompanied by a strong rationale are supported. Faculty members play the primary role in curriculum oversight at the unit level and in shared governance in other matters concerning faculty. Meetings with representative faculty members indicated that they are involved in assessment of student learning and mentoring of students. Faculty workload varies by discipline and department and is guided by the document "Faculty Instructional Responsibilities."

A review of faculty short biographies and degrees held indicate that the Loyola faculty members hold degrees from highly regarded research universities. *The Faculty Handbook* specifies minimum faculty qualifications and policies ensuring that faculty are equally qualified regardless of location or mode of delivery. Faculty members who teach online are required to take a course on online pedagogy.

All faculty members are evaluated annually in accordance with the annual evaluation policy specified in the *Faculty Handbook*. In recognition of differential expertise and interests, a new policy was implemented in 2014 places an individual faculty member into one of three categories: Teaching-Intensive; Research-Active; and Research-Intensive and assigns different weights to each for teaching, research, and service. Evaluations are conducted by academic units and results provided to the dean. Loyola has a clearly defined promotion and tenure policy and guidelines that involve faculty members in peer review at multiple levels beginning with the department, then the school or college, followed by review by the University Rank and Tenure Committee, to the Provost for final approval.

If the candidate for tenure and promotion is in an academic unit with graduate programs then the Dean of the Graduate School also provides a recommendation, independent of the School dean. Faculty governance leaders expressed no concern about the promotion and tenure process. Evaluation policies and processes are consistent across locations and for faculty who teach online.

Loyola has numerous programs to support faculty to remain current and to develop new teaching and research skills. These efforts are led by the Center for Ignatian Pedagogy. Support programs include, twice yearly Focus on Teaching and Learning seminars, lunch and learn discussions, an instructional course for online teaching, other resources to support use of technology in the classroom, and regular discussions around teaching in relation to "Transformative Education in the Jesuit Tradition."

A range of programs support faculty scholarship. These include paid semester leaves in a tenure track faculty member's fourth year to aid in preparation for tenure, competitive professional development leaves (equivalent of sabbatical leaves) every year (15-20 approved every year), competitive research stipends which provide up to \$7,000 for 25-35 faculty annually, mentoring programs, seed grants, and larger biannual seed grants up to \$60,000 for interdisciplinary teams. In addition, faculty members noted that academic units have additional faculty support resources.

LUC offers an Online Teaching Course which is an 8 week, intensive course focused on the principles of online teaching and learning. The course is required by most of the Colleges and Schools prior to teaching online with few exceptions being made, only for evidence of prior online teaching experiences. For the School of Continuing and Professional Studies, all faculty must complete this course. Work is in progress to develop targeted modules from this course that are available on an ongoing basis. The course includes a strong mission focus using the framework for Ignatian pedagogy.

The Instructional Technology and Resource Support (ITRS) office provides individual and small group consultation on teaching with technology (such as work with the course learning management system, webinar platform and lecture capture system) offered through scheduled workshops, online or by individually by appointment. Interviews with faculty, administrators, students and open forum sessions all confirmed the work and support from the ITRS office. The ITRS office is working on multi-layer identification processes and the current and future demands for student verification.

There are multiple opportunities for faculty and staff development through webinars, workshops, and online materials including a comprehensive Teaching with Technology guide available on the Faculty Center for Ignatian Pedagogy website. The Leischner Institute for Medical Education provides support for faculty development at the Stritch School of Medicine.

Faculty members seemed pleased with the nature, range and amount of support for teaching and research. Staff members were similarly pleased with the level and range of department and university support for staff development, including in-service presentations, professional memberships and travel funds to attend and present papers at regional and national meetings as well as meetings of

affinity groups within the Jesuit university network.

Loyola's 2013 NSSE results, indicate that the frequency and quality of student interactions with faculty members is similar to that of their comparison group peers (Jesuit and Carnegie Class). Seniors report more frequent interaction with faculty than do freshmen.

Review of job descriptions for staff indicate that they hold appropriate degrees for their roles. For example, the Office of Institutional Research employs three Ph.D. trained analysts. Many of the Student Development staff with whom the team interacted had Ph.D.'s: others held master's degrees. Interactions with individuals and groups during the visit confirmed the breadth of professional development opportunities available for administrators and staff from support for advanced degrees, attendance at professional meetings to spiritual development.

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

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*No Interim Monitoring Recommended.*

## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Rating

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Met

### Evidence

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Loyola provides a comprehensive array of student support services typical of a university with a strong residential undergraduate campus. Programs such as advising, First Year Experience, Financial Aid, International Programs and Career Development are offered in the Sullivan Center, a "one-stop shop" facilitating student access. Student support services for professional and graduate students are available at the Water Tower Campus and for students in the health professions at the Maywood Campus.

There are robust support services for online students available through a single-site, Loyola Online (<http://luc.edu/online/>) that include learner assessment for use of technology, navigation training for the course learning management system, access to services, library links, writing center, tutoring center, financial aid, all online programs and degrees and up to date information on State authorization. Students and faculty find the Loyola Online website accessible and easy to navigate.

Loyola's Wellness Center attends to a broad range of student health and wellness concerns. In 2013-14 it served over 4,000 individual students for medical and mental health visits. Likewise, Loyola maintains a core of well-trained campus police to ensure campus safety. It also secures buildings by requiring key card access. It's on campus housing provides space for 4,000 students in residence halls fully staffed by professional residence hall directors and student resident assistants who develop and implement programming to enrich the Loyola experience. The Health Sciences Campus has a fitness center.

Application information and placement tests are used to ensure that students are placed in courses for which they are prepared. New students participate in New Student Orientation and in UNIV 101, a required semester-long orientation course to facilitate a smooth transition to Loyola.

Transition programs for students who may need additional support include the year-long Loyola Bridge Program, several federally supported TRIO programs and Services for Students with Disabilities. Loyola has recently added additional staff to the latter. Loyola's commitment to low-income, first generation urban college students is evident in creation of Arrupe College that will open in the Fall of 2015.

Student advising is provided by the Office of First and Second Year Advising. Professional advisors and faculty members in academic units provide advising for students in the major. Graduate advising is provided by individual faculty mentors. Some students expressed concerns about advising in the HLC administered survey, and Loyola seniors completing the NSSE rated interaction with advisors considerably lower than their peers at comparison universities. On the other hand, 45% of Loyola seniors indicated they talked "often" or "very often" with faculty members about their career plans. We did hear a concern about lack of privacy in some of the advising space in the Sullivan Center. The students interviewed during the visit seemed satisfied with advising provided.

Over the last decade, Loyola has invested significantly in the campus infrastructure to support student learning and teaching at each of its three sites. When asked in the open forum about adequacy of facilities and other support, attendees enthusiastically agreed that Loyola's infrastructure was more than adequate. In fact, faculty and staff seem proud of their facilities. Faculty noted good support for instructional technology in face-to-face and well in online programs.

Loyola's campuses in Rome, Vietnam and Beijing facilitate a healthy study abroad participation and provide overseas opportunities for Loyola faculty.

Guidance in the use of research and information resources is provided to undergraduates through the writing course required of all students. All graduate students are required to complete a responsible conduct of research training program administered through the Office of Research Services in addition to CITI training required in the IRB process.

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

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*No Interim Monitoring Recommended.*

## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Rating

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Met

### Evidence

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Loyola provides a wide array of co-curricular programming suitable for a residential Jesuit university committed to social justice. This programming is overseen by the Division of Student Development and guided by "The Loyola Experience: A Four-year Plan for Student Transformation." This document helps students and faculty to link common developmental challenges faced by students in the college years to academic and co-curricular activities. When asked about the student development plan, faculty members indicated that students are using the plan as a basis for requesting recommended co-curricular experiences such as internships. The Water Tower Campus employs 3 full-time staff, 2 chaplains and other staff to provide student development programming. The Wellness Center provides medical, mental health and health education.

In keeping with Loyola's mission, the Center for Experiential Learning connects Loyola students with a wide range of high impact practices as well as assisting faculty members to embed experiential learning opportunities into the curriculum. The Center's 2013-2014 report indicates that 2321 students participate in service learning through 108 courses in 23 different departments.

The Division of Student Development has identified clear learning outcomes at the division level and for each unit. It maintains an active assessment program guided by doctorally prepared staff. Each unit reports annually on outcomes of assessment activities and changes made as a result of assessment results. These results are widely available. Student Development assessment staff also indicate that they will begin to design assessments of "The Loyola Experience" to assess the effectiveness of the plan itself.

Survey results suggest that students not only like their Loyola experience but that it has contributed significantly to their growth and development. Specifically the team noted that students with whom it met had deeply embraced the social justice mission of the university by applying knowledge gained to critically analyze the university's actions.

The NSSE results suggest that Loyola does a particularly good job of engaging students with diversity. The vast majority of students who respond to the Boston College Questionnaire would recommend Loyola.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



### **3.S - Criterion 3 - Summary**

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The institution provides high quality education, wherever and however its offerings are delivered.

#### **Evidence**

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Based on careful review of the data provided in support of the Assurance Argument plus interviews with leadership, faculty, and students, it is apparent that Loyola University Chicago provides a high quality education across its various locations, degree programs and delivery modalities.

The team noted the evidence from the HLC student survey and NSSE regarding advising suggests that Loyola may benefit from engaging in further investigation of the effectiveness of undergraduate student advising. Based on document review and onsite interviews, the team encourages the provost to extend the moratorium on changes to the Loyola Core, giving the current Core a chance to work before it is revised again.

Loyola is to be complimented for the strong assessment plan in the Division of Student Development. The division and its many offices each have clearly stated learning goals, collect data annually, report on those data and how they have been used to change services.

## **4 - Teaching and Learning: Evaluation and Improvement**

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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 for student learning through processes designed to promote continuous improvement.

### **4.A - Core Component 4.A**

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### **Rating**

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Met

### **Evidence**

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Program review and assessment of student learning are institutional processes shared across both face to face and online education. While there is room for continued improvement of these important processes, the institution is aware of where they are and where they need to continue to develop. A reasonable developmental target for the institution would be to have transparent and easily accessible record keeping (storage of documents); recording of data and information (three year assessment reports); and clearly defined and enforced accountability (responsibilities) structures by the time of the next HLC Assurance Review.

The university provided evidence of past program review for academic (2005-2009) and student

support programs (2009-on going) that was designed to evaluate the quality and effectiveness of each unit and its various programs, stimulate program planning and improvement, and to foster collaborative approaches in the development of the unit and university's strategic plans. Evidence revealed the process also included external review and culminated with a strategic plan from the program. If an academic program holds a specialized accreditation in some cases this was used to satisfy the program review requirement. The Provost confirmed the institution is preparing to start the next round of program reviews in conjunction with strategic planning.

The university reviews and evaluates all credit it transcribes. The Office of Registration and Records maintains a web-based tool to allow students to see which courses they have taken or might take would transfer to LUC. It was reported that faculty exercise control over which course equivalencies are entered into the tool. LUC also has a Prior Learning Assessment Program that includes clear policies and assessment processes (portfolio) for the review and acceptance of credit for prior learning for students in the School of Continuing and Professional Studies and the RN to BSN program. Students have the option to work with a third-party vendor in the creation of their portfolio. All policies related to transfer credit and prior learning are clearly articulated on LUC's web pages.

Throughout numerous meetings during the site visit, faculty and administration affirmed that faculty at the university had responsibility for maintaining appropriate prerequisites for courses, rigor of courses at every course level, and expectations for student learning. The team reviewed the university process for creating new academic programs, new courses, and curricular changes and confirmed this occurs through extensive review which began with the faculty and included the academic curriculum development committee, department chair, the Undergraduate Studies or the Graduate Studies Coordinating Board and finally the dean of the college/school/institute.

LUC has recently established a dual credit program with clear forms and documentation with local high schools. Review of the Memorandum of Understanding For a Dual Credit Partnership, course syllabi, and interviews verified LUC faculty are responsible to review dual enrollment courses to verify that the proposed courses met the same rigorous standards and course outcomes. As the program becomes established it will be important for the institution to put in place comparative outcome studies of dual enrollment students and on campus students.

There are robust support services for online students available through a single-site, Loyola Online (<http://luc.edu/online/>) that include learner assessment for use of technology, navigation training for the course learning management system, access to services, library links, writing center, tutoring center, financial aid, all online programs and degrees and up to date information on State authorization. Students and faculty find the Loyola Online website accessible and easy to navigate.

All Loyola online or hybrid courses are designed, approved and delivered using a shared set of University standards. These standards were developed and adapted from the Quality Matters rubrics and the Faculty Center for Ignatian Pedagogy Online Course Evaluation Tool. Key areas include courses addressing the major areas – course configuration, resources and requirements, learning process, content and communication. Courses and faculty are assessed each semester using the IDEA course evaluation system.

LUC provided the team access to submitted self-study documents as well as findings and actions of specialized accreditation agencies. The assurance argument and evidence revealed there is involvement with nine external accreditors covering multiple programs. All programs are in good standing with their specialized accrediting bodies.

LUC has made strides in evaluating the success of their graduates with the establishment of the Career

Outcomes Advisory Council in 2013 to monitor students' career-related activities and advanced education pursuits. The evidence revealed that multiple data sets are being collected by various office across campus. In interviews the Office for Institutional Research (OIR) described LUC's most recent efforts in this area using the State of Illinois Quarterly Workforce Indicators (QWI) data set, which includes data on approximately 70% of graduates.

The annual report of the Graduate School provides comprehensive data across all master's and doctoral programs of time to degree, student research activity, and placement of graduates. The Graduate School at LUC is also working with the Council of Graduate Schools on a national pathways project to track career paths of graduates. Graduate students report that faculty are supportive and responsive to their education, research and career planning needs. The Assessment Report of the Graduate School Programs provides evidence of a comprehensive cross program effort for assessing graduate student learning outcomes. Each program report shows alignment with the four shared graduate school outcomes and evidence of student performance in meeting these outcomes. Evidence of what a program may have changed based on assessment results is more uneven but there are sound examples present in the professional programs (clinical psychology, education, and nursing).

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

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Rating

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Met

### Evidence

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The LUC web page, the Core Curriculum Guide, and the Core Curriculum of Loyola University of Chicago document detail the core curriculum, which includes 16 courses in ten central knowledge areas. These same documents outline the learning outcomes and competencies of the core. The development and implementation of an assessment plan for the core is delegated to the Faculty Director of the University Core Curriculum. Document review and interviews were able to detail the assessment work from 2012 forward.

With the establishment of The Faculty Center for Ignatian Pedagogy (FCIP) in 2011, the university has demonstrated significant strides in the area of assessment. The center has established consistent annual assessment reporting templates and procedures, support systems for units, and professional development (most notably a Certificate in Assessment) for faculty and staff. The staff from FCIP meets regularly with staff from Student Development and faculty on assessment and coordinates three-year assessment reviews for academic programs. However, the Learning Outcomes and Assessment Protocol (LOAP) reviewed by the team indicates oversight and assessment of the program outcomes is the responsibility of each academic unit. Learning outcomes are required to be published for every academic unit and program of study as indicated in the LOAP but this is accomplished in multiple ways including web pages, assessment reports, syllabi, program reviews to name a few. The team was not able to verify that all programs met this institutional requirement.

All co-curricular programs have clearly defined student learning outcomes as documented in evidence and verified in interviews with student development staff. The Strategic Plan of the Division of Student Development has a stated goal to “develop and utilize system assessment of Divisional programs to enhance the quality of the student learning experience.”, this was verified through the Student Development Division Annual Report and program reviews from various co-curricular programs.

The assessment report that is submitted annually to FCIP by each academic unit requires units to

respond to a question on how results will be used to improve student learning. A review of annual assessment reports, program reviews and interviews verified the institution has used information gained from assessment to improve student learning by making curricular changes.

Through document review and interviews the team confirmed LUC assessment processes and methodologies to assess student learning reflect good practice and include substantial participation of faculty and staff. FCIP offers many faculty development activities that are open to all faculty and staff who are involved in assessment. FCIP uses a coaching model to support units in their assessment practice and often have faculty present best practices to other faculty groups.

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

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*No Interim Monitoring Recommended.*

## 4.C - Core Component 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Rating

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Met

### Evidence

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The assurance argument revealed extensive data collection and analysis to monitor retention and graduation rates. The university reported implementing changes to improve retention and graduation rates including: reducing the credit requirement for graduation (i.e. 128 to 120), the establishment of two new funds (i.e. \$2M) to support students with financial hardships, and having seventy-five percent (75%) of all Core Curriculum courses taught by full-time faculty. Conversations with university leaders, faculty, and staff verified that each of these changes was implemented as a result of data analytics intended to improve retention and graduation.

The Office of Institutional Research (OIR) processes and methodologies for collecting and analyzing information on student retention, persistence, and completion reflect good practice. The assurance argument, evidence, and interviews revealed that OIR tracks indicators in six strategic areas, has a 30 year data set, uses comparative national and local data, examines first-time, first-year (FTFY) and transfer students, and has created a multivariate reiterative predictive statistical model that identifies "at risk" students prior to each term of enrollment.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **4.S - Criterion 4 - 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 for student learning through processes designed to promote continuous improvement.

### **Evidence**

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As discussed in the assurance argument and confirmed during the team visit, LUC has dedicated resources and time to improve its assessment process and build a culture of meaningful assessment. A review of university assessment policy and interviews with the staff in FCIP and the Provost, confirms such effort has been deliberate and remains ongoing with significant steps initiated by the institution ensuring faculty engagement with the assessment process. The institution would benefit from more attention to communication in the assessment process; more transparent and easily accessible record keeping (storage of documents); recording of data and information (three year assessment reports); and clearly defined and enforced accountability (responsibilities) structures. By the time of the next assurance review, the institution should have good evidence of a transparent and easily accessible record keeping (storage of documents); recording of data and information (three year assessment reports); and clearly defined and enforced accountability (responsibilities) structures.

LUC has recently adopted IDEA course evaluations. In interviews with various groups it was apparent not all faculty and administrators understood the IDEA data sets. Faculty expressed concerns about the implementation and use of the IDEA data.

The provost shared his plan to establish an Office of Institutional Effectiveness. His vision to centralize resources including learning outcomes, program review, assessment software and IDEA data has the potential to have a positive impact on the assessment culture of the institution.



## **5 - Resources, Planning, and Institutional Effectiveness**

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### **5.A - Core Component 5.A**

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The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### **Rating**

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Met

### **Evidence**

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The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future. Loyola University is in good financial condition, a noticeable improvement over the situation ten years ago during the last re-accreditation visit. One key indication of this is the rating of Loyola University by Moody's Investors Service as A2 on its outstanding debt with a stable outlook. Moody's attributes this to strong leadership and a good market for a Loyola education in the Chicago area, among other favorable features of the current situation. Loyola is expected to continue to generate positive cash flow as evidenced by its 13.3% average operating margin for FY2011-13 and its 21.9% operating cash flow margin for FY2013.

Loyola has great facilities to support the work of the faculty, staff, and students. In Chicago, there are three sets of facilities: the Lakeshore Campus which is the home of the College of Arts and Sciences and the Graduate College and the bulk of undergraduate student housing and general education, the Water Tower Campus which is the home of many of the graduate and professional programs, and the Sciences Campus. Each set of facilities has benefited from significant investment in building additional facilities and renovating existing facilities. Construction is underway for a new Business School in the Water Tower Campus. This will clear space for the new Arrupe College.

Loyola has a strong set of units and services to support its core mission. These include an Information Technology Services Division and a Human Resources Division. The ITS Division consults regularly with faculty and staff to understand their needs and monitors developing technological innovations to decide when to implement new systems and new equipment. The ITS Division has worked closely with the faculty, staff, and administration to achieve the appropriate level of centralization to maximize effectiveness and reduce costs. The HR Division provides policies and software to help with hiring and other HR processes. In addition, the HR Division provides professional development opportunities for faculty and staff.

Loyola has a strong set of policies and procedures for allocating resources and monitoring revenues and expenditures. It currently has a strategic plan that focuses on three central goals and six strategies. A significant amount of resources were spent on facilities and improving the undergraduate educational experience, especially retention and graduation. Budget allocations over the past several years were clearly designed to support these priorities. Discussion is already underway about using resources to support the progress made with the previous strategic plan while renewing the emphasis on social justice in the next strategic plan.

Loyola produces a comprehensive set of financial reports that illustrate the allocation of resources and monitoring of revenue and expenditures. These include FY budget projections that are presented to and reviewed by the Board of Trustees, a straightforward report on the recent capital campaign that raised over \$500M in cash and deferred gifts, and a six year report on projected capital expenditures. The current endowment is over \$500M.

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

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Rating

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Met

### Evidence

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The Institution's governance and administrative structures promote the effective leadership and support collaborative processes that enable Loyola to fulfill its mission. The Governing Board is organized to provide effective oversight of the institution's financial and academic policies and to meet its legal and fiduciary responsibilities. The Board has clear policies for election to the Board, terms, and removal procedures that ensure the Board is knowledgeable about the institution. The Board Guidebook is a well-developed and thoughtful document that clearly outlines the Board's authority to create, drop, or modify programs and to provide financial oversight. The Board is organized into a set of committees that cover the major areas of Board responsibilities. Representatives of the Board of Trustees who participated in the visit indicated that the Expectations for the Board of Trustees document developed in 2012 has helped to clarify the roles and responsibilities of board members and engendered greater participation; additionally a Board retreat organized through AGB helped provide new clarity and direction.

Loyola has well-established policies and procedures to engage all members of the University in the governance of the Institution. As noted above, the Board Guidebook clearly delineates the responsibilities of the Board. The fairly recently established University Senate provides a voice for all members of the University community in the governance of Loyola. The faculty has the largest representation on the committee, which is appropriate. In addition, there is a Faculty Council, Staff Council, and Student Government that review policies for their constituency. One tension is between the new role of the University Senate and the perception of a somewhat reduced role for the Faculty Council. There were some suggestions from faculty that lines of communication among the various committees need to be more clearly defined.

Loyola administration, faculty, staff and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort. There are a number of avenues for these different constituencies to be involved in setting academic

requirements, policy and processes. One of these is the University Senate, which as noted above, includes representatives of all of these constituencies. Each college and institute has a group of faculty, staff, and students that are charged with reviewing curricular developments. The Board of Undergraduate Studies brings together faculty, administrators, staff, and a student representative to provide a forum for curricular discussions and make curricular recommendations.

The institution's governance systems are working. Attention to improving the communication with both faculty and students should be addressed to sustain the university's high level of effectiveness. An example of a communication issue that was noted in our conversations with faculty and students was the change in test schedule.

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

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Rating

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Met

### Evidence

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Loyola University allocates its resources in alignment with its mission and priorities. The current strategic plan ends in 2015 and work is underway to prepare a strategic plan for 2015-2020. The new strategic plan is built on the principle of social justice, the key mission of Loyola University since its inception. Each Fall units within the University are asked to submit their budget requests following guidelines that require them to explain how the requested funds support the strategic priorities of the University. New budget requests are evaluated by the Budget Review Team and final decisions are based on the alignment across requests, mission, strategic priorities, and available resources.

The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. Both the 2010-15 and 2015-20 strategic planning processes involved the wide participation of faculty, staff, students, and the Board of Trustees. A central committee of "university citizens" spearheaded each effort and engaged units throughout the University in discussion. The Board was kept up-to-date throughout the planning process and endorsed the 2015 plan and anticipates endorsing the 2015-20 plan.

The institution plans on the basis of a sound understanding of its current capacity and anticipates emerging factors. Both capital planning and strategic planning are based on a sound understanding of current and emerging factors. The ambitious capital projects over the past ten years were initiated at a time of substantial financial distress, but with a firm understanding of what sorts of revenue growth would be necessary to support debt reduction over time. This was a very successful effort which left the institution with great facilities and acceptable levels of debt. Loyola's ability to anticipate emerging factors is reflected in the creation of the new Institute of Environmental Sustainability, an outgrowth of the 2015 strategic plan. The new B.A. and B.S. degrees in Environmental Study will prepare students to deal with the very pressing sustainability and climate change issues over the next several years.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Rating

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Met

### Evidence

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Loyola University develops and documents evidence of performance in its operations. The Consolidated Financial Statements provide clear evidence that the university is performing well financially. Indicators of this include the growth in the endowment and long-term investments over time and the operating surpluses of over \$30 million in FY13 and FY14. The Board Finance and Executive Committees take into account financial performance as they modify the revenue generating and investment strategies over time.

Loyola University learns from its operational experience and applies this learning to improve its institutional effectiveness. An example of this is the energy audit that has been performed for the last eleven years to determine the energy efficiency of the buildings on the three campuses. Renovations of sixteen buildings on the Lake Shore Campus have resulted. The results of these audits have led to renovations in 16 buildings on the Lake Shore Campus. These renovations have yielded \$3.6 million savings since 2009 and has reduced the energy use per student over the past five years.

Loyola University carefully evaluates faculty and staff performance in ways that improve the effectiveness of individual faculty and staff members and, in turn, improves institutional effectiveness. Staff performance guidelines require that staff and supervisors develop staff goals that are consistent with the university and unit missions and priorities. The Employee Performance Form provides clear guidelines on how performance reviews are to be conducted and desirable outcomes. The University uses an appraisal system for faculty based on the widely used Digital Measures to track faculty contributions to the mission and strategic goals of the institution.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 5.S - Criterion 5 - Summary

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### Evidence

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Loyola University's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future. Loyola University is very healthy financially. During the past ten years it has undertaken an ambitious and successful capital projects plan while at the same time reducing debt, creating an annual operating surplus, and growing the endowment.

The structure and processes for carrying out its mission and strategic priorities are strong and very supportive. The Board, administration, faculty, and staff are well aware of the mission of the University and are appropriately involved in the governance of the institution and planning for the future.

Loyola is a very effective institution. Its commitment to effectiveness is reflected in the proposed new Office of Institutional Effectiveness, which will create the opportunity to consolidate efforts to follow learning outcomes, program review, assessment, budgeting, planning, and resource allocation to ensure that the institution is aligning the infrastructure and resources of the institution to support the mission and strategic goals of the institution.

One governance question posed by some faculty had to do with the overlapping roles of the relatively new University Senate and the older Faculty Council. It is clear from the policies and procedures of both groups that the Faculty Council continues to play its historic role in recommending faculty policies and procedures. Some perceive, however, that the role of the Faculty Council is diminished. The current University Senate and Faculty Council leadership work well together, but some concerns were expressed about the future working relationship between the two groups when the leadership changes.

Another area to which Loyola may want to pay attention is the role of the assessment of student learning in the evaluation of operations, planning, and budgeting. It is clear that the evaluation of operations, planning, and budgeting are aligned, but it is not clear that the assessment of student learning plays a sufficient role in planning and budget allocations.



## Review Dashboard

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Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

## Review Summary

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### Conclusion

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The mission of Loyola University Chicago is focused on expanding knowledge of service through learning, justice, and faith which reflects this strong collaboration between the sponsors and the university's Board of Trustees. This mission focuses the institution on not only its educational roles but also its civic and social responsibilities within its contiguous neighborhoods, the urban environment of Chicago, the state, and the larger global society. Loyola University Chicago provides a high quality education across its various locations, degree programs and delivery modalities. Two areas for continued enhancement include assessment of student learning in the evaluation of operations, planning, and budgeting and attention to the evolution of the newly formed University Senate. During the past ten years LUC has undertaken an ambitious and successful capital projects plan while at the same time reducing debt, creating an annual operating surplus, and growing the endowment. Loyola is a very effective institution and a clear focus on continued improvement and effectiveness as seen in the proposed new Office of Institutional Effectiveness. Implementation of this office is an important next step for the institution. The office will consolidate efforts to follow learning outcomes, program review, assessment, budgeting, planning, and resource allocation to ensure that the institution is aligning the infrastructure and resources of the institution to support the mission and strategic goals of the institution.

### Overall Recommendations

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#### Criteria For Accreditation

Met

#### Pathways Recommendation

Eligible to choose

*No Interim Monitoring Recommended.*



## Federal Compliance Worksheet for Review Panels and Evaluation Teams

Effective September 1, 2014 – August 31, 2015

### Evaluation of Federal Compliance Components

The panel reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. The panel should expect the institution to address these requirements with brief narrative responses and provide supporting documentation, where necessary. If the panel finds in the course of this review that there are substantive issues with the institution's fulfillment of these requirements, it should document them in the space provided below.

This worksheet outlines the information the panel should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The panel should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The evaluation team will review the areas the panel identified for further review and will consider the panel's work in light of information gained in the on-ground visit.**

**Institution under review:** \_\_\_\_\_ **Loyola University of Chicago** \_\_\_\_\_

## DETAILED REVIEW OF FEDERAL COMPLIANCE

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### Assignment of Credits, Program Length, and Tuition

*Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.*

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### Institutional Records of Student Complaints

*The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.*

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.

2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.
4. Advise the institution of any improvements that might be appropriate.
5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
6. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

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

Comments: Loyola of Chicago has been using Ethics Point System, a third-party system, since October 2012. The procedures are clearly outlined for academic or other student-related complaints, and the process concludes with a quarterly report to the Board of Trustees. Complaint log tables were readily available in tables on pages 5-6 in the Federal Compliance Report.

Additional monitoring, if any:

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### Publication of Transfer Policies

*The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

1. Review the institution's transfer policies.

Loyola University has a clearly articulated transfer policy for new First Time Freshmen and one for once they have matriculated at Loyola (Policy on Prior Permission to Take Coursework at other Universities" as outlined in their Undergraduate Catalog available on their website. In addition, as a student goes through the admissions process, there is a section entitled "Transfer Credit Policy" under the Admissions page, Planning Guide and Tools. Loyola University also provides the prospective student access to a course equivalency tool for ease of transfer.

2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.

The only articulation agreement that Loyola University participates in is the Illinois Articulation Initiative. This information may be found on its website and on the State of Illinois Transfer Page.

3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

The institution clearly identifies the policies for transfer on its webpage and in its online catalog. In addition, as part of the admissions process, students are taken through a step that reviews the transfer policies of Loyola: [http://www.luc.edu/academics/catalog/undergrad/reg\\_transfercrpol.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_transfercrpol.shtml) and at <http://www.luc.edu/undergrad/admission/applyasatransferstudent/preparation/#d.en.281490>

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

Based on the information provided by the website managed by the state of Illinois, [www.itransfer.org](http://www.itransfer.org), and on Loyola's website, the institutions agree to accept the general education coursework as a "package" and not to require additional coursework. Loyola's policy matches that found on the Illinois transfer website.

Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

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### Practices for Verification of Student Identity

*The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.*

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. Consider whether the institution's approach respects student privacy.
2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).

3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Students are assigned a secure logon identifier and password for initial access and are required to change their password at regular intervals. Students are not charged proctoring fees.

Additional monitoring, if any:

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#### Title IV Program Responsibilities

*The institution has presented evidence on the required components of the Title IV Program.*

**This requirement has several components the institution and team must address:**

- **General Program Requirements.** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

Yes, the institution provided information about its fulfillment of Title IV responsibilities and has had no reviews from the Department of Education. In addition, a copy of the Office of Management and Budget Compliance Audit report A-133 was provided. According to the auditing firm, Deloitte and Touche, who conducted the Audit, "In our opinion, LUC complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2014" (LU Federal Compliance Report: 91).

- **Financial Responsibility Requirements.** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*

A copy of the latest A-133 audit and the composite financial status of Loyola University Chicago has been provided. There are no issues with its composite ratios or audit.

- **Default Rates.** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as*

*necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*

Loyola University provided a copy of its latest filing to the Department of Education regarding its default rate. Currently, it is at 4.6% for 2011, down from 5.9% for 2010 (DOE, School 3 year Default Rate, page 18 in Federal Compliance Response from LU).

- ***Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

The annual Campus Crime Report for 2013 is found on the Loyola University website, at <http://www.luc.edu/safety/clery.html>. A review of the Annual Report found evidence of compliance with both the original Clery Act regulations and the New Violence Against Women Act, including definitions of "consent," information about stalking, dating violence, and domestic violence, in additional detailed procedures and information about workshops and programming. Information regarding fire logs, drills, and training is also available. There is a link to a form to request to see security logs, but at the time of this review it was broken: <https://lucdata.luc.edu/security/login.cfm>. Finally, Loyola Alerts provides the community with timely notification of Clery and VAWA related events. The Community Standards 2014-15 (Loyola's Student Code of Conduct) stated policies align with that from the website.

Loyola University Chicago noted in its Federal Compliance Response that information regarding its status for Athletic Participation may be found in the Resource room from NCAA. A search of the Loyola University Chicago website could not provide a link to the Equity in Athletics report. However, a search of the Department of Education's webpage for Loyola University Chicago provided no compliance issues noted: <http://ope.ed.gov/athletics/InstList.aspx>. In addition, Loyola University does have a Title IX page with links to various information available: <http://www.luc.edu/hr/titlenine.shtml>.

Loyola University Chicago has extensive web page information for prospective students regarding the various forms of financial aid and disclosure regarding financial aid and Loyola students: <http://www.luc.edu/finaid/index.shtml>.

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

Graduation rates are found on the "outcomes" webpage: <http://www.luc.edu/undergrad/about/outcomes/>. Program outcomes are listed on the individual program sites either in bulleted or narrative form on the Academic Affairs Programs webpage (<http://luc.edu/academics/programs.shtml>).

The Office of Institutional Research is actively analyzing Quarterly Workforce Indicators from the State of Illinois which indicate earnings of LUC graduates (33% higher than the national average), percentage of graduates employed. These analyses are in process and will be disseminated and shared publicly on the OIR website.

Comparative data with benchmark institutions including peer institutions and aspirational institutions is available on the Office of Institutional Research website

<http://www.luc.edu/ir/peer.shtml#d.en.229065>.

There are a number of measures for comparison such as graduation rates (4 yr and 6 year), retention rates, and profile of incoming students.

[http://www.luc.edu/media/lucedu/institutionalresearch/peercomparisons/30pups\\_updated%2020140708\\_web.pdf](http://www.luc.edu/media/lucedu/institutionalresearch/peercomparisons/30pups_updated%2020140708_web.pdf)

The Withdrawal Policy may be found here:

[http://www.luc.edu/bursar/withdrawal\\_policy.shtml](http://www.luc.edu/bursar/withdrawal_policy.shtml)[http://www.luc.edu/bursar/withdrawal\\_policy.shtml](http://www.luc.edu/bursar/withdrawal_policy.shtml). The refund policy was found here: [http://www.luc.edu/bursar/withdraw\\_schedule.shtml](http://www.luc.edu/bursar/withdraw_schedule.shtml).

The tuition and fees information is viewable and searchable on the Website. It is broken down by school/program. However, the main Bursar page that references the varying tuition and fees states to select from the school list below; however, the list of schools/programs is not there:

<http://www.luc.edu/bursar/tuition.shtml>.

Loyola University has an accreditation page and the list of regional and program accreditations may be found here: <http://www.luc.edu/accreditation/index.shtml>.

The statement, “The University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA), and was first accredited in 1921,” should be amended to delete the words “North Central Association of Colleges and Schools (NCA)” because it no longer exists as an organization. The team discussed this with the registrar and accreditation liaison officer while on-site and the institution will be making the necessary changes.

Information about each program at Loyola is easily searchable from the Academics tab on the main page: <http://www.luc.edu/academics/programs.shtml>.

Faculty and their credentials are listed under each department and program. A full time faculty roster is available through the Office of Institutional Research. The institution uses a common system for faculty profiles that includes faculty educational background, teaching assignments and research activities.

Loyola University has a clear program and course of study related to study abroad and thus supports it: <http://www.luc.edu/studyabroad/>.

Loyola University provides detailed information regarding Services for Students with Disabilities, including facilities, on its website: <http://www.luc.edu/sswd/>.

- **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the*



*institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*

Students are able to locate the Satisfactory Academic Progress policy in the catalog or on the financial aid website: [http://www.luc.edu/finaid/responsibilities\\_progress.shtml](http://www.luc.edu/finaid/responsibilities_progress.shtml).

Attendance policies at the institution are set by the individual school or college. Attendance policies are administered by faculty and faculty have an attendance policy as part of the course syllabus. There is an alert system in place for the online courses and programs.

In addition, there is a handbook regarding financial aid available for families that also outlines the above policies: [http://www.luc.edu/media/lucedu/finaid/pdfs/OSFA%20Handbook\\_0413\\_v2.pdf](http://www.luc.edu/media/lucedu/finaid/pdfs/OSFA%20Handbook_0413_v2.pdf).

- ***Contractual Relationships.*** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*
- ***Consortial Relationships.*** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*

There are no contractual or consortial relationships noted by the University.

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.
3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.
4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).
5. Check the appropriate response that reflects the team's conclusions:  
 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

- \_\_\_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- \_\_\_ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- \_\_\_ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

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### Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

The Academic Calendars are easily located and follow a policy of beginning and ending dates. The calendar includes information about registration, as well as last date to drop with a W and dates that indicate the refund calendar ([http://www.luc.edu/academics/schedules/fall/academic\\_calendar.shtml](http://www.luc.edu/academics/schedules/fall/academic_calendar.shtml))

Information regarding grading, how grades are transcribed, and when and how certain grades may be given are found in the Undergraduate Catalog, as well as in the various program specific Schools, such as the school of law. This is available on the University's website, under the appropriate Catalog. For example, in the Undergraduate catalog:

[http://www.luc.edu/academics/catalog/undergrad/reg\\_gradinsystem.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml)

In reviewing the policies, there is a set of differentiated processes for a grade appeal. The one process, noted as "Academic Grievance Procedure" ([http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml)) as outlined in the Undergraduate Course Catalog provides one set of instructions, but the College of Arts and Science in its "Academic Grievance Process Appeals Process," (<http://www.luc.edu/cas/advising/appeals/>), while it is stated it is in congruence with the Academic Grievance Procedures, there are differing steps and levels to the grade appeal that may appear confusing or onerous to the student. In addition, the policy is not easy to locate and a student would naturally begin with the Undergraduate Catalog. The discrepancy in the grade appeal policy for the College of Arts and Sciences was discussed at the Federal compliance meeting while on-site. The institution will be revising and putting a link to one policy.

Information regarding admissions, both Undergraduate, program specific, specialty Schools, such as Medicine, and the School of Continuing and Professional Studies, are found on their respective websites and in the Catalogs.

Academic Program requirements are found in the Undergraduate Catalog and on the website and are in alignment with one another.

The various different tuitions, for the undergraduate programs, graduate programs, as well as various schools, are all found on the tuition page: <http://www.luc.edu/bursar/tuition.shtml>

Listed on the Registrar's office website, is the policy related to withdrawal from classes and the correlating schedule. It is broken down into the various different sessions and indicates the appropriate dates: [http://www.luc.edu/bursar/withdrawal\\_policy.shtml](http://www.luc.edu/bursar/withdrawal_policy.shtml). There is also a refund policy

on the Bursar website that identifies the timeline for refunds, for both undergraduate and graduate programs: <http://www.luc.edu/bursar/refunds.shtml>.

2. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

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### Advertising and Recruitment Materials and Other Public Information

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

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.
2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.
4. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

\_\_\_ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

The webpage statement, "The University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA), and was first accredited in 1921," should be amended to delete the words "North Central Association of Colleges and Schools (NCA)" because it no longer exists as an organization. The institution was notified during the on-site visit and will be making this change.

Loyola University provided a complete list of state authorizations related to its distance learning programs.

Additional monitoring, if any:

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### Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.

Loyola University has an extensive amount of data collected by its Office of Institutional Research. A variety of reports may be found at: [http://www.luc.edu/ir/Report\\_topics.shtml](http://www.luc.edu/ir/Report_topics.shtml). Much of this information is at the institutional level and ranges from student engagement levels information from the NSSE to advising surveys. The narrative response in the Federal Compliance Report in the section on Student Outcome Data indicates the variety of reports available, and several of these were affirmed as found on the Reports page noted above.

The institution has an ongoing process of assessment of student learning and evidence of outcome for both general education and programs. The assessment process and reports are overseen by the Faculty Center for Ignatian Pedagogy. The team reviewed several of these reports while on-site. Professional programs with specialized accreditation have clear outcomes, results and evidence of changes made in response to these findings. The summary reports for assessments across graduate and undergraduate programs demonstrates progress in moving the assessment process forward and the need to continue to further develop documenting outcomes and changes being done in response to findings.

2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

The examples shared in the narrative part of the report by Loyola University, including data provided by the National Student Clearinghouse, have provided Loyola with crucial data to inform decisions at the institutional level. It is clear that the question regarding effectiveness is part of their Assessment program as it is noted as a part of the Assessment Template:

<http://www.luc.edu/fcip/assessment/assessmentplanandreporttemplates/>. In addition, at the institutional support services level, in Student Development areas, there are assessment outcomes noted in the annual report:

<http://www.luc.edu/studentdevelopment/about/assessment/interpretingfindings/>

The institution engaged in a systematic process of program review of academic and non-academic units from 2005-2009. The team reviewed program assessment reports for undergraduate and graduate programs overseen by the Faculty Center for Ignatian Pedagogy. These reports demonstrate effective use of information for making decisions about academic programs and processes.

Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

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### Standing with State and Other Accrediting Agencies

*The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.*

*The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.*

***Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.***

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.
2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.

3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

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### Public Notification of Opportunity to Comment

*The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.*

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

Loyola University placed the announcement regarding its upcoming visit, including the appropriate times of meetings and when and where to submit third party comment. In addition, the notification was published on Rambler Connect, a Loyola e-publication, and the Loyola magazine found at <http://www.luc.edu/umc/menuofservices/loyolamagazine/>.

2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.

There were no public comments received.

3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

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**Institutional Materials Related to Federal Compliance Reviewed by the Panel**

Provide a list materials reviewed here:

1. Undergraduate Catalog <http://www.luc.edu/academics/catalog/undergrad/index.shtml>
2. Graduate School Website <http://www.luc.edu/gradschool/index.html>
3. Federal Compliance Response Report from Loyola University
4. Transfer policies:  
[http://www.luc.edu/academics/catalog/undergrad/reg\\_transfercrpol.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_transfercrpol.shtml) and  
<http://www.luc.edu/undergrad/admission/applyasatransferstudent/preparation/#d.en.281490>
5. State of Illinois Transfer Portal. [www.itransfer.org](http://www.itransfer.org),
6. "Office of Management and Budget Compliance Audit report A-133" provided in the Federal Compliance Response Report by Loyola University
7. "Department of Education, School 3 year Default Rate" in Federal Compliance Response from Loyola University
8. The annual Campus Crime Report for 2013, at <http://www.luc.edu/safety/clery.html>
9. "Equity in Athletics report for Loyola University Chicago"  
<http://ope.ed.gov/athletics/InstList.aspx>
10. Title IX Compliance Page : <http://www.luc.edu/hr/titlenine.shtml>
11. Financial Aid Website: <http://www.luc.edu/finaid/index.shtml>.
12. Loyola Outcome webpage with general graduation rates:  
<http://www.luc.edu/undergrad/about/outcomes/>
13. Withdrawal Policy:  
[http://www.luc.edu/bursar/withdrawal\\_policy.shtml](http://www.luc.edu/bursar/withdrawal_policy.shtml)[http://www.luc.edu/bursar/withdrawal\\_policy.shtml](http://www.luc.edu/bursar/withdrawal_policy.shtml).
14. The refund policy: [http://www.luc.edu/bursar/withdraw\\_schedule.shtml](http://www.luc.edu/bursar/withdraw_schedule.shtml)
15. Bursar Tuition Page: <http://www.luc.edu/bursar/tuition.shtml>
16. Accreditation page: <http://www.luc.edu/accreditation/index.shtml>
17. Academic Programs main page: <http://www.luc.edu/academics/programs.shtml>
18. Study Abroad Page: <http://www.luc.edu/studyabroad/>
19. Students with Disabilities Page: <http://www.luc.edu/sswd/>
20. Satisfactory Academic Progress Policy:  
[http://www.luc.edu/finaid/responsibilities\\_progress.shtml](http://www.luc.edu/finaid/responsibilities_progress.shtml)
21. Student/Family Financial Aid Handbook:  
[http://www.luc.edu/media/lucedu/finaid/pdfs/OSFA%20Handbook\\_0413\\_v2.pdf](http://www.luc.edu/media/lucedu/finaid/pdfs/OSFA%20Handbook_0413_v2.pdf).

22. Academic Calendar Page:  
[http://www.luc.edu/academics/schedules/fall/academic\\_calendar.shtml](http://www.luc.edu/academics/schedules/fall/academic_calendar.shtml)
23. Grading Scale:  
[http://www.luc.edu/academics/catalog/undergrad/reg\\_gradinsystem.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml)
24. Academic Grievance Procedure in Catalog:  
([http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml))
25. Academic Grievance Procedure College of Arts and Sciences:  
<http://www.luc.edu/cas/advising/appeals/>
26. Withdrawal Policy: [http://www.luc.edu/bursar/withdrawal\\_policy.shtml](http://www.luc.edu/bursar/withdrawal_policy.shtml)
27. Refund Policy: <http://www.luc.edu/bursar/refunds.shtml>
28. Institutional Research Reports: <http://www.luc.edu/bursar/refunds.shtml>
29. School of Social Work Assessment Data:  
<http://www.luc.edu/socialwork/assessmentdata/>
30. Assessment Template:  
<http://www.luc.edu/fcip/assessment/assessmentplanandreporttemplates/>
31. Assessment Report for Student Development, 2013:  
<http://www.luc.edu/studentdevelopment/about/assessment/interpretingfindings/>
32. Loyola Magazine: <http://www.luc.edu/umc/menuofservices/loyolamagazine/>
33. Web urls for several key portals for Student Recruitment:  
  
<http://www.luc.edu/> (Admission tab)  
<http://www.luc.edu/admission.shtml> Undergraduate Admission  
<http://www.luc.edu/gpem/index.html> Graduate/Professional Admission  
<http://www.luc.edu/adult-education/index.shtml> Adult Education  
<http://www.luc.edu/quinlan/executive-education/index.shtml> Executive Education  
<http://www.luc.edu/internationaladmission/index.shtml> International Admission  
<http://www.luc.edu/studyabroad/> Study Abroad  
<http://www.luc.edu/summer/> Summer Sessions  
<http://www.stitch.luc.edu/education> Stritch School of Medicine
34. 8-Week Calendar (administered by the School for Continuing and Professional Studies- SCPS)
35. Summer Session (all courses, all Schools/Colleges)
36. J-Term (January Intersession)
37. Course Descriptions from Loyola University Course Catalog
38. Policies Related to assignment of credit hours
39. Contact Hour Equivalent for Online courses
40. Appendix C: State Authorization Status
41. Loyola Academic Program websites:  
[Quinlan School of Business Programs](#)  
<http://www.luc.edu/biology/> Biology Website  
<http://www.luc.edu/soc/> School of Communication Website

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### Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:



1. Online learning comparisons data for courses and programs
2. Comparison Student Outcomes (paired on-campus and online courses)
3. Online Student Support Services (Current status summary document)
4. Workforce employment outcomes study of LUC graduates and State of Illinois

## Appendix

### Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review:      Loyola University of Chicago

#### Part 1: Program Length and Tuition

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##### Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the *“Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours”* as well as the course catalog and other attachments required for the institutional worksheet.

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#### Worksheet on Program Length and Tuition

##### A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes                       No

Comments:

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes                       No

Comments: Loyola University provided an adequate explanation of tuition costs across programs and explained examples of programs for which tuition varies from the standard rate.

##### B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:

## Part 2: Assignment of Credit Hours

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### Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.
2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
  - Associate's degrees = 60 hours
  - Bachelor's degrees = 120 hours
  - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree
  - Note that one quarter hour = .67 semester hour
  - Any exceptions to this requirement must be explained and justified.
3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
  - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
  - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
  - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
  - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution.

Commission procedure also permits this approach.

4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.
5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
  - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
  - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
  - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
  - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
  - The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
  - Provide information on the samples in the appropriate space on the worksheet.
6. Consider the following questions:
  - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
  - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
  - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
  - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
  - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
  - If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more

than one year that demonstrates the institution has a revised policy and evidence of implementation.

- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

## Worksheet on Assignment of Credit Hours

### A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

Undergraduate Programs:

Biology:	Bio 101 – General Biology Bio 251 – Cell Biology
Business:	BSAD 400E Business Foundations (hybrid)
Communication Studies:	Com 150 – Communication Processes Com 201 – Media Theory and Criticism
Computer Science:	Comp 170 Intro to Object Oriented Programs (online and campus)
English:	Engl 283 Women in Literature (online and campus)
Physics:	Physics 111 College Physics I (online and campus)
Graduate:	
Graduate School of Business	HRER 422M Global Human Resources Management (hybrid) HRER 501M Performance Management (hybrid) Acct 400- Financial Accounting Acct 201 Intro to Accounting (online and campus) Mgmt 448 – Ethics of Finance
Nursing:	GNur 383 Leadership for Professional Nursing Practice (online and campus)
Education:	ELPS 427 American Higher Education (online and campus)

**B. Answer the Following Questions****1) Institutional Policies on Credit Hours**

Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes                       No

Comments:

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes                       No

Comments:

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Yes                       No

Comments:

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

Yes                       No

Comments:

**2) Application of Policies**

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes                       No

Comments:

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes  No

Comments:

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes  No

Comments:

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes  No

Comments:

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes  No

Comments:

### C. Recommend Commission Follow-up, If Appropriate

*Review the responses provided in this section. If the team has responded "no" to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.*

Is any Commission follow-up required related to the institution's credit hour policies and practices?

Yes  No

Rationale:

Identify the type of Commission monitoring required and the due date:

### D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour





### Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

Yes  No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes  No

**If the answer to either question is “Yes,” complete this part of the form.**

---

#### Instructions

**This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.**

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction  
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

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### Worksheet on Clock Hours

#### A. Answer the Following Questions

Does the institution’s credit to clock hour formula match the federal formula?

Yes

No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes

No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes

No

Comments:

**B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?**

Yes

No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

**C. Recommend Commission Follow-up, If Appropriate**

Is any Commission follow-up required related to the institution's clock hour policies and practices?

Yes

No

Rationale:

Identify the type of Commission monitoring required and the due date:

## **Multi-Campus Visit Peer Reviewer Template**

Reviewers should complete this template for each campus evaluated as part of a Multi-campus Visit. The reports from these campus visits should be forwarded to all members of the comprehensive evaluation or Checkup visit team and should be included with the submission of the final comprehensive evaluation or Checkup visit report.

**Name of Institution: Loyola University Chicago**

**Name/Address of Branch Campus: Water Tower Campus**

**Date and Duration of Visit: February 24, 2015 (morning visit)**

**Reviewer(s): Bart Merkle**

### **INSTRUCTIONS**

The final report should be no more than five pages. The report begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2-3 evidentiary statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

The Multi-Campus Visit Report Form does not request a recommendation from the reviewer(s) as the report(s). Instead, the comprehensive or AQIP Checkup visit team is expected to include a discussion of the evidence related to the multi-campus visits; i.e., the evidence provided on the Multi-Campus Visit Reports, in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The Comprehensive or Checkup team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single or more than one campus and may result in a recommendation for additional monitoring or sanction.

## REPORT TEMPLATE

### **Campus Overview**

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The Water Tower Campus (WTC) was established in 1946 and is located along Pearson Street, just off North Michigan Avenue, Chicago's famed "Magnificent Mile." The campus houses the majority of the university's graduate and professional schools (i.e. Quinlan School of Business, the School of Communications, the School of Education, the School of Social Work, the School of Law, and the School of Continuing and Professional Studies) the Institute of Pastoral Studies, some undergraduate departments and programs in the College of Arts and Sciences, the Loyola University Museum of Art, historic Lewis Towers and the new Arrupe College. A variety of administrative offices (i.e. President, Provost, various service departments in the Division of Student Development, Information Technology Services, Campus Safety, Human Resources, the Division of Finance, the Advancement Division, and the General Counsel ) are located on the campus along with a Wellness Center, a fitness center, a conference center, campus dining facilities, a bookstore, two libraries, a writing and tutoring center, services for students with disabilities, and a career development center. There are over 5,000 students taking courses on the Water Tower Campus and approximately 400 students in university housing. This campus is served by over 500 staff, 258 full-time faculty, and up to 740 part-time faculty. There is one central administration for the university that oversees the Water Tower Campus, the Lake Shore Campus, and the Health Sciences Campus and the Council of Deans provides central oversight of academic affairs across the campuses under the direction of the Provost. Each campus, including the Water Tower Campus, participates in a unified institutional planning, administrative, budgeting, human resources, and shared governance process that ultimately is accountable to the Board of Trustees through the central administration of the university.

### **History, Planning, and Oversight**

Provide 2-3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting, and resource allocation at the institution. (Core Components 1.d, 2.a, 2.b, 2.d, and 3.d)

#### **Evidentiary Statements:**

- The academic deans on the WTC are administratively accountable to the Provost of the university for budget planning/management, faculty/staff hiring, curriculum development, and general oversight of their academic school/institute. They participate in the Council of Deans and other university committees and their faculty, staff, and students participate in the shared governance structure of the university. The deans indicated that their oversight authority is the same as other academic deans at the university. They, along with other administrators, reported participating in university-wide planning/budgeting processes and benefitting from the same institutional support services as other campuses.
- Each of the academic schools on the WTC enrolls students through a central university admissions process at the undergraduate level while graduate programs coordinate their own admissions process. All of the academic units on the campus utilize university-wide registration, records, and course management systems. Conversations with numerous administrative leaders and faculty verified these processes.

#### **Judgment of reviewer(s)** (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

### **Facilities and Technology**

Provide 2-3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. 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.). (Core Components 2.b, 3.c, 3.d, and 4.d)

#### **Evidentiary Statements:**

- A tour revealed appropriate academic and support service space to support the students, faculty, and staff on the campus. Since the campus is located in the midst of downtown Chicago, students reported easy access to the many resources of the city (i.e. business, government, education, media, social services, etc.) for internship and service learning experiences. The campus is well served by public transportation and parking is available although quite expensive. Additionally, students and faculty reported that the shuttle service makes it easy to travel to and from the Lake Shore Campus.
- Students and faculty/staff reported that classrooms are comfortable, library support is good, food and recreational space are available, bookstore is adequate, and other student support services are available and utilized. A tour of facilities by the team verified these reports.

#### **Judgment of reviewer(s)** (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

### **Human Resources**

Provide 2-3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training, and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty. (Core Components 2.b, 2.c, 3.b, 3.c, and 3.d)

#### **Evidentiary Statements:**

- Human Resources supports faculty/staff hiring, training, and performance review at the WTC consistent with institutional processes that are used throughout the university. A limited review of faculty/staff credentials who work on the campus revealed that they are well educated and qualified for their roles at the university.
- Administrators reported that the university's course evaluation process is utilized on the campus to provide information about teaching and learning effectiveness and that this assessment feedback is shared with faculty. Team conversations with faculty and students verified that this happens.

#### **Judgment of reviewer(s)** (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

### **Student and Faculty Resources and Support**

Provide 2-3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve, and manage them. 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. Finally, consider the resources needed by faculty to provide the educational offerings. (Core Components 1.d, 2.c, 3.c, 3.d, and 4.d)

**Evidentiary Statements:**

- Interviews with students revealed that support services (i.e. advising, tutoring, career, library, technology, food, recreation, financial aid etc.) are available to them either on the Water Tower Campus or on the Lake Shore Campus. They reported that the shuttle and proximity to other public transportation makes it easy to utilize services on either campus.
- Faculty reported that library and technology support for faculty is available and used when needed. They described a sense of community within the academic schools that enable faculty to connect with students and with peers easily.

**Judgment of reviewer(s)** (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Educational Programs and Instructional Oversight**

Provide 2-3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns. (Core Components 1.d, 2.c, 3.a, 3.c, 4.b, and 4.c)

**Evidentiary Statements:**

- The academic schools on the Water Tower Campus are well connected to other university schools and colleges through the Council of Deans which is under the direction of the Provost. The central administrative and shared governance system at the university supports curricular and personnel review processes that are consistent on each campus. This also supports consistency in academic policies, standards, and expectations of faculty. Conversations with faculty affirmed these consistencies.
- Students reported that faculty are available and helpful, information about academic programs and support services are easy to find through the website and/or consultation with faculty/staff, and that academic advisors are helpful.

**Judgment of reviewer(s)** (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Evaluation and Assessment**

Provide 2-3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence, and completion sufficiently to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at a campus are equivalent to those for assessment and evaluation on the main campus. (Core Components 2.c, 3.b, 3.c, 3.d, and 4.d)

**Evidentiary Statements**

- Administrators indicated that expectations for program review and assessment processes for academic units at the Water Tower Campus are consistent with other areas of the university. Discussion with faculty verified the accuracy of this assertion.

- Administrators reported that the technology and institutional research support available to academic and administrative units on the WTC are the same as on the main campus. Various conversations with faculty and staff on the Water Tower Campus and on the Lake Shore Campus validated this report.

**Judgment of reviewer(s)** (check one)

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Continuous Improvement**

Provide 2-3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole. (Core Components 2.c, 2.d, 3.c, 3.d, and 4.c)

**Evidentiary Statements**

- The Assurance Argument reported that LUC made several changes to improve persistence and graduation rates based upon findings of several institutional research studies including: reducing the graduation credit requirements; establishing two funds to provide special support to students with financial difficulties; and increasing the percentage of full-time faculty who teach Core Curriculum courses. Discussions with faculty and staff verified that these changes had a positive impact on undergraduate students at both the Water Tower and Lakeshore Campuses.
- Discussion with administrators revealed that the Wellness Center on the WTC was developed to improve services for students on the campus. Since increasing numbers of students, including graduate students, were experiencing mental health issues, the university allocated space and budget resources to expand the wellness services on the WTC to address this need. This improvement made it easier for students to access assistance since they no longer had to travel to the Wellness Center on the Lake Shore Campus.

**Judgment of reviewer(s)** (check one)

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

# Multi-Campus Visit Peer Reviewer Template

**Name of Institution:** Loyola University Chicago

**Name/Address of Branch Campus:** Health Sciences Campus, Maywood, IL

**Date and Duration of Visit:** 24 February, 2105, 9AM-1PM

**Reviewer(s):** Mark S. Paller

## INSTRUCTIONS

The final report should be no more than five pages. The report begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2-3 evidentiary statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

The Multi-Campus Visit Report Form does not request a recommendation from the reviewer(s) as the report(s). Instead, the comprehensive or AQIP Checkup visit team is expected to include a discussion of the evidence related to the multi-campus visits; i.e., the evidence provided on the Multi-Campus Visit Reports, in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The Comprehensive or Checkup team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single or more than one campus and may result in a recommendation for additional monitoring or sanction.



## REPORT TEMPLATE

### **Campus Overview**

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The Health Sciences Campus in Maywood, Illinois was established in 1961. The campus is home to the Marcella Niehoff School of Nursing, the Stritch School of Medicine, the biomedical research programs of the Graduate School, and several other institutes and centers. Since 2011, these colleges and programs have been known collectively as the Health Sciences Division (HSD). The campus is also the physical location of the Loyola University Health System (LUHS), which is owned by Trinity Health, an 86-hospital Catholic health system headquartered in Livonia, Michigan.

LUC states that as a “single university, administration is organized around units and activities, not separate campuses. There is one central organization that is responsible for all operations on each campus and day to day operations are administered, for the most part, as a single operation, particularly Lake Shore Campus and Water Tower Campus. Academic program and curriculum review and decisions are addressed via a centralized academic administrative and faculty governance system, with no distinction in that process based on a particular site.” Via the [President’s] Cabinet and the University Budget Review Team, planning and resource allocation is a function of central administration.” “Major university activities, including productivity, quality control, assessing student learning outcomes, budgeting and expenditures, hiring, and human resource development are managed in a unified and centralized manner. Each campus, then, is subject to this centralized administrative, planning, and budgeting process. There are no differences across these campuses on matters of qualifications of faculty, institutional effectiveness, delivery of academic programs and support services, employment procedures and student learning outcomes, except those uniquely tied directly to academic disciplines.” However, The HSD controls its own resources within its budget, keeps its tuition and other revenue such as philanthropy. It “pays” the university for services it obtains from the main campus and otherwise provides them itself or through its contracts with the LUHS. As long as the HSD schools have adequate funds, they are able to hire faculty and staff as they feel appropriate.

The entire medical center campus in Maywood, Illinois is 61 acres. The University owns the central part of the LU Medical Center Campus (approximately 20 acres). The LU Medical Center owns the north and south ends of the campus. When LUHS was sold to Trinity, the University entered into seven different agreements with Trinity (e.g. Academic Affiliation Agreement; Research Facility Funding Agreement; Shared Services Agreement; Real Estate Swap Agreement; etc.), which articulate the University’s ongoing teaching and research relationship with LUHS. LUHS is the HSD’s primary clinical partner.

### **History, Planning, and Oversight**

Provide 2-3 evidentiary statements on the effectiveness of the institution’s planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting, and resource allocation at the institution. (Core Components 1.d, 2.a, 2.b, 2.d, and 3.d)

#### **Evidentiary Statements:**

The HSD uses the same methods for managing its programs, planning and finances as does the rest of the university, although it does so for its own programs.

The schools and programs based at the HSD do their own strategic planning, which both feeds into the overall university strategic plan, but also unequivocally derives from the university’s strategic plan. Leadership, faculty, and students identify no areas of conflict or concern between HSD and University strategic plans.

**Judgment of reviewer(s)** (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Facilities and Technology**

Provide 2-3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. 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.). (Core Components 2.b, 3.c, 3.d, and 4.d)

**Evidentiary Statements:**

The Medical School has a very functional and flexible main building that is almost two decades old, but is in excellent condition. The Nursing School has a building that is about two years old and is state-of-the-art, including a simulated hospital ward. A large translational research building will open next year. In addition, LUHS provides additional facilities that are used by faculty and students

Although generally acceptable, some students and faculty raised minor concerns about knowing how to get desktop computer support. In addition, websites are noted to be outdated, incomplete, and web design is not as well supported by the HS campus as some would desire.

Students and faculty universally lauded the Health Science library for providing 24-hour access to study spaces and electronic resources and an extensive array of other services such as laptop, iPad, and textbook loans.

The campus has a fitness center that is greatly appreciated and utilized by students, faculty, and staff. Student fees include unlimited use of the fitness center.

**Judgment of reviewer(s)** (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Human Resources**

Provide 2-3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training, and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty. (Core Components 2.b, 2.c, 3.b, 3.c, and 3.d)

**Evidentiary Statements:**

HR coordination with the main university is very functional. There is a campus satellite office for HR. The HSD has the ability to establish its own job descriptions and qualifications so that those staffing needs of a nature different from the rest of the University are met.

Faculty qualifications are set by the disciplines, but are also subject to university-wide approval. HSD leaders were quite satisfied with this process and the quality of their faculty. Clinical (adjunct) faculty are regularly reviewed through student evaluations, site evaluations, and program evaluations.

**Judgment of reviewer(s)** (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Student and Faculty Resources and Support**

Provide 2-3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve, and manage them. 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. Finally, consider the resources needed by faculty to provide the educational offerings. (Core Components 1.d, 2.c, 3.c, 3.d, and 4.d)

**Evidentiary Statements:**

Students expressed no complaints about advising or other student support services. Graduate students have on-campus mentoring and career advising, but are also able to access training and other services on the “main” campuses.

Students universally lauded the Health Science library for providing 24-hour access to study spaces and electronic resources and an extensive array of other services such as laptop, iPad, and textbook loans.

Faculty reported no issues with resources needed for teaching, learning and research. The Center for Simulation Education is a state-of-the-art facility and is being used to support performance-based assessments and interprofessional learning experiences.

**Judgment of reviewer(s)** (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Educational Programs and Instructional Oversight**

Provide 2-3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns. (Core Components 1.d, 2.c, 3.a, 3.c, 4.b, and 4.c)

**Evidentiary Statements:**

The MD, nursing baccalaureate, MSN, DNP, and dietetics internship are all independently-accredited without any existing stipulations or limitations. The Medical School will be re-accredited in 2016-17. The Nursing School has just successfully completed its mid-cycle review and will be fully re-accredited in 2016. In addition, the applicant Public Health program just underwent its initial review.

Graduate programs are under the auspices of the University-wide graduate council, the Graduate Studies Coordinating Board. Faculty and students did not report any concerns about this arrangement. HSD faculty are engaged in the Graduate Studies Coordinating Board; the dean of the nursing school had recently chaired the group.

All of these programs provided verbal evidence of robust oversight of curriculum, programs, and instructors.

**Judgment of reviewer(s)** (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Evaluation and Assessment**

Provide 2-3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence, and completion sufficiently to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at a campus are equivalent to those for assessment and evaluation on the main campus. (Core Components 2.c, 3.b, 3.c, 3.d, and 4.d)

**Evidentiary Statements**

All programs at the HSD are engaged in rigorous evaluation of student progress and assessment. Medical students are regularly assessed for specific, defined competencies. Nursing students were observed to be participating in one such evaluation of bedside skills.

The HS campus has a capacious, state-of-the art facility for simulation, which is used for both teaching as well as for testing competencies of students at all levels.

**Judgment of reviewer(s)** (check one)

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Continuous Improvement**

Provide 2-3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole. (Core Components 2.c, 2.d, 3.c, 3.d, and 4.c)

**Evidentiary Statements**

Student and course evaluations are utilized to inform important changes in the curriculum. For example, based-upon medical student feedback, the neuroanatomy course was extensively changed within the annual cycle. The revised course was positively endorsed by its students.

The medical school is in the process of evaluating whether their assessment methodology (final exams, etc.) in individual courses provides valid evidence for differentiating levels of performance in a class (ie, satisfactory, excellent, outstanding versus pass/fail) as it relates to course goals and objectives.

The Emergency Medicine course for medical students has established competencies that a student must meet in order to complete the course. Students have multiple opportunities to demonstrate the competencies throughout and at the conclusion of the course.

**Judgment of reviewer(s)** (check one)

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.



**STATEMENT OF AFFILIATION STATUS WORKSHEET**

**INSTITUTION and STATE:** Loyola University of Chicago IL

**TYPE OF REVIEW:** Comprehensive Evaluation

**DESCRIPTION OF REVIEW:** The following visits will be conducted concurrently:

- A multi-campus visit to the Medical Center campus in Maywood, IL and the Water Tower campus in Chicago, IL
- An institutional change visit for the initiation of distance delivery

**DATES OF REVIEW:** 02/23/2015 - 02/24/2015

No Change in Statement of Affiliation Status

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**Nature of Organization**

**CONTROL:** Private NFP

**RECOMMENDATION: NO CHANGE**

**DEGREES AWARDED:** Bachelors, Doctors, Masters, Specialist, Certificate

**RECOMMENDATION: NO CHANGE**

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**Conditions of Affiliation**

**STIPULATIONS ON AFFILIATION STATUS:**

Out-of-state offerings are limited to courses within the greater Chicago metropolitan area, in adjacent states and the Executive MBA program and the Master of Social Work program on the campus of Carthage College in Kenosha, WI. International offerings are limited to courses offered in Rome, Italy, Beijing, China, and Ho Chi Minh City, Vietnam, and to the Master of Laws (LL.M.) Rule of Law degree program offered in Rome, Italy.

**RECOMMENDATION: NO CHANGE**

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**APPROVAL OF NEW ADDITIONAL LOCATIONS:**

Prior Commission approval required.

*Recommendations for the  
STATEMENT OF AFFILIATION STATUS*

**RECOMMENDATION: NO CHANGE**

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**APPROVAL OF DISTANCE EDUCATION DEGREES:**

Approval for distance education is limited to courses. The institution has not been approved for correspondence education.

**RECOMMENDATION: Approved for distance education courses and programs.** The institution has not been approved for correspondence education.

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**ACCREDITATION ACTIVITIES:**

Institutional Change, Distance Delivery: 02/23/2015;  
Request to initiate distance delivery.  
Institutional Change, Program: 01/12/2015;  
Request to offer the Associate of Arts in Business Administration.  
Institutional Change, Program: 01/12/2015;  
Request to offer the Associate of Arts in Social and Behavioral Science.  
Institutional Change, Program: 01/12/2015;  
Request to offer the Associate of Arts in Liberal Arts.  
Open Pathway, Quality Initiative Report: 08/31/2014  
Multi Campus Visits, Multi Campus Visit: 2014 - 2015

**RECOMMENDATION:**

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**Summary of Commission Review**

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**YEAR OF LAST REAFFIRMATION OF ACCREDITATION:** 2004 - 2005

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**YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION:** 2014 - 2015

**RECOMMENDATION:** 2024-2025

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**ORGANIZATIONAL PROFILE WORKSHEET**

**INSTITUTION and STATE:** 1119 Loyola University of Chicago IL

**TYPE OF REVIEW:** Open Pathway: Comprehensive Evaluation

**DESCRIPTION OF REVIEW:** The following visits will be conducted concurrently:

- A multi-campus visit to the Medical Center campus in Maywood, IL and the Water Tower campus in Chicago, IL
- An institutional change visit for the initiation of distance delivery

No change to Organization Profile

**Educational Programs**

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	0
Bachelors	84
Programs leading to Graduate	
Doctors	37
Masters	96
Specialist	1
Certificate programs	
Certificate	77

**Recommended Change:**

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**Off-Campus Activities:**

In State - Present Activity

Campuses:

Water Tower Campus - Chicago, IL

Medical Center - Maywood, IL

Additional Locations: None.

**Recommended Change:**

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Out Of State - Present Activity

Campuses: None.



## ORGANIZATIONAL PROFILE WORKSHEET

Additional Locations:  
Carthage College - Kenosha, WI

### Recommended Change:

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Out of USA - Present Activity

Campuses: None.

Additional Locations:  
The John Felice Rome Center - Rome, ITALY

### Recommended Change:

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#### Distance Education Programs:

##### Present Offerings:

Master 39.0701 Pastoral Studies/Counseling Program leading to a Master of Arts in Pastoral Studies (MAPS) Internet

Master 22.0205 Banking, Corporate, Finance, and Securities Law M.J. in Business and Corporate Governance Law. Degree program for business professionals who want to better understand the legal context of business law. Internet

Master 13.0701 International and Comparative Education M.Ed. in International Higher Education. This degree will provide students with deep knowledge of the changing landscape of higher education globally and will prepare them to work in multiple areas including higher education policy, administration, intern Internet

Certificate 51.2706 Medical Informatics A post-baccalaureate program for nurses and other professionals; Healthcare Informatics Internet

Certificate 51.3201 Bioethics/Medical Ethics A 12-credit hour post baccalaureate program Videocassettes, DVDs, and CD-ROMs

Doctor 51.3808 Nursing Science Post-MSN program. Students earn a Doctor of Nursing Practice (DNP) Internet

Doctor 51.3201 Bioethics/Medical Ethics Doctorate for professionals (physicians, attorneys, clergy, administrators) who serve in ethics leadership roles. Students earn a Doctor of Bioethics (DBe) degree Videocassettes, DVDs, and CD-ROMs

Master 51.3899 Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other Master of Science in Nursing (MSN) program; Population-Based Infectious Control & Environmental Safety Internet

Master 51.3899 Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other Master of Science in Nursing; Oncology Nursing Internet

Master 51.3201 Bioethics/Medical Ethics Master of Arts Program; Bioethics and Health Policy

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Videocassettes, DVDs, and CD-ROMs

Master 51.2201 Public Health, General Interdisciplinary program leading to a Master of Public Health (MPH) degree Internet

Master 22.0208 Health Law Master of Laws (LLM) degree for attorneys Internet

Master 22.0208 Health Law Master of Jurisprudence (MJ) degree for non-attorneys Internet

Master 39.0701 Pastoral Studies/Counseling Master of Arts in Spirituality. Program offers concentrations in Spiritual Direction and Contemporary Sprituality Internet

Certificate 51.3899 Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other A post-baccalaureate program for nurses and other professionals; Outcomes Performance Management Internet

Certificate 51.3899 Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other A program for nurse practitioners; Oncology Nursing Internet

Certificate 51.3899 Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other A program for BSN or MSN-prepared nurses and baccalaureate prepared students in related fields; Population-based Infectious Control& Environmental Safety Internet

Master 51.0701 Health/Health Care Administration/Management Master of Science in Nursing (MSN) program; Health Systems Management Internet

Master 22.0208 Health Law M.J. in Children's Law and Policy. Master of Jurisprudence (M.J.) in Children's Law and Policy is an online degree program for professionals who work with children and families in a variety of disciplines and fields of practice, including social work, ed Internet

### Recommended Change:

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#### Correspondence Education Programs:

Present Offerings:

None.

### Recommended Change:

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#### Contractual Relationships:

Present Offerings:

None.

### Recommended Change:

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#### Consortial Relationships:

Present Offerings:

None.

**ORGANIZATIONAL PROFILE WORKSHEET**

**Recommended Change:**

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