

**REPORT OF THE WSCUC TEAM  
For Reaffirmation of Accreditation**

**To Loma Linda University**

**Date of Visit:**  
October 20-23, 2020

**Team Roster**

Dr. Danny Jacobs, President, Oregon Health Science University (Chair)

Dr. Melanie Booth, Director of Educational Programs & Communications, NC-SARA (Assistant Chair)

Dr. James Fitzgibbon, President, Kaiser Permanente School of Allied Health Sciences

Leo P. Martinez, Dean Emeritus & Albert Abramson Professor of Law Emeritus, University of California

Hastings College of Law

AJ Prager, Director, Prager & Co., LLC

Dr. Christopher Oberg, Executive Vice President, WSCUC (Staff Liaison)

The team evaluated the institution under the 2013 Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by the WASC Senior College and University Commission (WSCUC). The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. This report and the Commission letter are made available to the public by publication on the WSCUC website.

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## SECTION I – OVERVIEW AND CONTEXT

### A. Description of Institution and Accreditation History

#### About Loma Linda University

Loma Linda University is a Seventh-day Adventist organization located in Southern California established in 1905 and first accredited by WSCUC in 1960. Today there are more than 5,000 students taught annually across eight schools in the university, which shares the campus with six hospitals. More than 100 educational programs are offered by the schools of Allied Health Professions, Behavioral Health, Dentistry, Medicine, Nursing, Pharmacy, Public Health, and Religion. It also has one college – San Manuel Gateway College – and several specialized institutes. The curricula offered provide a broad range of programs, including certificates of completion and associate in science degrees to doctor of philosophy and other professional doctoral degrees. Students from more than 80 countries and virtually every state in the nation are represented in Loma Linda University's student body. Loma Linda University also offers several distance education and service programs that have a global reach.

The motto, mission, and vision of LLU provide focus for all of its programming, and these lived-statements deeply informed its Thematic Pathway Review (TPR) accreditation report:

**Motto:** To Make Man Whole

**Mission:** To continue the teaching and healing ministry of Jesus Christ

**Vision:** Transforming lives through education, healthcare and research

The theme of Loma Linda University's Thematic Pathway Review was *One Loma Linda*, a years' long effort with the goal of creating "enhanced institutional synergy" and "profound cooperation" across the numerous entities of Loma Linda University Health.

#### Accreditation History

Loma Linda University was first accredited by WSCUC in 1960, and since then has been in good standing with the Commission. The most recent WSCUC accreditation activities have been program updates (WSCUC staff approved) and Substantive Change approvals, as indicated in the Accreditation History report. It is notable that many of the staff and faculty of Loma Linda have been directly involved with WSCUC as Commissioners, committee members, Assessment Leadership Academy graduates, and site visit chairs and team members.

### B. Description of Team's Review Process

In early October 2020, the chair and the assistant chair of the team held a call with the president and the provost of LLU, during which an introduction to the institution was shared and the objectives of the visit were discussed. Shortly after this, the team held its first meeting to organize the review process, discuss initial findings and areas of inquiry from the team members' individual reviews of the institution's report and documentation, finalize team assignments, confirm the visit schedule, and determine any other documents needed. The visit schedule with all requested constituent meetings was finalized by the Accreditation Liaison Officer (ALO) and assistant chair before the visit.

Two key events provided significant stress to the institution immediately before the visit: 1) The day before the visit, the county of San Bernardino moved into a higher level of risk in California's COVID-19 tier assignments, thus requiring the in-person classes that had been occurring to move back into an online format; and 2) LLU suffered a cybersecurity attack on its technological systems the Friday before

the visit, requiring rapid intervention to clear its systems and ensure their safe operation throughout the institution. Despite these extreme challenges, the team was able to complete the Thematic Pathway Review (TPR) visit entirely via Zoom meetings from October 20-22, 2020, as had been planned. The exit meeting to share commendations and recommendations with the LLU community took place on October 23, 2020 and was well attended with constituents from across the university.

In advance of and during the visit, the institution provided everything requested and adjusted the visit schedule to allow the team to meet with all requested participants. The visit went smoothly, and with the exception of a few meeting group and time adjustments requested by the team, as scheduled. Across the Zoom meetings, the team not only met with and interviewed all requested participants, but accessed additional documents and reports as requested, checked the confidential email account daily, and completed the visit without any challenges.

LLU's Distance Education was reviewed as a part of this visit via significant documentation and online course access, as well as a meeting with Educational Technology Services staff, Office of Educational Effectiveness staff, and members of the Distance Education Committee to discuss processes and verify findings (see appendices for the report). An Off-Campus Location review was not performed at this time because of COVID-19 restrictions.

The team would like to express its sincere gratitude to the provost, the ALO, and their colleagues for their excellent communication and quick attention to the team's needs throughout the entire process.

### **C. Institution's Reaffirmation Report and Update: Quality and Rigor of the Report and Supporting Evidence**

The theme of *One Loma Linda* (OLL) was consistent with the institution's TPR proposal, though the elements had been modified since its initial proposal, as would be expected through its development and the self-study process. The institution's report and large amount of supporting evidence were organized, accessible (or made accessible when requested), and clearly presented. The report accurately portrayed the institution, and provided sufficient evidence and documentation. All additional documentation requested by the team was provided in a timely manner.

LLU's Accreditation Steering Committee, with which the team met on the first day of the visit, guided the process with exceptional attention given the COVID-19 disruptions beginning in spring 2020. It was evident to the team that the process of self-review and preparation for the visit itself engaged multiple campus departments and constituents in a reflective and collaborative process. The institution was broadly represented in the preparation of the report and in the visit itself; furthermore, constituents that the team met with generally were familiar with the theme of One Loma Linda and most could speak to it from an informed perspective. All were well-informed about the WSCUC visit goals and processes, and the more than 80 participants in the exit meeting revealed strong interest in the outcomes.

The team believed that the institution's self-study, its deep reflection on the theme, its progress toward One Loma Linda, and its identification of future work in this regard will support its further development in this direction as well as support the genuine efforts for continuous improvement, engagement, learning, and healing as informed by the mission.

## SECTION II – EVALUATION OF INSTITUTIONAL ESSAYS

### **Component 1: Response to previous Commission actions**

LLU had identified two key institutional priorities since its last reaffirmation ten years ago: 1) a focus on developing and improving its distance education programs, and 2) focusing its efforts to enhance diversity, equity, and inclusion across the institution. Details of and evidence for each of these initiatives were described within the institutional report and are discussed later in this report in their respective sections.

Additionally, three recommendations were cited in LLU's previous Commission Action Letter. These were to:

- 1) Develop institutional research capacity and utilize institutional data for strategic planning.
- 2) Advance scholarly research activity.
- 3) Enhance assessment, program reviews, and student achievement.

Component 1 of the institution's TPR report provided detailed information, cited examples of significant progress and positive changes, and discussed new challenges and areas for improvement in each of these three areas. The team was satisfied that the institution had thoroughly reflected upon, provided resources for, and demonstrated sufficient improvements in each of the three areas.

### **Component 2: Compliance**

#### **Review Under WSCUC Standards**

The Office of Educational Effectiveness (OEE) was charged with facilitating the Review Under the WSCUC Standards. LLU assessed its compliance with the standards and federal requirements and completed the Inventory of Educational Effectiveness Indicators as part of this review process. A Microsoft Power BI dashboard designed for this process made progress visible, and the OEE team was able to easily monitor the collection progress, organize the evidence, and categorize it as either WSCUC-stipulated evidence, university-direct evidence, or related evidence providing a greater understanding of compliance with the Criteria for Review (CFR). In their reflection on the level of adherence to the standards, LLU identified the following areas for improvement: assessment of co-curricular activities, assessment of student services, enrollment stability and growth, timely financial reporting, distance education, and student success metrics within demographic groups.

#### **Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives**

##### **Institutional Purposes (CFRs 1.1 - 1.2)**

LLU clearly defines its purposes and establishes aligned educational objectives. The central focus of the enterprise is clearly articulated in the mission statement: "Loma Linda University—a Seventh-day Adventist Christian, health sciences institution—seeks to further the teaching and healing ministry of Jesus Christ." (CFR 1.1) During the visit, faculty and staff members, administrators, executive leaders, and trustees clearly articulated the purpose of the institution. The team noted the institution's deep focus on enacting the institutional mission and vision, particularly through its commitment to Whole Person Care and Mission Focused Learning, with an ethos of devotion and service to learners, employees, and communities.

The institution publishes indicators of student achievement, graduation data, and evidence of student learning in multiple locations. The institution's student success webpage displays up-to-date data on a wide range of metrics including retention rates, completion rates, and median time to completion. This information is also publicly available on the National Center for Education Statistics website. (CFR 1.2)

LLU has created goals and objectives consistent with its mission, including Mission Focused Learning (MFL) outcomes, and has shared those goals and objectives with the entire campus community. These goals and objectives were clearly articulated in the various meetings held with faculty, administrators and executive leadership. (CFRs 1.1, 1.2).

#### Integrity and Transparency (CFRs 1.3 – 1.8)

The academic freedom policy and practices are published within the Faculty Handbook (CFR 1.3). The team had no concerns about the institution's commitment to academic freedom for faculty, staff, or students.

LLU provided the 2020-2027 Strategic Initiatives for Diversity, Equity, and Inclusion for team review. The LLUH Diversity Council seeks to "reinvigorate the work around diversity and inclusion" and is led by the president of the institution. The Diversity Council is composed of leaders from multiple entities within the LLUH complex set of entities. The group has arranged its work around four central areas: History, Culture, Policy and Procedure, and Education. Key objectives for 2020-2021 had been established, including the creation of manager tools, unconscious bias training, and a proposed set of campus-wide educational resources (LLU Diversity, Equity and Inclusion Strategic Initiatives 2020-2027) (CFR 1.4). Throughout the visit and during multiple interactions with stakeholders, the renewed commitment to diversity, equity, and inclusion was very evident. Both the community and student anchor dashboards provided illustrative evidence of the university's dedication to addressing the areas of equity, inclusion, and diversity in the surrounding communities. (CFR 1.4)

Loma Linda University Health (LLUH) is a complex institution comprised of a university (LLU) with eight schools, a medical center, and five other hospitals. The One Loma Linda theme more fully operationalizes a commitment to being an academic health sciences entity focused on education first and foremost, with an appropriate autonomy from external entities. (CFR 1.5) The Governing Principles (Bylaws of Loma Linda University 5/9/2015) provided further evidence for the focus on education as the primary purpose of the institution. (CFR 1.5)

LLU has demonstrated its commitment to academic integrity and academic freedom for faculty, staff and students through established policies and practices. These policies and practices are reflected in the institution's planning processes and in its commitment to shared governance and shared decision making (CFR 1.3). All of the meetings and interactions during the team visit were characterized by the highest standards of open and honest communication and a spirit of transparency. (CFR 1.6, 1.8)

#### Summary of Standard 1

The team's finding, which is subject to Commission review, is that LLU provided sufficient evidence to demonstrate compliance with Standard 1.

### **Standard 2: Achieving Educational Objectives Through Core Functions**

#### Teaching and Learning (CFRs 2.1 – 2.7)

Loma Linda University's programs are well-defined, aligned, and appropriate to its mission and purpose as a Seventh-day Adventist health sciences institution. Degree requirements are defined and

documented clearly, and those that require professional accreditation (more than 20) are in good standing (<http://llucatalog.llu.edu/introduction/accreditation-overview/>). Of particular note is LLU's Mission Focused Learning approach across all of its programs, which is a result of "academic excellence, commitment to wholeness through integration of faith and reason, service to mankind, and reflection and contemplation." (CFRs 2.1, 2.2)

The Division of General Studies oversees LLU's general education curriculum, which consists of courses, lectures, programs, and activities designed and coordinated to integrate faith with learning, consistent with LLU's mission. In addition to cultural heritage and diversity, scientific inquiry and analysis, communication, and wellness, the general education curriculum emphasizes the university's spiritual heritage as well as moral and ethical decision making grounded in its Christian principles. The five core competencies map onto the general education outcomes as well as the Institutional Learning Outcomes. (CFR 2.2a) The primary emphasis at Loma Linda University is graduate-level education; all of these programs are clearly defined and well-differentiated from the undergraduate programs in admissions, educational requirements, and learning outcomes. (CFR 2.2b)

The institution has developed a robust set of Institution Learning Outcomes (ILOs) that include the five core competencies and also include "wholeness" and "values" reflective of Loma Linda's Mission Focused Learning. ILOs are assessed within all degree programs across the university appropriate for the discipline and degree. All program student learning outcomes and standards of performance are stated at course and program levels, and assessed regularly following the policies and processes detailed in the LLU Assessment Guide. (CFR 2.3, 2.4) Faculty are regularly involved in assessment across the university including analyzing and using the results to improve student learning and success. (CFR 2.4) In addition to the many faculty-led university committees that address assessment, faculty are also involved in their own programmatic assessment practices.

Course syllabi, faculty pedagogy, program design, and other requirements ensure that students are actively engaged in their learning and that they have sufficient opportunities to practice and apply what they have learned. (CFR 2.5) The results of this are evidenced in assessment data as well as excellent learner outcomes including their graduation rates, employment success, initial compensation, and alumni satisfaction. (CFR 2.6)

Program Review is a regularized activity at Loma Linda for all programs, guided by the LLU Program Review Guide. Academic programs with professional accreditation, of which there are over 20, conduct program reviews as required by their accrediting bodies; programs without specialized accreditation ("WSCUC-Only") maintain a six-year cycle for program review. The university also created a process for its small programs to address their unique challenges, detailed in its Small Program Review Guide. The institution noted 100% compliance in the completion of its Inventory of Educational Effectiveness Indicators (IEEI), documenting improvement-oriented actions taken because of program reviews. (CFR 2.6, 2.7)

#### Scholarship and Creative Activity (CFRs 2.8-2.9)

Advancing scholarly research activity has been an institutional focus since the last Commission recommendation as detailed in the institution's report. These activities are led by a vice president in the Office of Research Affairs. This office has outlined specific areas to increase research on campus with objectives that include establishing areas of focus, overseeing internal seed funds, providing statistical assistance, and increasing funded activities in all eight schools.

This strategic attention over the last several years has had notable results, including in an increase of 47% in funding since FY2015 with over \$200M requested in FY2020. Furthermore, LLU has identified as a commitment to achieving National Cancer Institute (NCI) designation as a Comprehensive Cancer Center (as represented in its strategic plan). The Faculty Handbook sections on Promotion and Tenure detail the linkages among scholarship, teaching, and service. Student research policy and activities were also well described and documented. Resources for research are available through the LLU's Research Affairs website (<https://researchaffairs.llu.edu/>). (CFR 2.8, 2.9)

#### Student Learning and Success (CFRs 2.10-2.14)

LLU's schools and programs use data to assess students' enrollment, progression, and completion through their degree programs. The data are also regularly used to assess students' preparation, needs, and experiences. All of the processes and assessment activities have led to improved student success at Loma Linda. Retention rates for academic years 2012 to 2016 for the entire University were high, with a mean of 94.5% for the five years. As an example of the university's reflection and commitment to student success for all students, student success metrics within demographic groups that support DEI are reviewed – specifically the graduation rates of its students of color – and the university recognizes that additional support is needed. (CFR 2.10) The team noted that overall excellent learner outcomes, as evidenced by graduation rates, employment success, initial compensation, and alumni satisfaction, are commendable.

As detailed in its thematic discussion, the university offers many co-curricular programs that are service-oriented and mission-focused. Assessment of these programs occurs through the tracking of LLU's Mission Focused Learning Outcomes and "LLU Experience" processes. Several campus committees guide the assessment of co-curricular programs using a variety of survey instruments and rubrics, and some schools have well-developed co-curricular assessment processes in place. The variety of student support services are planned and implemented by the Vice President for Student Experience and the Student Affairs Committee; LLU's Climate Survey currently serves as the primary vehicle by which student services are assessed. However, by reflecting on these processes in its self-study, the institution noted that the assessment of co-curricular programs and student services were two areas for continued improvement; the team agreed that increasing attention in assessing these two areas would serve to further their effectiveness. (CFRs 2.11, 2.13)

Advising and communications with learners is the responsibility of the programs: deans, department chairs, faculty members, and support staff work directly with students to ensure all learners are well-informed about program requirements. Learners have regular contact with faculty advisors to help them engage in their academic community and develop their academic and professional goals. Advising procedures are designed to support learners and reflect a commitment to the university's mission of "wholeness." (CFR 2.12)

Undergraduate students are transfer-in only, so great care and attention is given to ensuring this population receives clear, accurate, and timely information. Transfer requirements, patterns, and articulations by program and with other institutions are very well-detailed on the schools' admissions websites. (CFR 2.14)

#### Summary of Standard 2

The team's finding, which is subject to Commission review, is that LLU provided sufficient evidence to demonstrate compliance with Standard 2.

### **Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability**

#### Faculty and Staff (CFRs 3.1 – 3.3)

Loma Linda University has a total of 3,471 faculty appointments (1,994 LLU employees with a faculty appointment in addition to 1,246 faculty in the School of Medicine who are physicians in the FMG, plus some health care professionals with faculty appointments at regional affiliates) responsible for 5,000 learners, which is an excellent student-to-faculty ratio. Additionally, LLU's outstanding learner outcomes, as evidenced by their graduation rates, employment success, initial compensation, and alumni satisfaction, signify deep faculty and staff commitment to student education and post-graduation achievement (CFR 3.1). Furthermore, the integration of the university and its medical centers provides early and regular opportunities for learners to interact with and experience an immersive and applied educational environment. Faculty and staff members are deeply committed to infusing curricular and co-curricular programs with Seventh Day Adventist principles, which are central to the university's mission. Of note, the university does not target a specific number of faculty members who must be Seventh Day Adventists (which currently stands at ~40%). Importantly, most or all faculty are committed to the mission, regardless of their religious ideology.

Faculty and staff members are evaluated regularly, using criteria determined by each school, under university guidelines. (CFR 3.2) Evaluators are selected from supervisory personnel, peers, and students. The team noted a well-written and seemingly balanced critique.

LLU pays particular attention to continuous improvement, sharing institutional knowledge and facilitating cross-functional and cross-campus learning. These efforts are evidenced by the existence of several offices and committees, such as the Educational Effectiveness Committee (EEC), Program Review Committee (PRC), the Office of Educational Effectiveness (OEE), University Faculty Council (UFC), University Leadership Council (ULC) and Center for Interprofessional Education and Practice (CIPEP). (CFR 3.3) LLU's Online Program Transformation (OPT) serves to educate faculty and provide them with cutting edge digital tools. OPT has two course components, depending upon faculty skill level. OPT was voluntary prior to COVID, showing mixed results; however, post-COVID, it has proven to be a useful tool to bring faculty members up-to-speed with online education.

#### Fiscal, Physical, and Information Resources (CFRs 3.4 – 3.5)

LLU has substantial financial resources (>\$1 billion in investments) compared with an expense base of ~\$300 million and relatively modest debt (~\$235 million), allowing the institution substantial buffer in downturn or crisis scenarios. The university's recent (July 2020) Standard and Poor's "A" rating provides comfort around LLU's financial viability. The report cited sufficient 2019 balance-sheet resources, with expendable-resources-to-operating expenses of 113% and expendable-resources-to-debt of 157%.

LLU has shown a positive change in net assets for the last two fiscal years (2018 and 2019), thereby proving fiscal discipline. The team noted revenue-related headwinds on the horizon, in the form of: (1) industry-wide enrollment and tuition pressures; and (2) a large fraction of hospital Medi-Cal patients, which are unprofitable. However, management presented a credible, robust and detailed plan to build revenues in both areas in the future. (CFR 3.4)

As the institution has moved towards One Loma Linda, many departments have been consolidated, including information technology, accounting and human resources; as such, the university has realized economies of scale and cost synergies. However, LLU states in its WSCUC TPR Theme Proposal that

nearly 50% of LLU's 122 academic degree programs contain 10 or fewer students. The university has instituted program review procedures to close unviable programs; however, further diligence is necessary to improve programmatic focus and long-term financial equilibrium. The team recommends LLU continue to promote financial sustainability by continuing to explore opportunities for further consolidation, alignment, and research growth; monitoring and adjusting the existing mix of programs and selection of new programs; and preparing for competition, innovation, and systemic trends in research, higher education, and health care. (CFR 3.4)

The institution noted a deficient information technology system in 2018. However, as part of the One Loma Linda theme, the entire institution (university and medical center) has prioritized increasing technical capabilities as well as consolidating information technology. Advanced technical capabilities include the expansion of the institution's global gateway (the Centennial Complex), clinical training sites, and simulation and tele-medicine applications. These resources serve to further LLU's academic offerings and add a technical toolkit for students to deploy in their fields post-graduation. (CFR 3.5)

#### Organizational Structures and Decision-Making Processes (CFRs 3.6 – 3.10)

Consistent with the One Loma Linda initiative, LLU's governance model has consolidated accountability, decision-making, and leadership. Under the new board governance model, university deans have been designated vice presidents of their respective areas. Three executive vice president positions were established (Hospital Affairs, Medical Affairs [School of Medicine Faculty and Faculty Medical Group], and University Affairs). The provost serves as the EVP for University Affairs. Changes in board structure and bylaws paved the way for new leadership and governance committees. Several new committees have been established, including the Executive Leadership Council (ELC), which is chaired by the president with senior leadership from the University, Medical Center, Faculty Medical Group, Advancement, Risk Management and General Counsel. The ELC serves to capture enterprise-wide issues and determine the appropriate implementation method (CFRs 3.6, 3.7). Additionally, LLU maintains a University Faculty Council, which serves to provide university-wide faculty representation in joint decision-making with the administration. (CFR 3.10)

LLU's president has served in this capacity since in 2008; he oversees the university and serves on a substantial number of committees and councils. Given his contribution, importance and participation throughout the organization, the team recommends that the institution ensure that concrete succession plans are in place, particularly for university leadership, to promote continuity and long-term institutional success. (CFRs 3.1, 3.7) LLU's CFO similarly maintains primary responsibility to the institution; many qualified administrators provide effective management throughout the enterprise. (CFR 3.8)

LLU has an independent Board of Trustees, with authority to chart the course of the institution's policies and provide fiduciary oversight. Trustees approve the academic and administrative organization of the institution, appoint faculty members and administrators, and approve the university's strategic plan and planning processes. LLU's Bylaws empower the Board to provide oversight, including the hiring and evaluation of the president/chief executive officer. The team found over-representation at the Board-level in health-based experience and under-representation in corporate functional experience. As such, the team recommends that LLU refine the composition of the Board to include additional expertise, background, and perspectives in the patient experience, corporate finance, advancement, and global marketing. (CFR 3.9)

#### Summary of Standard 3

The team's finding, which is subject to Commission review, is that LLU provided sufficient evidence to demonstrate compliance with Standard 3.

#### **Standard 4 Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement**

##### Quality Assurance Processes (CFRs 4.1 – 4.2)

Schools and programs at LLU are expected to use and respond to established (and changing) institutional processes that are designed to support quality assurance. Processes are in place to assure that new programs and substantive curriculum modifications use standardized LLU templates, along with a required approval process. Schools and programs are also required to participate in regular and systematic program reviews, including reflection on comparative or benchmark data from external sources, such as professional accreditation agencies, as well as regional and national peer institutions. The institution's IEEI documented 100% participation. Numerous examples of data-informed continuous improvement were shared in documents and discussions during the visit. (CFR 4.1)

Assessment at LLU, which is overseen by the Office of Educational Effectiveness in partnership with the Assessment Committee, is guided by the LLU Assessment Guide. It includes an annual Institutional Learning Outcomes (ILOs) assessment report and an annual action plan update. Compliance is tracked in the proprietary Assessment Management System (AMS) that was originally developed at LLU during the 2009-10 academic year and has been updated many times since then. A Program's Assessment Matrix outlines how the assessment will be done and tracks the results. After the assessment is completed in the courses or elsewhere in the programs, faculty then complete the university report form in the AMS. Program faculty analyze the assessment data, and if the findings meet the predetermined level of success, then no changes are necessary. However, if the assessment does not meet that level of success, then the faculty analyze the data, the actual assessment situation, curriculum, and other factors to determine where the problem resides, decide what needs to be done to improve student learning, and then implement the solution. The following year, they evaluate the data to see if improvement was achieved or not, and if not, why not. (CFR 4.1, 4.2)

The Office of Educational Effectiveness (OEE) is responsible for: 1) analyzing and disseminating university-wide information on student retention and completion, 2) working with the appropriate departments to test and review the quality of institutional data, and 3) monitoring of Institutional Learning Outcomes (ILOs). The institution discussed in detail, in its response to previous Commission recommendations, how it has substantially increased its institutional research capacity; the team agreed with its statement that the combined efforts of Institutional Research in the Office of Educational Effectiveness and the Institutional Research Committee (IRC) has transitioned LLU into a "data-informed university" (TPR report). Through the OEE, the university has a comprehensive set of online dashboards that cover key aspects of academic process in the university. (CFR 4.2)

The team commends LLU on its well-designed data-informed systems and processes that foster a culture of continuous improvement in its educational programs, including consistent, rigorous program reviews and assessments of student learning at multiple levels.

##### Institutional Learning and Improvement (CFRs 4.3 – 4.7)

Leadership at all levels of the university has engaged in the implementation of a university-wide system of evaluation and assessment that provides the mechanisms for gathering and analyzing information that support a sustainable culture of quality improvement. (CFR 4.3) Through well-organized and

transparent systems for learning outcome assessments and program reviews, faculty members engage in ongoing inquiry about teaching and learning, and the team was presented with sufficient evidence of continuous improvements as a result. (CFR 4.4)

The institution, schools, and programs annually engage with multiple constituencies – including faculty members, alumni, employers, practitioners – in the reflection and planning processes that inform and assess the strategic plan. (CFR 4.5) Both the component school and comprehensive university plans are presented to the university board of trustees. LLU has committed to continue to use these engagement processes for reflection, interpretation, and contextualizing of data and future planning. The team recommends that the institution continue to engage and address the needs of the diverse communities served, considering structural racism, social determinants of health and economic factors affecting health outcomes. (CFR 4.5) There is a significant diversity, equity, and inclusion dimension to LLU's service programs. A thoughtful and systematic integration and alignment between its diversity, equity and inclusion efforts and its educational and service programs would be a positive for the university.

The team noted that, according to LLU, “the 2015-2020 strategic plan lost eminence when the leaders of the strategic planning process left LLUH employment.” A new strategic plan is to be presented at the December 2020 meeting of the Board of Trustees for review and approval. The approved plan will guide the Board of Trustees and the administration of the university in policy and operational decision-making. The team recommends that LLU continue the development and implementation of a deep, integrated, and transformative enterprise strategic plan for 2021-25. (CFR 4.6) Continued attention in this regard will support the institution's ongoing consideration of the changes in research, higher education, health care, and its surrounding communities' needs. (CFR 4.7)

#### Summary of Standard 4

The team's finding, which is subject to Commission review, is that LLU provided sufficient evidence to demonstrate compliance with Standard 4.

#### **Inventory of Educational Effectiveness Indicators (IEEI)**

LLU's Inventory of Educational Effectiveness Indicators presented a thorough list of all programs' progress on program review. It was notable that 100% of the degree programs successfully completed the IEEI; the institution provided a useful “IEEI Dashboard” to summarize the multiple ways that the findings of program reviews were being used.

#### **Federal Requirements**

The institution completed an initial review of compliance using the four Federal Checklists. The team reviewed, updated, and verified the content before and during the Accreditation Visit and met with the Accreditation Liaison Officer to confirm policies, processes, and publication links. Based on this review, the team determined that LLU has met the federal requirements for credit hour, marketing and recruitment, student complaints, and transfer policy. See the appendix for completed review forms.

#### **Summary of Component 2**

The team's finding, which is subject to Commission review, is that Loma Linda University has provided sufficient evidence to determine compliance with the Standards. Final determination of compliance with the Standards rests with the Commission.

## **Component 8: Institution specific themes – One Loma Linda**

The institution-specific theme chosen by Loma Linda University for its Thematic Pathway Review is *One Loma Linda* (OLL), with the stated operational goal of “synergy” across the multiple areas of this complex organization. As stated in its institutional report, “The proposed outcomes of OLL are three-fold: 1) systematic strengthening of goal alignment, 2) mutual respect, by which healthcare professionals work together at the top of their training and licensure, and 3) problem-solving through collaborative and innovative critical thinking” (page 24). The institution identified this theme as vital to its position as a leading Academic Health Center as well as to the future of the university and its mission. A comprehensive SWOT analysis informed the institution’s readiness for integration, and helped identify the eventual five elements of the theme One Loma Linda, which are as follows:

### **Theme A: Corporate Structural Change: Bylaw and Board Structure and Composition**

Loma Linda University, hospital, and faculty medical group have continued to move towards integration, while maintaining three separate legal entities. Additionally, Shared Services, another separate legal entity consisting of human resources, advancement, security, contracting, information technology and other functions, pools resources to attain scale efficiencies and other synergies across the enterprise. Expenses from Shared Services are allocated and billed out to the other three entities based on level of utilization.

Given the single mission of the enterprise (“Make Man Whole”), both the university and the medical center benefit from information sharing, pooled resources, and mutual assistance. For example, in 2017 the university board of trustees approved the university’s support of a \$100 million line of credit to backstop potential construction cost overruns in the new hospital building (which was never drawn upon and is no longer outstanding). Although the university and hospital are two separate legal entities, the university pledged significant financial support to the hospital. In a similar vein, the hospital ensured building design consistent with the dual-purpose missions of both entities: patient care and education. The dual-purpose design added cost to the capital outlay but ensures continued unification of the hospital and university. Both institutions hold that the collective is immeasurably stronger than the parts.

Structurally, the enterprise has established several councils and committees, which are designed to facilitate communication, collaboration and hold entities accountable for implementing plans. The Executive Leadership Council (ELC) is chaired by the president with senior leadership from the university, medical center, faculty medical group, advancement, risk management and General Counsel; given senior representation from all three legal entities, the ELC is a powerful body striving to align interests across the entire enterprise. Several other committees and councils have been established to further strengthen cross-divisional communication, collaboration and idea-implementation, including the Joint Officers and Deans and the Spiritual Council.

Loma Linda University’s president has an outsized voice throughout the institution, as he sits on a plethora of committees and councils. His leadership is instrumental to the actions and purpose of the university. Given his importance to the institution, the team recommends that Loma Linda ensure that concrete succession plans are in place, particularly for university leadership, to promote continuity and long-term institutional success. (CFRs 3.1, 3.7)

Loma Linda is remarkably aligned in regard to its intent and reason for being across the entire enterprise, to which the team credits the Seventh Day Adventist orientation from student to faculty to administration. The enterprise's unified belief system provides a sturdy foundation in which all can place their trust in pursuit of a greater purpose—larger than self. Flag bearers are present throughout the institution, helping shepherd the mission. Such unification is likely a critical element in aligning the enterprise in actions and purpose.

From a staff member perspective, institutional alignment is observed in shared systems, singular resource centers, and simplified forms. For example, student registration has been simplified across the university; previously, each school had separate and disparate processes. The registrar commented on the elimination of duplicative forms and consolidation of information requests. Several staff members referred to the old system as “fiefdoms,” which have been replaced with a singular order. Challenges cited include some processes that are difficult to unify, such as accreditation standards that differ across programs.

From a strategic planning perspective, the team noted that although the current strategic plan was drafted and adopted, it was later abandoned. “The 2015-2020 LLUH’s [sic] Strategic Plan was accepted as a working draft but lost eminence when the leaders of the strategic planning process left LLUH employment.” For future strategic plans, it is critical that the institution ensure plans can be carried forward and implemented regardless of plan authorship or changes in leadership. The strategic plan requires holistic buy-in and cross-campus support. The team recommends the continued development and implementation of a deep, integrated, and transformative enterprise strategic plan for 2021-25. (CFR 4.6)

#### **Theme B: Integration of Values: A Christocentric-bio-psycho-social-spiritual Model of Wholeness**

Loma Linda University's commitment to the Christocentric-bio-psycho-social-spiritual model of wholeness is demonstrated by its self-reflective institutional report, its numerous items of documentation and evidence, and the various stakeholder meetings which were held during the virtual visit.

In 2019 LLUH appointed a Vice President for Spiritual Life and Mission, who convened individuals and departments involved in spiritual Loma Linda University Thematic Pathway for Reaffirmation of Accreditation leadership. This included the collaboration of university and hospital chaplains; school-specific spiritual life committees; Whole Person Care leaders; School of Religion faculty; and University @ Worship leadership. The LLUH Spiritual Plan (2016-2020) provides further evidence of this same commitment, placing an emphasis on four main areas: wholeness, experience, integration, and growth. Each of these four components contributes to the central mission of “continuing the teaching and healing ministry of Jesus Christ.” (CFR 3.7)

Through many documents and forums LLU makes it clear to all constituencies that spiritual planning is integral to the strategic direction of the entire organization. LLU believes that the spiritual plan brings central coherence and enduring purpose to the rest of LLU's strategies. LLU collaborates with diverse communities of faith throughout the region for whole community health development. (CFR 1.1, 1.5)

Mission Focused Learning (MFL) frames education at LLU and provides the framework that advances LLU's mission and vision. The aspirational concept of wholeness drives the university's focus on whole-person care. During the team visit interactions with faculty members, learners, and leadership groups reflected this concept of “whole person care” throughout the university's academic programs. Student

interviews highlighted the importance of this central purpose in their decision to enroll at LLU. (CFR 1.1) MFL is designed to foster a vibrant Christian community in a Seventh-day Adventist health science university where there is the highest commitment to critical thinking, advocacy of the highest professional standards of practice, a passion for research and the creation of new knowledge, and the faithful transmission of best practices within academic disciplines. (CFR 4.4)

At LLU, students are actively inspired to become “global citizens and to live robust lives of service, following the example of Jesus Christ who sought to redeem humankind by bringing hope, healing, and joy for all.” This focus on global citizenship was evidenced by several programs that are integrated into the overall student experience, including the Students for International Mission Service (SIMS) and Community- Academic Partners in Service (CAPs) programs. Although the SIMS program had suffered significant interruption at the time of the visit, plans were underway to resume as soon as the conditions of the COVID-19 pandemic would allow. During the SIMS experience, students from the various schools have the opportunity to travel, work, and live together in pursuit of the goal of that mission.

All students participate in a self-evaluation survey that tracks achievement of LLU’s Mission-Focused Learning Outcomes. All students also can engage in and reflect on their overall experiences and level of personal wholeness through the “LLU Experience” assessment process. Students evaluate the co-curricular experiences provided through both SIMS and Community-Academic Partners in Service (CAPS). (CFR 2.11, 4.1, 4.2)

LLU provided additional examples of this commitment to the Christocentric-bio-psycho-social-spiritual model of wholeness; including but not limited to the CLEAR model validation study, the School of Medicine longitudinal study, the School of Dentistry Spirituality Perception study, the Wholeness Climate Survey, Religion at the Bedside and the SOUL spiritual history research initiative. (CFRs 2.8, 2.9, 3.3, 3.4, 3.9-10)

### **Theme C: Culture of Inclusion**

Broadly, LLU articulates a commitment to being one with humanity in its fullest capacity, as an essential understanding of OLL is to respect diversity, equity, and inclusion (DEI). This commitment aligns with the Standards and CFRs. (CFR 1.4)

Although LLU is a Seventh-day Adventist (SDA) institution and reserves the right to give preference to qualified members of the SDA Church in the areas of employment, school admission, and faculty hiring and promotion, LLU demonstrates a strong commitment to equity and inclusion for all who matriculate at the university or are employed by LLUH or any of its entities, regardless of their religious background or beliefs. LLU accepts students and hires employees of all faiths (approximately 40% of the student body are Seventh Day Adventists), nationalities, and gender orientation in support of LLU’s mission, vision and values. LLUH serves all patients that seek its services. LLU is proud of its campus diversity and within any given year, has students representing more than 70 nations and 80 Christian denominations and world religions. The Health Disparities Campus Center is recognized for its regularly funded research and its industry-leading publications and pipeline programs that work with diverse and at-risk populations.

The current make-up of the student body is approximately 31% White, 30% Asian, 24% Latinx, 8% African-American, and 0.1% Native American. Over the last 10 years, the proportion of White students has trended down slightly, the proportion of Asian students has trended up slightly, and the proportion

of Latinx students has more than doubled. The percentage of African-American students has stayed roughly static.

The demographics of the LLU faculty have also remained relatively stable over the past 10 years. Approximately 62% of the faculty identify as White, approximately 20% are Asian, 9% are Latinx, and 7% are African-American. LLU has prioritized recruiting more diverse faculty in its strategic planning. Likewise, the institution is committed to recruiting faculty members who reflect the diversity of its student population and to recruiting students from diverse backgrounds.

An examination of staff diversity by school shows similar patterns, with the schools of Religion, Allied Health, Public Health and Behavioral Health having significantly above-average numbers of African-American staff, and the schools of Nursing, Allied Health, Behavioral Health and the University's Central Departments having above-average numbers of Hispanic/Latinx staff members. The absolute number of staff members has decreased by 15% over the past couple of years. African-Americans represent about 6.5%, of the total staff, Hispanic/Latinx represent 37%, Asians represent 21.5%, and White staff has remained stable at about 37%. At a glance, the staff is more diverse than the faculty.

When the last VP for Diversity retired around 5 years ago, LLU reassessed its progress, or lack thereof, on fundamental attitudes and practices regarding DEI. The conclusion was that significant biases were still present among some campus members and traditional methods of impacting them were not that effective. This realization led to a new approach - the creation of a Diversity Council, which has been in existence for the past 4 years.

The Diversity Council is chaired by the LLU president. For the past few years, the Diversity Council has dealt with difficult issues for the SDA Church, such as OK2BME biology, lifestyle, and acceptance. Recent race-related nationwide events have heightened LLU's attention to forms of discrimination (microaggression and unconscious/subconscious bias) that must be addressed more directly. To that end, the Diversity Council and HR department developed recently a new plan, the LLU DEI Strategic Focus that involves education and a zero-tolerance anti-discrimination policy. The LLU DEI Strategic Focus is more fully described below.

Apart from the LLU president, who serves as chair, the Diversity Council is comprised of many highly placed individuals within LLU including faculty, students, deans, the director of human resources, and the General Counsel. The Council has generally met monthly for the past several years, less frequently over the summer months. Minutes of the Council's meetings are kept to assure there is a record of action and progress.

For the LLU DEI Strategic Focus, the president brought together a team (including the provost, campus leadership, faculty, and student representatives) to engage in a discussion and examination regarding LLU's history, successes, and challenges with respect DEI. The team then began to review existing student, faculty, and staff policies in view of the country's heightened awareness systemic racism. The ultimate result was the LLU DEI Strategic Focus which is essentially a DEI-centered strategic plan.

The LLU DEI Strategic Focus formulated an approach that divided the plan into four areas and task forces: History, Culture, Policy and Procedures, and Education.

- The History Task Force undertook to catalog LLU's history of DEI, including successes and failures.

- The Culture Task Force formulated a reflective set of questions: What have we done well? Where have we fallen short? How can we make things better?
- The Policy and Procedures Task Force approach was to review procedures to ensure methods for reporting harassment and discrimination were clear, efficient, effective (“see something, say something”); create a report card for what was effective or what needed improvement; review all policies, handbooks, and employment documents to ensure that they reflected diversity, equity, and inclusion.
- The Education Task Force disaggregated each element of Diversity, Equity and Inclusion and further divided and examined each from a formal education, informal education, and self-education perspective.

The LLU DEI Strategic Focus contains one-year, three-year, and seven-year benchmarks for completion of various components. The steps to be followed are clearly laid out and, although early, each of the four areas has demonstrated progress. This progress ranges from the commencement of unconscious bias training to town hall listening forums to taking inventory of existing policies to identification of individuals for interviews to the creation of an unconscious bias toolkit for department heads. The vitality of the LLU DEI Strategic Focus is made possible by the presence of diversity committees in each of the schools. The diversity committees act in various capacities: they are used to help implement policies that are part of the LLU DEI Strategic Focus and gather information that is used to develop policies and provide feedback on their efficacy. This scheme is designed to lead to specific recommendations and improvement efforts. In short, there exists an effective mechanism to implement, monitor, and change policies as may be required.

In addition, LLU has named a cadre of “diversity champions.” The diversity champions’ role is to coordinate DEI information on a more granular level. Stepping back, the entire picture is one of a well-coordinated and hierarchical system of dealing with DEI that reaches all levels from the president on down to individual students and staff.

LLU’s devotion of time and the commitment at the highest levels to address DEI have resulted in a nicely structured system, complete with feedback loops, that is designed to play out in the short, medium, and long terms. The early progress that has been demonstrated is a promising start. The current and planned programs are reflective of LLU’s mission and commitment to advancing knowledge, values, and skills by providing a stimulating clinical and research environment for the education of health professionals.

#### **Theme D: Local and Global Community**

LLU’s mission of healthcare education and healthcare delivery serves the local region and the world. Based on the team’s observations, this statement accurately captures the reality. Going further, LLU is well-known for its international service and it is apparent that LLU’s service locally also deserves recognition.

The theme of service locally and globally was particularly well done. LLU’s extensive service does not occur by accident; it is the result of a structured approach to service that is carried out through four primary vehicles: the Global Health Institute (GHI); the Students for International Mission Service (SIMS); the Institute for Community Partnerships (ICP); and the Community-Academic Partners in Service (CAPS). The GHI, the ICP, SIMS, and CAPS combine to offer learners a rich experience through their work with underserved local and global communities. As one young LLU alumni stated, “there is intentionality behind the DEI initiatives.” This view is borne out on closer examination.

- The Global Health Institute (GHI): The GHI was established to unify the global outreach initiatives and projects of LLU. Before the GHI, international efforts were siloed and each entity did not know what was happening in the other. As a result, there were duplicative efforts and use of resources. In the past decade, GHI has improved the situation greatly. Among its accomplishments are: a unified process for approving international travelers and activity, the provision of medical supplies and equipment to support mission hospitals, outgoing faculty, and students from a GHI warehouse, and travel support, and the ability to pull together multidisciplinary teams and expertise by working together with all of the different entities. GHI can handle the logistics for the separate LLU schools and is able to deal with 800 or more students in pursuit of international rotations (approved by each school) annually. A few San Manuel Gateway College (discussed below) students also participate in the international program. In addition, GHI has a goal of making international experiences more affordable and increasing opportunities.
- Students for International Mission Service (SIMS): SIMS exemplifies LLU's commitment to global service, incorporating international service opportunities into academic curriculum to prepare health professions students for a career of effective global service and to promote the health of global communities. The SIMS mission is to provide students with high-quality service-learning opportunities that empower them to become caring, competent, and socially responsible health professionals who value service as a lifelong process (SIMS). Schools also provide international professional practice trips for their students, faculty, alumni, and LLUH clinicians. According to the SIMS Director, the annual goal is to send 1,000 students into global service, up from the 800 plus that are sent currently. The feedback from students was uniformly positive.
- The Institute for Community Partnerships (ICP): ICP is perhaps the most visible of LLU's outreach and community engagement efforts. Like the GHI, ICP supports the schools within LLU. Since 2008, ICP has sought to unify and coordinate LLU's community engagement, working strategically "with" community rather than "in" the community, acknowledging both needs and assets. LLU is in an area where poverty levels are among the highest in California and San Bernardino City is one of the poorest cities in the United States. While these are extreme challenges to LLUH, they also provide incredible opportunities for LLU to serve others and, through ICP, it is doing exactly that.

ICP serves as the primary portal for connecting resources to needs and people to services between Loma Linda University Health (LLUH) and the local community. To foster interdisciplinary collaboration and create awareness of who is doing community engagement throughout the institution, ICP has created a community partnership database and interactive map to make it easier for community members, faculty, and students to get involved in already existing community projects.

Through ICP, LLU has formalized many collaborations (MOUs), including with the Desert Health Care District, SBC School District (serving 54,000 students, 94% free/reduced lunches), Hope Through Housing (innovative low income housing solutions), El Sol Neighborhood Education Center (partner for 15+yrs), Quinn Community Outreach (partner for 8+yrs), IEHP Inland Empire Health Plan (IEHP) (serves 1.2 million, mostly Medi-Cal patients), and SACHS (LLU affiliated and founded FQHC serving more than 500,000 patients/yr.). ICP holds regular quarterly community/university partnership and networking roundtables, with the goal of increasing

campus participation in local, mainly health disparities activities. ICP also aims to increase the number of local student participants and to increase scholarship support.

- The Community-Academic Partners in Service (CAPS): CAPS connects LLU and the local community by serving as a resource for both. It develops and supports programs that combine knowledge with action and address the needs of both communities. Through CAPS, LLU students can engage in service-related activities that enhance the quality of life of community members, while also enriching the students' learning experience. The goal is to build reciprocal and sustainable relationships among LLU students, staff, faculty and the local community. CAPS's various programs reach children (elementary to high school), parents, and members of the community. Collaboration with the local school district and nearby churches also helps LLU find ways to best serve the local community.

CAPS also seeks to connect university students with the various service opportunities taking place in the local community. All students are required to take at least one service-learning class that meets the high standards for interacting with the community. There are approximately 25 service-learning classes offered per academic quarter. LLU has decided upon four principles to guide its service-learning practice: 1) sufficient duration and intensity; 2) instructional strategy to meet learning goals of the course and to enrich what is taking place in the classroom; 3) collaborative, mutually beneficial, and address community needs; 4) challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society. Service is preceded with a classroom component and concludes with a reflective classroom component.

In addition to the four programs outlined above there are other initiatives that contribute to LLU's success in service locally and globally.

- San Manuel Gateway College is a collaboration of LLU schools, LLUMC medical residents, the Social Action Community Health System (SACHS)(FQHC), community agencies, workforce development partners, and the San Manuel Band of Mission Indians. The latter provided the founding gift of \$10M. The model exposes SMGC students to a multi-faceted, interprofessional structure of career training in which all levels of healthcare practice (seasoned practitioners, residents, university students, and SMGC students) are participants in both teaching and learning. Training is embedded in a higher education atmosphere, therefore, SMGC students are required to take a small number of transferrable credits to build competency and confidence, while also encouraging them to consider academic degree programs in the future. SMGC admitted its first class in 2016 and now offers certificates in Medical Assistant, Certified Nurse Assistant, Pharmacy Technician, Surgical Technician, and Community Health Worker (CHW). Most students (70%) receive need-based scholarships or are fully sponsored by employers in the community. SMGC has graduated 317 students with a 98.8% completion rate. Approximately 80% of the graduates gained employment in their area of study upon graduation, while 15% continued advanced studies after graduation. SMGC's students are generally from low income families. Upon acceptance into their respective programs, the students were often unprepared for education beyond high school. However, with the encouragement of an academic learning environment and skilled faculty mentoring/tutoring, SMGC students have achieved success.
- LLUH has a rich array of community pipeline programs focused on marginalized populations and includes the Minority Introduction to the Health Sciences, the Apprenticeship Bridge to College,

the Undergraduate Training Program, Medical Training Program, Discovery Program, My Campus, Robotics Surgery Simulation Event, and Behavioral Health Summer Academy. These community pipeline programs promote diversity in higher education and function as a tool to ensure access to higher education information and resources.

Looking at the whole, LLU has a robust program of service locally and globally. While the overall program has been in existence for well more than a decade, the sense is that the program remains vital. There is a significant DEI dimension to LLU's service programs. A thoughtful and systematic integration between its DEI efforts and the service programs would be a decided plus in the overall operation of the two themes.

### **Theme E: Excellence in Academic and Healthcare Delivery**

The theme of One Loma Linda (OLL) means many things at LLU, including a renewed focus on both academic and clinical excellence. A primary goal is increased collaboration between the medical center and the university, and between the eight schools that constitute LLU. The OLL initiative places a critical emphasis on student success across the enterprise. (CFR 1.1,1.2 and 1.5)

The strategic plan and the OLL theme identify an opportunity to strengthen research, education, and clinical excellence across the university. Meetings with executive leadership, faculty and staff highlighted the commitment to work together as one entity, in contrast to "siloes" schools or programs operating in isolation. The institution highlighted the importance of this more centralized approach in several critical areas including: strategic planning, resource allocation, online program transformation (OPT), general education, interprofessional education (IPE), mission focus learning (MFL), and assessment and clinical/didactic instruction. (CFR 4.6, 4.7)

Online program transformation (OPT), represents an effort to increase academic excellence by improving the quality of online instruction across the institution, thereby increasing online student success. Historically a number of schools started their own online education with varying levels of support and success; now the university is leading and supporting the online course delivery process to better ensure a quality online student experience, while the schools are responsible for the content of the programs and courses. (CFR 4.3)

LLU places the whole person care paradigm at the center of its vision and philosophy of practice. (e.g., the CLEAR Whole Person Care® Model). The institutional report and strategic plan describe the Whole Person Care model in detail. This model of care stresses the importance of treating each person by addressing all aspects of life: physical, mental, emotional, social, relational, and spiritual. The CLEAR Model (Connect, Listen, Explore, Acknowledge and Respond) is cited as one example of whole person care at LLU.

LLU plans to continue its focus on academic and clinical excellence to better research and evaluate this model, thus "turning into a science as well as an art." It encourages interprofessional teams of faculty, clinicians, and students to study whole-person care, apply for grants, publish papers, and give presentations to foster transformation of patient care. LLU identified increasing competition from an array of new health science programs in the inland empire region as a threat to the success and continued growth of the University. LLUH hospitals are highly sought after for their clinical training positions, and although LLUH values historical ties with local health science programs it has become increasingly difficult for LLU to find adequate clinical training opportunities.

In response to this changing situation, LLU established the Clinical Training Committee (CTC). Operating with executive support, CTC changed institutional policies to give preference to LLU students over competing programs for clinical rotations. Committee members represent leaders from multiple disciplines and specialties across the LLU complex. Both academic and clinical leaders are represented to ensure synergy and strategic allocation of the limited number of clinical training “slots.” CTC represents further evidence of the OLL approach, with university and hospital leadership operating as one team in the face of a challenge (i.e., a limited number of clinical training opportunities). The team meeting with the CTC reflected both the strategic focus on clinical training, and the wider OLL philosophy in action. LLU continues to develop its physical campus and health care delivery infrastructure, including the opening of a new hospital, to ensure the highest standards of clinical and academic excellence are achieved.

### **Component 9: Reflection and Plans for Improvement**

Loma Linda University’s self-study was appropriately reflective about areas for ongoing development and improvement. In this regard, the “One Loma Linda” approach served as a philosophical as well as a practical, strategic and tactical framework in a university-wide campaign for change. The broad engagement in various analyses of the standards, and across the university’s theme elements, was notable. Specifically, in regard to the standards, the institution noted: “Reflecting on the level of adherence to the Commission Standards, the following issues emerged: assessment of co-curricular activities, assessment of student services, enrollment stability and growth, timely financial reporting, distance education, and student success metrics within demographic groups” (Institutional Report, page 20). Several plans for the ongoing development and improvement in these areas were shared both in the documentation (for example, the Online Program Transformation), and extensively during the visit, and these and others are explicitly built into the institution’s draft of its new strategic plan. Given the importance of the strategic plan in addressing these plans for improvement and continuously moving LLU toward meeting its mission and goals, the team believes that it is critically important for the University to continue to develop and implement a deep, integrated, and transformative enterprise-wide strategic and tactical plan for 2021-25. (CFR 4.6) Such planning will be essential to maintain current momentum and that needed to meet future challenges.

## **SECTION III – FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS**

The team recognized the entire *One Loma Linda* community for their engagement during the accreditation visit and their commitment to the WSCUC accreditation process. As demonstrated throughout its self-reflective and thoughtful Institutional Report, its numerous items of documentation and evidence, and the interviews and meetings during the team’s visit, Loma Linda fulfilled the intended outcomes of the Thematic Pathway for Reaffirmation review.

### **COMMENDATIONS**

The team commends Loma Linda for:

1. A deep focus on enacting the institutional mission and vision, particularly through its commitment to Whole Person Care and Mission Focused Learning, with an ethos of devotion and service to learners, employees, and communities.
2. The intentionality, progress, and attention to One Loma Linda, revealing a united purpose throughout the institution, from learners to the president.

3. The initiatives and future plans for furthering diversity, equity, and inclusion, including the work of the Diversity Council.
4. Well-designed, data-informed systems and processes that foster a culture of continuous improvement in its educational programs, including consistent, rigorous program reviews and assessments of student learning at multiple levels.
5. The institution's theme of service locally and globally: The Global Health Institute, the Institute for Community Partnerships, the Students for International Mission Service (SIMS), and Community-Academic Partners in Service (CAPS) combine to offer learners a rich experience through their work with underserved local and global communities.
6. Its ability to collaborate and quickly mobilize a comprehensive response to COVID-19, including support from the Educational Technology Services team in the transition to remote emergency instruction; student support for clinical placements; supply chain continuity; testing and contact tracing; and maintaining didactic and clinical environments.
7. Excellent learner outcomes, as evidenced by their graduation rates, employment success, initial compensation, and alumni satisfaction.

## **RECOMMENDATIONS**

The team recommends that the institution:

1. Continue the development and implementation of a deep, integrated, and transformative enterprise strategic and tactical plan for 2021-25. (CFR 4.6)
2. Refine the composition of the Board to include additional expertise, background, and perspectives in the patient experience, corporate finance, advancement, and global marketing. (CFR 3.9)
3. Promote financial sustainability by continuing to explore opportunities for further consolidation, alignment, and research growth; monitoring and adjusting the existing mix of programs and selection of new programs; and preparing for competition, innovation, and systemic trends in research, higher education, and health care. (3.4)
4. Ensure that concrete succession plans are in place, particularly for university leadership, to promote continuity and long-term institutional success. (CFRs 3.1; 3.7)
5. Continue to engage and address the needs of the diverse communities served, considering structural racism, social determinants of health, and economic factors affecting health outcomes. (CFR 4.5)

## APPENDICES

The report includes the following appendices:

- A. Federal Compliance Forms
  - 1. Credit Hour and Program Length Review
  - 2. Marketing and Recruitment Review
  - 3. Student Complaints Review
  - 4. Transfer Credit Review
- B. Distance Education Review, as appropriate

The Off-Campus Locations Review was postponed until a later date due to COVID-19 restrictions.

### FEDERAL COMPLIANCE FORMS

#### 1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Under federal regulations, WSCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

##### **Credit Hour - §602.24(f)**

The accrediting agency, as part of its review of an institution for renewal of accreditation, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

- (1) The accrediting agency meets this requirement if-
  - (i) It reviews the institution's-
    - (A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and
    - (B) The application of the institution's policies and procedures to its programs and coursework; and
  - (ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.
- (2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in the evaluation.

**Credit hour** is defined by the Department of Education as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

See also WASC Senior College and University Commission's Credit Hour Policy.

**Program Length - §602.16(a)(1)(viii)**

Program length may be seen as one of several measures of quality and as a proxy measure for scope of the objectives of degrees or credentials offered. Traditionally offered degree programs are generally approximately 120 semester credit hours for a bachelor's degree, and 30 semester credit hours for a master's degree; there is greater variation at the doctoral level depending on the type of program. For programs offered in non-traditional formats, for which program length is not a relevant and/or reliable quality measure, reviewers should ensure that available information clearly defines desired program outcomes and graduation requirements, that institutions are ensuring that program outcomes are achieved, and that there is a reasonable correlation between the scope of these outcomes and requirements and those typically found in traditionally offered degrees or programs tied to program length.

*Rev 03/2015*

## 1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? YES
	If so, where is the policy located? The policy is located in multiple locations, in the catalog, faculty handbook, and the University's policy tech where all policies are housed.
	Comments: <a href="https://home.llu.edu/sites/home.llu.edu/files/2020-08/fh-2020-with-toc-links.pdf#page=180">https://home.llu.edu/sites/home.llu.edu/files/2020-08/fh-2020-with-toc-links.pdf#page=180</a> <a href="http://llucatalog.llu.edu/about-university/academic-policies-information/academic-credit/">http://llucatalog.llu.edu/about-university/academic-policies-information/academic-credit/</a>
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? YES
	If so, does the institution adhere to this procedure? YES
	Comments: Link to Faculty Handbook: <a href="https://home.llu.edu/sites/home.llu.edu/files/2020-08/fh-2020-with-toc-links.pdf#page=180">https://home.llu.edu/sites/home.llu.edu/files/2020-08/fh-2020-with-toc-links.pdf#page=180</a> <a href="http://llucatalog.llu.edu/about-university/academic-policies-information/academic-credit/">http://llucatalog.llu.edu/about-university/academic-policies-information/academic-credit/</a>
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? YES
	Comments: The course schedule shows the term of the courses, the days and times that the courses meet, the instructor and the number of units. <a href="https://home.llu.edu/course-schedule?combine=&amp;subj=All&amp;coll=All&amp;dept=All&amp;term=3809&amp;ccsl=All&amp;camp=All">https://home.llu.edu/course-schedule?combine=&amp;subj=All&amp;coll=All&amp;dept=All&amp;term=3809&amp;ccsl=All&amp;camp=All</a>
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? 9
	What kind of courses (online or hybrid or both)? Both
	What degree level(s)? <input checked="" type="checkbox"/> AA/AS <input checked="" type="checkbox"/> BA/BS <input checked="" type="checkbox"/> MA <input checked="" type="checkbox"/> Doctoral
	What discipline(s)? Medical Radiography, Dental Hygiene, Nursing, Occupational Therapy, Dentistry, Medicine, Information Management
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? YES
	Comments: Link to C2 dashboard CFR: <a href="https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/Documents/OEE%20Documents/Narratives%20and%20Links%20for%20CFRs.pdf?CT=1600187368533&amp;OR=ItemsView#page=5">https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/Documents/OEE%20Documents/Narratives%20and%20Links%20for%20CFRs.pdf?CT=1600187368533&amp;OR=ItemsView#page=5</a>

	<p>Links to individual syllabi below:</p> <p><a href="https://llu0-my.sharepoint.com/:w:/r/personal/kdavis_llu_edu/layouts/15/Doc.aspx?sourcedoc=%7BED2D8B20-5C95-44C7-BCF0-2CEAD8BD03BA%7D&amp;file=502%20Pro%20Foundations%20II%20Syllabus-Fall%202018.doc&amp;action=default&amp;mobileredirect=true&amp;cid=c965470f-d60c-4913-bafb-07591c02eb8b">https://llu0-my.sharepoint.com/:w:/r/personal/kdavis_llu_edu/layouts/15/Doc.aspx?sourcedoc=%7BED2D8B20-5C95-44C7-BCF0-2CEAD8BD03BA%7D&amp;file=502%20Pro%20Foundations%20II%20Syllabus-Fall%202018.doc&amp;action=default&amp;mobileredirect=true&amp;cid=c965470f-d60c-4913-bafb-07591c02eb8b</a></p> <p><a href="https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/Documents/OEE%20Documents/DNES794SyllabusSp19-FINAL-1.pdf?csf=1&amp;e=SHn2zY&amp;cid=7969a5f3-3daf-4309-a461-6262d1cada09">https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/Documents/OEE%20Documents/DNES794SyllabusSp19-FINAL-1.pdf?csf=1&amp;e=SHn2zY&amp;cid=7969a5f3-3daf-4309-a461-6262d1cada09</a></p> <p><a href="https://llu0-my.sharepoint.com/:w:/r/personal/kdavis_llu_edu/layouts/15/Doc.aspx?sourcedoc=%7BD0423F44-6B09-42B0-96D3-C90E8491F456%7D&amp;file=NGRD%20606%20Admin%20Prac%20Spring%202019.doc&amp;action=default&amp;mobileredirect=true">https://llu0-my.sharepoint.com/:w:/r/personal/kdavis_llu_edu/layouts/15/Doc.aspx?sourcedoc=%7BD0423F44-6B09-42B0-96D3-C90E8491F456%7D&amp;file=NGRD%20606%20Admin%20Prac%20Spring%202019.doc&amp;action=default&amp;mobileredirect=true</a></p> <p><a href="https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/Documents/OEE%20Documents/NRSG%2017_F19_CANVAS-1.pdf?csf=1&amp;e=2jqtGs&amp;cid=486b1702-93f7-4e91-8699-38a832397cdb">https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/Documents/OEE%20Documents/NRSG%2017_F19_CANVAS-1.pdf?csf=1&amp;e=2jqtGs&amp;cid=486b1702-93f7-4e91-8699-38a832397cdb</a></p> <p><a href="https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/Documents/OEE%20Documents/DNHY%20321L%20-%20Syllabus%202018.pdf?csf=1&amp;e=OqhDrk&amp;cid=34b0b4d4-d5c4-4565-b391-0e11bda5624d">https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/Documents/OEE%20Documents/DNHY%20321L%20-%20Syllabus%202018.pdf?csf=1&amp;e=OqhDrk&amp;cid=34b0b4d4-d5c4-4565-b391-0e11bda5624d</a></p> <p><a href="https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/Documents/OEE%20Documents/RTCH%20285%20Syllabus%20Summer%202019%20CRN%2010457.pdf?csf=1&amp;e=SQLoN0&amp;cid=68a36376-bde3-4a83-bb72-62abaf2483f1">https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/Documents/OEE%20Documents/RTCH%20285%20Syllabus%20Summer%202019%20CRN%2010457.pdf?csf=1&amp;e=SQLoN0&amp;cid=68a36376-bde3-4a83-bb72-62abaf2483f1</a></p> <p><a href="https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/layouts/15/onedrive.aspx?id=%2Fpersonal%2Fkdavis%5Fllu%5Fedu%2FDocuments%2FOEE%20Documents%2FHCAD%20409%20Syllabus%5FSUM19%2Epdf&amp;parent=%2Fpersonal%2Fkdavis%5Fllu%5Fedu%2FDocuments%2FOEE%20Documents">https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/layouts/15/onedrive.aspx?id=%2Fpersonal%2Fkdavis%5Fllu%5Fedu%2FDocuments%2FOEE%20Documents%2FHCAD%20409%20Syllabus%5FSUM19%2Epdf&amp;parent=%2Fpersonal%2Fkdavis%5Fllu%5Fedu%2FDocuments%2FOEE%20Documents</a></p> <p><a href="https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/layouts/15/onedrive.aspx?id=%2Fpersonal%2Fkdavis%5Fllu%5Fedu%2FDocuments%2FOEE%20Documents%2FHCAD%20409%20Syllabus%5FSUM19%2Epdf&amp;parent=%2Fpersonal%2Fkdavis%5Fllu%5Fedu%2FDocuments%2FOEE%20Documents">https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/layouts/15/onedrive.aspx?id=%2Fpersonal%2Fkdavis%5Fllu%5Fedu%2FDocuments%2FOEE%20Documents%2FHCAD%20409%20Syllabus%5FSUM19%2Epdf&amp;parent=%2Fpersonal%2Fkdavis%5Fllu%5Fedu%2FDocuments%2FOEE%20Documents</a></p> <p><a href="https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/layouts/15/onedrive.aspx?id=%2Fpersonal%2Fkdavis%5Fllu%5Fedu%2FDocuments%2FOEE%20Documents%2F2020%20Syllabus%20HCBL%20471%2Epdf&amp;parent=%2Fpersonal%2Fkdavis%5Fllu%5Fedu%2FDocuments%2FOEE%20Documents">https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/layouts/15/onedrive.aspx?id=%2Fpersonal%2Fkdavis%5Fllu%5Fedu%2FDocuments%2FOEE%20Documents%2F2020%20Syllabus%20HCBL%20471%2Epdf&amp;parent=%2Fpersonal%2Fkdavis%5Fllu%5Fedu%2FDocuments%2FOEE%20Documents</a></p>
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Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g.,	<p>How many syllabi were reviewed? 5</p> <p>What kinds of courses? Courses with lab and clinical components.</p> <p>What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral</p> <p>What discipline(s)? Medical Radiography, Dental Hygiene, Nursing, Occupational Therapy, Dentistry</p>
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internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i>	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? YES
	Comments: Above links show this information.
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? 5
	What kinds of programs were reviewed? Pathologist Assistant, Dentistry, Medicine, Nursing, Health Informatics
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)? Medical Radiography, Dental Hygiene, Nursing, Occupational Therapy, Health Informatics
	Does this material show that the programs offered at the institution are of a generally acceptable length? YES
	Comments: Program Descriptions: <a href="http://llucatalog.llu.edu/medicine/pathology/path-assistant-mhs/">http://llucatalog.llu.edu/medicine/pathology/path-assistant-mhs/</a> <a href="http://llucatalog.llu.edu/dentistry/dds/">http://llucatalog.llu.edu/dentistry/dds/</a> <a href="http://llucatalog.llu.edu/medicine/medicine/">http://llucatalog.llu.edu/medicine/medicine/</a> <a href="http://llucatalog.llu.edu/nursing/graduate/ms/">http://llucatalog.llu.edu/nursing/graduate/ms/</a> <a href="http://llucatalog.llu.edu/allied-health-professions/health-informatics-ms/">http://llucatalog.llu.edu/allied-health-professions/health-informatics-ms/</a>  Undergraduate Course of Record link: <a href="https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/Documents/OEE%20Documents/UG%20COR%20GEOL%20316%20Mineralogy.pdf?CT=1600099935131&amp;OR=ItemsView">https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/Documents/OEE%20Documents/UG%20COR%20GEOL%20316%20Mineralogy.pdf?CT=1600099935131&amp;OR=ItemsView</a> Graduate Course of Record link: <a href="https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/Documents/OEE%20Documents/Grad%20COR%20GEOL%20517%20Modern%20Carbonate%20Systems.pdf?CT=1600100151843&amp;OR=ItemsView">https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/Documents/OEE%20Documents/Grad%20COR%20GEOL%20517%20Modern%20Carbonate%20Systems.pdf?CT=1600100151843&amp;OR=ItemsView</a>

*Review Completed By: Melanie Booth, Assistant Chair*

*Date: October 23, 2020*

## 2 - MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation\*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? YES
	Comments: <a href="https://alliedhealth.llu.edu/admissions/allied-health-program-brochures">https://alliedhealth.llu.edu/admissions/allied-health-program-brochures</a> <a href="https://home.llu.edu/programs">https://home.llu.edu/programs</a>

	<a href="https://home.llu.edu/programs/dental-hygiene-bs">https://home.llu.edu/programs/dental-hygiene-bs</a>
Degree completion and cost	Does the institution provide information about the typical length of time to degree? YES
	Does the institution provide information about the overall cost of the degree? YES
	Comments: Above links provide this information
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? YES
	Does the institution provide information about the employment of its graduates, as applicable? YES
	Comments: Above links provide this information

\*§602.16(a)(1)(vii)

\*\*Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

*Review Completed By: Melanie Booth, Assistant Chair  
Date: October 23, 2020*

**3 - STUDENT COMPLAINTS REVIEW FORM**

Under federal regulation\*, WSCUC is required to demonstrate that it monitors the institution’s student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? YES
	If so, is the policy or procedure easily accessible? Is so, where? Faculty Handbook, Student Handbook
	Comments: Student grievance Policy in CFR 1.6 & 1.7 (bottom of page) <a href="https://home.llu.edu/sites/home.llu.edu/files/2020-08/Student-Handbook-2020-2021.pdf#page=86">https://home.llu.edu/sites/home.llu.edu/files/2020-08/Student-Handbook-2020-2021.pdf#page=86</a>
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? YES
	If so, please describe briefly: The grievance procedures are published in the faculty and student handbooks. Grievances are first resolved at the school level and if not resolved at this level they move to the provost’s office and reviewed by legal counsel if necessary.
	If so, does the institution adhere to this procedure? YES
Records	Does the institution maintain records of student complaints? YES If so, where? In the Dean’s office at the school level and in the provost’s office.
	Does the institution have an effective way of tracking and monitoring student complaints over time? YES If so, please describe briefly: Records are recorded as they occur in the appropriate office and kept for at least six years.
	Comments: <a href="https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/Documents/OEE%20Documents/Student%20Complaint%20Record%20from%202010%20through%202019.pdf?CT=1583250525809&amp;OR=ItemsView">https://llu0-my.sharepoint.com/personal/kdavis_llu_edu/Documents/OEE%20Documents/Student%20Complaint%20Record%20from%202010%20through%202019.pdf?CT=1583250525809&amp;OR=ItemsView</a>

\*§602-16(1)(1)(ix)

See also WASC Senior College and University Commission’s Complaints and Third Party Comment Policy.

*Review Completed By: Melanie Booth, Assistant Chair*

*Date: October 23, 2020*

**4 – TRANSFER CREDIT POLICY REVIEW FORM**

Under federal regulations\*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices accordingly.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? YES
	If so, is the policy publicly available? YES If so, where? On the University’s website, transfer credit and admissions procedures, in the catalog and on recruitment brochures.
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? YES
	Comments: <a href="https://alliedhealth.llu.edu/admissions/transfer-patterns/transferring-your-credits">https://alliedhealth.llu.edu/admissions/transfer-patterns/transferring-your-credits</a> <a href="https://alliedhealth.llu.edu/admissions/transfer-patterns/transfer-information">https://alliedhealth.llu.edu/admissions/transfer-patterns/transfer-information</a> <a href="https://alliedhealth.llu.edu/admissions/transfer-patterns">https://alliedhealth.llu.edu/admissions/transfer-patterns</a> <a href="https://home.llu.edu/sites/home.llu.edu/files/2020-08/fh-2020-with-toc-links.pdf#page=186">https://home.llu.edu/sites/home.llu.edu/files/2020-08/fh-2020-with-toc-links.pdf#page=186</a> <a href="https://home.llu.edu/sites/home.llu.edu/files/2020-08/fh-2020-with-toc-links.pdf#page=193">https://home.llu.edu/sites/home.llu.edu/files/2020-08/fh-2020-with-toc-links.pdf#page=193</a>

\*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

- (1) Are publicly disclosed in accordance with 668.43(a)(11); and
- (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission’s Transfer of Credit Policy.

*Review Completed By: Melanie Booth, Assistant Chair*  
*Date: October 23, 2020*

## DISTANCE EDUCATION REVIEW

*Review Completed By: Melanie Booth, Assistant Chair*

*Date: October 23, 2020*

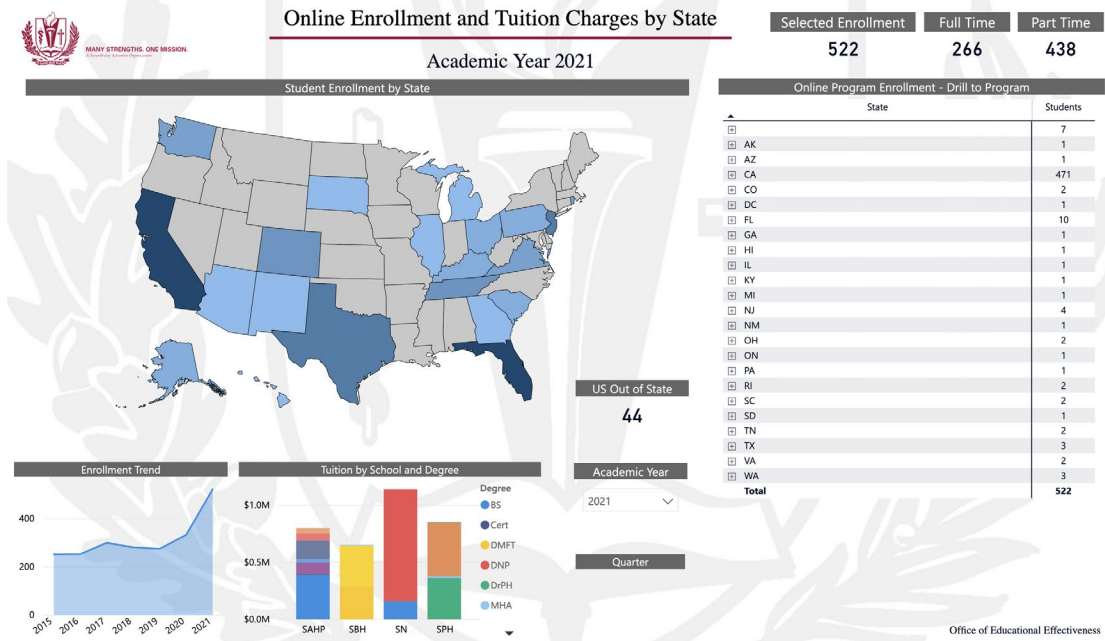
### 1. Programs and courses reviewed

- a. Undergraduate
  - i. School of Allied Health - HLIN334 21082 CLIN CLASSIFICATION SYSTEMS (21082)
  - ii. School of Nursing - RN to BSN = NRSG415 11053 CMTY MENTAL HEALTH NURSING
- b. Graduate
  - i. SAHP – MS - HLIF575 40453 Capstone and Special Topics in Health Informatics
  - ii. School of Behavioral Health - MFTH605 40119 ADV QUANTITATIVE METHODS
- c. Professional
  - i. SBH - PHCJ 616 W19 [On campus & Online] Administrative Systems in Agency Management. (30962 & 30963)
  - ii. SPH - MPH - PCOR502 30953 Online
  - iii. Professional Doctorate
    - 1. SAHP - DPT - AHCJ564 30135 COLLABORATIVE LEARN/HIGHER ED
    - 2. DrPH - PHCJ795 40899 PHCJ 795 Applied Practice
    - 3. SR – Required Religion Course for PharmD students: RELT706 10981 - ADVENTIST BELIEFS AND LIFE (10981) - Different iterations of a wide selections are offered to the programs and schools.

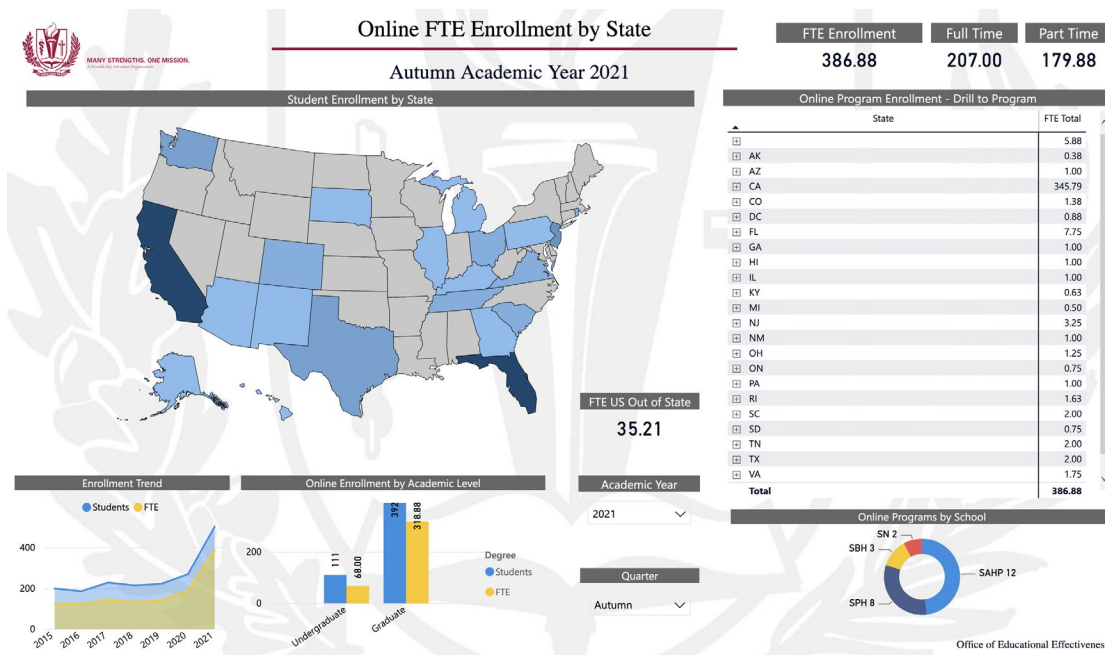
### 2. Background Information (number of programs offered by distance education; degree levels; FTE enrollment in distance education courses/programs; history of offering distance education; percentage growth in distance education offerings and enrollment; platform, formats, and/or delivery method)

There are 24 online programs covering undergraduate, graduate, and professional degrees and certificates from five of LLU's eight schools.

## Online Enrollment Headcount and by State



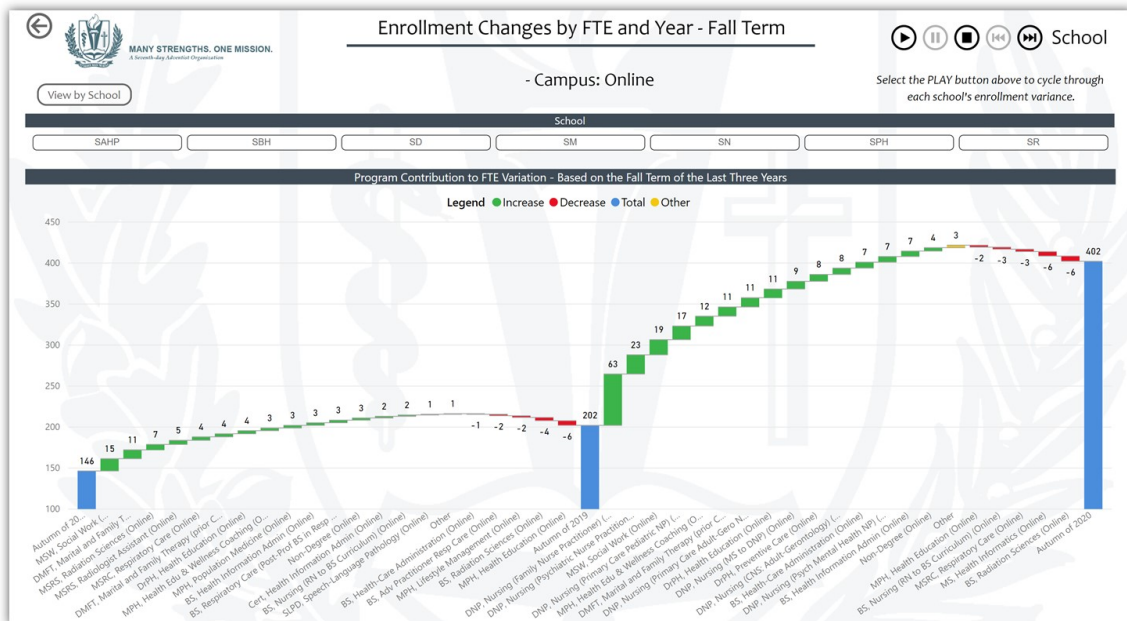
## Online Enrollment Full-time and Part-time and Undergraduate/Graduate



## History of Offering Distance Education

**Ten Years of Distance Education at LLU.** Distance education at Loma Linda University started with one pioneer online program in 1995. The next two DE programs were not added until 10 years later. During the following ten years thirteen additional online programs were added from various schools. However, in the past five years, eight new distance education programs were approved and implemented; one online program has been closed. LLU now has a total of 24 academic degree and certificate online programs. (See [WSCUC List of Approved LLU Distance Education Programs](#))

## Year over Year Enrollment Changes – Fall Quarter, Academic Years 2020-2021



## Platform, Formats, and/or Delivery Method

LLU's LMS is Canvas for asynchronous education and for enhancing f2f education as well. There are programs that do synchronous online with Canvas for all course functions such as course materials, syllabus, grades, quizzes, posting videos, and more. Sometimes they also do asynchronous discussions in Canvas even though they meet in Zoom. There are a few programs that are hybrid with a f2f component like the School of Nursing's DNP where the students come onto campus for a part of each quarter.

### 3. Nature of the review (material examined and persons/committees interviewed)

A draft of this document created by the Office of Educational Effectiveness, its linked documents, and its linked sites and courses were reviewed and verified to complete this review. Additionally, the reviewer met with staff in the Office of Educational Effectiveness, which oversees distance education, in addition to the Educational Technology Services staff and members of the Distance

Education Committee to discuss distance education at Loma Linda University. Furthermore, the TPR report described in detail the institution's focused development of distance education and desire for improvements.

## **Observations and Findings**

Sufficient evidence established no concerns about LLU's focus on a quality distance education experience for its students, particularly in light of its need to quickly pivot to remote emergency instruction in spring 2020 with the onset of COVID-19.

### **1. Fit with Mission.**

#### **a. How does the institution conceive of distance learning relative to its mission, operations, and administrative structure?**

- i. **Mission.** LLU has developed [Mission Focused Learning Standards for Course Design](#) that are applicable for both f2f and online courses. While not all courses have addressed these standards yet, many have and most of the rest are working on it.
- ii. **Operations.** [Educational Technology Services](#) (ETS) supports the operations of distance education and face-to-face educational technology needs at the university.
- iii. **Administrative structure.** The Associate Provost is responsible for distance education through the virtual Division of Extended Education (DoEE)—distance education and extended campuses. She works closely with ETS. Although the Provost is ultimately responsible, major decisions and recommendations are brought to Deans Council, since the schools are largely independent. Schools are responsible for the curriculum, but the university is responsible for guiding all things related to the design and delivery of online education.

#### **b. How are distance education offerings planned, funded, and operationalized?**

- i. **Planning and Funding.** The Schools and Departments plan and fund distance education programs and courses, while the university via Educational Technology Services funds and guides the delivery of those programs and courses. In some ways, the schools help to pay for the operationalization of delivery through the university "tax" that they all pay.
- ii. **Operationalizing.** ETS is a small department so cannot do all the actual course design and development, but it does all it can to support faculty as they design and develop their courses.
  1. DoEE and ETS along with teams of DE faculty developed the Online Program Transformation (OPT) process where various tools, supports, and guidance are provided to help programs upgrade the courses and program quality by meeting the LLU Online Course Standards: [Quality Matters](#) and [Mission Focused Learning Standards for Course Design](#). For example, ETS does regular trainings and private consultations in addition to having created a course template for Canvas, LLU's Learning Management System where the faculty member does not have to learn how to code to do good instructional design, make it attractive, and/or easy to navigate. ETS will make requested style and structure changes for a school, department, or program. In addition, an outcome of this quality improvement program the Course Development Tool was created using some of the OPT resources and plans. It has just become

available and should make designing and developing online courses much better and faster while improving the quality as well.

2. Although our ETS team and Assoc. Provost were able to prepare the f2f faculty to move online in Emergency Remote Teaching in just over two weeks—the last week of winter quarter and spring break. Thus, all f2f students and faculty began spring quarter online and stayed there all quarter.
3. To prepare for summer quarter faculty were encouraged to take one of two preselected Quality Matters courses, and when preparing for the fall, winter, and spring courses LLU contracted with Ellucian for a year to teach all faculty and to support them in developing all the courses they will be teaching online. Typically, when faculty get training to teach distance education, their f2f teaching improves as well.

## **2. Connection to the Institution.**

### **a. How are distance education students integrated into the life and culture of the institution?**

- i. All f2f students are required to attend University@Worship— chapel—meets on most Wednesdays, 11:00-11:50 am; although in some four-year programs such as MD, the students are mainly in the hospital in the third year and then doing outside rotations around the country in the fourth year so are excused from this requirement in those years. The services are streamed live for all to watch no matter where they may be. For those who work or are in different time zones, all the live streams are recorded and saved to the archives for our online students and others including faculty and staff to access on demand.
- ii. LLU has a chaplain whose responsibility includes distance education students; however, they have not been able to implement all the support and plans due to limited resources.
- iii. Service is part of MFL; consequently, LLU requires that every student, in every program, at every level—no matter the delivery modality—must take a service-learning course as a graduation requirement. DE students are invited to participate in LLU mission trips, and are encouraged to do service locally rather than in CAPS for those on campus.

## **3. Quality of the DE Infrastructure.**

### **a. Are the learning platform and academic infrastructure of the site conducive to learning and interaction between faculty and students and among students? Is the technology adequately supported?**

- i. LLU uses Instructure Canvas as its learning management platform. This infrastructure provides a targeted environment for interactions between students and faculty and student-to-student interactions as well. This system is supported by ETS with a limited staff who address on-campus needs and issues; Canvas is hosted by Instructure in the cloud.
- ii. Center for Excellence in Teaching and Learning is provided for all faculty and staff including f2f and distance education. LLU plans to grow it significantly.

### **b. Are there back-ups?**

- i. LLU not only backs up their data in the cloud constantly but LLU also has a duplicate local site that mirrors the cloud for emergency purposes.

#### **4. Student Support Services**

##### **a. What is the institution's capacity for providing advising, counseling, library, computing services, academic support and other services appropriate to distance modality?**

- i. Advising students is done through the program as the programs are each unique. [Student counseling](#) is available for f2f students who pay fees that cover health insurance; but online students do not pay these fees that also cover other things including full f2f access to our [Drayson Center](#) to promote health and wellness. However, some of Drayson's resources are available for online students such as [Fitness on Demand workout videos](#). DE students have full access to the [LLU Library](#) with its large digital holdings and can get help from our librarians when needed. Some computing services are available through the IT department. Academic support comes through a variety of ways including the many [LLU Student Services](#) plus student support through the programs, schools, and ETS.

##### **b. What do data show about the effectiveness of the services?**

- i. LLU provided Climate Survey comparative findings for face-to-face students and online students' responses. There was a notable improvement in 2020 results for online students, from 3.62 on a 5 point scale in 2019 to 4.20 in 2020 (compared to 3.73 in 2019 and 3.74 in 2020 for face to face students). The institution commented that "The School of Public Health has the most robust student support services of all the five schools that have online programs with a coach approach to support the students. It is LLU's goal to develop more consistent student support services across the university for all online students."

#### **5. Faculty.**

##### **a. Who teaches the courses, e.g., full-time, part-time, adjunct?**

- i. LLU's online courses are taught by full-time, part-time, and adjunct faculty.

##### **b. Do they teach only online courses?**

- i. Some adjuncts are contracted to teach only online, but most full-time online course instructors teach both f2f and online.

##### **c. In what ways does the institution ensure that distance learning faculty are oriented, supported, and integrated appropriately into the academic life of the institution?**

- i. The Online Program Transformation (OPT) process was developed to help the distance education program faculty and adjuncts to be trained to meet the LLU standards to improve the course design and delivery all to promote student success. Although didn't have the time to mature as anticipated, because it was in place when the COVID-19 pandemic hit, they were better prepared to immediately get faculty and adjuncts prepared to move their f2f courses to Emergency Remote Teaching. They did a pretty good job overall, but then wanted to ensure that everyone was getting deeper training than what they could provide in the little over two-week transition.
- ii. Within a year or so before the COVID-19 pandemic hit, they strongly encouraged faculty to take one of two selected Quality Matters courses (2-week course, 8-10 hours of work per week) applicable to their DE teaching experience. Early in the summer they found a more comprehensive solution to

our goal of improving online education. After carefully evaluating eligible options for dedicated training for faculty, LLU hired Ellucian for one year to conclude in August 2021. This will help faculty to develop excellent online courses and online teaching skills. Ellucian offers many services including an 8-week course, personal consultations to help faculty regarding distance education course design, instruction, and more. Faculty can opt to take the course in a synchronous or asynchronous format to better meet their personal needs.

- iii. The institution ensures that distance learning faculty are oriented, supported, and integrated by: Making resources available through the “Excellence in Teaching and Learning Center,” workshops, school orientations, and online workshops for faculty.

**d. How are faculty involved in curriculum development and assessment of student learning?**

- i. Online faculty are involved in all the same ways that f2f faculty are in curriculum development. Faculty develop their own online courses since no service exists to do this for them. Once they learn how to align learning outcomes to all the key parts of the course, how to ensure that they are meeting the credit hour requirements, how to integrate MFL, and more, they can develop other courses much more easily.
- ii. Several years ago, two schools wanted to jumpstart their existing programs by contracting to outside companies. The VP for IS led a small team to vet four companies that were somewhat like Online Program Management companies that usually require a hefty tuition-sharing contract (50-60% or more) for ten years with no upfront investment but instead had a fee for services model. Two companies were selected from which the schools and programs could make their choice. The School of Public Health (SPH) selected Higher Learning Partners from Regis University, while the School of Nursing (SN) selected ByDesign. SPH was developing the courses to be online for both f2f and online students in a new integrated curriculum model that their accreditor was requiring. Higher Learning Partners did a great job of helping them, and SN was wanting to do a complete remodel of their online RN to BS program with ByDesign. Both programs made huge changes and because the faculty had to work closely with the companies, they become on-campus experts who were willing to share what they learned with others.
- iii. All programs regardless of delivery modality must assess their students’ success and track results. LLU requires annual submission of assessment results of the Institutional Learning Outcomes (ILOs) based on the program’s Assessment Matrix. Programs also assess their Program Learning Outcomes, track Board pass rates, and more to monitor student success.

**e. How are faculty trained and supported to teach in this modality?**

- i. All faculty are trained and supported to teach in this modality. All online faculty—and now the f2f faculty as well—the opportunity to take courses for online teaching through Quality Matters – Beginning Your Course Online and Improving Your Course Online. Faculty also can take course by through ETS by Ellucian. The University is paying for this instruction.

**6. Curriculum and Delivery.**

- a. **Who designs the distance education programs and courses?**
  - i. Curriculum development resides in the schools and programs.
  - ii. Distance education (DE) programs design curriculum in their respective schools and the courses. Educational Technology Services (ETS) guides the development of online course delivery design and teaching strategies with the faculty.
- b. **How are they approved and evaluated?**
  - i. New online program proposals begin in the schools where there are multiple review and approval points that must be voted to move forward before beginning LLU's process that begins with multiple checkpoints along the way including a review of the Program Assessment Plan, adequate financial budget proposal, etc. Then there is a joint committee review of the proposal to evaluate the delivery modality: Digital Education Committee and the Learning and Technology Committee. The joint review makes sure that the key areas of successful online programs are present, etc., and give guidance where improvements should be made. If the recommendations are minor, they will be approved to move on. If the recommendations are numerous or significant, then the program director must make the changes and bring them back to the joint committees for a final review. The new online program must be approved by the joint committees before it can move forward to the University Academic Affairs Committee for final approval before going to the President's Committee and on to the Board.
- c. **Are the programs and courses comparable in content, outcomes and quality to on-ground offerings? (Submit credit hour report.)**
  - i. There are nine degree-level programs that have both f2f and online versions. A sample of an ILO analysis for one of them is provided below: Health Information Administration – BS.
  - ii. **New modality delivery.** When a f2f program proposes to offer an online version of the program, they must complete the WSCUC/LLU distance education template, which is WSCUC's plus we add more for LLU. One of the things they must indicate whether the curriculum is the same or different than the f2f program. At each step of the process they are told to keep the curriculum and the assessment the same, so they can ensure that the online students are getting the equivalent education as the f2f students. Of course, the online version would need to present the curriculum differently but only in ways that make it more accessible for online learners largely in asynchronous learning environments.
  - iii. **Program review.** LLU's programs that have both a f2f version and online version of a program may have either the same director or different directors. Each program delivery modality must do LLU's program review process, if the programs are not professionally accredited. This also ensures the quality of the online program.

## **7. Retention and Graduation.**

- a. **What data on retention and graduation are collected on students taking online courses and programs?**
  - i. All online programs are tracked for both graduation rates and completion rates.
- b. **What do these data show?**

- i. Online completion rates overall tend to be lower but programs with both modalities tend to be on par.
- c. **What disparities are evident?**
  - i. Black students tend to have a lower graduation rate but the number enrolled in online courses is very low.
- d. **Are rates comparable to on-ground programs and to other institutions' online offerings?**
  - i. While online graduation rates tend to be lower than F2F programs at LLU, the rates are still considered good in comparison to other online programs at other institutions. [Link](#)
- e. **If any concerns exist, how are these being addressed?**
  - i. All curricular problems are addressed within the schools most typically in programs and departments. The University provides many Power BI dashboards that can help program directors, faculty, and department chairs better understand how the online and f2f programs are doing including student success factors.

## **8. Student Learning.**

- a. **How does the institution assess student learning for online programs and courses?**
  - i. Through regular processes as required by program accreditors and/or by the university.
  - ii. Both f2f and online programs report student learning through the Assessment Management System (AMS) and can be analyzed in Power BI.
- b. **Is this process comparable to that used in on-ground courses?**
  - i. Yes. It is identical.
- c. **What are the results of student learning assessment?**
  - i. A recent (2020) analysis of ILOs in the online and f2f Health Informatics BS was shared, revealing that for most of the learning outcomes, the students in each modality performed the same. In some years, however, although success criteria were met, there seems to be a slightly lower percentage in the online modality than in the on-campus modality. However, the sample size is small at this point; too small to consider the difference a significant one, but this analysis is important for improving student learning in both modalities. The institution identified interventions to improve online students' outcomes accordingly.
- d. **How do these compare with learning results of on-ground students, if applicable, or with other online offerings?**
  - i. Online completion rates overall tend to be a bit lower but programs with both modalities tend to be on par.

## **9. Contracts with Vendors.**

- a. Are there any arrangements with outside vendors concerning the infrastructure, delivery, development, or instruction of courses?
  - i. We have two contracts with consortiums that only have courses from accredited universities:
    1. School of Nursing is part of a consortium from which their students can take a few courses they do not offer.
    2. General Education courses for prerequisites that were not taken before students came to LLU – [OCICU](#) consortium from Regis University. General Education is housed in the School of Allied Health Professions

and is directed by Dr. Tim Seavey, who also is a leader in distance education on campus.

- b. If so, do these comport with the policy on [Contracts with Unaccredited Organizations](#)?
  - i. LLU has not contracted with any OPM; but, yes, we do have two outside vendors as noted above that only deal with courses from fully accredited colleges and universities.

#### **10. Quality Assurance Processes.**

- a. How are the institution's quality assurance processes designed or modified to cover distance education?
  - i. LLU's quality assurance processes are brought together through LLU's Program Review (PR) process and Professional Accreditation. Online programs need to demonstrate their quality through the regular PR process, since they are a regular full program. However, the PR process was modified to meet the unique needs of the online programs by adding various items to the existing process as is covered in the [Program Review Guide](#) (pp. 3-6); other resources for both online and f2f programs are also available at the [OEE Program Review website](#).
  - ii. Online course design and online instruction have their own unique LLU standards: [Quality Matters](#). Whereas, both f2f and online have [MFL Standards for Course Design](#). F2F quality assurance processes are largely housed at the school level.
  - iii. All online courses must initially be audited by ETS to determine the level of quality and are not entered into the course schedule for students to register if the course has not met the standards.
  - iv. All programs are informed that random audits might be conducted; however, ETS is challenged to perform these audits due a lack of resources.
- b. What evidence is provided that distance education programs and courses are educationally effective?
  - i. LLU monitors programs' quality through the program review process, professional accreditation, and more by the schools who are responsible for the curriculum and by the university through Power BI dashboards.