LOMA LINDA UNIVERSITY

ASSESSMENT GUIDE

Office of Educational Effectiveness

Academic Year 2025-2026

Publishing Note

This **Guide** is updated periodically and made available online. Addendums containing information relevant to the current academic year will also be posted at:

Resource and Contact List

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Introduction

The Loma Linda University Assessment Guide is designed for busy faculty in the following ways:

- Provides essential assessment information in a quick-to-read format of brief narratives and bullet lists.
- Demystifies how to develop or update a Program Assessment Plan.
- Gives step-by-step directions about how to fill out the three annual reports due at the end of every October:
  - Faculty Portfolio (aka: Faculty Profile and Annual Faculty Report) – all faculty
  - Program Learning Outcome Assessment Report – all programs
  - Annual Action Plan – all programs
- Includes assessment resources in the appendices for those who want to learn more about assessment.
- Offers a glossary for assessment and program review terms used at LLU.
- Provides templates and all the LLU Institutional Learning Outcomes rubrics for easy reference while reading the guide. In addition, all these resources are posted at the Office of Educational Effectiveness' assessment website.

Important Changes

Learning Outcomes

- **Undergraduate Programs:** Must include **core competencies** within their learning outcomes.
- **Graduate Programs:** Must demonstrate the development of both **core** and **professional competencies** appropriate to the level of the degree.
- **Reporting:** Assessment results for both undergraduate and graduate levels are documented and reported under each program's **Program Learning Outcomes (PLOs).**

Formative Assessment

In addition to the required **Summative Assessment** for PLOs, each program must conduct a **Formative Assessment** mid-program.

Relying solely on a summative measure limits the ability to identify and address learning gaps among current students. A **Formative Assessment** provides the opportunity to detect these gaps early, allowing programs to implement instructional adjustments that improve learning outcomes before program completion.

It is expected that student performance on the **Formative Assessment** will generally be lower than on the **Summative Assessment**, as the purpose is diagnostic and improvement-focused rather than final evaluation.

LLU Values and Assessment Strategy

Value Alignment

Value alignment is assessed throughout the academic degree programs within the University appropriate for their disciplines and degrees. The Office of Educational Effectiveness works with these programs to guide their assessment.

How does your program support LLU values?

To assist you in your discovery process, below are **three assessments** for each of **Loma Linda University's seven core values** (Compassion, Excellence, Humility, Integrity, Justice, Teamwork, Wholeness), designed to support student learning and application across programs. Feel free to use some, all, or create others that you feel would help in assessing your program.

Compassion

"Reflects the love of God with respect, mercy, and empathy."

1. **Service-Learning Reflection:**
   Participate in a community outreach or service event. Submit a reflection paper linking your experience to the value of compassion and identifying what you learned about yourself and others.
2. **Empathy Roleplay:**
   Engage in a scenario-based roleplay involving patient/client care. Reflect on how empathy guides your communication and decision-making.
3. **Patient Narrative Assignment:**
   Read or listen to a real-life patient story. Write a response explaining how compassion can be applied in similar cases, referencing LLU's behavioral attributes.

Excellence

"Exceeds expectations with effectiveness, reliability, and efficiency."

1. **Benchmarking Presentation:**
   Research best practices in your field and present a plan for how your unit or department can achieve similar standards of excellence.
2. **Self-Assessment Rubric:**
   Use a rubric aligned with LLU's definition of excellence to evaluate one of your own projects or papers. Write a short improvement plan.
3. **Professional Standards Comparison:**
   Choose a published code of excellence in your field and compare it to LLU's description. Submit a brief written analysis discussing alignments and gaps.

Humility

"Puts self-importance aside for the greater good of others."

1. **Reflective Journal:**
   Write about a time when you listened or collaborated without needing recognition. What did humility look like, and what was the result?

2. **Conflict Resolution Analysis:**
3. Analyze a conflict (real or hypothetical) and describe how humility could help resolve it. Propose specific language or behaviors that support humble collaboration.
4. **Peer Feedback Exercise:**
Exchange assignments with a peer and provide constructive feedback. Then reflect on how you received and incorporated your peer's suggestions.

Integrity
"Carries out actions with honesty and trustworthiness."

1. **Case Study Analysis:**
Analyze a professional ethics case and evaluate the outcomes based on integrity. Explain how alternative decisions might have better aligned with LLU's values.
2. **Code of Conduct Quiz & Reflection:**
Take a quiz based on your program's or profession's code of conduct, then write a reflection on how it supports personal and institutional integrity.
3. **Integrity in Action Log:**
Over one week, record examples where you made (or observed) value-based decisions, including any challenges. Summarize what these moments taught you about integrity.

Justice
"Commits to fostering a welcoming environment."

1. **Equity Audit Report:**
Conduct a mini "justice audit" of a space, process, or policy in your field. Identify how it supports or hinders justice, and make recommendations for improvement.
2. **Diversity Case Discussion:**
Analyze a real case where inequity or bias occurred in health care or education. Discuss how justice could have been promoted through specific actions or policies.
3. **Advocacy Brief:**
Write a short persuasive brief advocating for a policy change or initiative that promotes justice for an underserved or marginalized group.

Teamwork
"Collaborates to achieve a shared purpose."

1. **Team Project with Peer Evaluation:**
Complete a team assignment and submit a peer evaluation. Include a reflection on how team members demonstrated LLU's teamwork behaviors.
2. **Strengths Mapping Activity:**
Map the strengths of your group members using a shared inventory (e.g., CliftonStrengths). Discuss how understanding each other's skills improves collaboration.
3. **Teamwork Communication Scenario:**
Participate in or analyze a simulated team meeting. Identify positive and negative communication practices, and propose improvements based on LLU's values.

Wholeness

"Loved by God, growing in health, living with purpose in community."

1. **Wholeness Wheel Reflection:**
   Use a spiritual/mental/physical/emotional wholeness wheel to self-assess and reflect on areas of balance or imbalance in your life. Propose goals for improvement.
2. **Lifestyle & Purpose Essay:**
   Write a short essay on how your faith, lifestyle choices, and sense of community support your professional purpose. Include specific habits or commitments.
3. **Guided Group Discussion:**
   Participate in a facilitated dialogue on the meaning of wholeness in your field. Submit a reflection connecting discussion points to your own life or learning.

Existing assessments on Mission Focused Learning Outcomes can be used where appropriate.

- **Wholeness**: Students apply the University philosophy of wholeness into their personal and professional lives.
- **Values**: Students integrate LLU's Christ-centered values in their personal and professional lives.

Program Assessment Plan

The program assessment plan consists of three key components:

1. **Program Learning Outcomes (PLOs) with Performance Indicators**
2. **Curriculum Map**
3. **Assessment Matrix**

Together, these tools provide a framework for designing, implementing, and monitoring the program's curriculum, instruction, and assessment processes.

Program Learning Outcomes (PLOs)

All programs are expected to establish clear and measurable **Program Learning Outcomes (PLOs)** that define what students should achieve by the end of the program. Whether you are revising existing PLOs or developing new ones, the process follows the same steps.

What Are Program Learning Outcomes?

Program learning outcomes articulate what students should **learn, know, or be able to do** upon completion of the program. When developing or reviewing PLOs, begin by asking:

"What do we want our students to learn, know, or be able to do by the end of this program?"

The responses to this question form the foundation for identifying and refining your program's outcomes.

Note: Programs with professional accreditation should ensure that their PLOs align with the expectations and requirements of their accrediting body.

Scope and Focus

PLOs should reflect the **broad, overarching goals** of student learning within the program. This is not the place for detailed course-level competencies or objectives. Instead, each course within the program should support at least one PLO, ensuring alignment between course learning and program goals.

Definition

Learning Outcomes: The knowledge, skills, attitudes, values, and other attributes students should be able to demonstrate by the end of the program.
— *Gloria Rogers*

Effective **Program Learning Outcomes (PLOs)** should:

- Build on what already guides the program—formally or informally.
- Be limited to **five to seven** core outcomes.
- Be **clear, concise, and measurable**.
- Include **one to three performance indicators** for each outcome, each of which must be assessed.

Process for Developing Program Learning Outcomes

1. **Review** your program's professional or programmatic competencies.
2. **Condense, combine, and refine** the outcomes into **five to seven** statements that represent the full scope of the program.
3. **Format** the final outcomes in a clear, consistent, and standardized manner.

Example of Standard Format

Learning Outcome: Demonstrate ethical responsibilities.

Performance Indicators:

1. Apply knowledge of the professional code of ethics.
2. Evaluate the ethical dimensions of problems within the discipline.

Using Bloom's Taxonomy

Bloom's Taxonomy offers a range of action verbs that can help strengthen PLO development by clarifying the level of learning expected. Below are several recommended resources to support this process - many additional examples are also available online.

All Three Domains

Blooms Taxonomy, Learning Objectives and Higher Order Thinking https://www.unthsc.edu/center-for-innovative-learning/blooms-taxonomy-learning- objectives-and-higher-order-thinking/

Cognitive Domain

Developing Great Objectives [Outcomes]: New Bloom's Taxonomy (Medical perspective) https://www.evms.edu/education/medical_programs/doctor_of_medicine/instructor_too ls/learning/developing_objectives/blooms_taxonomy/

Performance Indicators for PLOs

Performance Indicators (PIs) describe *how* a learning outcome will be measured. Because each Program Learning Outcome (PLO) can be assessed in multiple ways, each outcome should include **one to three performance indicators** that specify the methods and evidence used to determine achievement.

Programs are responsible for developing their own performance indicators to ensure that assessments align with the program's **disciplinary focus, professional standards, and degree level.**

The Value of Performance Indicators and Collected Data

Performance indicators and the data they generate serve two key purposes:

1. **To focus and motivate** students, faculty, and staff toward achieving measurable results.
2. **To communicate achievements** to university and community stakeholders, as well as to prospective students.
   —*Adapted from USAID Center for Development Information and Evaluation*

The Two Essential Parts of a Performance Indicator

According to Gloria Rogers, each performance indicator should include:

1. **Content Reference:** The specific subject matter or concept being assessed (e.g., steps of the design process, chemical reaction, scientific method).
2. **Action Verb:** A directive that identifies the expected performance (e.g., *list*, *analyze*, *apply*).

Example:
PLO: Students apply the University philosophy of wholeness in their personal and professional lives.
Performance Indicators:
    a. Demonstrate knowledge of LLU's philosophy of wholeness.
    b. Plan and implement a personal strategy for wholeness.

Types of Measures

1. Direct Measures — Assessments based on an analysis of student behaviors, products, or performances that demonstrate mastery of learning outcomes.
Examples include:

- Exit or other interviews
- Standardized exams (when questions are mapped to outcomes)
- Locally developed exams (when questions are mapped to outcomes)
- Portfolios
- Simulations
- Performance appraisals
- External examiner evaluations
- Oral examinations
- Behavioral observations

2. Indirect Measures — Assessments based on perceptions, reflections, or reports about learning rather than direct demonstration.
Examples include:

- Surveys and questionnaires
- Exit or other interviews (can also serve as direct measures, depending on use)
- Archival records
- Focus groups

Principles for Developing Performance Indicators

- Each PLO should include **at least one direct measure.**
- Develop **one to three** performance indicators for each of the program's five to seven PLOs, ensuring alignment with disciplinary and degree-level expectations.

Writing Effective Performance Indicators

1. **Analyze** each learning outcome to determine how it is or could be assessed within the program.
2. **Develop** a statement that identifies both the assessment method and the specific characteristics or behaviors students should exhibit to demonstrate achievement.

Important Note on Unacceptable Assessment Methods

While the following methods are valuable for evaluating student learning, they are **not acceptable** as direct assessments of PLOs:

- Course evaluations
- Grades
- GPAs
- Total or composite test scores (from standardized, program, or course exams)

However, if **specific test questions** are explicitly linked to individual PLOs, those data may be used for assessment. Tools such as **ExamSoft** can track outcomes at the question level, provided there are enough aligned items to adequately assess each outcome.

Developing a Curriculum Map

A **curriculum map** provides a clear framework for aligning program courses with the Program Learning Outcomes (PLOs). It helps faculty organize the curriculum in a logical and intentional manner, ensuring that each course contributes to the achievement of the PLOs.

Curriculum mapping encourages faculty to reflect on what is taught, how learning is assessed, and how each course supports students' progress toward program-level mastery. This process not only strengthens the curriculum but also helps ensure the program remains aligned with its PLOs and the mission of Loma Linda University (LLU).

Steps for Preparing a Curriculum Map

To create a curriculum map in table format:

1. **List the 5–7 PLOs** across the top row of the table.
2. **List all program course numbers** along the vertical axis.
3. **Review each course** to determine which instructional strategies help students achieve specific outcomes (e.g., where and how the instruction occurs, and at what level).
4. **Identify the extent** to which each course addresses each outcome and record it on the map.
5. **Determine the assessment level** (Baseline, Formative, or Summative) where applicable.
6. **Repeat** the process for all courses and outcomes until the map is complete.

Implementation of Learning Outcomes in Course Instruction

Determine the level at which each PLO is implemented in each course. Use the following instructional scale (or the required scale for accredited programs):

- **I = Introduced**
- **E = Expanded**
- **A = Advanced**

Enter the appropriate designation (I, E, or A) in the cell where a course intentionally addresses a learning outcome. Some courses may include more than one level, but only record outcomes that are explicitly addressed in the course.

Assessment Levels (Tracked Over Time)

In addition to identifying where each PLO is taught, indicate where and how it is assessed. Each outcome should have **only one assessment level per course**, except in unusual cases.

- **B = Baseline** – *Assessment at the beginning of the program*
  - *Recommended; tracked by the program.*
  - Measures students' initial knowledge or skills upon entry.
- **F = Formative** – *Assessment during the middle of the program*
  - *Required; tracked by the program and the University.*
  - Provides an opportunity to identify learning gaps and implement improvements for current students.
  - A brief summary of the formative assessment results should be included in the annual PLO summative assessment report.
- **S = Summative** – *Assessment at the end of the program*
  - *Required; tracked by the program and the University.*
  - Measures students' final level of achievement for each PLO.
  - If students do not meet success criteria, programs should identify and implement changes to improve future learning outcomes ("closing the loop").

Analyzing the Curriculum Map

When reviewing the completed curriculum map, ensure alignment using these key principles:

- Every **course** should address at least one PLO.
- Every **PLO** should be addressed in at least one course.

Addressing Alignment Gaps

Courses Without PLOs

If a course is not linked to any PLO:

- Review the PLOs to identify one that fits and add it to the map, **or**
- Redesign the course to include an appropriate PLO, **or**
- Develop a new PLO that aligns with the course, **or**
- Consider eliminating the course if it does not support any required outcomes.

PLOs Without Courses

If a PLO is not addressed in any course:

- Re-examine the outcome to determine whether it should be revised or removed.
- Modify an existing course to address the outcome.
- Develop a new course specifically designed to support the PLO.

Keeping the Curriculum Map Current

Update the program's curriculum map **whenever curriculum changes occur** to ensure it remains accurate and relevant. A current map serves as a valuable planning and assessment tool for faculty and program review processes.

Conclusion

Completing and periodically reviewing the curriculum map provides a comprehensive overview of where and to what extent each course supports and assesses the program's 5–7 learning outcomes. This process strengthens curricular alignment, ensures assessment consistency, and maintains the program's ongoing connection to its stated learning goals and institutional mission.

Developing an Assessment Matrix

An **Assessment Matrix** is a tool used to organize and track how the **Program Learning Outcomes (PLOs)** are assessed. Maintaining an up-to-date matrix ensures that PLO assessment reports—entered into the **AMS Learning Outcomes Analysis tab**—are complete, accurate, and easy to prepare.
Programs should refer to the **LLU Assessment Matrix Template** when developing or updating their matrix.

Structure of the Assessment Matrix

The matrix consists of **two main sections**, each collecting a different type of information:

1. **Where the learning outcomes are published**
2. **A detailed learning outcomes assessment plan and results**

Section 1: Publishing Outcomes

Programs must make their learning outcomes publicly available so that both prospective and current students understand what knowledge, skills, and values they are expected to gain. Learning outcomes should be published in the following locations:

- **University catalog**
- **Program website**
- **Course syllabi**
- **Other program materials**

This transparency demonstrates the program's commitment to student learning and accountability.

Section 2: Detailed Learning Outcomes Assessment Plan

The second section of the matrix captures the ongoing process of assessment, analysis, and improvement. Each column represents a key element in documenting how PLOs are implemented and evaluated.

Column 1: Learning Outcomes

List all of the program's **Program Learning Outcomes (PLOs)**.

Column 2: Performance Indicators (PIs)

Identify the **specific performance indicators** for each learning outcome that describe how mastery will be demonstrated and measured.

Column 3: Assessment Tools & Data Collection Cycles

For each learning outcome, list the assessment tools and describe how and when data will be collected. Examples include:

- Student assignments, projects, or labs
- Rubrics or other instruments used to evaluate those assignments

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Column 4: Criteria for Success

Establish clear benchmarks for what constitutes successful learning. These criteria define the expected level of performance across the program.

Examples:

- "85% of students will attend at least one professional meeting; 50% will present at such meetings."
- "80% of students will achieve Level 3 or higher on the University rubric."

Note: Course and test grades are **not** considered learning outcomes assessment unless specific questions are mapped to learning outcomes. Likewise, course evaluations measure student satisfaction, not learning achievement.

Column 5: Data Interpretation and Evaluation Process

Document how the collected assessment data are analyzed, including:

- **Who** interprets the results (e.g., course instructor, program faculty team)
- **How** the evaluation process is conducted (e.g., review of culminating projects or capstone papers)

Ensure that each PLO includes **at least one direct measure**, and revise data collection processes as needed to improve reliability and consistency.

Column 6: Findings from Data Collection

Summarize the results of the assessment:

- What did the data reveal?
- Were the **criteria for success** met? (Record "Yes" or "No.")
- Identify any significant trends or areas of concern.

Column 7: Resulting Program Changes

Use the assessment findings to "close the loop" by making programmatic changes when criteria for success are not met.

- If **criteria were met**, note "N/A — no changes necessary."
- If **criteria were not met**, document the resulting or planned program modifications (e.g., revised assignments, curricular changes, instructional enhancements).

Remember: The ultimate goal of assessment is to **improve student learning**. Closing the loop when outcomes fall short provides a critical opportunity to strengthen curriculum and teaching practices.

LLU Annual Reports

Three LLU annual reports are due each year at the end of October: (1) Annual Faculty Report, (2) Program Learning Outcome Assessment Report, and (3) Annual Program Action Plan Report

Annual Faculty Report

(Also called "Faculty Profile" or "Faculty Portfolio")

Overview

The **Annual Faculty Report** provides a comprehensive record of each faculty member's professional activities, accomplishments, and contributions for the academic year. This information supports informed decision-making at the program, department, school, and University levels and fulfills requirements for both **WSCUC** and discipline-specific accreditation.

Who completes it: All faculty
Due date: End of October each year

Benefits to Faculty

Maintaining an updated Faculty Profile offers several professional advantages:

- Creates an **online public profile** in the [LLU Faculty Directory](#)
- Provides a source for CV generation
- Ensures your contributions are **recognized and accessible** for University reporting and visibility

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Accessing Your Faculty Portfolio

To find your personal profile:

1. Go to the **University Desktop** via the [One Portal](#).
   - From the Apps menu, click **University Desktop**
   - Direct link: https://one.lluh.org/vip/apps/university-desktop

2. Under **Faculty Portals**, select **Faculty Profile**
   o Direct link: https://myllu.llu.edu/facultyPortfolio/

Data Entry Tips

A few key functions to remember when updating your portfolio:

- ➕ **Add New Items:** Click the **plus sign (+)** to add a new entry in any category.
- ✏️ **Edit Items:** Click the **pencil icon** beside an item to make changes.
- **Item Sections:** Each entry includes several sections, such as:
  o **Activity Type:** Choose the appropriate subcategory from the pull-down menu.
  o **Title and Description:** Copy text from your CV and paste into the text boxes. Basic formatting tools are available.
  o **Internal Audience Only:** Add private notes for administrative viewing. These will not appear in your public profile.
  o **End Date:** Leave blank if ongoing ("to present").
  o **Public Display:** Select **Yes** to make the item visible in the Faculty Directory, or **No** to keep it internal.
  o **Save:** Always click **Save** before closing the window.
  o **Delete Item:** To remove an entry, check **Delete this item?** and then click **Save**. *(Note: deletion cannot be undone.)*

Information to Include

Certain sections of the Faculty Portfolio are foundational and may not require frequent updates:

- Educational History
- Employment History

The following areas should be reviewed and updated annually as needed:

- Professional Development
- Teaching LLU Courses
- Teaching (Other)
- Research and Grantsmanship
- Publications
- Presentations
- Patient Care
- Service
- Honors and Awards

- Commitment to LLU Mission
- Admission Duties

Discover My Publication

Use the **Discover My Publication** tool within the portfolio to search your name and identify existing publications. While it may not capture every item, it provides a useful starting point for updating your record.

Final Step: Sign Off the Annual Report

After completing all updates by the end of October:

1. Click **Sign Off Annual Report** in the left menu.
2. Select the academic year from the pull-down menu.
3. Review the list of activities for that year.
4. Respond to the prompt and click **Save Portfolio Status.**

Completing this step allows administrators to confirm faculty compliance and run completion status reports.

Helpful Strategy

To avoid last-minute stress, update your Faculty Portfolio **throughout the year**—after each activity, or on a monthly or quarterly basis.

For Administrators

Program directors, department chairs, associate deans, and deans who need permission to run Faculty Portfolio reports should contact:
📧 **Institutional Effectiveness:** assessment@llu.edu
📞 **Extension:** 44195

Program Learning Outcome Assessment Report

Who completes it: All program directors
Due date: End of October each year

Submission Overview

Each program submits its **current year PLO Summative Assessment Report** in the **AMS – Learning Outcomes Analysis** tab by the end of October. Reports should align with the **LLU Assessment Matrix Template**. If a **Formative Assessment** was conducted earlier in the cycle, briefly note that and summarize its results. (See *Institutional Learning Outcomes*, p. 4.)

Choose:

- **Academic Year:** Select the correct year.
- **Outcome:** Select the specific PLO addressed by the report.

What to Include (by AMS fields)

Assessment Tools

1. Describe the culminating project/assessment given to students.
2. Specify the rubric or measurement tool (LLU rubric or an approved profession-specific tool).
   - If not using the LLU rubric, explain how the culminating assessment was evaluated.
   - **Upload** the rubric/tool (folder icon).

Data Collection Cycle
Indicate the cycle (e.g., annually, every other year).

Criteria for Success
Set a clear benchmark (e.g., "**80%** of students achieve **3 or higher** on the PLO rubric.").

How Is Data Interpreted?
State who analyzes results and how (e.g., course instructor(s), program director, program faculty team).

Best practice: ensure at least some results are reviewed by **more than one** evaluator.

Findings and Analysis
Provide a concise summary of the data and its meaning.

Success Criteria Met?
Choose **Met** or **Not Met**. (Use your *Findings and Analysis* text to explain.)

Resulting Changes
Complete **only if criteria were not met**. Describe how you **closed the loop**—what changes you implemented or will implement to improve learning.

Uploads
Attach supporting documents/tables in the appropriate report sections (folder icon).

Save
Click **Save** frequently; unsaved work will be lost.

Annual Program Action Plan Report

(formerly "Annual Program Report")
Who completes it: All program directors
Due date: End of October each year

Purpose and Cycle

Enter the program's **action plan recommendations** and **planned solutions** in AMS based on your most recent **program review** or **professional accreditation** findings. Update the action plan **each year** to show progress for the prior academic year. After each new LLU review or accreditation cycle, enter the **new action plan**, then continue **annual updates**.

Action plans should:

- Include **all recommendations** from external reviewers and document how each has been addressed.
- Add **internally identified action items** from annual assessment cycles, strategic planning, and reflective review.
- Use the **"Recommendation source"** dropdown to indicate how the issue was identified.

Value to LLU

An up-to-date Action Plan database helps administrators:

- Track trends across units.
- Identify issues and timelines.
- Assign responsibility for action items.
- Make data-informed decisions.

- Locate evidence for accreditation, program review, and other reports.

Value to You

Keeping the report current will:

- Build systematic evidence for data-informed decisions.
- Streamline writing for program review/accreditation at every level.
- Reduce stress—your action plan stays current and defensible.

Access Tips

- Give **read-only access** to all program faculty so everyone stays aligned on tasks, timelines, and owners.
- Limit **edit access** to **one or two** people to avoid conflicts (unless responsibilities are intentionally divided).
- Send access requests to **assessment@llu.edu**.

The **AMS Action Plan Report** includes two main parts under each recommendation's **Issues & Goals** section. This report helps programs document recommendations, goals, and corresponding action steps to ensure accountability and continuous improvement.

Access: http://myllu.llu.edu/assessment/programs/

Section One: Identify the Nature of the Recommendation or Goal

1. Category

Select the most appropriate category for the recommendation from the drop-down menu. There are nine possible categories. If you only have recommendations in two areas, leave the others blank.

Categories:
1.1 Alignment: Vision, Mission, and Goal
1.2 Alignment: Academic and Professional Trends
1.3 Alignment: Societal and Professional Demands
2.0 Administration and Management of Resources
3.0 Faculty and Staff: Profiles, Scholarship, Achievements
4.1 Student: Enrollment, Retention, and Graduation
4.2 Student: Satisfaction

4.3 Student: Accomplishments/Outcomes
5.0 Collaboration and Communication
6.0 Alumni Satisfaction
7.0 Curricula
8.0 Assessment Procedures and Tools
9.0 Others

2. Current State/Issue

Provide a clear description of the issue or current state that led to the recommendation.

3. Source

Identify the origin of the recommendation (e.g., program self-study, external review team report, accreditation recommendation).

4. Date Identified

Record when the recommendation was issued or identified.

5. Goal

Describe the desired end state—the ideal situation once the recommendation has been addressed or the improvement achieved.

6. Timeframe for Completion

Select the deadline for completing the goal using the pull-down menu for **year** and **month or quarter.**

7. Status

Update the status for each goal before the end-of-October deadline.
Status options:

- Not Started *(default)*
- In Progress
- Completed
- Cancelled

8. Notes

Use this field to record details, progress updates, or rationale for decisions.
If a recommendation is **cancelled**, clearly explain why.

9. Save

Always click **Save** after adding or editing a recommendation. Unsaved changes will be lost.

Section Two: Define and Track Action Items

After completing Section One, create separate **action items** for each specific task needed to achieve the recommendation's goal.

Fields to Complete:

- **Target Goal Timeframe:** Automatically populated based on data entered in Section One.
- **Action:** Describe the specific activity to be undertaken. Create one entry for each distinct action so progress can be tracked accurately.
- **Completion Timeframe:** Indicate when this specific action should be finished.
- **Responsibility Level:** Select the appropriate level—Program, Department, School, or University.
- **Responsible Parties:** List the names of those assigned to complete the action.
- **Status:** Choose the current status—Not Started, In Progress, Completed, or Cancelled.
  - If cancelled, provide an explanation in the Notes section.
- **Notes:** Add comments or updates related to the action or its progress.
- **Save:** Always click **Save** after each entry or edit.

Important Edit Tools

- 🖍️ **Pencil:** Click to edit an existing item.
- 📁 **Folder:** Click to upload supporting files related to the recommendation or solution. Uploading evidence ensures files are readily accessible for interim reports, self-studies, or future reviews.

Important Note for All AMS Reports

Do **not** copy and paste tables directly into textboxes, as this can interfere with report generation. Instead, **upload documents containing tables** as attachments:

- Click the **folder icon** next to the appropriate section name.
- Attach the relevant file that supports that portion of the report.

Appendices

Assessment Resources

Books

Allen, M. J. (2003). *Assessing Academic Programs in Higher Education*. Bolton, MA: Anker Publishing Company, Inc.

Allen, M. J. (2007). *Assessing General Education Programs*. Bolton, MA: Anker Publishing Company, Inc.

Angelo, T. A., and Cross, K. P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers* (2nd ed.). San Francisco, CA: John Wiley & Sons, Inc.

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LLU Assessment Glossary

Assessment Management System (AMS)
An online repository and reporting tool that houses LLU's three annual reports (see *Annual Reports*).

Action Plan Report
Formerly called the *Annual Program Report*. Following a program review or professional accreditation cycle, each program develops an action plan showing how it will address resulting recommendations before the next review. Updated annually by the end of October in the AMS.

Accreditation Liaison Officer (ALO)
Serves as the liaison between Loma Linda University and the WASC Senior College and University Commission (WSCUC).

Annual Program Report
See *Action Plan Report.*

Annual Reports
LLU requires three annual reports: the *Faculty Portfolio*, the *Values Alignment Report*, and the *Annual Action Plan Report*. All are due by the end of October each year.

Assessment
The processes of identifying, collecting, analyzing, and using data to evaluate student achievement.

Assessment Matrix
A tool used to organize and track how LLU's *Values Alignment* and *Program Learning Outcomes (PLOs)* are assessed.

Baseline Assessment
Assessment conducted at the beginning of a program to determine students' entry-level skills or knowledge related to PLOs. This assessment is optional but provides valuable information about incoming proficiency.

Competency
The level at which performance meets an acceptable or defined standard.

Curriculum Map
A visual framework that organizes a program's curriculum to show where and how learning outcomes are taught, reinforced, and assessed.

Direct Measure
An assessment based on direct evidence of student learning—behaviors, products, or performances that demonstrate mastery of outcomes.

Evaluation
The process of reviewing and interpreting assessment data, determining its significance, and identifying actions to improve learning.

Exit and Other Interviews
Face-to-face interviews in which students share perceptions about their own skills, attitudes, or experiences with program quality.

Focus Groups
Facilitated discussions with a group of participants who share relevant characteristics, guided by a trained moderator to explore insights on a specific topic.

Formative Assessment (Updated)
Assessment conducted **mid-program** to identify and address learning gaps while current students can still benefit. Required and tracked by both the program and the University. A brief summary of formative findings should be included in the annual institutional report alongside the summative assessment report.

Indirect Measure
An assessment based on perceptions or self-reports about learning—rather than direct evidence of performance.

Institutional Research
Provides data and analysis to support institutional decision-making, educational effectiveness, and compliance with local, state, and federal reporting requirements.

Learning Outcome
See *Student Learning Outcomes (SLOs)*.

Mission Focused Learning Outcomes (MFLOs)
Student outcomes that reflect LLU's mission, vision, and values, emphasizing integration of faith, service, and learning.

Objectives
Broad statements describing the career or professional accomplishments that graduates are expected to achieve.

Office of Educational Effectiveness (OEE)
Promotes educational effectiveness through coordination of assessment, program review, accreditation, and institutional research.

Operational(–ize)
To define a concept or variable in measurable terms, specifying the procedures or criteria used to assess it.

Outcomes
Statements describing what students are expected to know, value, and be able to do by the time of graduation.

Performance Criteria / Indicators
Specific, measurable statements identifying the performance standards used to assess achievement of outcomes.

Portfolios
Collections of student work and reflections, compiled over time, demonstrating growth and achievement; typically evaluated with rubrics.

Program Review
LLU's formal process for evaluating academic programs on a regular cycle, guided by an established program review manual and procedures.

Rubrics
Scoring tools that define the key elements of a performance or product, describe levels of achievement, and specify criteria for each level.

School Assessment Specialist
Each school designates at least one specialist to coordinate and support assessment activities. These individuals have expertise in evaluation and receive training from the Office of Educational Effectiveness.

Stakeholder
Any individual or group with a vested interest in the success and outcomes of a program or initiative.

Student Learning Outcomes (SLOs)
The knowledge, skills, attitudes, and values that students should be able to demonstrate by the end of a program.

Summative Assessment
Assessment conducted **at the end of a program** to determine final achievement of learning outcomes. Required and tracked by the University. If results fall short of success criteria, programs must identify and implement improvements to close the loop for future students.

Triangulate

To use multiple methods or sources of assessment (e.g., student work, surveys, and observations) to strengthen validity and reliability of findings.

Values Alignment

A narrative describing how a program supports LLU's seven core values through curriculum, activities, and outcomes.

Mission Focused Learning Standards

(including best practice examples for courses)

MFL Standards for Programs and Courses

To further the teaching and healing ministry of Jesus Christ **"to make man whole,"** Loma Linda University's programs and courses are designed to:

1. **Integrate faith in God and course content** in appropriate, relevant, and meaningful ways.
2. **Orient and prepare students for lives of service** that exemplify LLU's core values.
3. **Emphasize health and wholeness** informed by the Adventist perspective.

Best Practice Examples for Fulfilling the MFL Standards

The MFL standards are required for all programs and courses. The best practices below are intended as **examples** to guide and inspire faculty in integrating these principles creatively within their disciplines.

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1. Integrate Faith in God and Course Content

- Incorporate Biblical references or Scriptural passages using tools such as BibleGateway.com, videos, or written narratives.
- Include spiritual reflections and stories from personal experience or from Christian authors such as **Ellen G. White** and other respected writers.
- Reference prayer in class activities, announcements, and virtual meetings (e.g., Zoom).
- Develop assignments, discussions, self-assessments, or case studies that naturally invite students to integrate faith, LLU's mission, and its core values into their learning experience.

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2. Orient and Prepare Students for Lives of Service

- Model LLU's core values in all faculty-student interactions.
- Intentionally integrate one or more of LLU's values into each course.
- Share real-life stories or case studies that exemplify service and compassion.
- Incorporate reflective activities using media—such as the video *"A Certain Kind of Light: What Would We Hear if We Really Listened?"*—to deepen understanding of service within professional contexts.
- Provide scripture passages, philosophical quotes, or contemporary reflections that connect to the core value emphasized in the course.
- Assign journals or reflection activities (written or video-based) encouraging students to consider how the course has influenced their worldview and call to service.
- Invite students to share experiences of service, such as **"A Pioneer's Life for Me."**
- Remind online students that they may participate in **LLU SIMS trips** or engage in comparable local service opportunities through **LLU CAPS** or community initiatives.

3. Emphasize Health and Wholeness Informed by the Adventist Perspective

- Design learning activities (journals, videos, readings, projects) that promote holistic well-being.
- Encourage healthy lifestyle practices such as **work-life balance, rest, vegetarianism, exercise, and meaningful relationships.**
- Present current, credible research on health and wellness—e.g., studies exploring the global influence of the Seventh-day Adventist Church on diet.
- Promote awareness of mental health topics such as depression, anxiety, and suicide prevention, and connect students with resources that foster resilience and hope.
- Incorporate prayer and spiritual reflection in class sessions, discussion boards, or virtual meetings.
- Use community-based learning (e.g., service-learning, outreach, or workplace engagement) to apply the principles of LLU's mission in real-world settings.
- Create online community spaces for sharing prayer, encouragement, and reflection on spiritual growth.
- Encourage or require participation in **University@Worship** services (live or recorded). Online students may also participate by leading prayer or readings through Zoom; contact **LLU Online Chaplain K.C. Hohensee** for coordination.
- Provide links to **Seventh-day Adventist resources** on health, family life, and spiritual growth.

MFL Resource Library (Required in Every Online Course)

Each online course should include a **Mission Focused Learning Resource Library** containing faith-based and LLU-specific materials such as:

- Bible-centered video clips, verses, devotionals, and worship thoughts — BibleGateway.com
- Selected writings of **Ellen G. White** — White Estate or EGW Writings
- **Seventh-day Adventist Health Heritage** stories, resources, and pioneer experiences — Adventist Heritage Resources
- **History of Loma Linda University: The Pioneers**
- LLU missionary and alumni stories, including the forthcoming **School of Dentistry** collection and **School of Medicine** devotional books *Morning Rounds* and *Evening Rounds*
- **LLU 360 videos**
- Other inspirational stories and multimedia resources that support LLU's mission

Templates

Written Surveys
Structured questionnaires that collect participants' perceptions of their own or others' skills, attitudes, or program qualities.

Program Name] Curriculum Map
[School Name] [Academic Year] Loma Linda University

PLOs	1.	2.	3.	4.	5.	6.	7.
Courses							

Instruction:
I = Introduced
E = Expanded
A = Advanced

Assessment:
B = Baseline – Assessment at beginning of program. *Recommended*; tracked by the program.
F = Formative – Assessment at the middle of the program. *Required*; tracked by the program.
S = Summative – Assessment at the end of the program. *Required*; tracked by the University.

Where are outcomes published?
Mark all that apply.

Assessment Matrix [School name: Program name]
[Academic year]
Loma Linda University

	Catalog	Program Website	Course Syllabi	Program	Other (list)
Program Learning Outcomes					

Program Learning Outcomes

Program Learning Outcomes (PLOs)	Performance Indicators	Assessment Measurement Tools & Data Collection Cycles	Criteria for Success	Who interprets the assessment data? What is the process?	Findings from Assessment Data Collection	Resulting Program Changes
1.						
2.						
3.						
4.						
5.						
6.						
7.						