This document is supplemental to the thematic content that is provided in the Reflective Essay: CFR Foci and provides summative notations regarding the University's compliance with the WASC CFRs. *The reader will also note that additional CFR sub-codes have been included in this document (e.g., 1.1.1 and 1.1.2). These sub-codes are used in the University's online Review Portfolio to provide additional guidelines for programs when submitting information to the online system.

Self-Evaluation Scale:
1= We do this well; area of strength for us   3= This item needs significant development
2= Aspects of this continue to need our attention   0= Does not apply or not enough evidence to address

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WASC Standard 1. Defining Institutional and Program Purposes and Ensuring Educational Objectives

The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher educational community and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.

	WASC CFR 1.1 - Statement of Purpose The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.	
	Response	***Evidence/Location***
☑ 2 3 0	The published mission statement of LLU clearly articulates its purpose as a health sciences institution. As such, the University "seeks to further the healing and teaching ministry of Jesus Christ to make man whole" through implementation of the following goals: *Educating* ethical and proficient Christian health professional and scholars through instruction, example, and the pursuit of truth; *Expanding* knowledge through research in the biological, behavioral, physical, and environmental sciences and applying this knowledge to health and disease; and *Providing* comprehensive, competent, and compassionate health care for the whole person through faculty, students, and alumni. Emanating from this mission, are the University's core values and mission-focused learning, which further support the implementation of all curricular, co-curricular and extra-curricular programs and activities for the University. All programs offered at LLU are to further the University's mission and goals and reflect the integration of these purposes in the delivery of curriculum and related activities regardless of the degree level or venue of delivery.	*The University's mission statement, goals and purposes are provided in the University Catalog, the Faculty Handbook, and Student Handbook. These documents are included on the DVD provided with the CPR Report.* *The LLU Bylaws provide for an appropriate organization structure that reflects the purpose, size, and complexity of the University as a health sciences institution. Copies of these items and the LLU Bylaws will also be provided onsite.* *The University Catalog demonstrates that all LLU degree programs include an ethics (religion) requirement; involvement in clinical and/or research supporting direct or indirect health care or health science implications; and research supporting the development of applied and/or*

☑ 1 2 3 0		*independent research knowledge and skills.*
☑ 1 2 3 0	***1.1.1 - Program Purpose and Mission Statements** Programs are required to have published mission statements that clearly describe program purposes and demonstrate linkage to the University's mission.	*Programs continue to develop these statements in the program review baseline as part of the Program Review Portfolio. Access to the Program Review Portfolio will be made available during the site visit.*
	WASC CFR 1.2 - Student Learning Outcomes and Achievement Educational objectives [Student Learning Outcomes] are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning. The institution makes data public on student achievement at the institutional and degree level, in a manner determined by the institution.	
	Response	*Evidence/Location*
1 ☑ 2 3 0	***1.2.1 - Program Learning Outcomes** All degree programs are required to have student learning outcomes that are supported by performance indicators, assessment measures, and curriculum maps. Whereas, the University's professionally accredited programs have a long history of monitoring their professional learning milestones as assigned, only recently has the University implemented centrally monitored learning systems. Out of these have come capacity development activities, including the program review baseline of all programs, which has facilitated a continued central monitoring across programs. (A more detailed discussion of the University's attention to CFR 1.2 is included in the Reflective Essay: CFR Foci.)	*All programs are required to have published program-level student learning outcomes in the University Catalog. Programs continue to develop and/or refine performance indicators, assessment matrices and curriculum maps. These items are included as part of the requirements of the Program Review Portfolio baseline. Access to the Program Review Portfolio will be made available during the site visit.*
1 ☑ 2 3 0	***1.2.2 – Constituencies--The program makes its constituencies aware of its mission, goals, objectives, and learning outcomes.** Reports to the LLU Board of Trustees, constituents (students, faculty, staff, and clinical and supervisory personnel at clinical placement sites), and potential donors reflect the purpose and mission of LLU. Data regarding student retention, degree completion and student learning is presented regularly to University constituents, including the University Board of Trustees. Historically, the primary mode of dissemination of this data has been prescribed by the various professional accreditation requirements that schools and programs adhere to. Supporting the dissemination of program data, including retention, completion and student learning, is the new Systematic Program Review processes that were	*Information related to this issue is included in the Appendix – Stipulated Policies.* *All policies relating to admission, progression, course offerings, and graduation requirements are listed in the University's Catalog and in school and program specific materials.* *Supplemental school and program handbooks, as well as University and school and program websites provide information for prospective and current students, faculty and*

collaboratively developed by the EEC and FGS. In addition to furthering the sharing of intra-organizational data and program information, these processes should also enhance the dissemination of information in support of recruitment and marketing activities. Every attempt is made to provide accurate and reliable information to prospective students and the public, both verbally and in print materials. In support of this, the University now annually publishes a singular Catalog of all programs. This information is also used in promotional literature, grant proposals, and fund raising activities.	*program staff regarding the University's purpose and mission, admissions, degree implementation, and graduation requirements.* *The University Catalog is accessible to the public and constituents of the University on-line.*
☐ 1 ☑ 2 ☐ 3 ☐ 0 ***1.2.3 – Programs demonstrate how goals and learning outcomes integrate LLU's seven core values.** The University EEC and OA continue to work with campus constituents to identify and develop rubrics and measures appropriate to the performance indicators developed in support of the revised University SLOs, including LLU's seven core values.	*These items will be included as part of the requirements of the Program Review Portfolio once rubrics and measurement decisions are finalized.* *Access to the Program Review Portfolio will be available during the site visit.*
☐ 1 ☑ 2 ☐ 3 ☐ 0 ***1.2.4 – Off-Campus and International Programs** Off-Campus and international programs are required to demonstrate to the Off-Campus Review and Assessment Committee (in conjunction with EEC, FGS, and the Assessment Committee and Office of Assessment) how the mission, goals, objectives, and learning outcomes of the program are communicated to constituents in culturally appropriate ways in the host country.	*Programs continue to develop these statements in the program review baseline as part of the Program Review Portfolio. Access to the Program Review Portfolio will be made available during the site visit.* *The flowchart for LLU New Program Approval and Assessment is included in the Appendix – Organizational Charts.*
☐ 1 ☑ 2 ☐ 3 ☐ 0 ***1.2.5 - Achievement Indicators and Measurement** LLU programs with professional accreditations have well developed SLOs (or competencies), achievement indicators, and measures used to assess their educational effectiveness. Efforts are actively underway to assist programs that do not have professional accreditation to achieve the same levels of systematic measurement demonstrated by the professional programs. In support of this, and to further the University's capacity for University-wide assessment, considerable effort has gone into revising the University's SLOs to facilitate the achievement of shared attributes by all LLU graduates. University policies have been revised to support the	*Through the OA, the University is now able to identify the varied configuration and reporting cycles of schools and programs as part of the online Program Review Portfolio.* *Access to the Program Review Portfolio, as well as the volumes of analyzed data produced by professionally accredited programs will be available during the site visit.*

	implementation of these shared SLOs, as well as other indicators and measures that may be identified through institutional learning processes and needs. The development of the new online Program Review Portfolio enables the University, schools, and programs to systematically monitor the implementation of achievement indicators and measures. A program review baseline was taken this year to identify areas where further clarification or development might be needed.	*Retention and completion data has been included in the Appendix – Required Data.* *Information regarding policies in this area is included in the Appendix – Stipulated Policies.*

WASC CFR 1.3 - Leadership System
The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.

	Response	*Evidence/Location*
☑ 2 3 0	LLU's administrative leadership structure is typical of health sciences universities whereby the deans of the schools report directly to the Chancellor. The University Board of Trustees has persons with extensive leadership expertise to appropriately support the purposes of the University. LLU bylaws require the LLU Board of Trustees to both review University policies and thus insure compliance. The LLU Board of Trustees understands and explicates its duty with regard to basic institutional policies through various standing subcommittees as well as by providing appropriate representation to ad hoc committees. LLU Trustees delegate to administration and faculty the responsibility to administer and implement institutional policies. The LLU Board of Trustees provides training sessions for new members. Included in these training sessions is information regarding the status of the University's accreditation. At each meeting of the Board, Trustees are provided with data that supports their ability to make decisions on behalf of the University.	*The University organizational chart is provided in the Appendix – Organizational Charts.* *University Bylaws and materials demonstrating the University's efforts to support leadership development will be made be available in the Evidence Room.*
☑ 2 3 0	***1.3.1 - Leadership Ability** Senior LLU leadership has expertise in the administration of health sciences education and related clinical areas. LLU actively seeks to maintain and demonstrate strong leadership at all levels. LLU actively seeks to maintain and demonstrate strong academic leadership centrally, in schools, and in the administration of all academic programs. The leadership capacity of central administration and deans is supported through mentoring by the Chancellor as well as	*Information about the Clark Consulting program will be provided onsite.* *A list of faculty development activities (which includes activities of department chairs) is provided in the Appendix – Supplemental Materials.* *Materials regarding the B Lyn Behrens Leadership Institute will be*

[1] [2]✓ [3] [0]	consultation/development services provided to each of Vice Chancellors and Deans by Clark Consulting. In recent years there has been recognition of the need to further develop current leadership at all levels, as well as identify and develop new leaders for LLU's future. This recognition has prompted the development of the B. Lyn Behrens Leadership Institute. This resource, when fully operationalized, provides four years of curriculum in foundational and specialized areas of administration and leadership. This new initiative will continue to be implemented to support the institutional changes that are occurring at LLU. In academic programs leadership ability is clearly demonstrated through teaching, scholarship, curriculum development, administrative experience, and other academic and/or other professional activities in individuals' designated fields of study. School and programs within the University provide ongoing continuing education for administrators in scientific, managerial, and educational matters through seminars and meetings conducted on and off campus. The annual Leadership Retreat brings together University leaders from central administration, schools and departments. The quarterly University Leadership Council serves as a forum to update all administrative and academic leaders across campus, including all service areas.	*provided onsite.* ***Note: The two scales included in this section relate to the expertise of senior leadership (first rating), and the need to continue to implement leadership development opportunities and experiences (second rating).*** *Minutes of the University Leadership Council will be provided onsite.*
✓ [2] [3] [0]	***1.3.2 - Workload Assignment** Administrative workload assignments in schools and programs are designed to provide sufficient time to educational and administrative leadership. Schools and departments are supported in designing their own administrative systems to meet their unique needs. The minimum time allocated for program administration is frequently a requirement of professional accreditation.	*The responsibilities of the Chancellor, Vice Chancellors, Deans and Department Chairs are defined in the online Faculty Handbook (Section 1.3.0, pp 6-31 and section 3.5, pp 152-156). University handbooks are included on the DVD provided with the CPR Report.*
✓ [2] [3] [0]	***1.3.3 - Systematic Evaluation** Administrative positions are systematically evaluated, including the Chancellor, and Vice Chancellors, Deans, Associate Deans, Assistant Deans, and Department Chairs. Top administration is evaluated annually, whereas Deans and Department Chairs are reviewed every three years. The online evaluation system used in this process measures the degree to which the individual being reviewed supports	*The instruments used to evaluate leadership will be made available in the Evidence Room.*

	LLU's mission through their administrative role, including activities that support mission-focused learning and assessment within the respective academic unit/s. During an evaluation process the online instrument is distributed to the administrator's peers, superiors, and those directly within the sphere of the administrator's influence. The responses to the survey are then analyzed, and a formal evaluation is prepared and used for counsel and further professional development.	
	WASC CFR 1.4 - Academic Freedom The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.	
	Response	*Evidence/Location*
☑ 2 3 0	***1.4.1 – Implementation** Policies and practices that support academic freedom are well articulated and disseminated. A detailed discussion of this appears on page 8 of the CPR as part of the Reflective Essay: CFR Foci.	*Policies related to academic freedom are included in the Appendix - Stipulated Policies. Documents that include policies related to this criterion include the Faculty Handbook, the Student Handbook, and the Administrative Handbook. University handbooks are included on the DVD provided with the CPR Report.*
	WASC CFR 1.5 – Diversity Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.	
	Response	*Evidence/Location*
☑ 2 3 0	The University demonstrates commitment to the principles enunciated in the WASC Statement on Diversity. Policies and practices of the University prohibit discrimination on the basis of handicap, sex, race, color, national origin, or disability relevant to recruitment, admissions, financial aid allocations, student evaluations, advisement, or any curriculum or curricular program provided. The University has programs in place to actively recruit faculty and students to more closely represent the population in the surrounding community.	*Information regarding this item is included in the Faculty Handbook, the Student Handbook, and the Employee Handbook. The University Handbooks are included on the DVD provided with the CPR Report.* *A report of current and future population data for catchment area of LLU, which demonstrates the challenges of recruiting qualified faculty and students will be provided in the Evidence Room.*

☑ 2 3 0	***1.5.1 Demonstration of Commitment** The actions of students, faculty, staff, administrators, and the LLU Board of Trustees demonstrate commitment to the University's policies in this area with practices that seek to facilitate "wholeness" through true integration (rather than assimilation) as the ideal of diversity at LLU. The revised LLU SLOs demonstrate the institution's expectations of its graduates in this area. In support of this, University members have created a social and learning environment which promotes the development of professional and scholarly comportment embedded in a deep appreciation of and respect for human diversity regardless of its basis. This expectation of comportment is considered to be fundamental to the understanding of the human diversity issues that are woven throughout all levels of the curriculum and students' socialization to LLU. Affirming its dedication to diversity, the University continues to allocate resources to support an Office of Community Partnerships and Diversity. This office provides leadership and coordination of campus-wide programs and activities in cooperation with the central administration and the schools to foster greater understanding and appreciation for the benefits that result from practicing the principles of diversity. These programs and activities enable administration, faculty, staff, and students to appreciate and constructively relate with others in the University community who come from backgrounds different than their own. Examples of these activities and programs include, but are not limited to: services to minority students and faculty who are under-represented on campus, coordination of minority organizations on campus, professional forums for minority faculty, referrals relative to finances, coordination of University-wide minority loan and scholarship programs, counseling and assistance in ameliorating academic and interpersonal issues, graduate and undergraduate linking programs, diversity training and development, conflict resolution, mentoring information, program development and quality oversight, alumni information, and other special needs. Finally, embracing diversity is seen as a central component that will ensure the University's strength into its future. In support of this, the leadership institute will provide avenues for identifying and developing future leaders from among the University's faculty, staff and student body. Embedded in this is a commitment to developing leaders who represent the broad diversity of the campus.	*Policies that demonstrate the University's commitment to diversity have been included in the Appendix – Stipulated Policies.* *Further evidence of the University's commitment to diversity is available through the website for the Office of Diversity and Community Partnerships at* http://www.llu.edu/llu/diversity/ *Materials regarding the B Lyn Behrens Leadership Institute will be provided onsite.*

	WASC CFR 1.6 - Academic Autonomy Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.	
	Response	*Evidence/Location*
✓ 2 3 0	The LLU articles of incorporation and bylaws of the University describe the duties, responsibilities, and membership of its Board of Trustees. The LLU Board of Trustees is aware of the continued membership of LLU as part of the larger Seventh-day Adventist system of higher education and of its affiliation with the Seventh-day Adventist church. The LLU Board of Trustees functions with strong deference to its sponsoring organization, the Seventh-day Adventist church. In their actions, the LLU Board of Trustees acts with autonomy in the delivery of health science education and academic pursuits. All policies and procedures affirm both the link to the Seventh-day Adventist Church as well as the autonomy of the primary mission of LLU: namely that of providing high quality state of the field educational experiences for students. In January of 1997 the University submitted to the WASC Off-Campus and Substantive Change Committee a Substantive Change document addressing the change in governance structure for the University. The proposed substantive changes were accepted by the WASC Commission. The modified governance structure was created to provide procedures to coordinate the mutual interest and integrative aspects of the University, Medical Center and related entities. These changes provided appropriate autonomy of the University as a corporation, while at the same time address the need for intentional and enduring linkages with the Medical Center and other aspects of the health sciences center. The LLU Board of Trustees appoints and monitors the performance of key administrative personnel, reviews and approves policies, and seeks to protect the University from external pressures. All LLU Board of Trustees, administrators, faculty, and staff are to be free from the influence of any conflicting interest when they represent the University in negotiations or make representations with respect to dealing with third parties. They are expected to deal with all persons doing business with the University on a basis that is in the best interest of the University without favor or preference to third parties or to personal considerations. The LLU Board of Trustees, administrators, faculty, and staff are always to follow the established conflict of interest policies.	*The LLU Articles of Incorporation, Bylaws and the 1997 substantive change document will be available in the Evidence Room.* *Citations for the University policies delineating the requirements of Conflict of Interest are included in the Appendix –Stipulated Policies, i.e., in the Administrative Handbook, in the online Faculty Handbook, and in the Employee Handbook.* *University handbooks are included on the DVD provided with the CPR Report.*

✓ 2 3 0	***1.6.1 - History and Policies –Conflict of Interest** Programs of the University, as well as their faculty and staff, are not to engage in activities that could result in interference in substantive decisions or educational functions of the University or any of its enterprises.	*See above.*

WASC CFR 1.7 - Fairness and Transparency
The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds.

	Response	*Evidence/Location*
✓ 2 3 0	***1.7.1 - Application of LLU Student Policies** A Student Handbook is provided to all students upon admission. The Student Handbook contains information concerning the mission of the University, student services, academic policies and procedures (including grievance policies and procedures), general University policies and standards, activities and events, refunds, and other general information. Schools, departments, and programs are to make every effort to assure that faculty, students, and staff understand policies and procedures regarding student grievances, complaints, academic terms, registration, refunds and as well as other related areas. New students are required to attend a University-wide orientation in the fall quarter of each year that provides an overview of each of these areas. New students are also required to attend their school specific orientation which supplements the information provided during the University orientation. Department and program specific orientations are coordinated to follow school orientations and narrow the focus to policies and procedures unique to students' chosen areas of study. The Office of the Vice President for Research Affairs monitors the compliance of student, faculty and staff researchers regarding the required knowledge and compliance with Institutional Review Board (IRB) and/or the Institutional Animal Care and Use Committee (IACUC) requirements. The University does not have a history of violation of student policies, including adverse findings with respect to the violation of these policies. When questions of this nature arise, the issues are carefully addressed through University procedures to assure that fairness to student issues is given the highest priority.	*Admission and retention policies and procedures:* *Administrative Handbook C-5: "Applicant and admission procedures" (05-20-2008); Administrative Handbook N-2: "Required deposits" (01-04-1995).* *Student Services:* *http://www.llu.edu/ssweb/* *Graduation:* *Administrative Handbook C-13: "Graduation" (05-07-2008); Student Handbook Section IV: "Academic Information" (p. 49-60, 2006).* *Policies related to a human and animal: Faculty Handbook (human research, 3.4.5, pp 122-123; 3.4.6, pp 123-127); and the Student Handbook.* *University handbooks are included on the DVD provided with the CPR Report.* *Additional information related to student policies is provided in the Appendix –Stipulated Policies, including: Refunds, grievances, transfers, student conduct, and IRB and IACUC requirements.* *University policies are also included in the Online Syllabus template. All courses are required to utilize the policy inserts from the template, which include: the Americans with Disabilities Act (ADA) Policy, Academic Integrity, and PHI-HIPPA.*

		Demonstration of the Online Syllabus will be provided during the site visit, and is available at Myllu.llu.edu as part of the Learning Resources.
☑ 2 3 0	***1.7.2 - Student Grievance Procedures** Student grievance procedures are outlined in the University Student Handbook. In addition, each school has published procedures for the redress of academic grievances. Grievance procedures are handled through designated committees in each school. When investigating grievances, administration, faculty and staff are to demonstrate that they follow University policies, as well as published school and program policies. In 2006 a campus-wide taskforce reviewed all grievance policies and procedures to assure the institution's integrity in these areas.	*University policies and procedures related to student grievances are included in the Appendix – Stipulated Policies. Administrative Handbook I-53: "Faculty Grievance" (12-12-2007); Administrative Handbook I-54: "Staff Grievance" (12-12-2007); Student Handbook: "Due Process Procedures" (p. 75-76, 2006); Employee Handbook, p 66.*
1 ☑ 3 0	***1.7.3 - Archived Records and Curricular Requirements** Permanent record cards (hardcopy LLU transcripts) are kept in University Record's vault for students who do not use the electronic admissions process. Electronic admissions records are permanently maintained electronically. Hardcopy information/files of enrolled students are scanned (electronic document imaging) as received. Both an electronic version and a paper version of students' files are maintained while students are enrolled. Once students graduate and all final documents have been scanned, the hardcopy files are destroyed. The electronic documents are in PDF, TIF, and PNG formats. The electronic files of graduates are kept permanently. Imaged documents are stored on disk. New/modified images are backed up daily, and the full database is backed up weekly. The storage of off-campus records is under review to assure that standards meet institutional and accreditation requirements. The physical facilities for the Records Office will be expanded in the near future to accommodate additional equipment and staff to address current and future growth in student enrollment. Schools maintain and store student records pertaining to admissions, performance, continuation, leaves, and graduation. Records of student complaints and challenges are also maintained in the schools and available to central administration upon request. Departments maintain additional program specific records related to students' admission and academic programs,	*Polices related to record keeping appear in the Administrative Handbook, F-10: Records of Deceased Students, V-10: Archival Materials, which will be available in the Evidence Room during the site visit.* *Policies for faculty and staff regarding privacy and accessibility of information, Privacy - Faculty Handbook 2.2.7: "Privacy of information" (2007); Administrative Handbook J-9: "HIPAA security policies" (05-18-2005).* *University handbooks are included on the DVD provided with the CPR Report.* *Schools, departments, and program handbooks supplement the Universities policies regarding record-keeping and access, as required by professional accreditation.* *The curricular requirements for all programs are included in the University Catalog, which is available online and will be provided in the Evidence Room.*

| | including qualitative information relating to students' completion and evaluation of clinical requirements.

Student records (as well as faculty and staff records), are maintained in a manner that insures privacy. All records are secured and may only be accessed by authorized individuals with appropriate advance notification. Individuals are "authorized" either by virtue of their position within the University or by written permission from the individual whose records will be accessed. Students may view the materials in their files with an authorized University, school, or department person present.

All programs are expected to clearly define and keep current information regarding all curricular requirements, including the different types of credits offered, as well as the type and meaning of the credit awarded in its transcripts. | |

WASC CFR 1.8 - Institutional Integrity
The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.

	Response	*Evidence/Location*
☑ 2 3 0	The LLU Board of Trustees, administrators, faculty, and staff are committed to the vision of the University's founders and dedicated to the quest for truth, knowledge, and professional excellence in all areas of scholarship and administrative comportment. Integral to both traditions is the absolute requirement for integrity. Defined as fidelity in the performance of all pursuits, members of the University community operationalize the values underpinning institutional integrity through publicized policies and collaborative processes designed to positively influence the social and learning environment of the University.

The University's view of institutional integrity is influenced by traditional doctrines and social practices of the Seventh-day Adventist church. Foundation to these beliefs is the view that God created persons for whom the spiritual, emotional/relational, intellectual, and physical characteristics of life are constitutive of a multidimensional unity. The University's articulation of "wholeness" embodies this multidimensional unity with the belief that God is the creator and sustainer of the universe, and that man's highest development includes an understanding of each individual in his/her relationship to God and society. As such, appreciation for the interactive affects of organizational behavior and individuals' personal learning has guided the University to place high | *Institutional policies, requirements, and expectations, including ethical and social standards, are fully detailed for faculty, staff, and students in the appropriate handbooks. Faculty Handbook section 3.3 (responsibilities of faculty), pp 94-106; all of Chapter 5, pp 207-228; Employee Handbook, pp 42-67.*

Academic Integrity Policy in Standards of Academic Conduct Policy in the online Student Handbook http://www.llu.edu/llu/handbook/6r.htm.

University handbooks are included on the DVD provided with the CPR Report. |

priority on establishing an environment favorable to educating competent, ethical, and compassionate professionals and scholars--capable of respecting and addressing the needs of diverse populations. This dedication to "wholeness" provides a conceptual framework underpinning the University's operationalization of integrity by guiding the development and continuous renewal of policies and practices that:
>*Define* and protect the academic rights and responsibilities of faculty, students, staff, administrators, and LLU Board of Trustees;
>*Assure* communication channels and facilitate mechanisms for information dissemination;
>*Define* and protect respect between and among members of the organization (faculty, students, staff, administrators, and trustees) through non-discrimination policies and diversity practices;
>*Define* the recruitment and selection of faculty, students, staff, administrators, and trustees that meet the academic and lifestyle expectations of;
>*Define* and assure fiscal responsibility (including balanced budget and attention to the appropriate distribution of resources) to support the social and learning environment of the University; and
>*Define* and assure responsible administrative practices.
>Define academic integrity for faculty and students, with special attention to the cultural variability of the interpretation of these concepts to assure that the University is about its expectations (e.g., included in student orientations; software that encourages students to self monitor their own integrity).

Achievement of these outcomes is viewed as the shared responsibility of all members of the University community—faculty, students, staff, administrators, of LLU Board of Trustees.

☑ 2 3 0	***1.8.1 - Grievance Procedures** Every effort is made to insure that administration, faculty, staff and students are informed of appropriate policies and grievance procedures. Dissemination of grievance policies and procedures occurs at the University, school, department, and program levels. Policies are disseminated through online, print materials and through workshops, trainings and orientations for administration, faculty, students, staff, and students. In 2006 a campus-wide taskforce reviewed the University's grievance policies and procedures to insure the University's integrity in these areas.	*University policies and procedures related to student grievances are included in the Appendix – Stipulated Policies.* *Administrative Handbook I-53: "Faculty Grievance" (12-12-2007); Administrative Handbook I-54: "Staff Grievance" (12-12-2007); Student Handbook: "Due Process Procedures" (p. 75-76, 2006); Employee Handbook, p 66. These documents are included on the DVD provided with the CPR Report.*

WASC CFR 1.9 - Candor and Honesty with the Commission
The institution is committed to honest and open communication with the Accrediting Commission, to undertaking the accreditation review process with seriousness and candor, to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution, and to abiding by Commission policies and procedures, including all substantive change policies.

	Response	Evidence/Location
☑ 2 3 0	*Candid with Commission*. LLU is committed to being open and honest with WASC. LLU has been, and continues to be candid in all its communication with the Commission, reporting strengths, challenges, and efforts to further the learning and renewal of the institution. The University files an annual report with WASC informing it of any changes that have occurred and submits other reports as requested. The University cooperates with the Commission in preparation for site visits to the Loma Linda campus as well as off-campus sites. *Substantive Changes.* The University seeks counsel from the Commission and informs it of changes as appropriate. The most recent application of this standard was June 2007, for the online MPH in Health Education and the BS Dental Hygiene Degree Completion Program. LLU has fast track review status for off-campus and distance education programs. The distance education fast track status is good through 2011. The off-campus fast track status is being renewed in July 2008. *Reporting to the Public.* The University makes appropriate reports regarding its status via electronic and print media that are available to the public. *Participation with the Commission.* The University is supportive of the efforts of WASC to insure quality in institutions of higher learning. Further, the University faculty and administration are pleased to be active participants as members of visiting teams, WASC subcommittees, as well as two former LLU administrators having served on the Commission. *Unethical Institutional Conduct.* LLU acknowledges the right of the Commission to implement its procedures in matters of unethical institutional conduct. *Acceptable Reports and Self-Studies.* This self-study was prepared in full compliance with WASC guidelines and with the complete cooperation of all segments of the University.	*In addition to the stipulations letter provided as part of this document, substantive change materials will be provided in the Evidence Room.* *LLU is proud of its heritage of sustained integrity with WASC, and has no history of sanctions related to this area.*

WASC Standard 2. Achieving Educational Objectives Through Core Functions
The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and creative activity and support for student learning. It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.

	WASC CFR 2.1 - Educational Content The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.	
	Response	*Evidence/Location*
✓ 2 3 0	***2.1.1 - Discipline Specific and Professional Standards** The content, length, and standards of academic programs conform to recognized discipline specific or professional standards, and are subject to peer review.	*See Exhibit 8.1.* *The most recent self-studies for programs with professional accreditation will be provided in the Evidence Room.*
✓ 2 3 0	***2.1.2 - Similar Degree Program Compatibility** **The program is able to demonstrate that the curriculum offered is comparable with similar degree programs in other institutions.** Proposed programs are required to complete the New Program Proposal Template which requires that either professional accreditation standards and/or discipline specific benchmarks are provided. Proposed programs are required to be reviewed and approved by their respective departments and schools prior to being submitted to University Academic Affairs for approval. Research oriented programs must also be approved by the FGS Graduate Council. Undergraduate programs must be reviewed for approval by the General Studies and Transfer Committee. The revised EEC/FGS systematic program review processes address the requirement that programs demonstrate benchmarks or professional accreditation standards to demonstrate compatibility with similar degree programs at other institutions.	*The most recent self-studies for programs with professional accreditation will be provided in the Evidence Room.* *The New Program Proposal Template is located in the Appendix of this document—Appendix - Supplemental Resources.*
✓ 2 3 0	***2.1.3 - Qualified Faculty** **The program is able to demonstrate there are sufficient numbers of qualified faculty available to provide the curriculum as designed.** The academic qualifications held by faculty are appropriate to the degree programs for which they are responsible. The University, schools and programs actively seek to hire individuals within areas of	*Information on faculty trends over the past five years may be found in the exhibits.* *Faculty development information is available in Appendix – Supplemental Materials and will be provided on site in the Evidence Room.*

	Response	Evidence/Location
	professional and academic expertise needed. In addition to the vast majority of faculty who doctoral degrees, a number of faculty are currently pursuing terminal degrees with the sponsorship of their school. Many faculty members have obtained additional certification or credentials in their areas of expertise and others have completed post-doctoral education. Information on faculty qualifications and appointments is maintained by the Office of the Vice Chancellor of Academic Affairs. Annual faculty reviews are linked to appropriate professional activities (publications, presentations, grantsmanship, and engagement in professional organizations and academic societies) Schools and departments maintain vitae and other materials regarding faculty qualifications (e.g., copies of licenses), including requirements for professional accreditation.	
☑ 2 3 0	***2.1.4 - Student/Faculty Ratios** **The program articulates student-faculty ratios needed to provide quality education. The stated student faculty ratios are maintained and adjustments in hiring and/or the number of students admitted are made as required.** Programs maintain data about student/faculty ratios. These requirements are more highly developed in programs that have professional accreditation. Schools and departments maintain information regarding student/faculty ratios.	*Content related to student/faculty ratios will be available in the Evidence Room, and is included in the self-study documents of programs with professional accreditation as required.*

WASC CFR 2.2 - Undergraduate and Graduate Program Requirements
All degrees--undergraduate and graduate--awarded by the institution are clearly defined in terms of entry--level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.

	Response	*Evidence/Location*
☑ 2 3 0	***2.2.1 – Entry-level and Exit Requirements** Entry-level requirements for all programs are clearly defined in the University Catalog and in program materials. International students admitted abroad are required to meet admissions requirements similar to those used for international students admitted to the LLU US campus. (Note: Courses are taught in the primary language of the	*Admissions requirements are included in the University Catalog, as well as information provided on the University website, and in school- and program-specific materials.* *SLOs and related professional competencies are included in the University Catalog, the University*

host country, therefore modifying the requirement for English language proficiency for students.).	*website, and School and program handbooks as required for professional accreditation.*
SLOs and expected competencies required for graduation are included in the University Catalog and reflected in program handbooks and course syllabi for General Education, for programs, as well as for students' selected major or concentration.	*Requirements for graduation are also reflected in program handbooks and course syllabi for General Education, for programs, as well as for students' selected major or concentration.*
In addition to course requirements, most programs also require hands-on clinical/practica requirements, research (projects, theses, or dissertations), or portfolios to qualify for degree completion.	*School portfolios (including program specific materials regarding pass rates, etc) will be available onsite in the Evidence Room.*
The requirements for completion of international and off-campus programs are included in the University Catalog, and are the same as required for on-campus U.S. program.	
With the development of the University's Online Syllabus the institution now has the ability to link SLOs (University, school and program) to the syllabi to assure integration of institutional and program purposes and requirements—as well as avoiding unnecessary duplication.	

WASC CFR 2.2a - Baccalaureate Program Requirements
Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication; college-level quantitative skills; information literacy; and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in life-long learning.

Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs.

	Response	*Evidence/Location*
✓ 2 3 0	As a predominately graduate-level institution, no students complete four years of undergraduate education at LLU. The majority of students transfer during the last year of an A.S. degree or during the last two years for baccalaureate degrees programs.	*The SLOs for each program are found in the University Catalog, the University website, and in supplemental school and program materials.*
	LLU offers the baccalaureate degree through the School of Allied Health Professions, School of Dentistry, Department of Dental Hygiene, School of Nursing, School of Science and Technology, and the School of Public Health. The undergraduate programs provide a tripartite structure for Bachelor's degree, including general	*Examples of these professional assessment instruments used by programs in Nursing, Dental Hygiene, and Allied Health Professions will be available on-site as part of school and professional accreditation documents.*

education courses, professional education courses, and elective courses. The professional schools work in concert with the University's general education philosophy to develop competencies for graduates. The SLOs for each program are found in the University Catalog, the University website, and in supplemental school and program materials. Competencies for most undergraduate programs combine completion of both didactic and experiential learning opportunities (i.e., clinical practica, affiliations, and internships).	
An essential element in evaluating the curriculum and the competence of undergraduates includes quarter by quarter assessment of their academic performance and clinical skills. Quarterly grade review by faculty insures students' satisfactory progress toward completion of the program and earning the bachelor's degree. A grade of C or better is required to pass a course. Similarly, grades presented for transfer credit must also be a grade of C or better.	
Additional assessment materials are used by programs to insure students' competence with regard to professional competencies. The degree compliance report tracks student's progress in meeting graduation requirements. Another assessment of students' success and program effectiveness is students' performance on national, state, or certificate examinations.	
*2.2.2 General Education Requirements Because LLU does not provide a traditional undergraduate education environment, General Education (GE) requirements are integrated throughout the curricula of relevant programs, including at the upper division level. Commencing in 1992, the GE Committee developed a philosophy for general education at LLU within the context of a health sciences institution; established the minimum number of general education units; determined a methodology for classifying general education courses; as well as criteria for measuring the effectiveness of the general education requirements. LLU's GE requirements have been periodically reviewed since that time. Undergraduate preparation (GE and major) prepares LLU students for citizenship and civic responsibility, appreciation for diversity, ability to work with others, quantitative skills, critical analysis, and life long learning. Individual programs demonstrate how students acquire breadth of understanding in cultural, aesthetic, social and political areas.	*GE requirements are included in the University Catalog and provided online as part of the University academic website.* *Additional information regarding GE requirements is provided as a part of advisement materials specific to schools and programs.*

	GE at LLU underpins professional education with foundational knowledge of spiritual and cultural heritage, scientific inquiry and analysis, communication, and health and wellness and is in harmony with LLU's commitment to wholeness. LLU requires all students graduating with a baccalaureate degree to complete a minimum of 68 quarter units of General Education (including transfer units). Requirements are organized into five domains:
	    Domain I: Spiritual and Cultural Heritage (28-32 quarter units)
	    Domain II: Scientific Inquiry and Analysis (24-32 quarter units)
	    Domain III: Communications (9-13 quarter units)
	    Domain IV: Health and Wellness (3-6 quarter units)
	    Domain V: Electives to meet a total of 68 quarter units
	
	Consideration for broadening the offerings of GE courses at LLU is under review.	

☑ 2 3 0	**WASC CFR 2.2b - Graduate Program Requirements** Graduate programs are consistent with the purpose and character of LLU and are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the several levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program. As a health sciences center, and largest provider of health services in the Inland Empire, LLU offers clinical training resources for the majority of professional programs. In addition, the clinical sites at LLU are sought after by other universities in southern California with professional degree programs. LLU also has considerable clinical rotations with other health care providers with other health care providers in surrounding counties.	*Requirements for graduate programs are included in the University Catalog, through program website materials, and additional materials developed by schools and programs as required by professional accreditation.* *Professional accreditation documents will be provided onsite in the Evidence Room.*
1 ☑ 3 0	***2.2.4 - International Programs** The curricula of international programs must be equivalent in content and requirements of the campus equivalent.** In like fashion these programs must demonstrate that curricular, co-curricular, and extra curricular requirements	*Admissions requirements for international programs are included in the University Catalog and in the Student Handbook.*

	are rooted in LLU's mission-focused learning. These programs will be required to implement the revised LLU SLOs once rubrics and measures for these are developed. **In some cases, additional requirements are imposed by licensing/certification requirements that are different from the US and/or California.	*Additional information related to international programs will be available onsite in the Evidence Room.*
✓ 2 3 0	***2.2.5 - Program Alignment with University** All programs at LLU are required to demonstrate how alignment with the University's mission is achieved. The new Online Syllabus supports this requirement. Programs with professional accreditation have historically been required to demonstrate alignment with the University's mission as a part of their accreditation. The degree to which programs have included this additional content in the University Catalog varies and is being assessed as part of the systematic program review baseline. Attention to developing more standardized language and conceptualization about general learning outcomes is also be addressed. All programs will be required to implement the revised LLU SLOs once rubrics and measures for these are developed. The University Catalog includes information about program's alignment with the University's mission.	*The University Catalog includes information about programs' alignment with the University's mission.* *School and program professional accreditation materials that articulate alignment with the University's mission will be available in the Evidence Room.*
✓ 2 3 0	***2.2.6 - Admission and Graduation Requirements** Entry level requirements for all programs are clearly defined in the University Catalog, the University website, and in school and program materials. The admissions criteria for most graduate programs include the requirement of a baccalaureate degree in appropriate undergraduate degree areas unless otherwise allowed by professional accreditation (e.g., Doctorate of Pharmacy, and the Doctor of Physical Therapy). International students admitted to off-campus programs meet the admissions requirements similar to those used for international students admitted to the LLU US campus. Courses are taught in the primary language of the host country, therefore modifying the requirement for English	*The University Catalog includes requirements for admission and graduation for all graduate programs.* *These items are also included on the University's website along with other program specific information.* *Supplemental school and program materials, including professional accreditation documents will be available in the Evidence Room.*

	language proficiency for students. International students attending the US campus must meet the published language requirements set WASC, by the University, and programs (TOEFFEL and approved alternative tests including ranges and exception procedures). All programs are required to publish the requirements for graduation in the University Catalog, including SLOs (or professional competencies). These SLOs and/or competencies are reflected in course syllabi. Schools and programs also publish supplement handbooks that include this information as required by professional accreditation.	
✓ 2 3 0	***2.2.7 - Graduate-level Academic Culture** All graduate-level programs at LLU meet and exceed the minimum requirement of at least one full-time faculty member. All programs are required to demonstrate sufficient resources and structures to sustain the program and provide a graduate-level academic culture. The compliance of all programs with these requirements is being monitored as part of the systematic Program review baseline.	*The University Catalog, as well as school and program websites list program faculty.* *Access to the Program review baseline that is part of the University's academic management system will be provided during the site visit.*

WASC CFR 2.3 - Student Learning Outcomes and Expectations for Attainment
The institution's student learning outcomes and expectations for student attainment are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and expectations are reflected in academic programs and policies; curriculum; advisements; library and information resources; and the wider learning environment.

	Response	*Evidence/Location*
✓ 2 3 0	***2.3.1 - Achievement Expectations** All programs are required to have published program SLOs (or competencies) in the University Catalog. Programs are also required to disseminate information about SLOs (or competencies) to students in program materials, including course syllabi. The systematic Program review baseline continues to assess programs' adherence to these requirements. Schools and programs with professional accreditation are also required to demonstrate this information as part of these standards. The Online Syllabus was developed in August 2005 to assist programs in providing this and other essential policy information to students. All programs are required to use the face pages of the Online Syllabus by fall 2008. All new degree programs are reviewed by the departments, schools, and the University Academic Affairs Committee for compliance with the University's expectations for graduate programs. Where programs are research-oriented in nature, adherence with the standards established by FGS is also required.	*Program SLOs are included in the University Catalog.* *Access to the Program review baseline that is part of the University's Academic Management System will be provided during the site visit.* *Professional accreditation documents for schools and programs will be available in the Evidence Room.* *Demonstration of the Online Syllabus will be provided during the site visit.* *FGS policies will be provided in the Evidence Room and through access to the FGS Blackboard Community.*

☑ [2] [3] [0]	***2.3.2 – Advisement and Program Materials** All programs are required to demonstrate policies and practices regarding advisement, the use of information, and learning resources beyond textbooks in program materials, including syllabi and handbooks. The availability of substantial electronic library resources as well as the University Blackboard system supports the dissemination of these materials for students. The Online Syllabus Template helps to assure that programs include appropriate policies in all courses. The Program review baseline has been designed as part of the University's Academic Management System to assess the degree to which specific programs are addressing all requirements.	*Supplemental program materials including professional accreditation documents for schools and programs will be available in the Evidence Room.* *See Exhibit 5.1 Information and Computing Resources.* *Demonstration of the Online Syllabus will be provided during the site visit, and is available at Myllu.llu.edu as part of the Learning Resources.* *Access to the Program review baseline that is part of the University's Academic Management System will be provided during the site visit.*
☑ [2] [3] [0]	***2.3.3 - Policies, Practices, and LLU** All program policies and practices are to reflect the application of the University's core values. The Program review baseline and revised Systematic Program Review processes have been designed to evaluate the degree to which this occurs. Guidelines have been included in the new Systematic Program Review processes to assist programs in meeting these expectations. The Systematic Program Review processes are supported by revised University policies for program review and assessment. The University is in the process of developing an online process that assures that University, school and program policies utilize the same language, except where schools and programs exceed the University's minimum standards.	*Supplemental program materials including professional accreditation documents for schools and programs will be available in the Evidence Room.* *Access to the Program review baseline will be provided during the site visit.* *University policies for program review and assessment are included in the Appendix – Supplemental Materials. Copies of the Systematic Program Review processes for professional and research oriented programs will be available in the Evidence Room.*

WASC CFR 2.4 - Community Engagement The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.	

	Response	*Evidence/Location*
☑ [2] [3] [0]	***2.4.1 – Community Engagement** The development and dissemination of expectations for students' learning and attainment have historically occurred within school and programs. Requirements for this type of engagement is frequently governed by	*Accreditation documents for schools and programs will be available in the Evidence Room.* *Copies of the Systematic Program*

	professional accreditation and involves faculty, students, staff, and where appropriate, external stakeholders. As part of this, faculty assume collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations. Over the last two years additional attention has been given to broadening the dissemination of shared institutional learning. The processes established by EEC and FGS serve to review and disseminate institutional learning generated through systematic program review as well as the results of the professional accreditations. Supporting these processes are the OA, IFAC and ULC which provide institutional venues to heighten the collective appreciation of the educational effectiveness of programs. The requirements for professional accreditation address these issues for the majority of programs at LLU.	*Review processes established by EEC and FGS to address the dissemination of outcomes and related capacity issues for professional and research oriented programs. These documents will be available in the Evidence Room.*

WASC CFR 2.5 - Learning Experience
The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.

	Response	*Evidence/Location*
1 2 ✓ 3 0	***2.5.1 - Experiences, Expectations, and Core Values** All programs are required to demonstrate the efforts that have been taken to provide learning experiences (curricular, co-curricular, and extra curricular) that support mission focused learning and the institution's seven core values. These experiences are expected to challenge students to achieve high expectations and provide them with appropriate and ongoing feedback about their performance and how it can be improved. Programs also regularly monitor students' performance through class and clinical performance reviews. Active feedback is given to the students' with regard to areas for improvement. The skills lab in the Centennial Complex will support extensive laboratory simulation experiences to guide their professional skills development apart from the traditional teaching and evaluation activities. The Program review baseline that all programs have been required to complete facilitates the University examining the degree to which programs are realizing this expectation.	*Once the rubrics and measures for the University SLOs have been developed, all programs will be required to demonstrate the implementation and assessment.* *Access to the Program review baseline will be made available during the site visit.* *The Assessment website provides further evidence of the expectations of all programs, including the education and supports provided to assist them in these endeavors.*

	WASC CFR 2.6 - Graduate Attainment
	The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.

	Response	*Evidence/Location*
1 2 ✓ 3 0	***2.6.1 - Attainment and Evaluation Standards** Programs are expected to establish SLOs, performance indicators, rubrics and measures to facilitate the consistent and objective assessment of the educational effectiveness. Programs with professional accreditation have been involved in these activities and have well established methods to demonstrate the achievements of graduates in light of established expectations. Established expectations for student learning are embedded in the standards faculty use to evaluate student work. Programs that do not have professional accreditation are in most cases closely associated with accredited programs and have benefited from shared learning regarding the assessment of educational effectiveness. For programs where there is no professional accreditation or linkages that has facilitated similar evaluation processes, systematic program review processes are well under way and have facilitated advancement in these areas. All programs that do no have professional accreditation will have completed the University's revised processes for systematic program review by the EER visit in 2010. The Program review baseline that all programs have been required to complete facilitates the University examining the degree to which programs are realizing this expectation.	*School portfolios (available during the site visit) will provide a compilation of information for all school programs, including SLOs, assessment matrices, curriculum maps, and disaggregate data by program.* *See Exhibit 8.1.* *The requirements for professional accreditation address these issues for the majority of programs at LLU.* *Accreditation documents for schools and programs will be available in the Evidence Room.* *Access to the Program review baseline will be made available during the site visit.* *School portfolios will be provided in the Evidence Room.*
1 2 ✓ 3 0	***2.6.2 - Evaluation Standards and LLU Core Values** The assessment of wholeness has been an on-going assessment activity for LLU. However, considerable concern with the length and possible inclusion of extraneous content in the instrument has resulted in substantial effort to establish a shared rubric and the measurements for the campus. This effort continues. The revised instrument will be integrated into the Wholeness Portal. Many of the professionally accredited programs have also been assessing additional items that now appear as part of the University's revised SLOs. However, because assessment of these items has been school and/or program specific, independently designed and implemented, the nature and composition of results vary widely and are not	*Once the rubrics and measures for all of the University SLOs have been developed, all programs will be required to demonstrate the implementation and assessment.* *The wholeness instrument and analysis and data will be available in the Evidence Room.* *Access to the Program review baseline will be provided onsite.* *School portfolios and professional accreditation documents will be available in the Evidence Room.*

amenable to comparative assessment of data. Many of the programs that do not have professional accreditation have not been assessing these items unless closely associated to professional programs and thus required to do so.

In response, we have struggled with whether measures should be direct or indirect. We have decided that because of the nature of programs at LLU, direct measures are more appropriate, including the ability to have longitudinal data.

The Program review baseline has provided additional insight into the extent to which programs have been engaged in the assessment of items that are now part of the LLU SLOs.

WASC CFR 2.7 - Program Review
All programs offered by the institution are subject to systematic program review. The program review process includes analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examination and placement and evidence from external constituencies such as employers and professional organizations.

Response	*Evidence/Location*
*2.7.1 - Program Review The program review is expected to encompass analyses of achievement of student learning, retention, and completion, and where appropriate, licensing examination results, placement rates, and other evidence of student achievement. EEC in conjunction with FGS has initiated new processes for the systematic review of all LLU programs. These processes build on the accreditation requirements of WASC and shared professional accreditation experiences of LLU programs. These processes utilize the existing materials required of professionally accredited programs, and augment items that are specific to the mission focused learning expectations of LLU. For programs that do not have professional accreditation, the WASC CFRs with additional LLU specific content provide the essence of items included in reviews. An online Program Review Portfolio has been developed as part of the new LLU Academic Management system that supports the systematic collection and review of program level data. A program review baseline was conducted this year to gather data (as well as assess data gaps) on all programs related to analyses of achievement of student learning, retention, and completion, and where appropriate, licensing examination results, placement rates, and other evidence of student achievement. This information is available online by program and will be included in the individual school portfolios available during the site visit.	*The revised University policy for program review and assessment is included in Appendix – Supplemental Materials.* *Copies of the Systematic Program Review processes established by EEC and FGS will be available in the Evidence Room.* *Access to the Program review baseline will be provided during the site visit.* *School portfolios will be provided in the Evidence Room.*

	Challenges with timely completion of degree auditing and awarding of degrees have been identified and are being addressed through the implementation of online degree compliance reports, as well as the use of outside consultation to objectively identify issues that may be causing delays in this area.	

WASC CFR 2.8 – Scholarship and Creative Activity
The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.

	Response	*Evidence/Location*
1 ✓2 3 0	***2.8.1 - Policies for Faculty Promotion and Tenure** University policies for faculty promotion and tenure utilize a broad definition of scholarship, including, research, teaching, learning, assessment, and co-curricular learning. Schools can and do augment (exceed) the requirements for promotion and tenure as determined by school faculty. Expectations for promotion vary by school. Some schools do not utilize the availability of tenure due to the strong clinical nature of faculty appointments. Tenure policies are currently under review by the University Tenure Committee, which includes discussions with other University groups including IFAC.	*University policies related to promotion and tenure are included in the online Faculty Handbook. School policies can be found in the school specific sections of the Faculty Handbook.* *University handbooks are included on the DVD provided with the CPR Report.*

WASC CFR 2.9 - Scholarship, Teaching, Student Learning, and Service
The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.

	Response	*Evidence/Location*
✓1 2 3 0	***2.9.1 - Scholarship, Teaching, Student Learning, and Mission-focused Service** All programs engage with processes that promote continuous quality improvement. Considerable attention has been given to demonstrating and energizing linkages between scholarship, teaching, learning, and mission-focused learning. In addition, schools and programs encourage students to be involved in professional activities (e.g., conferences and symposiums) by supporting (funds) and mentoring them to submit their work for presentation. Included in this effort has been assessment of programs' integrating mission-focused learning, revision of the University SLOs, integration the University's core values as part of a Chapel wholeness curriculum, as well as vetting these concepts in faculty, student, and staff dialogue related to the completion of institutional studies. Infrastructure has and continues to be developed to support these efforts.	*Program review baselines (including assessment matrices and curriculum maps) developed by each program demonstrate the multiple ways that MFL is integrated within courses, co-curricular, and extracurricular activities.* *Student Climate Survey 1998-2008 Comparison in Appendix – Supplemental Materials.* *The schedule of the wholeness curriculum for Chapel, including ChapelCasts of the speakers will be provided in the Evidence Room. Links for these: ChapelCasts [http://www.llu.edu/llu/chaplain/chapel casts](http://www.llu.edu/llu/chaplain/chapelcasts).*

| | | Core Value Videos - prepared for chapel (bottom of page): http://www.llu.edu/assessment/llureso urces.html

Full reports of the two Research Themes include comments by administrators, faculty, staff and students will be included in the Evidence Room. |
| :-- | :-- | :-- |

WASC CFR 2.10 – Analysis of Student Needs
The institution collects and analyzes student data disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success. The institution regularly identifies the characteristics of its students and assesses their preparation, needs, and experiences.

	Response	*Evidence/Location*
☑ 2 3 0	***2.10.1 – Monitoring Students' Progression and Experience** Schools and programs utilize data (in combination with data collected by schools and programs) to assess students' enrollment, progression, and completion through degree programs. Schools and programs track students' achievement and satisfaction with degree programs. These data is also used to regularly assess students' preparation, needs, and experiences. In support of this University Records sends out automated advisor updates.

University climate surveys are periodically utilized to track student, faculty, and staff perceptions regarding the learning environment and related supports. | *Data is provided in the exhibits that provides a brief overview of these data. More detailed content will be provided through school portfolios available in the Evidence Room. (School portfolios will demonstrate disaggregated data by program, including content from the program review baseline.)*

Student Climate Survey 1998-2008 Comparison is included Appendix – Supplemental Materials. |
| 1 2 ☑3 0 | ***2.10.2 - Program Student Data** Programs with professional accreditation have historically been more inclined than other programs to analyze disaggregated data on student retention, graduation, and performance by categories, such as racial-ethic background, gender, program level and degree, for the purpose of studying and understanding the needs and promoting the success of students.

Incompatibility and inconsistencies have been found in data systems that will be addressed through consultation to resolve these challenges.

A number of activities have been identified to support the University's requirement that all programs engage in the systematic program review and assessment. These include: 1) revision of University policies regarding program review and assessment; 2) the revision of systematic program review processes and review cycles; 3) the implementation of a Program Review Portfolio (which | *University program review and assessment policies are included in the Appendix – Supplemental Materials.*

EEC and FGS systematic program review processes and review cycles will be available in the Evidence Room.

Program Review Portfolio (which includes a Program review baseline, assessment matrices, and curriculum maps). In addition a School Portfolio will be included in the Evidence Room. |

includes a program review baseline, assessment matrices, and curriculum maps); and 4) continuing development of capacity infrastructures (e.g., the Office of Assessment and Institutional Learning). When the Program Review System is completed the University, schools, and departments will be able to perform ongoing comparative analyses to assure proper monitoring and feedback.	

WASC CFR 2.11 - Co-curricular Programs
Consistent with its purposes, the institution develops and assesses its co-curricular programs.

	Response	Evidence/Location
✓ 2 3 0	***2.11.1 - Co-Curricular Activities and Mission-focused Learning** Substantial content has been included in the narrative of the CPR regarding the ways the University promotes and programs integrate mission-focused learning into curricular, co-curricular, and extra-curricular learning experiences for students.	*Program review baseline, including assessment matrices, curriculum maps developed by each program reflect the educational strategies of the University and demonstrate the multiple ways that MFL is integrated within courses, co-curricular, and extracurricular activities.*

WASC CFR 2.12 – Student Communications
The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.

	Response	Evidence/Location
1 ✓2 3 0	***2.12.1 - Communication to Support Student Needs** Schools and programs work to insure that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements. Students have been assigned University emails. Students are made aware during University orientation that official communication from all student services is provided through this source. Deans, department chairs, and faculty, with the assistance of support staff, have primary responsibility for communication with students. Through regular contact, faculty advisors gain meaningful insights into students' academic, social and personal experiences. Advisors use these insights to help students experience the academic community and develop sound academic and professional goals. Advising procedures are subsequently designed to support students, and reflect a commitment to the University's mission of "wholeness". Faculty advisors are involved in curriculum planning and revisions which supports their advisement responsibilities.	*Information is also available to support students' needs online through the University's website. Students can also access online and pdf forms through Myllu.llu.edu.* *School and program handbooks provide information about advisement. These materials will be available in the Evidence Room.* *The LLU Advisors Handbook will be available in the Evidence Room.*

Central support services assist schools and programs in meeting students' needs. Continued attention needs to be given to the timely communication of policy and procedural changes with schools, departments, and programs in support of meeting students' needs. University, school, department and program orientations support information dissemination to students.

A revised LLU Faculty Advisors Handbook is available to support faculty. University Records and the Library provide periodic training to apprise faculty of changes in policies and procedures. In addition, some schools and programs also require their faculty take part in periodic training with an emphasis on new policies and procedures.

WASC CFR 2.13 – Student Support Services
Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information services— are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.

Response	Evidence/Location
*2.13.1 - Student Support Services ☑ 2 3 0 LLU provides comprehensive support services for students, including financial aid, registration, advising, personal counseling, computer labs, and library and information services. These services are designed to meet the needs of health professional students. Schools and programs augment central support services with services that recognize the unique needs of students in specialized programs. Given the nature of LLU as a health sciences institution, career counseling at LLU is framed as professional mentoring to assist students in narrowing their professional pathways.	*The Student Handbook provides information regarding student services.* *Information regarding student services is also available online through the University's website (Student Services:* http://www.llu.edu/ssweb*)* *University handbooks are included on the DVD provided with the CPR Report.*

WASC CFR 2.14 - Transfer Students
Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.

Response	Evidence/Location
1 ☑ 3 0 ***2.14.1 - Transfer Students** Polices regarding transfer students exist for graduate and undergraduate programs. Further discussion of related issues and challenges are presented in the CPR narrative.	*Issues and challenges related to this area are discussed in the CPR narrative.* *References to transfer policies are included in the Appendix - Stipulated Policies, in both the University Catalog and the Student Handbook.*

WASC Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Stability

The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.

	WASC CFR 3.1 - Staff Quality and Quantity The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.	
	Response	*Evidence/Location*
✓ 2 3 0	***3.1.1 - Staff Quality and Quantity** Schools and programs with professional accreditation are required to maintain appropriate numbers of faculty and the required qualifications to assure academic quality. Processes exist for departments to work with their respective school administration to address both temporary and continuing program issues that require the adjustment of personnel sufficient to meet academic needs.	*Professional accreditation documents for accredited programs will be provided in the Evidence Room.*
	WASC CFR 3.2 - Faculty Quality and Quantity The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.	
	Response	*Evidence/Location*
✓ 2 3 0	***3.2.1 - Full-time Faculty** Schools and programs are to engage in continuous planning activities to assure that a sufficient number of full-time faculty with commitment to the University's mission, appropriate background by discipline, degree levels, and specializations are available to support the academic and practice needs of all programs. Criteria for faculty expertise is typically a requirement of professional accreditation. Faculty are also expected to actively demonstrate their commitment to the University through their integrity in following policies and procedures that support quality education and services for students. Faculty annually certify their continued commitment to wholeness in a section of the annual online faculty report.	*Faculty responsibilities are described in the Faculty Handbook (Section 3.3.4 (a,b).* *University handbooks are included on the DVD provided with the CPR Report.* *Professional accreditation documents for accredited programs will be provided in the Evidence Room.*
✓ 2 3 0	***3.2.2 - New Faculty - University only** In the faculty hiring process, all faculty are provided with a written copy of the University's statement of wholeness.	*Access to the online faculty report system will be provided onsite. Sample statements of commitment to the institution's mission will be provided in the Evidence Room.*

	Response	Evidence/Location
✓ 2 3 0	***3.2.3 - Faculty Size** Faculty size is commensurate with the number and type of curricular offerings in programs, laboratory and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.	*Professional accreditation documents for accredited programs will be provided in the Evidence Room.*
✓ 2 3 0	***3.2.4 - Systematic Faculty Engagement** The institution, schools, and programs systematically engage full-time tenure, non-tenure track, voluntary, and part-time faculty in the processes of assessment, program review, and faculty development. Faculty also regularly participate in the online review of administration. The University committees (EEC and its subcommittees-Research Themes, Program Review, and Capacity Review; FGS, and the Assessment Committee), as well as school and program committees provide the venues for this engagement.	*Memberships of University committees will be provided in the Evidence Room. Memberships of school and program committees will be provided in the School Portfolios provided in the Evidence Rooms.*

WASC CFR 3.3 - Faculty Workload and Assessment
Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.

	Response	Evidence/Location
✓ 2 3 0	***3.3.1 - Formulating and Implementing Policies** Faculty participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure through school rank and tenure committees. Faculty chairs of school committees are also members of the University's Rank and Tenure Committee.	*Faculty responsibilities are outlined in the Faculty Handbook. University handbooks are included on the DVD provided with the CPR Report.* *Memberships of University, school and program committees will be provided in the Evidence Room.*
✓ 2 3 0	***3.3.2 - Workload Policy** Faculty work load policies are implemented through schools and departments. Work load policy is implemented in a manner that supports the achievement of institutional priorities, as well as program goals and objectives. Workloads are annually reviewed by department chairs with each faculty.	*Policies related to faculty workload are outline in the Faculty Handbook (Section 3.3.1). School workload policies are included in the respective school sections in the Faculty Handbook.*

WASC CFR 3.4 - Faculty and Staff Development
The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching and learning, consistent with its institutional objectives.

	Response	Evidence/Location
✓ 2 3 0	**3.4.1 - Faculty and Staff Development** Each program maintains appropriate faculty and staff development activities designed to improve teaching and learning, consistent with its institutional objectives. Faculty and staff development activities are made available through	*Professional accreditation materials, as well as a composite of faculty development activities for the past year, will be provided in the Evidence Room.*

	University, school, department and program level planning and presentations.	*A list of faculty development activities is included in the Appendix – Supplemental Materials.*
✓ 2 3 0	**3.4.2 - Technology-mediated Instruction Training** The University, school, and programs work together to provide training and support for faculty member's teaching by means of technology-mediated instruction. Educational Support Services (ESS) supports the training and mediated instruction needs of faculty and staff. Additional attention needs to be given to assuring that faculty are prepared to utilize advanced technologies as the University continues to expand its global outreach.	*Blackboard™ and Endnote™ trainings regularly occur.* *A list of faculty development activities is included in the Appendix – Supplemental Materials.*
	WASC CFR 3.5 - Financial Sustainability The institution has a history of financial stability, unqualified independent financial audits and has resources sufficient to ensure long-term viability. Resources are aligned with educational purposes and objectives. If an institution has an accumulated deficit, it has realistic plans to eliminate the deficit. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.	
	Response	*Evidence/Location*
✓ 2 3 0	***3.5.1 - Financial Stability History** The University has approximately a twenty year history of impressive financial stability, unqualified independent financial audits and has resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.	*Summary of the institution's financial viability are outlined in Tables 5.3-5.7 in the Appendix – Required Data.* *Additional financial data, including required audit reports will be available in the Evidence Room.*
	WASC CFR 3.6 - Information Resources The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. These information resources, services and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. For both on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered.	
	Response	*Evidence/Location*
✓ 2 3 0	***3.6.1 – Program Information Resources** **Academic programs and administrative services have information resources sufficient in scope, quality, currency, and kind to support the goals and objectives of the University's academic offerings and the scholarship needs of the faculty and students.** There has been substantial expansion in the University's information and Library resources since the last	*The demonstrated expansion of the University information and computing resources is summarized in Table 5.1 in the Appendix – Required Data* *See Appendix - Response to WASC Recommendations.*

	Response	Evidence/Location
	reaccreditation. Additional expansion continues to be developed as part of the development of the Centennial Complex—the institution's global gateway. Advanced technologies available through the institution's extensive clinical training sites, as well as expanded simulation and tele-medicine resources further the educational resources that support academic programs.	*A tour of campus facilities will be provided, including selected demonstrations.*
✓ 2 3 0	**3.6.2 - Physical and Information Resources** University planning is integrally linked to the physical facilities and information resources of the schools and programs. The continuing growth of the University has led, and continues to lead to substantial expansion to assure that programs have sufficient office and classroom space, and access to information technologies as needed to support and sustain excellence in the education of health professionals and students in related sciences, as well as the institution's focus on mission-focused-learning.	*The University's physical plant expansion plans will be available in the Evidence Room. An online video-cam is available through the University's website that shows the real-time construction progress to the new Centennial Complex. Tours of the Centennial Complex as well as other completed and active construction sites will be integrated into the CPR visit as appropriate.*

WASC CFR 3.7 - Information Technology
The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.

	Response	Evidence/Location
✓ 2 3 0	***3.7.1 - Information Technology** Schools and programs are supported by information technology resources and technological assistance through the University's Educational Support Services (ESS). ESS works closely with all degree and co-curricular support areas to fulfill the institution's educational purposes and related academic and administrative functions.	*Information regarding learning resources are available at Myll.llu.edu as part of Learning Resources and also through the Educational Support Services http://www.llu.edu/llu/ess/.*
✓ 2 3 0	***3.7.2 - Assistive Technology Resources** Students' needs for Assistive Technology Resources are facilitated through a tripartite facilitation. The University's ADA policy guides schools to provide accommodations to the learning environment for students. Deans work with students to identify and implement plans to address their needs. Programs work with the Library, Student Affairs, and external agencies as needed access assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems). Library faculty and staff work with all students who require assistance, including requests for private study carrels where students can set up their personal assisted reading equipment. The Office of Student Affairs supports students 'needs for physical accommodations as required. The University has	*The University has a published ADA policy that is distributed to students and faculty during fall orientation and is available online. http://www.llu.edu/llu/handbook/6e.htm.* *All course syllabi are required to include the policy inserts from the Online Syllabus template, which includes the University's Americans with Disabilities Act (ADA) Policy.*

	Response	Evidence/Location
	made substantial improvements in these areas over the last several years and continues to develop resources in this area. When needed ADA accommodations are extended to clinical training sites in support of students' academic success.	

WASC CFR 3.8 – Organizational Structure and Decision-making Processes
The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining effective academic programs.

	Response	*Evidence/Location*
✓ 2 3 0	The organizational structures and decision-making processes at LLU are clear and consistent with the institution's purposes and responsibilities. Lines of authority are reflected in the University's organizational chart.	*The University's organizational chart is included in the Appendix – Organizational Chart.*

WASC CFR 3.9 - Governing Board
The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.

	Response	*Evidence/Location*
✓ 2 3 0	LLU has an independent governing board that has authority to exercise appropriate oversight to the institution's policies and on-going operations. The LLU Bylaws instruct the LLU Board of Trustees to approve an organizational structure which serves University purposes.

Trustees approve the academic and administrative organization of the institution, the appointment of faculty and administrators, and the University strategic plan and planning process. The LLU Board of Trustees understands its role as that of governance and does not attempt to administer programs.

LLU Bylaws authorize the LLU Board of Trustees to provide authority and oversight, including the hiring and evaluation of the Chancellor (CEO) of the University. | *LLU Bylaws will be made be available in the Evidence Room.*

Board minutes are available upon request or we could say they will be in the Evidence Room. |

WASC CFR 3.10 - University Administration
The institution has a full-time chief executive officer and a chief financial officer whose primary or full- time responsibility is to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.

	Response	*Evidence/Location*
✓ 2 3 0	The Chancellor of, Richard Hart, M.D., DrPH; and Verlon Strauss, Chief Financial Officer, have primary responsibility to the University.	*The LLU Bylaws will be available in the Evidence Room.*

	Dr. Hart was appointed by the Board in 2001 and reappointed in 2006. With his reappointment for a second five-year term, the Board affirmed Dr. Hart's ability to articulate the distinctiveness of the institution's mission and to incorporate it into the everyday operations of the University. On March 24, 2008, following the retirement of Dr. B. Lyn Behrens, Dr. Hart assumed to the role of President of LLUAHSC. Dr. Hart will perform both roles as the most effective structure to benefit the centrality of the University is examined and the institution reviews and gives consideration to the full integration of the LLUAHSC enterprise. Vice Chancellor for Finance as CFO is responsible for the overall management of the University's finances.	

WASC CFR 3.11 - Faculty Academic Leadership
The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.

	Response	*Evidence/Location*
✓ 2 3 0	***3.11.1 - International Program Only - Academic Leadership** International educational programs are required to insure that consistent academic leadership is provided. Each school is required to monitor the on-going performance of its programs and report it to the appropriate school committee. Oversight of international programs is provided by the Vice Chancellor of Academic Affairs, along with the Off-Campus Review and Assessment Committee work to support programs to insure that international programs meet the University's expectations for quality education.	*Substantive Change documents submitted to WASC regarding international and off-campus programs will be available onsite and are referenced in the Appendix – Stipulated Policies.*
✓ 2 3 0	***3.11.2 – International Program Only - Review Process** The Vice Chancellor for Academic Affairs meets with the Off-Campus Review and Assessment Committee to address the shared needs of international programs. In addition, international educational programs are regularly evaluated as part of the EEC systematic program review process. These processes include the faculty in the host LLU-US program.	*See above.*

WASC Standard 4. Creating an Organization Committed to Learning Improvement

The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.

<table>
<tr>
<td colspan="3">WASC CFR 4.1 - Reflection and Planning
The institution periodically engages its multiple constituencies, including faculty, in institutional reflection and planning processes which assess its strategic position; articulates priorities; examines the alignment of its purposes, core functions and resources; defines the future direction of the institution; and monitors the effectiveness of its plans and planning processes, and revises them as appropriate.</td>
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<td>*4.1.1 - Reflection and Planning
The institution, schools and programs annually engage with multiple constituencies--including faculty--in the reflection and planning processes which assess the strategic plan. School and program strategic plans articulate priorities, and inform the University and subsequently the LLUAHSC strategic plans. Guided by overarching LLUAHSC strategic initiatives, school and program strategic plans are examined for their alignment of purpose, core functions and resources. Strategic plans define the future direction of the institution, schools, and programs. A newly adopted method to monitor the effectiveness of plans allows for ready determination of status (e.g., not started, initiated, in progress or completed). Strategic plans are annually evaluated and revised as appropriate. Both the component school and comprehensive composite University plan are presented to the University Board of Trustees.

As part of this WASC process substantial engagement in the review of the institution has occurred involving administration, faculty, staff and students. A commitment has been made to continue to utilize these engagement processes for reflection, interpretation and contextualizing of data and future planning.</td>
<td>The composite strategic plan for the University (which includes the plans developed by schools) will be provided in the Evidence Room.

The full report of the Research Themes provides detailed description of the dialogue with administration, faculty, staff and students regarding normative culture.</td>
</tr>
<tr>
<td colspan="3">WASC CFR 4.2 - Planning Alignment
Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.</td>
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<td>Academic, personnel, fiscal, physical, and technological needs of academic programs inform and are strategically aligned with planning processes at all levels. Planning at the program level informs school and ultimately University planning, priorities and expenditures.</td>
<td>School and University strategic plans provide evidence of the alignment of planning and expenditures. The composite strategic plan for the University (which includes the plans</td>
</tr>
</table>

		developed by schools) will be provided in the Evidence Room.

	WASC CFR 4.3 - Data Driven Planning Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student teaching.	
	Response	*Evidence/Location*
1 2 ✓ 3 0	School and program planning processes are informed by quantitative and qualitative data, including to reflect on mission-focused learning and the infusion of the LLU core values. The assessment matrix completed by all programs permits the tracking of the assessment measures that have been used to inform planning, along with the changes that have resulted from said assessment. The revision of University-wide program review processes and the implementation of campus-wide assessment have strengthened the role of assessment in academic planning.	*The online Program Review Portfolio provides a comprehensive orientation to the integration of assessment and academic planning. Access to the online Program Review Portfolio will be provided to the team during the site visit.* *Professional accreditation materials provide additional evidence of the continuous renewal that results from assessment. The most recent professional accreditation materials for all accredited programs will be available in the Evidence Room.*

	WASC CFR 4.4 - Quality Assurance Processes The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes include assessing effectiveness, tracking results over time, using comparative data from external sources, and improving structures, processes, curricula, and pedagogy.	
	Response	*Evidence/Location*
1 2 ✓ 3 0	***4.4.1 - Quality Assurance Processes** Schools and programs at LLU are expected to utilize and responds 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 utilize standardized LLU templates, along with a required approval process. Schools and programs are also required to participate in systematic program review processes, including reflection on comparative or benchmark data from external sources, such as professional accreditation agencies, and regional and national peer institutions as part of the institution's commitment to excellence and continuous quality improvement.	*The New Program Proposal Template is provided in the Appendix – Supplemental Materials.* *An organizational chart showing the integrative nature of capacity building and educational effectiveness is provided in the Appendix – Organizational Chart: Institutional Learning through Capacity Building and Educational Effectiveness.* *The revised institutional policies for program review and assessment are included in the Appendix – Supplemental Materials.* *School portfolios will be provided in*

		the Evidence Room, along with self-study materials from programs with professional accreditation.

WASC CFR 4.5 - Institutional Research The institution has institutional research capacity consistent with its purposes and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function and the suitability and usefulness of data.		
	Response	***Evidence/Location***
☐ 1 ☐ 2 ☑ ☐ 0	LLU has historically relied on the data collected, stored, and mined by schools and programs with professional accreditation to assess the educational effectiveness of the majority of its programs. Data related to these purposes has included national exam/test pass rates, licensure and additionally prescribed requirements as defined by professional accreditation organizations. Schools and programs have and continue to maintain, to varying degrees, detailed data regarding the reasons for variations in retention and completion rates by programs. Until 1997 University-wide data collection, storage, and analysis of retention and completion data has been historically compiled by the Office of University Records using the academic data management system that the University subscribes to, i.e., Banner ™. These activities were under the supervision of the Office of the Vice President for Academic and Research Affairs (VPARA). In 2000, the Office of the VPARA was changed to the Office of the Vice Chancellor for Academic Affairs (VCAA). Oversight of the data management and reporting completed by the Office of University Records continued until 2001, at which time the Office of the VCAA established the Office of Institutional Research. Following the creation of the Office of Institutional Research, the analysis of data (generated in Banner™) pertaining to retention and degree completion was managed, analyzed, and disseminated by the Office of Institutional Research. The combination of University and schools data resources was considered adequate to address the University's institutional and academic planning needs. This was particularly true given that academic strategic planning substantially relied on the strategic plans of individual schools. However, in 2007 with the University's increased understanding of the benefit of University-wide assessments, the Office of Assessment and Institutional Learning (OA) was created. The OA which now	*Through the OA, the University is now able to identify the varied data warehouse configurations and reporting cycles of schools and programs as part of the online Program Review Portfolio.* *A copy of the LLU Assessment Plan: Institutional Strategic Plan for Educational Effectiveness is included the Appendix – Supplemental Materials.*

	encompasses the Office of Institutional Research is responsible for analyzing and disseminating University-wide information on student retention and completion, as well as working with the appropriate departments to test and review the quality of institutional data, the monitoring of SLOs. Through the work of OA and the CPR process it was recognized that whereas periodic reviews of data have occurred over-time, the application of data queries was not at the level that the University now requires, including the need for improved data feedback loops. Given the University's change in orientation to aligning assessment with strategic planning, the capacity to efficiently mine data based upon a variety of queries is seriously lacking. It appears that ample data exists, but that challenges related to the presence of multiple warehouses (school and centrally based) along with differences in definitions used to collect, store, and mine data add to these issues. Thus, it is clear that the historical methods of institutional research no longer meet the University's needs for assessment and strategic decision-making. As a result a taskforce has been developed to address these issues as part of the LLU Assessment Plan: Institutional Strategic Plan for Educational Effectiveness.	

WASC CFR 4.6 – Commitment to Improvement
Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.

	Response	*Evidence/Location*
☑ 2 3 0	Tremendous progress has been and continues to be made in the transformation of the University's capacity for educational effectiveness. Leadership at all levels of the University have engaged in and furthered the implementation of a University-wide system of program review and assessment. This transition provides for the mechanisms for gathering and analyzing information in support of a sustainable culture of evidence and quality improvement. These processes now support the alignment of assessment with the new model of institutional strategic planning being implemented by the Chancellor.	*Policies, process documents, and the minutes of meetings (i.e., LLU Board of Trustees, Officers Meeting, Dean's Council, University Academic Affairs Committee, Educational Effectiveness Committee, Assessment Committee, University Chapel Committee, as well as meetings at the school and department levels provide evidence of the campus-wide involvement of leadership at all level in assessment.*

	WASC CFR 4.7 - Institutional Ongoing Inquiry
	The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of the curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.

		Response	*Evidence/Location*
✓ 1 2 3 0		**4.7.1 - Rigor and Effectiveness** **The periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practice.** Schools and programs (particularly those with professional accreditation) provide evidence of students' performance, which incorporates the analysis of grading and student evaluation procedures. Parameters and benchmarks are driven by professional standards and based on practice expectations as informed by public trust and consumer protection—thus underscoring the need to assure that grade inflation does not occur. The University's revised systematic program review processes standardize the requirements for all programs in these areas, while also giving consideration to the uniqueness of programs. The WASC standards and CFRs underpin the content of program reviews. Additional criteria specific to LLU (MFL and SLOs), augment this content for all programs, regardless of professional accreditation. The program review baseline that was initiated earlier this year supports the University's efforts to provide quality assurance across all critical areas of rigor and effectiveness in grading policies and practices.	*School Portfolios (which will include disaggregated data for all programs) will be available in the Evidence Room.* *Accreditation documents for professionally accredited programs provide the source of this information and will be available in the Evidence Room.* *EEC and FGS systematic program review processes will be provided onsite.* ***Note: the double self-rating for this CFR reflects the differences between professionally accredited programs (upper rating) and those for which specialized accreditation does not exist (lower rating).***

(left margin rating boxes for 4.7.1: upper group — ✓1, 2, 3, 0; lower group — 1, ✓2, 3, 0)

| ✓ 1
2
3
0 | | ***4.7.2 - Program Ongoing Inquiry**
Program faculty at LLU are expected to take ownership for the continuous quality improvement of academic programs. As such, faculty are to seek out and implement best practices in teaching and learning strategies as related to the applied and scientific requirements of their disciplines. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of teaching methodologies and evaluation of student learning. As a part of this continuous improvement, faculty are to actively integrate involvement in mission-focused learning into students' experiences, regardless of the type and level of learning or degree program. Participation in University, school and program-level assessment of educational | *The online Program Review Portfolio provides substantial evidence of the extent to which program faculty engage in on-going inquiry toward program renewal. Access to the Program Review Portfolio will be provided to site team members as part of the site visit. Other indicators of on-going inquiry and renewal are included in the materials required for professional accreditation, including faculty development activities that support this expectation.*

Professional accreditation materials, |

	effectiveness completes the University's view of expectations of faculty with regard to on-going inquiry toward program renewal.	*as well as a composite of faculty development activities for the past year, will be provided in the Evidence Room.*

WASC CFR 4.8 - Stakeholder Involvement in Assessment

Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are regularly involved in the assessment of educational programs.

	Response	*Evidence/Location*
✓ 2 3 0 1 ✓ 3 0	Academic programs at LLU are expected to involve appropriate stakeholders including alumni, employers, practitioners, and others as defined by specific disciplines in the assessment of educational programs. Historically, this expectation was driven by professional accreditation, however the University's revised (2006) processes for systematic program review make this an expectation for all programs regardless of professional accreditation. Because of this, special attention is being given to assist programs that do not have professional accreditation with the assessment components that will support demonstration of their educational effectiveness.	*Professional accreditation materials, as well as the EEC and FGS program review processes will be available in the Evidence Room.* **Note: the double self-rating for this CFR reflects the differences between professionally accredited programs (upper rating) and those for which specialized accreditation does not exist (lower rating).**