



**LOMA LINDA UNIVERSITY**  
**Interim Report**

**Name of Institution:** Loma Linda University

**Person Submitting the Report:** Marilyn R. Eggers, ALO

**Report Submission Date:** March 2, 2015

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## Statement on Report Preparation

*Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WSCUC, and such reviews should be indicated in this statement.*

The Loma Linda University (LLU, University) Interim Report was collaboratively developed by faculty, administrators, and staff from across the University. The *University Accreditation Steering Committee* guided the development but many committees also participated. The Provost charged the *Office of Educational Effectiveness (OEE)* and the *Educational Effectiveness Committee (EEC)* network to:

- Identify and oversee a timeline for report development and review, including the required data appendices,
- Identify appropriate writers and/or respondents for each element of the report,
- Review and approve the completed report on behalf of the campus.

The *Steering Committee* is composed of the following institutional representatives:

- Ron Carter, Provost, Loma Linda University
- Elizabeth Bossert, Dean, School of Nursing; Co-chair, Educational Effectiveness Committee
- Everett Lohman, Assistant Dean for Graduate Academic Affairs, School of Allied Health Professions; Co-chair, Educational Effectiveness Committee
- Beverly Buckles, Dean, School of Behavioral Health
- Billy Hughes, Dean, School of Pharmacy
- Carla Gober Park, Director, Center for Spiritual Life & Wholeness
- Marilyn Eggers, Accreditation Liaison Officer; Director, Office of Educational Effectiveness

In addition, the Educational Effectiveness network of 13 committees also worked on this report (two committees are on a temporary hiatus):

- Educational Effectiveness Committee – 45 members
- Climate Survey Committee – 5 members
- Co-curricular Committee – 11 members
- Digital Education Committee – 25 members
- Institutional Research Committee – 20 members

- LiveText Administrators Committee – 22 members
- Program Review Committee – 9 members
- Academic Service Learning Committee – 13 members
- Learning Outcomes Committee – 9 members
- Student Success Committee – 16 members
- University Assessment Committee – 21 members

*(See Appendix A; Membership of EE Committees)*

Initial work began January 28, 2013 by the Educational Effectiveness Committee hosting an Assessment Retreat for all of the committee co-chairs in addition to other University and school leaders. Part of the Retreat’s activities began the preparation for the 2015 WSCUC (WASC) Interim Report.

During the 2015 academic year each of the educational effectiveness network of committees wrote an interim report covering the past five years that included its purpose and/or charge, what the committee past activities and projects were, current issues and projects, and future plans. The *University Accreditation Steering Committee Executive Subcommittee* identified lead writers for each focal area of the report and developed a timeline and steps for report development and review by relevant campus constituents.

The report was reviewed by:

- Loma Linda University Board of Trustees
- Deans
- Academic Deans
- Educational Effectiveness Committee network members

The President and Provost reviewed the final drafts of this report.

## List of Topics Addressed in the Report

*Please list the topics identified in the action letter(s) and that are addressed in this report.*

The five years since our 2010 Educational Effectiveness Review (EER) site visit have been filled with exciting changes and significant progress.

We were pleased that the 2010 WSCUC site visiting team recommended a 10-year re-accreditation term. We were also pleased that the team incorporated our suggestions that the Commission of 2011 focus their *recommendations* on three areas that would support our ongoing goals for strategic planning, research, and strengthening our institutional research assessment team.

This report will summarize our activities in those areas and will speak to significant changes impacting the future of LLU and its health care enterprise.

The Action Letter listed three concerns as quoted below.

1. **Developing Institutional Research and Utilizing Data in Strategic Planning.** *While the Commission found evidence of solid foundational work in the newly configured strategic planning process, it is also evident that it is still finding its position as an integrating function central to the University, supported by and responsive to the various schools. Similarly, the closely linked IR function, which provides data-supported decision making for strategic planning and operations, is developing common terminology and data definitions. IR will become even more critical as the student achievement data being generated at the school level from multiple program reviews are incorporated into the strategic planning process. (CFRs 3.1, 3.3, 3.4, 4.3-4.5)*
2. **Advancing Scholarly Research Activity.** *The Commission encourages the University to vigorously pursue its goal of becoming a recognized academic research center, as stated in its Loma Linda University Adventist Health Sciences Center (LLUAHSC) Research Strategic Plan. This initiative promises to enhance the learning experiences of students, attract qualified faculty, and help the faculty remain current in their disciplines. It will also, however, require the allocation of financial and technological resources, the advancement of related policies, and the exercise of focused leadership, including at the board level. (CFRs 2.8, 2.9, 3.3, 3.4, 3.9-10)*
3. **Assessment, Program Review, and Student Achievement.** *The Commission desires that the remarkable recent achievements in building a culture of assessment become even more systematically deployed across each of the schools. The University should continue to support its goals for enhancing the use of achievement data in budgeting and planning, for achieving uniformly high implementation of assessment in all schools through continuing faculty development efforts, and for including undergraduate general education within these initiatives. LLU also is urged to give serious attention to the role of the undergraduate programs and their place within the overall institution and to work to close achievement gaps among subpopulations. (CFRs 2.2a, 2.6, 2.7, 2.1-2.13, 3.4, 4.4, 4.7)*

## Institutional Context

*Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information so that the Interim Report Committee panel has the context to understand the issues discussed in the report.*

For 110 years Loma Linda University (LLU, University) has journeyed on a path faithful to its foundations and commitment to innovation in whole-patient care and has grown into a 4,629 student institution. It is a venture that integrates science and faith in such a manner that its graduates, staff, and faculty members experience their professions as *callings*—not careers. At the heart of this calling is our mission: *to follow the ministry of Jesus Christ by bringing hope, healing and happiness to a world in need.* Our Mission-Focused Learning (MFL) model frames education at LLU. This model includes five core elements: 1) *evidence-based practice*, 2) *bible-informed spiritual growth*, 3) *service*, 4) *reflection*, and 5) *transformation*. MFL provides the framework that advances our mission and vision. The aspirational concept of *wholeness* drives the University's focus on whole-person care.

The emphasis of our self-studies, beginning with preparations for the 2008 WSCUC Capacity and Preparatory Review (CPR), has been to move from a culture of silos to a more integrated University. As a faith-based, private, not-for-profit health sciences institution, we have developed an academic administrative model that has produced eight somewhat operationally independent schools. The schools retain their tuition, but pay a 14.5%-of-tuition allocation to support central University functions. Each school is driven by its own specialized mandates arising from professional accrediting bodies, goals, and responsibilities.

More than a decade ago the University resolved to be less siloed. Until recently, however, it had neither recognized nor fully appreciated existing, robust interschool collaborations and unity. Subsequently, the University centrally developed structures and processes that would further support interschool collaboration. In some cases, as with assessment, schools and programs assumed *greater* control. We will report on significant insights as well as ongoing changes to our corporate structure that further unify us and drive greater efficiencies while preserving the necessary programmatic independence of professional health science programs.

Since our acceptance into the WSCUC accreditation community, no concerns have been raised regarding academic quality, transparency, clarity of mission and financial strength. LLU was placed on probation in February 1989 for issues of administrative capacity during a time that ultimately led to separation between our Riverside (CA) comprehensive undergraduate campus and our health sciences campus in Loma Linda in June 1990. The separation was largely due to management issues resulting from the distinct differences in administrative and academic cultures of the two campuses. The decision to divide LLU into two separately owned and independently accredited campuses resulted in the formation of La Sierra University and the designation that LLU would be exclusively an academic health sciences university. As a result of these actions LLU's probationary status was removed in February 1992.

Over the past three decades, the President, Provost, Deans, Directors and faculty have participated and collaborated with WSCUC in positions of leadership as Commissioners, Substantive Change Committee membership and co-chair, Assessment Leadership Academy, special projects, site visit team members and chairs for special visits for substantive changes, CPR's and EER's. These experiences have enriched our understanding of our own institutional context—and for this we are grateful.

## **Response to Issues Identified by the Commission**

*This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report (on which the action letter is based) may provide additional context and background for the institution's understanding of issues.*

*Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes. Responses should be no longer than five pages per issue.*

## 1. Developing Institutional Research and Utilizing Data in Strategic Planning

### Strategic Planning

Strategic thinking is essential to any successful health care enterprise, LLU's success in health sciences and health care education is largely due to its unifying mission, vision, and values, and to strategic thinking. Most site visitors and guests who come to our campus note the penetrance of our mission and values throughout the enterprise. Such commitment is compelling glue binding us for collaborative planning and service. (See Appendix B; *Examples of Changes Resulting from Data-driven Strategic Planning*)

Thinking strategically and diagnostically is central to our campus culture and requires ongoing commitment in the form of time and other resource investments. Substantial resources in the form of human capital are devoted weekly, monthly and quarterly to strategy and operations. The University developed leadership councils, planning and management committees, and educational effectiveness committees to bring administration, staff, and faculty members together as a strategic planning team. (See Appendix C; *Examples of Strategic Planning Settings*)

Each school presents its challenges and successes either annually or biennially. Data generated through the program review process served as the basis for planning at both the school and university level. These data are analyzed and reported in *Action Plans* that are shared administratively. University officers (the President, the Provost, Vice Presidents, and Deans) use the school's plans to identify common needs and themes for central planning assessment. Increasingly data-rich resources drive school-specific and University-wide planning.

Our goal, as stated in the 2008 WSCUC Capacity & Preparatory Review (CPR) self-study, is to broaden collaborative strategic planning across Loma Linda University Health (LLUH). Beginning in 2008 the University developed its 2010-2015 corporate-wide strategic planning process. This was the first attempt to have the hospital system and University fully collaborate. Five pillars of our plan are aspirations of 1) *world class distinction*, 2) *academic and service excellence*, 3) *teamwork and synergy*, 4) *partnerships and leadership*, and 5) *stewardship*.

Each of the strategic pillars was supported by a committee with membership representing the University, medical center, and medical staff. Ensuing conversations were positive and enhanced cross-unit communication. We became aware that our goals and needs were essentially identical, but that our ways of thinking, debating, and decision-making were pragmatically different. While advances were made in reducing silos and aligning the corporation, the process continues to require maturation.

We have begun the second strategic planning effort for 2015-2020, *Vision 2020*. Current corporation-wide strategic efforts have coalesced around four goals: 1) *integration*, 2) *the Loma Linda experience*, 3) *wholeness*, and 4) *growth*.

## Institutional Research

Continuing efforts by the Institutional Research Committee (IRC) and Institutional Researcher have identified and addressed issues associated with faculty data management and student success metrics such as application, acceptance, matriculation, and graduation data. Of concern are existing data points that must be statistically analyzed in a variety of ways. It became a priority to develop standardized data definitions to promote consistent use across programs and offices. Retrieval of information from Banner® and its subsequent translation into useable information continues to be a challenge when coordinating definitions and expectations of the many accreditation and approval agencies to which the University reports.

Although the University had hired additional institutional research staff in 2007, program-level demands, and personnel changes left institutional needs unmet. In October 2013, a new institutional researcher was commissioned with the responsibility of not only canvassing available data sources but also presenting and analyzing data in a way suitable for strategic planning.

Initial activities focused on increasing input and involvement by data consumers. This resulted in a better understanding of issues faced at the program level, inconsistencies and gaps in data, and the need for readily available and archivable data. There existed a need to build trust in the data and to remove inconsistencies among databases. New data filters and queuing sets have improved the situation.

The University uses the Banner® student management system. Databases span several years and contain hundreds of tables. The tables are not uniformly named, hence it is challenging to determine which table has the requisite data. Collaborations between IR and programmers have resulted in standardized tables which are more useful across programs.

Additional priority concerns for IR included government reporting, accreditation needs, and stakeholder reports plus responding to a strong desire for dashboards. Initially mPower® (mPower) was deployed in early 2013. While mPower was useful for financial reporting, its flexibility for academic reporting needs was limited and required considerable programming to generate reports. Prior to mPower the University had adopted Pentaho® but it was inadequate for academic purposes.

Solutions for academic data interpretation and presentation are readily available commercially but come at a relative high price. IR selected Excel for interactive reporting since it was widely used and could easily integrate with the SharePoint program already deployed on campus at a reasonable price.

IR has spent considerable time with each of the school's data specialists to formulate principles for generating standard reports such as applications, enrollment, retention, and graduation rates. (See Appendix D; *IR Reporting*) As LLU is not a traditional four-year institution, LLU developed its own definitions, for example the University 1) does not accept first-year students, and 2) requires many GE courses prior to matriculation. Concurrently IR has expanded the release of analytics to key individuals for policy development and strategic planning purposes.

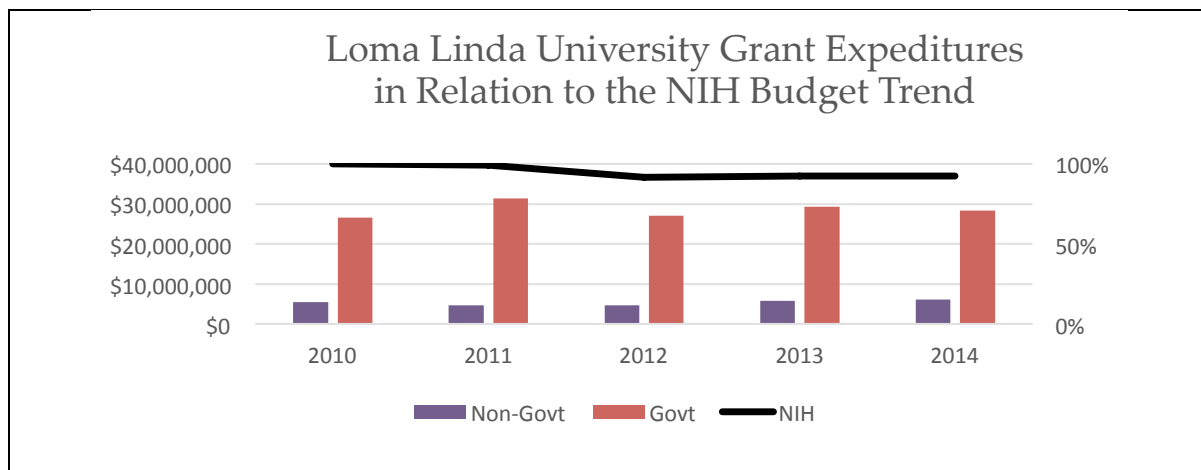
IR will continue to expand its data capabilities for the promotion of an improved student learning experience. A priority is increasing the use of data to support consequential recommendations for policies. It will also encourage programs in the utilization of data, including student achievement data generated at the school level from program reviews, to enhance the strategic planning process.

## 2. Advancing Scholarly Research Activity

Scholarly activity at LLU extends from our mission, *to make man whole*, and spans eight schools, eight centers, and ten institutes that comprise the University campus. Research activities are focused on twelve areas that encompass the biological, behavioral, physical, and environmental sciences. The acquired knowledge is applied to the reduction of disease and the promotion of health.

During the last fiscal year, 600+ research-oriented faculty members spent a total of \$28 million in research that resulted in over 500 publications. Although LLU faculty numbers have increased 4% since 2011, research expenditures have declined 10%. This follows the trend initiated by the United States Congress in 2010 when a course toward austerity was charted and ultimately resulted in sequestration in 2013. During this time government funding decreased 6.7%. In addition, the cost of biomedical research continued to rise. When taken together, decreased funding and rising costs between 2010 and 2013 resulted in a decrease of 12.1% in National Institutes of Health (NIH) funding in Biomedical Research and Development Price Index adjusted terms (*Center for American Progress*). (See Figure 1)

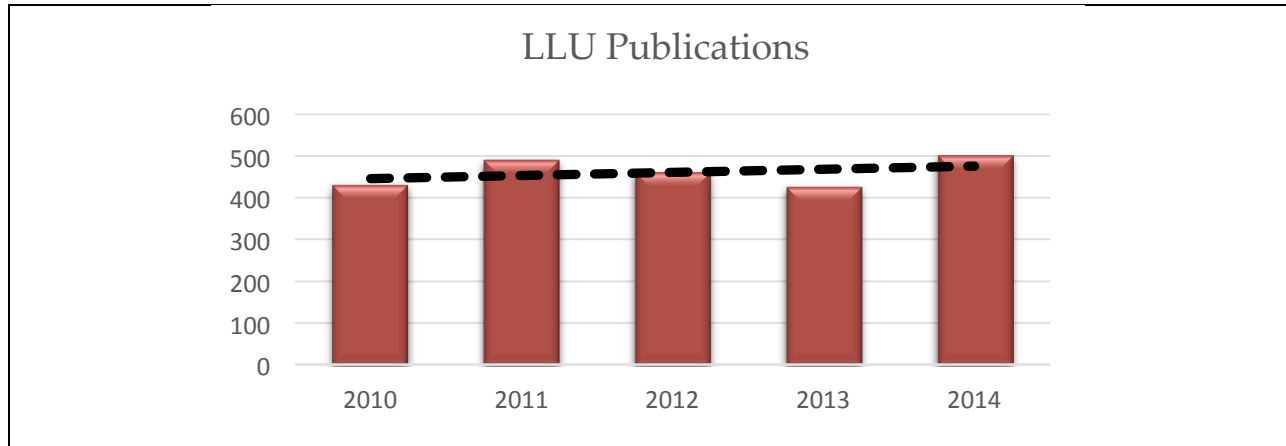
**Figure 1. LLU grant expenditures in relation to the National Institutes of Health budget trend**



With the stagnation of NIH funding, the University will continue to seek non-governmental funding. While there has been a slight rise in non-governmental grant expenditures at LLU, this category is yet to be tapped to its full potential.

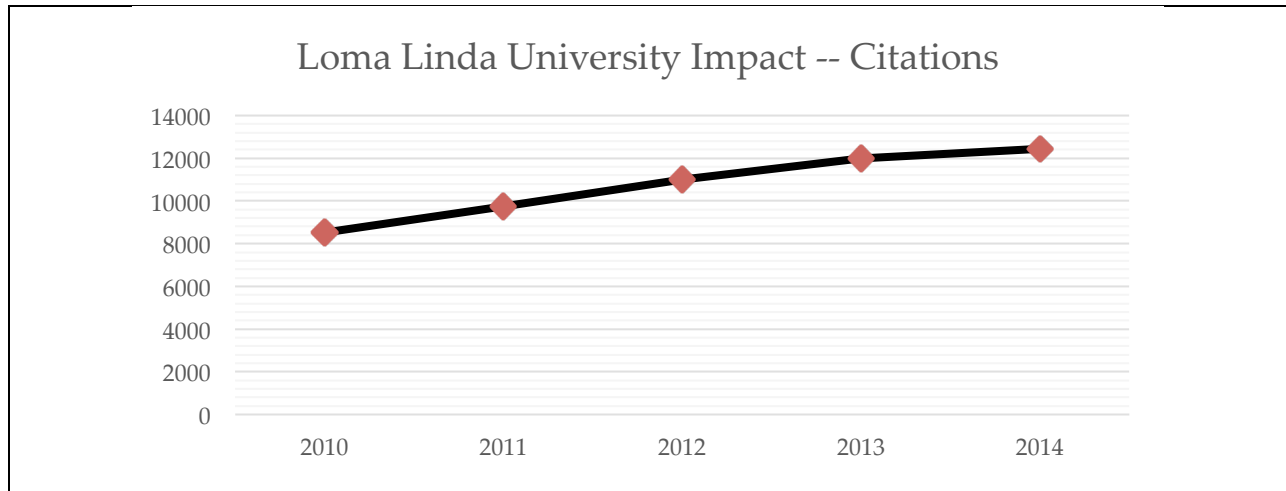
Over the last five years LLU’s publication productivity has not seen the desired increase, and this is attributed to the inherent links between funding, research, and publication. In spite of the decreased funding, the number of publications has actually increased albeit at a slower rate. Figure 2 reflects publications over the last five years.

**Figure 2. LLU publications 2011-2014**



From 2010 to 2014 peer-reviewed journal articles numbered approximately 2,300 and averaged more than 400 per year. LLU articles cited in peer-reviewed journals has increased from just over 8,000 in 2010 to over 12,000 in 2014 with a mean citation score of 11.79 (*Web of Science*). (See Figure 3.) LLU’s participation in research and publication of scholarly articles is having an impact on the advancement of academic research.

**Figure 3. Loma Linda University impact – citations**



In 2014 LLU commissioned CannonDesign to investigate opportunities which would strengthen our research organization, programs, operations and facilities. The study resulted in a proposed, world-class research building on campus, The Center for Health Discovery, a \$60 million structure with 90,000 ft<sup>2</sup>, focused on high impact, mission-aligned, interdisciplinary

translational research. State of the art laboratories together with clinical trials facilities will be highlights in a center that leads biomedical research while simultaneously supporting the core mission and values of LLU. It will host the Center for Wholeness; dedicated to the creation of wellness solutions in partnership with private enterprise and the communities LLU serves.

### **3. Assessment, Program Review, and Student Achievement**

#### **EDUCATIONAL EFFECTIVENESS**

Two years prior to the WSCUC Educational Effectiveness Review (EER) site visit, the University developed a network of committees that promoted educational effectiveness throughout the institution. With the support of the Office of Educational Effectiveness (OEE), these committees developed and guided assessment, program review, and student achievement activities across schools by having faculty, staff, and administrators work collaboratively for the good of the schools and the University as a whole. (See Appendix E; *Flow Chart of Committees and Committee Leadership*<sup>1</sup>)

After the 2010 WSCUC site visit and the 2011 WSCUC Commission letter, the University analyzed its committee structure for purpose and function with the intention of determining if some committees could be discontinued. While the intent had been that of streamlining the system and reducing committee workloads, the faculty voiced their support of increased involvement and collaboration which they saw as personally and professionally rewarding. Subsequently the University added the Student Success and Academic Services Learning Committees. (See Appendix F; *Educational Effectiveness Committee Network Summary and Reports*)

#### **ASSESSMENT**

##### **Institutional Learning Outcomes Assessment Challenges**

The University's eight schools offer over 100 academic programs that range from medicine, dentistry, and nursing to earth and biological sciences, social work, and religion. LLU works with over 27 discipline-specific accreditation and state approval agencies that accredit or approve over 65 programs. With this type of diversity and with the majority of programs needing to meet specific standards for external accrediting agencies, LLU has chosen to take a more flexible approach to assessment, particularly when addressing Institutional Learning Outcomes (ILO) summative assessment. Thus, latitude is given on the types of activities, projects, and capstones, schools examine during summative ILO assessment rather than taking a more traditional and prescriptive approach. Association of American Colleges & Universities rubrics are highly recommended and used by many programs.

LLU conducted a four-year pilot from 2009-2013 for its original eight Student Learning Outcomes (now known as ILOs). A review and analysis of the ILO assessment (2010–2013) revealed low participation rates by programs. Many programs, however, had conducted

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<sup>1</sup> <http://www.llu.edu/central/assessment/committees.page>

student assessments with pencil/paper rubrics but had never quantified, analyzed, or reported data since it was such a cumbersome, manual process. Others had completed rigorous accreditation procedures that included significant data collection and analyses but had not submitted action plans.

What we've learned is that our approach, including laborious manual tabulation, to assessment has not produced the desired participation rates. Following efforts to increase ILO summative assessment participation we have remained at about a 25% participation level. Many program directors and their school assessment specialists told the OEE that they had conducted assessments of students' work with the AAC&U rubrics but had not tabulated results, analyzed them or made critical closing the loop decisions. Most of these program directors said the process was too labor and time intensive. Further, there have been no resources to provide programs with assessment teams to do the tabulations and analysis.

### **Institutional Learning Outcomes and Mission Focused Learning Outcomes**

In 2014, the fifth year, as part of the four-year pilot review and analysis the Learning Outcomes Committee and others re-evaluated the original SLOs and the assessment process. Concurrently the federal government and WSCUC announced the five required student learning outcomes for all undergraduate schools and programs.

As committees reviewed the cumbersome process of SLO assessment and the low levels of completed annual assessment reports, they noted that the assessment load on top of already substantial assessment activities for the majority of programs that have precise professional accreditation requirements was excessive and might detract from discipline-specific accreditation processes. Thus, these Learning Outcomes Committee-recommended actions were approved by the University Assessment and the Educational Effectiveness Committees:

- Change *Student Learning Outcomes* to *Institutional Learning Outcomes*.
- Reduce the number of ILOs from eight to five: Critical Thinking, Information Literacy, Oral Communication, Quantitative Reasoning, and Written Communication.
- Adopt the five required learning outcomes for undergraduate, graduate, and professional programs and expect that each program will assess the ILOs appropriately for its program's discipline and level.
- Move the aspirational ILOs—*wholeness*, and *wellness* and *values*—to a new category of learning outcomes: *mission focused learning outcomes* in order to assess them in non-traditional but very appropriate ways.

### **Emerging Solution: LiveText**

Lacking overall progress with ILO assessment and other assessments, the University studied recommendations for implementing a campus-wide assessment tool. Cautious enthusiasm began to grow as success stories and experiences were shared from three initial pilot projects, which resulted in the Deans Council and the Academic Deans Council voting to support the use of LiveText University-wide effective July 1, 2015.

There will be extensive LiveText training sessions involving OEE, LiveText Administrators Committee, and the schools thus providing the academic assessment expertise and guidance for the participants while IS provides the technical leadership. The University is confident that this approach will ensure LLU's assessment success with LiveText.

## **PROGRAM REVIEW**

At the time of the WSCUC CPR site visit LLU did not have a program review process in place, and yet two years later at the EER site visit, 95% of the non-professionally accredited programs had completed or nearly completed a program review cycle. Knowledge gleaned from that process is guiding the University in the second cycle of program review.

### **Closing the Loop**

Programs report issues as well as identify the level or levels of administration that should be involved in their resolution: program, department, school, and University. Action plans are accessible at both school and University administrative levels. This then closes the loop at the appropriate level.

The uploading of annual action plans into the Academic Management System (AMS) helps LLU appropriately close the loop. This allows the schools and University to run reports that demonstrate trends in program challenges in all areas and at all levels. This empowers the schools and the University to make data-informed decisions.

### **Second Program Review Cycle**

Program review is now deeply engrained in the University's culture. LLU's program review cycle is every five years for programs without discipline-specific accreditation. The institution launched its second review cycle in May 2014. Professionally accredited programs have similar cycles that are associated with their professional accreditation schedules. Of the 36 non-professionally accredited programs undergoing institutional review, eight are completed and 28 are nearing completion.

### **Professional or Discipline-specific Accreditation**

In response to program directors' intense concerns, the Office of Educational Effectiveness and the Program Review Committee put the professional accredited program review process on hold while they conducted focus groups, surveys, and interviews to better understand the situation and proposed solutions. As a result of this research a new approach to the *Annual Program Report* was developed: the *Annual Action Plan*. Both professionally accredited and non-professionally accredited program directors agreed that updating their action plans annually would be helpful; certainly more so than writing up a mini-self-study report every year. The new *Annual Action Plan* was implemented in the fall of the 2014-2015 academic year using the LLU-developed AMS.

### **Standards Alignment Project**

Due to the beneficial engagement with professional accreditation agencies and WSCUC, the Provost requested that a study be done to determine the level of alignment between standards

for WSCUC and LLU's professional accreditation organizations. The OEE Director conducted two initial projects for LLU as ALA cohort members. This culminated in a Program Review Committee and OEE campus-wide survey which included professionally accredited programs that had not participated in earlier projects. The Provost and the former IR Director at the University of California–San Francisco, will be presenting this topic and project results at the 2015 WSCUC ARC. The goal of this project is to determine areas of alignment that could become shared, overarching standards or metacriteria for program review.

### **Future Projects and Goals**

PRC's projects and issues for the future include: 1) work with the Provost to develop a systematic method of providing administrator feedback to programs based on addressing action plan items, 2) continue to work with OEE and the Provost to develop an appropriate plan to integrate professionally accredited programs with WSCUC program review standards through findings from the *Standards Alignment Survey* and discussions with WSCUC and selected professional accreditation organizations, and 3) develop a *Program Review Guide* supplement for distance education programs.

## **STUDENT ACHIEVEMENT**

### **Capacity Building to Progress to LLU Student-centric**

In 2012, OEE created the Student Success Committee to aid in increasing capacity to measure, display student success indicators, and identify achievement gaps in subpopulations. With the enhanced IR capacity of using predictive real-time analytics, new opportunities have been established for each school, thus strengthening the University's culture of assessment.

### **Evidence of LLU Student Success**

Several indicators are used to demonstrate student success at LLU. These indicators include: 1) diversity, 2) financial, 3) completion, 4) satisfaction results, 5) service activities, 6) student-to-professional, 7) alumni, and 8) employer satisfaction. Following is a synopsis of these indicators.

#### ***Diversity Success Indicators***

The LLU student success webpage provides metrics that encompass the rates that profile diversity. Pipeline programs facilitate active recruiting of underrepresented groups. Graduation rates for Hispanics and Blacks at LLU continue to exceed national averages.

#### ***Financial Success Indicators***

As LLU is a private institution with significant tuition costs, it is important to monitor these indicators to maintain federal funding. The National Center for Education Statistics College Navigator<sup>2</sup> lists LLU's data submissions from Integrated Postsecondary Education Data Systems' (IPEDS) collection cycles. These reports indicate that 50% of undergraduate students receive grant or scholarship aid (primarily students in allied health, dentistry, and nursing) while 67% of

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<sup>2</sup> National Center for Education Statistics College Navigator:  
<http://nces.ed.gov/collegenavigator/>

undergraduate students receive federal loans. The cohort three-year loan default rate at LLU is a low 3.1%.

### ***Completion Success Indicators***

Information about traditional success indicators can be found on the LLU Student Success webpage<sup>3</sup> as well as the College Navigator webpage. LLU displays success by degree (AS, BS, MS, PhD, and professional doctorates).

During the most recent reporting year 88 associate, 338 bachelor, 435 master, and 474 doctoral (PhD and professional doctorates) degrees were conferred. Also included were 44 undergraduate and 46 post-graduate certificates. *Retention rates* for the institution are quite good, with 79% of undergraduate students returning the following year, 91% of MS and PhD students returning, and 97% of students in professional doctoral programs. *Median Time-to-Degree rates* are reported in quarters.

### ***Short-Term Service Indicator***

Another mission-focused success indicator is student and faculty participation in LLUServe, a service opportunity sponsored by LLU locally (Community-academic Partners in Service, CAPS) and globally (Students for International Mission Service, SIMS). Both offices have seen tremendous growth in their ability to serve, and they publish a printed annual report. In the 2012-2013 academic year, SIMS reported that 385 students participated in short term mission trips (two- to three-week trips) to 26 countries. These trips are sponsored by individual schools or SIMS. CAPS reported 686 students participating in their various programs sponsored in the San Bernardino (CA) area. In 2013-2014, SIMS international service reported 389 students were involved in short term service mission trips, 59 faculty/staff members led trips that served 34 countries. During this time CAPS reported that student involvement nearly doubled, with 1,345 students participating in LLUServe CAPS programs for the 2013-2014 academic. Faculty and staff members continue to be involved both in clinical service and in capacity building for other SDA institutions globally through provision of faculty development and educational workshops.

### ***Long-Term Service Indicator***

Sponsorships are available for all graduates allowing them to serve globally in SDA hospitals and clinics on a long-term basis through the well-established *Deferred Mission Appointment* and *Global Service Award* programs. With growing endowments this mission-focused area of student success is expanding.

### ***Alumni and Employer Satisfaction Indicators***

The Alumni and Donor Relations Department was created in 2013 and currently works closely with each of the schools to help strengthen their donor base and build a strong pipeline of sustained giving. Although each school's alumni base has unique aspects, the department has found shared messaging and ways of cooperating to strengthen programs. These resulting contact databases will contribute to assessment of student success.

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<sup>3</sup> LLU Student Success webpage: <http://www.llu.edu/central/assessment/studentsuccess.page>

Our student-centric campus has seen an increase in student opinion surveys that originate from select offices on campus: 1) Vice President for Student Life, and 2) Center for Spiritual Life and Wholeness. Findings are shared with programs to assist in their program review processes.

## **CONCOMITANT ISSUES**

### **Building a Culture of Assessment across Schools**

The LiveText Administrators Committee, the LiveText Users Group, and training programs, were developed through an OEE and Educational Support Services partnership to support appropriate use of technology. These efforts are bolstered by the network of OEE committees that pull together various activities to operationalize and sustain assessment.

The *Faculty Development in Education Committee*<sup>4</sup> develops and provides a weeklong conference biannually, the *Faculty Development Showcase*<sup>5</sup>. A nationally-known presenter keynotes the program which includes faculty presentations and poster sessions. Topics covered include teaching, learning, assessment, educational technology, and distance education.

### **Professional Development for Online and Face-To-Face Assessment: *Program Assessment Plan “Tune Up”***

The Office of Educational Effectiveness and the University Assessment Committee developed a hybrid-delivery program for faculty members consisting of an orientation to assessment and detailed assistance with elements of a program assessment plan. These elements included documenting levels of instruction and assessment for program courses in the curriculum map, and developing an assessment matrix that details the nature of the assessment, criteria for success, and evaluation methods.

Each module has a short instructional video, handouts, and a discussion board where faculty members upload assignments. The workshop was piloted with the School of Allied Health Professions during the winter term of 2013 and then made available to all schools. It became the foundation of the *LLU Assessment Guide*.

### **Just-In-Time-Learning for Assessment**

Three guides provide information and direction to assessment: the *LLU Program Review Guide*<sup>6</sup>, the *LLU Assessment Guide*<sup>7</sup>, and the *LLU Distance Education Instructor Guide*<sup>8</sup>. Table 2 summarizes the guides and their roles in assessment.

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<sup>4</sup> Faculty Development in Education Committee: <http://www.llu.edu/central/faculty-development/index.page>

<sup>5</sup> Faculty Development Showcase Week: <http://www.llu.edu/central/faculty-development/facdevshowcaseweekabout.page>

<sup>6</sup> LLU Program Review Guide: <http://www.llu.edu/assets/assessment/documents/Program%20Review%20Guide%202014-2015%20Rev.%209.17.14.pdf>

<sup>7</sup> LLU Assessment Guide: <http://www.llu.edu/assets/assessment/documents/LLU%20Assessment%20Guide%2010.29.14.pdf>

<sup>8</sup> LLU Distance Education Guide: <http://www.llu.edu/assets/assessment/documents/TitleIV-DE-InstructorGuide-12-2014.pdf>

**Table 2. LLU assessment guides**

Guide	Description
<i>Program Review</i>	Directs program review processes for programs without discipline-specific accreditations (WSCUC-only) and approved professionally-accredited programs (WSCUC-plus). Major elements include the self-study, the external site team visit, and action plan.
<i>Assessment</i>	Directs the use of assessment tools and submission of annual reports: <ul style="list-style-type: none"><li>• <i>Faculty Portfolio</i> – entered into the Faculty Profile online tool</li><li>• <i>ILO Assessment</i> – each program submits a short ILO report into the AMS.</li><li>• <i>Action Plan</i> – each program develops a plan which is updated annually following program review. Submission into the AMS ensures that this information can be used for strategic planning at all administrative levels.</li></ul>
<i>Distance Education Instructor</i>	Directs the development and approval process for distance education coursework.

## Undergraduate Education

Undergraduate students average between 25% and 30% of LLU’s matriculated students (2012, 30.9%; 2013, 32.5%; 2014, 25.9%). Oversight of general education requirements, associated transfer credits, and undergraduate education lies with the *University Academic Affairs Committee* and its *General Education and Transfer Credit Subcommittee*.

This section presents challenges faced by undergraduate education on this campus, continues with progress toward solutions, and culminates with a direction that promises to place new and intentional focus on the role of undergraduate education.

### Challenges

Since its establishment LLU has been primarily a graduate and professional institution; however, over the years the undergraduate population has steadily grown. This has led to a sense of urgency to develop stronger, more coherent undergraduate general education resources. As a result, there are significant challenges that the University must address in order to move forward.

1. There is an absence of liberal arts departments for vetting, housing, and offering general education courses by discipline. The lack of these faculty groups limits resources for students who transfer to LLU following completion of prerequisite coursework.
2. Undergraduate strategic planning occurs primarily at the program level. This has led to challenges related to continuity and cohesiveness among programs.
3. Student success, as measured in retention and on-time graduation rates, is lowest institution wide, for baccalaureate degrees; however, some programs enjoy rates equal to those of graduate degrees and graduate professional programs. Currently attention to undergraduate student success is driven by compliance with professional accreditation, school offices of academic affairs, and departmental desires for student success.

## Future Directions

LLU undergraduate education is emerging from discussions whose aim is to:

- Create an official undergraduate faculty forum to maintain continuity of purpose and approach in planning undergraduate goals, learning, assessment and program review.
- Move undergraduate education from a collection of programs in which common elements are neither discussed nor strategically considered, to its treatment as a foundational form of higher education with specific educational and assessment objectives across programs and schools.

Both of these goals are addressed in the LLU Faculty of Undergraduate Studies/Education Proposal. (See Appendix G; *University's Undergraduate Proposal*)

## Identification of Other Changes and Issues Currently Facing the Institution

*This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee panel gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.*

In addition to the issues outlined in the 2011 WSCUC Commission letter there are other significant changes impacting the University.

### LLUH Vision 2020<sup>9</sup>

California's seismic standards (effective in 2020 and 2025) for buildings that house patients 24/7 have given LLU a unique challenge. The current Loma Linda University Medical Center cannot be retrofitted to meet these new standards; thus, the University must build new hospitals.

*Vision 2020* includes a \$1.2 billion monumental blueprint for the future that seeks \$360 million in philanthropic support for four pillars of strength: *clinical care, education, research, and wellness*. The *Vision 2020* campaign impacts the University and strategic plans at every level.

### One Loma Linda University Health Initiative

*One Loma Linda University Health (One LLUH)* is the first stated priority in the *2015-2020 Strategic Plan*. Achieving this priority will move our academic health center further along the continuum from siloed functional entities to a proper *Uni*-versity. The components of governance, administration, and operations are being reviewed and where needed, redefined and restructured, to provide new levels of collaboration and synergy—all essential elements in establishing world-class leadership in health care and health care education.

The focus of *One LLUH* is to align the entire organization to our mission and thereby strengthen both the educational and health care components. By consolidating these elements we will

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<sup>9</sup> LLUH Vision 2020: <http://lluhvision2020.org/the-campaign/our-vision/>

become more efficient and accountable. The new organizational structure leverages assets of the enterprise to provide more opportunities for interprofessional education and integrated clinical care in support of all LLU schools. Metrics (e.g., cost savings, time efficiencies, and learning outcomes) will be established to monitor our progress and successes.

The new corporate structure is a single corporation consisting of three divisions—University, health care, and shared services. Upon final ratification by the constituency in 2016, a single board reflecting church, academic and clinical representation will replace the current separate Boards of LLU Adventist Health Sciences Center (renamed LLU Health), LLU, Loma Linda University Health System, and Loma Linda University Medical Center.

## **Loma Linda University Health, San Bernardino and San Manuel Gateway College**

Loma Linda University Health—San Bernardino (LLUHSB) will expand its reach into the heart of a city that has some of the most challenging health indicators in the nation and will provide educational opportunities for local youth. In addition, a new clinical initiative will engage residents in meeting their health care needs locally.

At the groundbreaking ceremony on December 10, 2014<sup>10</sup>, the San Manuel Band of Mission Indians announced their \$10 million gift to LLU for the Gateway College to prepare students for health care careers<sup>11</sup>. In addition to San Manuel Band of Mission Indians and LLUH, the new center represents a unique partnership of local organizations including the City of San Bernardino, the County of San Bernardino, San Bernardino Community College District, San Bernardino City Unified School District, Social Action Community Health System (SACHS), and several non-profit organizations.

Through this partnership, the Loma Linda University Health—San Manuel Gateway College (Gateway College) will offer health career certificate programs. These programs will provide job entry skills, a better income, and college credit for young people. The complex will house 112 exam rooms, 24 dental operatories, six multipurpose rooms, three simulation labs, classrooms, teaching labs, pharmacy, and demonstration kitchen with a vegetarian restaurant.

The SACHS is a three-clinic system of community clinics in San Bernardino. When the LLUHSB complex is complete, SACHS will expand into this innovative educational and clinical facility. Together with the Gateway College, SACHS will be part of a new era of service to individuals and families in the Inland Empire.

LLUHSB SACHS will provide more space and offer expanded health care options to patients in the surrounding area. With a variety of primary behavioral health, clinical, dental, health education, laboratory, pharmacy, urgent care, and women's health services, the clinic will feature world-class health care provided by LLUH faculty members, residents and students. The new SACHS clinic will become a critical component of the Inland Empire Health Plan with increased primary and specialty services offered to one million plan members.

## **Interprofessional Education**

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<sup>10</sup> LLU Gateway College Groundbreaking: <http://myllu.llu.edu/news-of-the-week/story/?id=19835>

<sup>11</sup> San Manuel Band Gives \$10 Million: <http://indiancountrytodaymedianetwork.com/2015/01/06/san-manuel-band-gives-10m-prepare-students-health-care-careers-158583>

While Interprofessional Education (IPE) within health care has had a long history of interest, it has come front and center within a span of two years. As health care delivery models were changing rapidly, educators were ethically obligated and required to integrate IPE throughout the curriculum to prepare their students for collaborative practice. These same initiatives were being reported at health science institutions around the world.

It was clear that health care simulations were going to be the benchmark for IPE. The Medical Simulation Center, founded in 2009, provided the physical space for the University-wide foray into this movement. The Interprofessional Laboratory (IPL) was our first priority and was established in 2011. Strengthening our commitment to IPE, the Center for Interprofessional Education was established August 2014.

Data on University-wide IPE activities are captured by the Center for analysis and presentation to accrediting bodies. LLU will continue to move toward a June 2016 standard of at least one IPE experience for each LLU student prior to graduation. Concurrently, the University will assess these experiences with iterative revisions of our assessment tools for IPE core competencies. (See Appendix H; *IPE Interim Report*)

### **Extended education: Distance education and professional development**

The Digital Education Task Force was established in 2011 to develop a vision and plan for the University's digital education which would include both face-to-face and online learning. Thirty-one faculty members, administrators, and staff from all schools produced the *LLU Digital Education Strategic Plan* that began with creating a Digital Education Office complete with a director, staff to address state authorization, instructional design, graphic art, and media development. (See Appendix I; *Digital Education Task Force Strategic Recommendations*)

The Digital Education Committee continued these discussions to strengthen and standardize quality across the campus in online learning and recommended to the Provost that the Digital Education Task Force initial recommendation to create a digital education office or department be acted upon.

The future of distance education at LLU was at a crossroad. Thus, the President and Provost tasked the School of Pharmacy Dean—due to his understanding of educational technology, administration, and LLU—to develop an ad hoc task force to study the Digital Education Task Force recommendation and propose a plan to implement it. After several months of interviews, research, and discussion, the task force developed a proposal that was presented to the President, Provost, and Deans. This necessary and timely initiative is still in the planning process, but will help the University meet federal regulations relating to distance education and will improve the quality of online courses and programs. (See Appendix J; *Extended Learning Proposal*)

## Growing Academic Partnerships

Although LLU has closed a majority of its off-campus international programs during the past five years, it is exploring the possibility of academic partnerships with sister Seventh-day Adventist (SDA) higher education institutions within the North American Division network.

This has led LLU to explore collaboration with Union College in Lincoln, NE. The Department of Radiation Technology, School of Allied Health Professions is exploring a collaboration to provide LLU's Computed Tomography and Magnetic Resonance Imaging certificate. Success with these programs would move to a collaborative BS in Nuclear Medicine.

### LLU EXSEED®

LLU's EXSEED®<sup>12</sup> (EXSEED) is collaborating with San Bernardino's Indian Springs High School's Health Academy to promote Science, Technology, Engineering, and Math (STEM) education. This school is set in a high crime neighborhood where students have limited opportunities. As EXSEED has previously supported Indian Springs High School Health Academy faculty and students, there is a growing excitement about this collaboration.

EXSEED contributes to Indian Springs High School in a variety of ways including coordinating and advising Indian Springs High School faculty and students regarding curriculum, and interdisciplinary projects. LLU's partnership with Indian Springs High School will yield increased student success and increased employability in San Bernardino. Other high schools in the San Bernardino City Unified School District are getting ready to set up their own health academies this year and seek the same support that Indian Springs High School receives from EXSEED. Thus, the EXSEED network of hope and success is growing in the Inland Empire.

EXSEED is also designed for SDA K-12 educators from across the North American Division<sup>13</sup>. EXSEED provides a weeklong summer conference to promote STEM and Mission Focused Learning. It has grown from 13 K-12-participants in 2011 to 100 in 2014. Recently EXSEED received a \$5 million donation to strengthen and expand the program.

## Concluding Statement

*Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.*

Loma Linda University honors peer-review processes leading to both validations of our learning environment and recommendations for improvement. We value our relationship with WSCUC and our programmatic accreditors.

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<sup>12</sup> EXSEED: Excellence in STEM Experiential Education – <http://www.llu.edu/exseed>

<sup>13</sup> North American Division: one of 13 worldwide divisions of the Seventh-day Adventist Church made up of the USA, Canada, Bermuda, Guam, Micronesia, Jamaica, and Puerto Rico.

<http://www.nadadventist.org/article/19/about-our-church/organizational-structure>

Commitment to exceeding standards and competencies established by our more than 20 professional (programmatic) accreditors and WSCUC is paramount to the life of our schools and to our University-wide leadership. Public trust—generated via patient safety and world-class patient care outcomes in our hospitals, clinics and affiliation sites—drives Loma Linda University’s dedication to the highest quality of health-sciences education.

During our 2010 EER the WSCUC Visiting Team solicited our vision for the future and asked what would assist us most in advancing our goals. Strategic planning was our priority response, since it has been at the heart of our corporate conversations for nearly two decades. In February 1997 the WSCUC Off-Campus and Substantive Change Committees approved our proposal to create a new corporate structure, the Loma Linda University Adventist Health Science Center, to coordinate the activities of Loma Linda University and the Loma Linda University Medical Center. The WSCUC committee found the proposal to be a model for other institutions to follow in proposing substantive corporate changes.

Strategic planning has empowered the campus to journey from silos to University. Our 2008 CPR and 2010 EER self-studies reported advances on our journey, which continues today under a bold initiative called *One Loma Linda University Health*. This movement is profoundly changing the corporate structures of the Loma Linda University Health hospitals and medical center services and is posed to further advance cooperation and integration of the University and the LLUH health care systems. Strategic planning processes, particularly through weekly meetings with the Deans, President, and Provost design and prioritize central services for support of our learning environment, new construction, and program improvements. Institutional research is essential for planning, whether strategic or tactical. Significant advances in IR have occurred in the last five years resulting from a new and enhanced leadership position, new software, and IR liaisons for each school.

Advances in campus scholarship are seen in the increasing number of publications and their impact factors. Loma Linda University’s Institutes grow in number and functionality, and LLUH convenes many scholarly conventions, workshops and special events. Additionally our faculty members are deeply involved in national and international academic and professional associations and societies.

Student achievement at Loma Linda University is more than its excellent success in completion rate for degrees. Our students are highly successful in career employment, and become responsible citizens as seen in many ways; but as noted earlier LLU students have one of lowest loan default rates in the nation. Most importantly, however, is that our students in vast numbers accept positions of service to the underserved both in North America as well as throughout the world. Our graduates, validated by national survey, find great fulfillment as they use their profession as a “calling” to make a positive difference in the world<sup>14</sup>.

During the past five years substantive improvements have been made on our campus; these include structural, cultural, and organizational strength. New buildings, structures, and remodels have been accomplished. Our Vision 2020 plan has inspired our community and has attracted national attention to our University. As we look through the lens of this Interim

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<sup>14</sup> [PayScale Ranking](#)

Report towards our 2020 reaccreditation visit we are excited for the future as we envision the completion of two new hospitals on the main campus, a new research discovery building in the center of campus, our new Gateway College facility in downtown San Bernardino, and new parking structures to meet the ever-present parking challenge for students, faculty, staff, and patients. We are excited about and confident in our future.

We have incorporated in our Interim Report a number of specific and general goals for the future. We summarize below a key outcome for each of the three Commission letter recommendations:

- **Strategic Planning.** Our Vision 2020 plan will reduce unnecessary duplication in services and efforts and will clarify reporting relationships for increased clarity of lines of authority and management. In addition, the new One Loma Linda University Health structure will develop horizontal connections between service lines in the hospitals and academic departments in the University for integrated training of health care workers for service and employment.
- **Scholarship.** Research and scholarship success in a health science institution is dependent on the creation of new knowledge, particularly translational knowledge that advances patient healing. In the coming years Loma Linda University will maximize its limited research resources by focusing on interprofessional and multidisciplinary approaches with partners throughout our extensive world-wide network of hospitals and clinics to advance lifestyle research with special focus on a plant-based diet, aging, and discovery of the genetic, social, spiritual, and physiological mechanisms for living extended lives as evidenced in the NIH celebrated Adventist Health Study.
- **Assessment.** With the advances we've made in assessment platform development and IR personnel enhancement we are now focused on ensuring that campus decision-making bodies naturally will depend on and document the use of data for decision-making. Dashboards and analytics will become essential for all major decisions.

We thank the readers for their thoughtful analysis and peer-review assistance.

# LOMA LINDA UNIVERSITY

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# Educational Effectiveness Network<sup>1</sup> Summary

Committee & Status	Leadership	Members & Schools
Educational Effectiveness Committee (EEC)  <b>Status:</b> Active	<ul style="list-style-type: none"> <li>• Becky Bossert, Dean, SN</li> <li>• Everett Lohman, Asst. Academic Dean, SAHP</li> <li>• Co-chair in waiting: Rashid Mosavin, Assoc. Academic Dean, SP</li> </ul>	<p><b><i>The leadership of each of the educational effectiveness network committees are members of EEC, as are the following:</i></b></p> <p><b><i>University Services</i></b></p> <ul style="list-style-type: none"> <li>• Ron Carter, Provost</li> <li>• Kirk Campbell, Director, ETS</li> <li>• D.P. Harris, Vice President, IS</li> <li>• Carlene Drake, Director, University Libraries</li> <li>• Marilyn Eggers, Director, OEE</li> <li>• Ken Nelson, Assoc. Director / Institutional Researcher, OEE</li> </ul> <p><b><i>Schools</i></b></p> <ul style="list-style-type: none"> <li>• Georgia Hodgkin, Assoc. Chair, Nutrition &amp; Dietetics, SAHP</li> <li>• Ernest Schwab, Assoc. Dean, SAHP</li> <li>• Jillianne Ajayi, Assessment Coordinator, SBH</li> <li>• Eun-Hwi Cho, Asst. professor, SD</li> <li>• Anthony Zuccarelli, Dean, FGS</li> <li>• T. Kent Denmark, Director, Medical Simulation Center, SM</li> <li>• Lynda Daniel-Underwood, Assist.t Dean for Program Development &amp; Evaluation, SM</li> <li>• Hans Fletcher, Assist. Dean Graduate Student</li> </ul>

<sup>1</sup> Committees' membership, charge, and resources can be found here: <http://www.llu.edu/central/assessment/committees.page>

Committee & Status	Leadership	Members & Schools
		<p>Affairs), SM</p> <ul style="list-style-type: none"> <li>• Bruce Wilcox, Professor, SM</li> <li>• Dynnette Hart, Assoc. Dean, Undergraduate Programs, SN</li> <li>• Kevin Nick, Assoc. Professor, SPH</li> <li>• Leo Ranzolin, Assoc. Dean, SR</li> </ul> <p><b>University Faculty Council</b></p> <ul style="list-style-type: none"> <li>• Liane Hewitt, Chair, Occupational Therapy, SAHP</li> <li>• Karen Mainess, Asst. Professor, SAHP</li> <li>• Judith Peters, Assoc. Professor, SN</li> </ul>
<p>Academic Service Learning Committee (ASLC)</p> <p><b>Status:</b> Active</p>	<ul style="list-style-type: none"> <li>• Juan Carlos Belliard, Asst. Vice President for Community Partnership &amp; Diversity</li> <li>• Liane Hewitt, Chair, Department of Occupational Therapy</li> </ul>	<p><b>University Services:</b></p> <ul style="list-style-type: none"> <li>• Jan Zumwalt, Assoc. Director, GHI</li> <li>• Marilyn Eggers, Director, OEE</li> <li>• Tina Pruna, Director, CAPS</li> </ul> <p><b>Schools:</b></p> <ul style="list-style-type: none"> <li>• Ardis Wazdatskey, Asst. Professor, SAHP</li> <li>• Brenda Boyd, Asst. Professor, SAHP</li> <li>• Viola Lindsey, Asst. Professor, SBH</li> <li>• Gary Kerstetter, Asst. Professor, SD</li> <li>• Dynnette Hart, Assoc. Dean, Undergraduate Programs, SN</li> <li>• Michelle Buckman, Asst. Professor, SN</li> <li>• Patti Herring, Professor, SPH</li> <li>• Thelma Gamboa-Maldonado, Asst. Professor, SPH</li> </ul>
<p>Climate Survey Committee (CSC)</p> <p><b>Status:</b> Active – meets quarterly</p>	<p>Rick Williams, Vice President, Enrollment Management &amp; Student Services</p>	<p><b>University Services</b></p> <ul style="list-style-type: none"> <li>• Terry Swenson, Chaplain, Campus Ministries</li> <li>• Carla Gober, Director, Center for Spiritual Life &amp; Wholeness</li> <li>• Marilyn Eggers, Director, OEE</li> <li>• Elisa Cortez, Chair, Access Services, University Libraries</li> </ul>

Committee & Status	Leadership	Members & Schools
<p>Co-curricular Committee (CCC)</p> <p><b>Status:</b> Active</p>	<ul style="list-style-type: none"> <li>• Kathryn Knecht, Assoc. Professor (Pharmaceutical Sciences), SP</li> <li>• Terry Swenson, Chaplain, Campus Ministries</li> </ul>	<p><b>University Services</b></p> <ul style="list-style-type: none"> <li>• Dilys Brooks, Assoc. Chaplain, Campus Ministries</li> <li>• Tina Pruna, Director, CAPS</li> <li>• Don Sease, Director, Drayson Center</li> <li>• Marilyn Eggers, Director, OEE</li> <li>• Olivia Moses, Administrator, Employee Wellness (LLUAHSC)</li> <li>• Elizabeth Rose, Director, Hospitality Services (LLUMC)</li> <li>• J.C. Belliard, Director, ICP</li> <li>• Cheryl Lake, Program Coordinator SIMS</li> <li>• Carlyle Ingersoll, Director, Student Services</li> </ul>
<p>Digital Education Committee (DEC – formerly the Distance Learning Committee)</p> <p><b>Status:</b> Active</p>	<ul style="list-style-type: none"> <li>• Debbie Hamada, Chair, Health Informatics &amp; Information Management, SAHP</li> <li>• Rafael Molina, Asst. Professor of Global Health and Digital Education, SPH</li> </ul>	<p><b>University Services</b></p> <ul style="list-style-type: none"> <li>• Marilyn Eggers, Director, OEE</li> <li>• Ken Nelson, Assoc. Director / Institutional Researcher, OEE</li> <li>• Kirk Campbell, Director, ETS</li> <li>• Elisa Cortez, Chair, Access Services, University Libraries</li> <li>• Isabel Leon, Director, Student Services</li> </ul> <p><b>Schools</b></p> <ul style="list-style-type: none"> <li>• Lindsey Simpson, Instructor, SAHP</li> <li>• Karla Lavin Williams, Asst. Professor, SAHP</li> <li>• Jeje Noval, Asst. Professor, SAHP</li> <li>• Julie Kugel, Asst. Professor, SAHP</li> <li>• Brigit Mendoza, Asst. Professor, SAHP</li> <li>• Timothy Seavey, Instructor, SAHP</li> <li>• Darin Woolpert, Asst. Professor, SAHP</li> <li>• Froylana Heredia-Miller, Asst. Professor, SBH</li> <li>• Kristi Wilkins, Assoc. Professor, SD</li> <li>• Nancie Parmenter, Asst. Professor, SN</li> </ul>

Committee & Status	Leadership	Members & Schools
		<ul style="list-style-type: none"> <li>• Judith Peters, Assoc. Professor, SN</li> <li>• Chris Denny, Web Content Manager, SN</li> <li>• Duane Tan, Director of Academic Support, SP</li> <li>• Naomi Modeste, Professor, SPH</li> <li>• Michelle Lake, System Analyst I, SPH</li> <li>• Lisa Wilkens, Programs Coordinator, SPH</li> <li>• Daniel Handysides, Asst. Professor, SPH</li> </ul>
<p>Learning Outcomes Committee (LOC – formerly the Student Learning Outcomes Committee)</p> <p><b>Status:</b> Active</p>	<ul style="list-style-type: none"> <li>• Larry Beeson, Professor, SPH</li> <li>• Judy Peters, Assoc. Professor, SN</li> </ul>	<p><b>University Services</b></p> <ul style="list-style-type: none"> <li>• Marilyn Eggers, Director, OEE</li> </ul> <p><b>Schools</b></p> <ul style="list-style-type: none"> <li>• Kathy Davis, Asst. Professor, SAHP</li> <li>• Georgia Hodgkin, Professor, SAHP</li> <li>• Eun-Hwi Cho, Asst. Professor, SD</li> <li>• Jillianne Ajayi, Assessment Coordinator, SBH</li> <li>• David Weldon, Asst. Professor, SP</li> <li>• Joylynn Perkins, Office Manager, SR</li> </ul>
<p>LiveText Administrators Committee (LAC)</p> <p><b>Status:</b> Active</p>	<ul style="list-style-type: none"> <li>• Eun-Hwi Cho, Director of Educational Assessment, SD</li> <li>• Brigit Mendoza, Assessment Specialist, SAHP</li> </ul>	<p><b>University Services</b></p> <ul style="list-style-type: none"> <li>• Marilyn Eggers, Director, OEE</li> <li>• Ken Nelson, Assoc. Director / Institutional Researcher, OEE</li> <li>• Floyd Palitang, Application Analyst, ETS</li> </ul> <p><b>Schools</b></p> <ul style="list-style-type: none"> <li>• Kathy Davis, Asst. Professor, SAHP</li> <li>• Brigit Mendoza, Asst. Professor, SAHP</li> <li>• Eun-Hwi Cho, Asst. Professor, SD</li> <li>• Heidi Cooley, Admin. Asst., SD</li> <li>• Jillianne Ajayi, Assessment Coordinator, SBH</li> <li>• Lynda Daniel-Underwood, Assist.t Dean for Program Development &amp; Evaluation, SM</li> <li>• Stanley Matsuda, SM</li> </ul>

Committee & Status	Leadership	Members & Schools
		<ul style="list-style-type: none"> <li>• Michelle Ballou, Asst. Professor, SN</li> <li>• Jen Brown, Asst. Professor, SN</li> <li>• Chris Denny, Web Content Manager, SN</li> <li>• Dianne Mattheson, Admin. Asst., SN</li> <li>• Paul Gavaza, Assoc. Professor, SP</li> <li>• Marci Andersen, Asst. Professor, SPH</li> <li>• Wendy Genovez, SPH</li> <li>• Michelle Lake, System Analyst I, SPH</li> <li>• Nellie Leon, Asst. Professor, SPH</li> <li>• Joylynn Perkins, Office Manager, SR</li> </ul>
<p>Institutional Research Committee (IRC)</p> <p><b>Status:</b> Active</p>	<ul style="list-style-type: none"> <li>• DP Harris, Vice President, IS</li> <li>• W. Ken Nelson, Assoc. Director/Institutional Researcher, OEE</li> </ul>	<p><b>University Services</b></p> <ul style="list-style-type: none"> <li>• John Wical, Director, Administrative System, IS</li> <li>• Doris Serna, Application/Bus. Analyst, IS</li> <li>• Mike Sanders, Manager Application Dev., IS</li> <li>• Marilyn Eggers, Director, OEE</li> <li>• Rick Williams, Vice President, Enrollment Management &amp; Student Services</li> <li>• Janelle Pyke, Special Assistant for Academic Administration, Office of the Provost</li> <li>• Jerry James, Director, Student Finance</li> <li>• Verdell Schaefer, Director, Student Financial Aid</li> <li>• Erin Seheult, Director, University Records</li> </ul> <p><b>Schools</b></p> <ul style="list-style-type: none"> <li>• Donna Thorpe, Director of Institutional Research, SAHP</li> <li>• Kent Chow, Assist. Dean of Finance, SAHP</li> <li>• Colwick Wilson, Academic Dean, SBH</li> <li>• Eun-Hwi Cho, Asst. Professor, SD</li> <li>• Duane Tan, Director of Academic Support, SP</li> <li>• Jim Banta, Assoc. Professor, SPH</li> <li>• Michelle Lake, Michelle Lake, System Analyst I, SPH</li> <li>• Helen Hopp Marshak, Assoc. Dean of Academic</li> </ul>

Committee & Status	Leadership	Members & Schools
Portfolio Committee  <b>Status:</b> Temporary hiatus	• NA	Affairs, SPH  NA
Program Review Committee (PRC)  <b>Status:</b> Active	• Rafael Canizales, Assoc. Dean, FGS • Kevin Nick, Assoc. Professor, SM	<b>University Services</b> <ul style="list-style-type: none"> <li>• Marilyn Eggers, Director, OEE</li> <li>• Carlene Drake, Director, University Libraries</li> </ul> <b>Schools</b> <ul style="list-style-type: none"> <li>• Todd Nelson, Assistant Professor, SAHP</li> <li>• Bruce Wilcox, Professor, SM</li> <li>• Kenneth Wright, Assoc. Professor, SM</li> <li>• Michelle Lake, System Analyst I, SPH</li> <li>• Anthony Zuccarelli, Dean, FGS; Previous PRC Co-chair</li> </ul>
Student Success Committee (SSC)  <b>Status:</b> Active	• Brenda Boyd, Assist. Professor, SAHP • Jan Nick, Professor, SN	<b>University Services</b> <ul style="list-style-type: none"> <li>• Mike Sanders, Manager Application Development, IS</li> <li>• Doris Serna, Application/Bus. Analyst, IS</li> <li>• Marilyn Eggers, Director, OEE</li> <li>• Ken Nelson, Associate Director/Institutional Researcher, OEE</li> <li>• Rick Williams, Vice President, Enrollment Management &amp; Student Services</li> <li>• Verdell Schaefer, Director, Student Financial Aid</li> <li>• Erin Seheult</li> </ul> <b>Schools</b> <ul style="list-style-type: none"> <li>• Marie DeLange, Instructor, SAHP</li> <li>• Mike Iorio, Asst. Professor, SAHP</li> <li>• Donna Thorpe, Director of Institutional Research, SAHP</li> <li>• Colwick Wilson, Academic Dean, SBH</li> <li>• Diane Mattheson, Admin Asst. SN</li> <li>• Duane Tan, Director of Academic Support, SP</li> </ul>

Committee & Status	Leadership	Members & Schools
University Assessment Committee (UAC)  <b>Status:</b> Active	<ul style="list-style-type: none"> <li>• Laura Alipoon, Chair, Department of Radiation &amp; Technology, SAHP</li> <li>• Nancy Kawahara, Assoc. Dean, Assessment and Professional Affairs, SP</li> </ul>	<p><b>University Services</b></p> <ul style="list-style-type: none"> <li>• Marilyn Eggers, Director, OEE</li> <li>• Ken Nelson, Associate Director/Institutional Researcher, OEE</li> </ul> <p><b>EEC Subcommittee Leadership</b></p> <ul style="list-style-type: none"> <li>• Kathryn Knecht, Co-curricular Co-chair, Assoc. Professor, SP</li> <li>• Carla Gober, Chair Wholeness Portal</li> </ul> <p><b>School Assessment Specialists</b></p> <ul style="list-style-type: none"> <li>• Laura Alipoon, Professor SAHP</li> <li>• Katherine Davis, Asst. Professor, SAHP</li> <li>• Brigit Mendoza, Asst. Professor, SAHP</li> <li>• Jillianne Ajayi, Assessment Coordinator, SBH</li> <li>• Jillianne Ajayi, Assessment Coordinator, SBH</li> <li>• Eun-Hwi Cho, Asst. Professor, SD</li> <li>• Anthony Zuccarelli, Dean, FGS</li> <li>• Rafael Canizales, Assoc. Dean, FGS</li> <li>• Lynda Daniel-Underwood , Assist.t Dean for Program Development &amp; Evaluation</li> <li>• Hansel Fletcher, Asst. Dean Graduate Student Affairs, SM</li> <li>• Dianne Mattheson, Admin. Asst., SN</li> <li>• Nancy Kawahara, Assoc. Dean of Assessment &amp; Professional Affairs, SP</li> <li>• Michelle Lake, System Analyst I, SPH</li> <li>• Leo Ranzolin, Assoc. Dean</li> </ul> <p><b>Schools</b></p> <ul style="list-style-type: none"> <li>• Ernie Schwab, Associate Dean of Academic Affairs, SAHP</li> <li>• Donna Thorpe, Director of Institutional Research, SAHP</li> </ul>

Committee & Status	Leadership	Members & Schools
<p>Wholeness Portal Committee (WPC)</p> <p><b>Status:</b> Temporary hiatus</p>	<ul style="list-style-type: none"> <li>• Carla Gober Park, Director, Center for Spiritual Life &amp; Wholeness, SR</li> <li>• Daniel Fontoura, Vice President, Wellness</li> </ul>	<p><b>University Services</b></p> <ul style="list-style-type: none"> <li>• Cindy Maccubbin, Drayson</li> <li>• Don Sease, Director, Drayson</li> <li>• Kirk Campbell, Director, ETS</li> <li>• Marilyn Eggers, Director, OEE</li> <li>• D.P. Harris, Vice President, IS</li> <li>• Shastin Rains, Director, Enrollment &amp; Alumni Affairs</li> <li>• Andrew Haglund, Director, Marketing</li> <li>• Lee Berk, SAHP</li> <li>• Ardis Wazdatskey, Asst. Professor, SAHP</li> <li>• Kimberly Freeman, Assoc. Professor, SBH</li> <li>• Dynnette Hart, Assoc. Dean, Undergraduate Programs</li> <li>• Billy Hughes, Dean, SP</li> <li>• Samuel Soret, Assoc. Professor, SPH</li> </ul> <p><b>Health System</b></p> <ul style="list-style-type: none"> <li>• Heather Valentine, Brand Manager, Marketing</li> <li>• Graydon Todd, Marketing</li> <li>• Tony Yang, Asst. VP, Marketing</li> <li>• Olivia Mosses, Wellness &amp; Program Administrator</li> <li>• Tanag Arvin, Application Specialist, EPIC</li> <li>• Kelsey Culler, Marketing Specialist, EPIC</li> <li>• Tim Gillespie, Community Health</li> <li>• Dora Barilla, Director, Community Health</li> <li>• Janya Mekelburg, Philanthropy</li> <li>• Warren Peters, Administrator, center for Health Promotion</li> <li>• Kris Lozano, Manager, Center for Spiritual Life &amp; Wholeness</li> <li>• Beverly Rigsby, Director, Women's Health Center</li> <li>• Justin Van Allen, Mission &amp; Culture</li> <li>• Monica McKenzie, Perinatal Educator, Staff Development</li> </ul>

Committee & Status	Leadership	Members & Schools
		<ul style="list-style-type: none"> <li>• Shayne Price-Bigelow, Pediatric Educator, Staff Development</li> <li>• Terrill Thomas, T13 Media</li> <li>• Jack Rose, Web Center</li> <li>• Wayne Dysinger, Preventive Medicine</li> </ul>

**Acronyms:**

- CAPS – Community-Academic Partners in Service
- ETS – Educational Technology Services
- FGS – Faculty Graduate School
- GHI – Global health Institute
- ICP – Institute for Community Partnership
- IS – Information Service
- OEE – Office of Educational Effectiveness
- SAHP – School of Allied Health Professions
- SBH – School of Behavioral Health
- SD – School of Dentistry
- SIMS – Students for International Mission Service
- SM – School of Medicine
- SN – School of Nursing
- SP – School of Pharmacy
- SPH – School of Public Health
- SR – School of Religion

## Examples of Changes Resulting from Data-driven Strategic Planning

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Change	Description
Discovery Center	As a result of findings from the Basic Sciences program reviews, the University raised its priority for construction of a new research center. Design and programming plans are complete while fundraising is in progress. Ground breaking will be before 2020.
Library Renovation	The main library is conducting major renovations which will integrate the learning commons approach into the environment. Data from the Library Utilization project provided the impetus and inspiration for these changes.
Centennial Overpass	The University built this pedestrian overpass following several non-lethal pedestrian/automobile confrontations. It connects the main campus, including historical centerpieces, with newer construction sites.
West Hall	Major renovations in the School of Nursing (SN) have addressed safety and academic needs identified by routine building inspections, changing student demographics, and demands for improved classroom and clinical technology.
Shryock Hall	The School of Pharmacy re-located into a newly renovated building on campus in response to increased enrollments, and research and practice needs.
101 Building	By moving Human Resources, LLUMC Medical Records, and other shared services off-campus, the University provided more on-campus space for patient care and educational endeavors.
Prince Hall	The School of Dentistry partnered with industry to improve dental research and care by establishing an Innovation Center. This site uses state-of-the art equipment and procedures.
Faculty Dental Practice	The new off-campus Dental Graduate Ortho and Faculty Practice Plan facility is now available for more advanced practice by faculty members and dental residents.

## Examples of Strategic Planning Settings

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Where	Time
The President, Provost and Deans of the eight schools meet weekly for two-hour planning and operations sessions (Deans Council) and all Vice Presidents join the Deans Council monthly for the Joint Officers and Deans Council.	2 hours weekly
The President and VPs meet weekly for two-hours for planning and communication.	2 hours weekly
The Executive Leadership Council (ELC) for Loma Linda University Health (LLUH) that includes the hospital system, physician groups and University meet weekly for two or more hours for strategic planning and management decisions that involve the full enterprise.	2+ hours weekly
University leadership (department chairs, directors, deans and VPs meet monthly for 1.5 hours with the President to discuss campus issues, reports and strategic planning issues.	1 ½ hours monthly
Monthly meetings of Research Oversight Committee (ROC) and research advisory Council (RAC) keeps University leadership informed of LLU’s research community activities, clinical trials and research strategies.	1 ½ hours monthly
Monthly Campus Master Planning Committee meets with key leadership to conduct master planning as it relates to LLUH strategic planning.	1 ½ hours monthly
Monthly meetings with the business managers of the eight schools and the SVP for Finance (Rod Neal) review enrollment, budgets, salaries, major projects and develop strategies to fulfill the University mission and strategic plans.	1 ½ hours monthly
Monthly meetings with the Academic Deans and the Provost discuss academic quality, assessment, policies and strategic goals to improve the learning environment.	1 ½ hours monthly

### Samples of IR Reporting Categories

The following are some of the reports that have been developed and currently available online (password protected).

#### Student Status

- ◆ Entering cohort by year
- ◆ Current status of the student
- ◆ Credits completed
- ◆ Time to graduation
- ◆ Retention rate
- ◆ Attrition
- ◆ Race
- ◆ Gender
- ◆ Ethnicity
- ◆ Campus

#### Day 10 Census

- ◆ Academic Year
- ◆ Term
- ◆ Campus
- ◆ School
- ◆ Department
- ◆ Program Degree
- ◆ Credit Hours
- ◆ Residency
- ◆ Citizenship
- ◆ Academic Level
- ◆ First term in program
- ◆ Status
- ◆ Religion
- ◆ Age
- ◆ Gender
- ◆ 10 year trend

#### LLU Faculty

- ◆ School
- ◆ Department
- ◆ Tenure Status
- ◆ Appointment Type
- ◆ Employer
- ◆ Pay Status
- ◆ Age
- ◆ Gender
- ◆ Ethnicity
- ◆ Faith
- ◆ Rank

#### Program Length

- ◆ FOS
- ◆ CIP
- ◆ Level
- ◆ School
- ◆ Program
- ◆ Parameter Code

#### Applications, Acceptance and Enrollment

- ◆ Year
- ◆ Academic quarter
- ◆ School
- ◆ Degree
- ◆ Department
- ◆ Academic Level
- ◆ Citizenship
- ◆ Concentration
- ◆ Faith

#### Non-Matriculants

- ◆ School
- ◆ Degree
- ◆ Program
- ◆ Concentration
- ◆ Citizenship
- ◆ Faith

#### Acceptances

- ◆ Race
- ◆ Undergraduate GPA
- ◆ School
- ◆ Gender
- ◆ Age Group
- ◆ Ethnicity

#### LLU Teaching Load

- ◆ Instructor
- ◆ Academic Year
- ◆ Term
- ◆ Campus
- ◆ School
- ◆ Department
- ◆ Course ID

#### Graduation Rates

- ◆ Degree
- ◆ Department
- ◆ Cohort
- ◆ Religion
- ◆ Citizenship
- ◆ Country of Birth
- ◆ Race/Ethnicity
- ◆ Gender
- ◆ Marital Status
- ◆ Age Group

#### Time to Degree

- ◆ School
- ◆ Level
- ◆ Year Graduated
- ◆ Degree
- ◆ Department
- ◆ Religion
- ◆ Citizenship
- ◆ Country of Birth
- ◆ Race
- ◆ Ethnicity
- ◆ Gender
- ◆ Marital Status
- ◆ Age Group

#### Financial Aid

- ◆ Academic Year
- ◆ Term
- ◆ Program
- ◆ School
- ◆ Class
- ◆ Academic Level Code
- ◆ Total Aid

#### Grades by Course or Instructor

- ◆ Instructor
- ◆ Academic Level
- ◆ Academic Year
- ◆ Term
- ◆ Academic Load

**LLU Catalog Course List**

- ◆ Subject
- ◆ School
- ◆ Course ID
- ◆ Academic Year
- ◆ Academic Year
- ◆ Course Status
- ◆ Course Title

**LLU Applicant Test Scores**

- ◆ Academic Year
- ◆ School
- ◆ Test Taken

**Student Type Classification**

- ◆ Academic Year
- ◆ Campus
- ◆ Student Type
- ◆ Level
- ◆ Program
- ◆ Concentration
- ◆ School
- ◆ First Term
- ◆ Student Type Code
- ◆ Degree

**Acceptance Ratios**

- ◆ Year
- ◆ Academic quarter
- ◆ Age Group
- ◆ Degree
- ◆ Department
- ◆ Academic Level
- ◆ Citizenship
- ◆ Concentration
- ◆ Student Type
- ◆ Faith
- ◆ Country of Birth
- ◆ Race
- ◆ Ethnicity
- ◆ Gender
- ◆ Marital Status

**Degrees Awarded**

- ◆ Degree title
- ◆ School
- ◆ Program
- ◆ Academic Year

**Degrees by Criteria**

- ◆ Academic Year
- ◆ School
- ◆ Program
- ◆ Degree
- ◆ Race – LLU
- ◆ Ethnicity
- ◆ Gender
- ◆ Race – Fed
- ◆ Campus
- ◆ State

**Alumni by Year Graduated**

- ◆ Name of Graduate
- ◆ Degree Title
- ◆ School
- ◆ Program
- ◆ Academic Year

**Wholeness Survey**

- ◆ School
- ◆ Department
- ◆ Academic Year

**Grade Trends**

- ◆ School
- ◆ Level
- ◆ Year Graduated
- ◆ Degree
- ◆ Department
- ◆ Religion
- ◆ Citizenship
- ◆ Country of Birth
- ◆ Race
- ◆ Ethnicity
- ◆ Gender
- ◆ Marital Status
- ◆ Age Group

**Grades by Race**

- ◆ Ethnicity
- ◆ Religion
- ◆ Instructor
- ◆ Term
- ◆ Degree
- ◆ School
- ◆ Program
- ◆ Course ID
- ◆ Level
- ◆ Gender
- ◆ Course Registration Status

**LLU Financial Trends**

- ◆ Fund
- ◆ Organization
- ◆ Account
- ◆ Category
- ◆ Fiscal Year

**Distance Education**

- ◆ Metric
- ◆ School
- ◆ Program
- ◆ Course ID

**LMS: Canvas Interaction Logs**

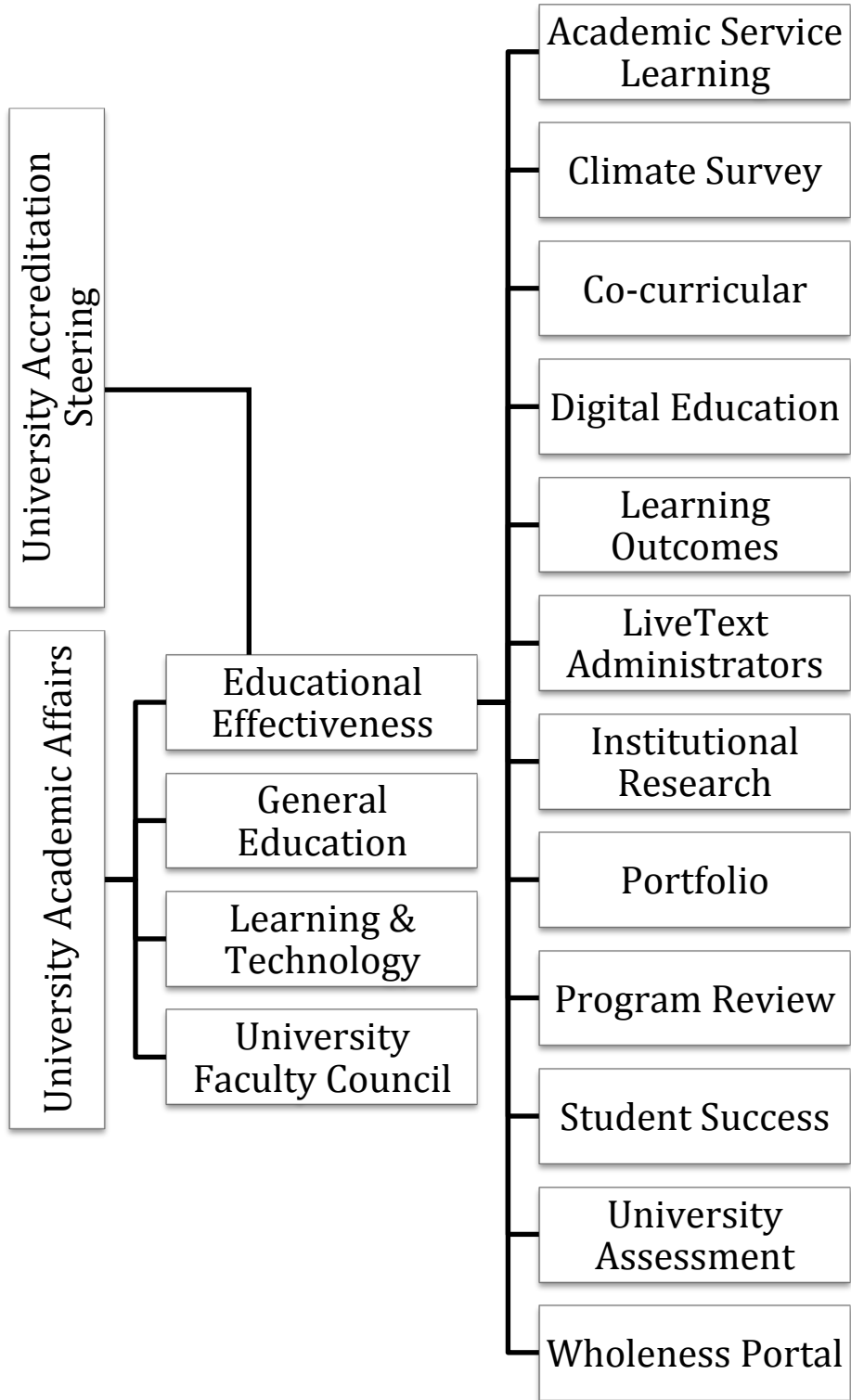
- ◆ Designer
- ◆ Observer
- ◆ Student
- ◆ TA
- ◆ Teacher
- ◆ Course ID

**WSCUC Redemption Rates**

- ◆ 2006-2013



<b>Loma Linda University - AY 2011-2015</b>				
Headcount and FTE (IPEDS multiplier of .397058)				
<b>Student Headcount</b>	<b>Student Status</b>			
<b>Year/Fall Term</b>	<b>FT</b>	<b>PT</b>	<b>Total</b>	<b>FTE</b>
<b>201102</b>	<b>3568</b>	<b>791</b>	<b>4359</b>	<b>3882.072878</b>
Undergraduate	887	227	1114	977.132166
Graduate	1185	564	1749	1408.940712
Professional	1496		1496	1496
<b>201202</b>	<b>3687</b>	<b>833</b>	<b>4520</b>	<b>4017.749314</b>
Undergraduate	945	273	1218	1053.396834
Graduate	1141	560	1701	1363.35248
Professional	1601		1601	1601
<b>201302</b>	<b>3826</b>	<b>826</b>	<b>4652</b>	<b>4153.969908</b>
Undergraduate	999	302	1301	1118.911516
Graduate	1146	524	1670	1354.058392
Professional	1681		1681	1681
<b>201402</b>	<b>3927</b>	<b>802</b>	<b>4729</b>	<b>4245.440516</b>
Undergraduate	994	302	1296	1113.911516
Graduate	1222	500	1722	1420.529
Professional	1711		1711	1711
<b>201502</b>	<b>3822</b>	<b>807</b>	<b>4629</b>	<b>4142.425806</b>
Undergraduate	923	295	1218	1040.13211
Graduate	1213	512	1725	1416.293696
Professional	1686		1686	1686



## Educational Effectiveness Committee Network

Click on a committee name to see its full Interim Report.

Committee Name	Purpose	Activity Overview
<b>Educational Effectiveness (EEC)</b>	To guide the development of indicators and evidence of educational effectiveness across academic and co-curricular programs at LLU; to facilitate the establishment of a culture of continuous assessment leading to evidence-based decision making; to make evidence-based recommendations for change in institutional structures and processes; to facilitate communication and disseminates information among the network of Educational Effectiveness committees.	Membership includes leadership of the other EE committees plus school representatives. On January 28, 2013, the EEC and OEE lead out in a full-day assessment retreat to discuss academic strategic goals for the university through 2020 and preparation for the <i>2015 Interim Report</i> . Thirty-six attended and, through an active process with groups, developed plans for the <i>2015 WASC Interim Report</i> and four goals to guide LLU toward 2020: (1) community engagement and service, (2) teaching, learning, MFL, and technology, (3) wholeness and wellness, and (4) collaboration and interprofessionalism.
<b>Academic Service Learning (ASLC)</b>	To create a culture of academic service learning at LLU through education and training, building a SL community on campus, and providing SL resources to students, faculty, and community members.	Although LLU has a long history of service, there was a desire to move into a more formal approach to service learning. Their first task was to develop standardized, useful, and well understood definitions for use across the campus. Currently, the committee is vetting and approving courses for which faculty members have requested service learning designations. Of the 32 courses submitted, two have been approved and 30 are under review.
<b>Climate Survey (CSC)</b>	To guide the development of the University's climate assessment framework and activities; to facilitate a forum for climate assessment; and to provide assessment feedback for those responsible for specific areas of campus climate.	Prior to registration, each student completes a survey that includes five questions tailored to his or her academic progress. The two-year survey cycle permits the collection of a broad spectrum of data from novice through experienced students. Response rates have increased and the data provide

Committee Name	Purpose	Activity Overview
		encouraging information. The highest area of student satisfaction for the past two years was the respect staff, professors, and administrators show for cultural diversity; while the lowest area of student satisfaction was parking.
<b>Co-curricular (CCC)</b>	To guide the development of the University's co-curricular assessment framework and activities; to facilitate a forum for co-curricular assessment; and to provide assessment support for the co-curricular programs on campus.	The CCC developed the LLU Co-curricular Strategic Plan, including suggested activities to address plan components and reorganized it later to meet the new LLU “wholeness” definition. They are working to develop and refine assessments for co-curricular activities in light of mission-focused learning outcomes, and in the future will develop assessment tools to address the diverse needs of different co-curricular entities ( <i>e.g.</i> , Student Activities vs. CAPS)
<b>Digital Education (DEC)</b>	To guide the development of the university digital education and activities; to facilitate a forum for digital education; and to provide support for online programs.	DEC has worked with the University to develop an appropriate Intellectual Property policy that addresses ownership of online courses and resources. It has also developed many recommended assessment tools and resources that include Best Practices. DEC looks forward to collaborating with the new LLU Extended Education academic unit being developed to coordinate distance education across the University.
<b>Institutional Research (IRC)</b>	To improve and support the University’s IR functions and data management, including the faculty appointment system, in an effort to assist the administrators and faculty in making data-informed decisions.	Over the years IRC has successfully worked to identify data issues and correct many of them. With growing confidence across the University concerning its data and with new tools, IRC is working with the Institutional Researcher to develop appropriate data policies and future goals.
<b>Learning Outcomes</b>	To guide the development of university learning	The Learning Outcomes Committee (LOC) reviewed

Committee Name	Purpose	Activity Overview
<b>(LOC)</b>	outcome assessment framework and activities; to serve as a forum for learning outcome assessment; and to oversee and manage the learning outcome assessment University-wide.	the University's ILOs and the four-year ILO assessment cycle and reduced their number from eight to five. They also assigned two former ILOs—wholeness/wellness and values—to a new category: Mission Focused Learning Outcomes (MFLOs): Due to their aspirational nature, these outcomes must be addressed and assessed using innovative methods. The committee is exploring strategies which will facilitate integration of these outcomes into meaningful assessment activities for the benefit of students, faculty, staff, administrators, and officers.
<b>LiveText Administrators (LAC)</b>	To support schools and programs to successfully set up and manage LiveText to meet their educational, assessment, and accreditation goals.	LAC is a new committee set up in late fall of 2014 to prepare the University for a successful deployment of LiveText on July 1, 2015. Sharing and collaboration are goals of the committee and to develop best practices.
<b>Portfolio (PC)</b> On temporary hiatus - no report	To share various school best portfolio practices, assess campus portfolios consistently with the WASC portfolio rubric, and work with the Office of Educational Effectiveness (OEE) to develop a portfolio resource page to be posted at the OEE website.	This committee completed much of its work but because there was no University-wide ePortfolio system, it was put on hold until this was in place. The committee will resume with new leadership in fall 2015.
<b>Program Review (PRC)</b>	To coordinate reviews, conducted periodically by each academic program, within larger accreditation cycles of the University and ensure this produces improvement in quality of educational programs and academic administration.	Following the initial assessment of programs that did not have discipline-specific accreditation status, the Program Review Committee sought to streamline the process and identify ways to strengthen ties between professional accreditation activities and university expectations for program review. These efforts were bolstered by two University/WASC Assessment Leadership Academy (WASC ALA) collaborations that compared outcomes, standards, assessment

Committee Name	Purpose	Activity Overview
		modalities, and purposes of program assessment and accreditation. The committee established a system that captures and stores reports, recommendations made by reviewers, and programs' action plans. This information is available institution-wide and is integral to overall strategic planning. While the review cycle for accredited programs is driven by their professional agencies the second five-year cycle of program review for programs without such accreditations was launched in May 2014.
<b>Student Success (SSC)</b>	To facilitate and support the means and measures necessary to ensure student success at Loma Linda University.	SSC was created to develop a system by which the University could define, analyze, and share data reports on student achievement. The committee researched definitions of commonly used terms associated with student success and selected wording that incorporated WASC and federal expectations for use within the University. These definitions serve as the basis for data collection, analyses, and reporting. The SSC is working with the Institutional Researcher and Provost to post additional student achievement reports on the LLU OEE website.
<b>University Assessment (UAC)</b>	To guide in planning and implementing university assessment framework and activities; to facilitate a forum for assessment; and to provide assessment support for the schools.	The University Assessment Committee (UAC) has taken the leadership role in assessment activities at program and University levels. Their efforts led to the school-appointment of an Assessment Specialist for each school and to the creation of faculty development programs that support assessment. They have also established two pilot projects which studied issues associated with the new ILOs, <i>information literacy</i> and <i>quantitative reasoning</i> . One

Committee Name	Purpose	Activity Overview
		of their ongoing concerns has been standardizing data collection, storage, analyses, and reporting. The adoption of LiveText as a data management system will assist in this quest.
<b>Wholeness Portal (WPC)</b> On temporary hiatus - no report	To share the LLU health vision, mission, resources, education through the web to the LLU community and worldwide.	This committee was put on hold while the University developed a new Wellness Center. Once the Center is established, the committee will resume its work in collaboration with the Wellness Center in fall 2015 to better meet the objectives of the new center and Vision 2020 thrust of the University.

## Academic Service-Learning Committee

### Organizational structure

The Academic Service-Learning Committee (ASLC) falls under the Educational Effectiveness network of committees coordinated by the Educational Effectiveness Committee (ECC), the Office of Educational Effectiveness (OEE), and the Institute for Community Partnerships (ICP). The Academic Service-Learning Committee reports to the EEC and the ICP Administrative Committee. This structure ensures that service-learning strategic development is closely tied to the academic structures and community engagement efforts of the university.

### Purpose

The purpose of the Academic Service-Learning Committee is to create a culture of academic service-learning at Loma Linda University (LLU) through education and training, building a service-learning community on campus, and providing service-learning resources to students, faculty, and community members.

### Past efforts

Dr. Ronald Carter, Provost of Loma Linda University, was the driving force behind creating a policy that would require all LLU students to take a minimum of one service-learning course before graduating. This policy idea was taken to the ASLC who then worked with the individual schools to create a university-wide definition for service-learning that states, "Service-learning is a structured learning experience that combines community engagement with academic preparation, reflection, and ongoing assessment."

After finalizing the service-learning definition, the ASLC began the application process for the Carnegie Community Engagement Classification (CCEC). The classification application allowed us to assess institutional strengths and challenges regarding community engagement. After

## Academic Service-Learning Committee

completing the yearlong self-assessment, the institution could now take the data gathered to strengthen community engagement at an institutional level. Thus after completing the CCEC, ASLC and the Institute for Community Partnerships created a 5-year plan (see attached) to demonstrate how we were going strengthen community engagement. Our plan included:

- 1) Increasing tracking and documentation.
- 2) Measuring impact of community engagement.
- 3) Creating a system to designate official service-learning courses.
- 4) Providing support for community engaged faculty.
- 5) Strengthening community input and community voice into programming/policies.
- 6) Incorporating community engagement into the institution's strategic plan.

### Current efforts

Over the past few months, the ASLC has focused their efforts on creating a system that will officially designate service-learning courses. We have created rubrics (see attached) and measurement tools that allow the ASLC to systematically assess each service/community-engaged course. For example, we created the "Phase 1: Service-Learning Designation form" (see attached) which is a measurement tool that allows professors to see if their course meets the standards to be officially designated as a service-learning course. To be classified as an official service-learning course, professors must be able to affirmatively answer "yes" and provide evidence from their syllabus to the following questions:

- 1) Does this course require students to engage with the community?
- 2) Does the service-learning component have a clear connection with the course objectives?

## Academic Service-Learning Committee

3) Is there a sense of reciprocity where both students and the community benefit?

4) Does this course provide the means for structured critical reflection?

After professors submit this form, the ASLC provides feedback and resources to guide professors in strengthening their current course. The ASLC has used the Phase 1: Service-Learning Designation form to review 32 courses throughout the institution. Currently, we have two official service-learning courses and an additional six courses that are actively updating their syllabus to receive the official designation. Of these 8 courses, 6 of our 8 schools are represented.

In addition to service-learning courses, the ASLC is currently working on a faculty tool-kit that will guide faculty who are interested in designating their course as an official service-learning course. This toolkit will include all relevant designation forms, example syllabi, and a plethora of resources that are recognized by other global service-learning entities.

In addition, the ASLC is partnering with the Institute for Community Partnerships to build a community engagement database to track service-learning, community based research, consultations, and other collaborations. The purpose of this database is two fold: 1) to continually track the institution's community engagement for the CCEC and 2) to create a platform to further encourage interdisciplinary collaboration.

### **Future efforts**

As we look ahead, we hope to continue working on our 5-year plan to increase community engagement and community-engaged practices throughout the institution. Our next tasks will focus on getting service-learning courses noted on student transcripts and working with our institutional research office to implement a plan that would allow us to access and run reports on service-learning courses.

# Climate Survey Committee Interim Report

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## **Climate Survey Committee's Charge** (Last updated 2010)

The charge of the Climate Survey Committee (CSC) is to guide the development of the University's climate assessment framework and activities; to facilitate a forum for climate assessment; and to provide assessment feedback for those responsible for specific areas of campus climate. The CSC reports to the University Educational Effectiveness Committee. In fulfilling this charge, the CSC will:

- Develop, implement, collect and analyze data, and close the loop with student, staff, and faculty climate surveys.
- Give faculty survey to University Faculty Council.
- Write report for LLU's WASC Educational Effectiveness Review Report.

## **Past Five Years**

The Climate Survey Committee developed two important surveys:

- Climate Survey
  - The 38 climate survey questions cover historical hot spots; however, the data now shows we are doing exceedingly well in these areas.
  - Questions are sent out for eight registrations. Each registration students get just five questions.
  - Questions are sent out during the quarters they are best suited for such as admissions and recruiting questions are sent out for the students' first registration, etc., until all the questions have been given.
  - The VP for Enrollment has presented this successful system several times at national conferences.
  - Closing the loop began as soon as data started coming in. For example, registration traditionally had many challenges; however, today all the issues identified with registration on the survey have high numbers as a result of analyzing and addressing the problems identified by students.
- Wholeness Survey
  - This survey addresses the spiritual side of the University.
  - Reduced the original Wholeness Survey from 100+ questions to a carefully selected group of 22 Gallop-style survey questions
  - Decided not to give the survey only once or twice during an accreditation cycle. Three weeks before registration begins an email message is sent to only students starting their 4th quarter at LLU saying they have three weeks to complete a short survey with a small

group of questions and that a hold has been placed on their registration until they have completed the survey. This approach ensured 100% participation.

- The system is complete and functioning well. The survey data is confidential. Schools can only see their own data and the full university data but not each other's data.

### **Current**

CSC continues to:

- Monitor the results of the two surveys.
- Share data with appropriate entities at the University.
- Close the loop whenever necessary.
- Maintain questions, etc., making changes as necessary.

### **Future**

CSC will continue to:

- Maintain the Climate and Wholeness Surveys various processes, so they will continue to function smoothly and consistently over time.
- Close the loop on the data by continuing to share the data in a timely manner with all the appropriate entities at the University.
- Evaluate the questions on solved issues (about five now) and replace them with alternate questions as new issues are identified.

# Co-curricular Committee WASC Interim Report

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Draft (January 2015)

The charge of the Co-curricular Committee (CCC) is to guide the development of the University's co-curricular assessment framework and activities; to facilitate a forum for co-curricular assessment; and to provide assessment support for the co-curricular programs on campus. The CCC reports to the University Assessment Committee and ultimately to the Educational Effectiveness Committee. In fulfilling this charge, we will:

1. **Guide the development of the University's co-curricular assessment framework and activities:**
  - Encourage the systematic integration and assessment of LLU's Mission-focused Learning Outcomes (MFLOs)<sup>1</sup> across co-curricular activities.
  - Investigate possible best practices for LLU's off-campus programs' co-curricular experience for students.
2. **Facilitate a forum for co-curricular assessment discussion and collaboration:**
  - Service opportunities
  - University community-building and wholeness
    - Social activities
    - Physical health and fitness
    - Spiritual development
  - Professional development
3. **Provide assessment support for the co-curricular programs of the University:**

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<sup>1</sup> The Mission-focused Learning (MFL) environment fosters the highest commitment to analytical and critical thinking, advocates the highest ethical and professional standards of practice, values the creation of new knowledge, and the faithful transmission of best practices within professional and scientific disciplines. It provides a learner-centered educational environment that facilitates the absorption of knowledge and perfection of skills while blending evidence-based decision-making with transformative learning events (“teachable moments”). It develops a culture of service, while encouraging the pursuit of wisdom through the example of Jesus Christ who lived to bring hope, healing, and happiness to mankind. (LLU 2011)

**MFLOs:** Wholeness/Wellness; *University Values:* Justice, Compassion, Humility, Integrity, Excellence, Freedom, Self-control/purity

- Develop assessment process and tools appropriate for co-curricular programs.

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The following list highlights key features of the work of the Co-Curricular Committee during the following time periods: 2011-2013 (past), 2014-2015 (current), and 2016 (future-projected).

**Past – 2011-2013**

- Developed the LLU Co-curricular Strategic Plan, including suggested activities to address plan components
- Supported co-curricular representatives in the development of assessment plans for their respective programs, in particular SIMS and CAPS
- Developed and piloted a prototype co-curricular survey, collected other co-curricular assessment resources

**Current – 2014-2015**

- Reorganize the LLU Co-curricular Strategic Plan to meet the new Wholeness definition
- Identify barriers and solutions to the implementation of the co-curricular LLU Co-curricular Strategic Plan by students, faculty and staff
- Develop and refine assessments for co-curricular activities in light of mission-focused learning outcomes

**Future – 2016-2020**

- Address implementation of co-curricular plan by students, faculty and staff (*e.g.*, coordination with service learning courses, campus initiatives)
- Develop assessment tools to address the diverse needs of different co-curricular entities (*e.g.*, Student Activities vs. CAPS)

## DEC (DLC) WASC Interim Report

### Committee Charge

The Digital Education Committee charge is to guide the development of the university digital education and activities; to facilitate a forum for digital education; and to provide support for online programs.

The DEC reports to the Educational Effectiveness Committee. In fulfilling this charge, DEC will:

- Guide the development of the university digital education and activities:
  - Review program proposals for digital education programs in via joint meetings with the Learning and Technology Committee.
  - Develop, recommend, and formalize digital education policies with the Educational Effectiveness Committee and University Academic Affairs Committee to be included in a section in the Administrative and Faculty Handbook.
  - Develop guidelines and resources for online courses.
  - Research best practices in digital education:
    - Assessment
    - Innovative and effective instructional strategies
    - Mission-focused learning
    - Quality assurance
    - Service learning
    - Technology
- Facilitate a forum for digital education:
  - Identify and communicate solutions for online and digital learning issues at the course, program, school, and university levels.
  - Disseminate challenges and successful online learning approaches through research and publications.
  - Provide professional development opportunities for faculty and staff in best practices related to online teaching.
- Provide support for digital education:
  - Facilitate digital education and online support services
    - Library: Information literacy, access to information resources and services.
    - Student support services, e.g., online registration, online add/drop forms, student assistance/counseling, spiritual support services and resources, etc.
  - Assist the Program Review Committee with Digital Education Program Review to ensure that students receive the “Loma Linda University experience.”
  - Provide guidance for marketing and recruitment of online programs.
  - Support the process and awareness for LLU compliance with state authorization for online education.

## **Committee Activities**

- Past: 2011-2013
  - LLU Intellectual Property Policy (course ownership, in progress, residing with legal counsel and research affairs) Wednesday, November 9, 2011 and Wednesday, August 10, 2011
  - New Online Program Checklist: piloted and implemented. Minutes (01-09-13) v.1.0
  - Online Instructor Resource site / LLU Digital Ed Community: implemented Minutes (03-13-13) <https://llu.instructure.com/courses/813764>
  - Course evaluation (piloted and implemented in SPH and SAHP)
  - Peer Formative Evaluation (piloted at SPH and SAHP)
  - Online course standardized template (piloted, ready) Wednesday, March 14, 2012
  - Quality Assurance (including program review) (pilot process including pre-term course review)
  - LLU Distance Education web presence (in progress, April 2013)
  - LLU Best Practices document (posted web)
  - State Authorization for Distance Education (19 states as of 2/2015)
- Current: 2014-2015
  - Online Chaplain Services (first talks with Office of Chaplain), Minutes June 11, 2014
  - Addendum to "Teaching Agreement" for contract instructors. Minutes April 9, 2014.
  - Proctoring service (TLC will make final recommendation: March 2015)
  - DE Instructor Guide (V. 1.0)
  - Distance Education Policy (v. 1.0)
  - Regular and Substantive Interaction (v. 1.0)
  - Mission-focused Learning Canvas Module (piloted in SPH and ready for implementation)
  - Student Guide (Scheduled for April 2015)
  - Credit-hour policy (C-9)
  - Canvas-based Online Instructor Professional Development/Training database/site. Location: <https://llu.instructure.com/courses/995468/pages/welcome>
  - DETF Digital Education Task force recommendations: follow up and update (Planned for March-May 2015 DEC meetings)
  - Formalized request for DE Section on MyLLU (February 11, 2015)

## **Ongoing and Future: 2016-2020**

- Collaborate with new LLU governance structure for "Extended Education"
- LLU Online Teaching Certification and Faculty Development
- Distance Education Learning Resource Center (web based)
- Student Orientation
- LLU Web presence
- Policy and procedures development, updating and implementation in support of Digital Education compliance with WASC Accreditation and Federal Regulations.
- Ongoing collaboration with Learning and Technology Committee regarding development and diffusion of effective technologies to support digital education.
- Support and enhance collaborative efforts between DEC and various LLU stakeholders.
- Continual support of Program Review activities.

# Educational Effectiveness Committee

## Interim Report

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Educational Effectiveness Committee Charge (Updated January 2015)

The Educational Effectiveness Committee

- 1) guides the development of indicators and evidence of educational effectiveness across academic and co-curricular programs at LLU (see EEC Flow Chart of Committees, p. 2)
- 2) facilitates the establishment of a culture of continuous assessment leading to evidence-based decision making
- 3) makes evidence-based recommendations for change in institutional structures and processes
- 4) facilitates communication and disseminates information among the network of Educational Effectiveness committees

It reports to the University Academic Affairs Committee and is guided by the University accreditation Steering Committee.

The following reports the work of the EEC for 2011-13, the current work of the EEC in 2014-2015, and the future plans for 2016-2020 (years noted are academic years).

### **Past – 2011-2013**

Receive, discuss and plan regarding:

1. Committee reports
2. Assessment of subcommittee structure and need for revision such as new subcommittees or committees that had completed their charge
3. State Authorization issues
4. Kinzer-Rice Awards
5. Institutional research and data warehouse
6. Assessment of student success
7. LLU ILO's (formerly called SLOs) and MFLO's
8. Consultation with OEE to select committee chairs and members as seats are open.
9. WASC planning workshop in Riverside

### **Current – 2014-2015**

Receive, discuss and plan regarding

1. Committee reports
2. Program review of non-accredited programs
3. Alignment of WASC criteria and professional accreditation standards
4. Adoption of LiveText
5. Student Satisfaction survey
6. WASC 2015 mid-term report
7. Plan WASC 2016 mid-cycle report
8. WASC SLO's adopted as LLU SLO's

### **Future – 2016-2020**

- 1) Continue to facilitate and evaluate the use of LiveText for assessment of ILO's, PLOs, etc. in LLU Schools

- 2) Continue to be responsive to the direction and activities of the EEC Committees as needed to facilitate the goals
- 3) Support the institutional research process necessary to prepare for the next WASC self-evaluation and visit
- 4) (Evaluation system from UAC – copy)
- 5) Explore communication pathways between committees, programs, and EEC
- 6) WASC 2016 mid-cycle report
- 7) Coordinate data availability and review to support evidence-based decisions throughout the University

# IRC Interim Report for WASC

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The Institutional Research Committee (IRC) is charged with improving and supporting the University's IR functions and data management, including the faculty appointment system, in an effort to assist the administrators and faculty in making data-informed decisions. In fulfilling this charge the committee will improve and support:

## 1. Support of the University's IR Functions:

- a. Develop and update the university's strategic assessment plan including analyzing data for analytics.
- b. Guide university development of effective data infrastructure processes.
- c. Participate in the writing of university WSCUC institutional research reports.

## 2. Support in Data Management:

- a. Identify and resolve weaknesses.
- b. Continue to work with the schools to correlate their data with the university's data.

## 3. Faculty Appointment System:

- a. Identify issues and make recommendations for improvements.
- b. Encourage key individuals to utilize the systems.
- c. Provide support as applicable.

**Note:** Academic years listed below

### Past – 2011-2013

1. Affirmed and lobbied for additional support for the IR function of the university.
2. Started using SyncAll for the IRC community to post agendas, resources, online discussions, etc.
3. Identified needs for a comprehensive Faculty Information System.
4. Developed strategy for rolling out the new Faculty Appointment System (FIS) developed by University Information Services as part of FIS strategy.
5. Incorporated more LLU entities as members in IRC.
6. Directed data collection for accreditation purposes.
7. Guided the continuing development of effective data infrastructures to support assessment, strategic planning, and student support services.
8. Addressed data needs and concerns and resolved identified weaknesses.

**Current – 2014-2015**

1. Oversaw the development and analysis of required data exhibits for external reports.
2. IR Committee members attended a variety of WASC/AIR/CAIR workshops/seminars in 2014.
3. Promoted a culture of confidence in the university's data warehouse.

**Future – 2016-2020**

1. Expand data capabilities to allow a greater involvement in institutional research to promote an improved student learning experience.
2. Increase the use of data to support recommendations for policies.
3. Continue development of common terminology and data definitions.
4. Promote the utilization of data including student achievement data that is being generated at the school level from program reviews to enhance the strategic planning process.
5. Complete the Faculty Information System recommendations by establishing a process for recording and validating degrees.

# Learning Outcomes Committee: Interim Report

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## **Committee Charge**

The Learning Outcomes Committee's (LOC) charge is to guide the development of university learning outcome assessment framework and activities; to serve as a forum for learning outcome assessment; and oversee and manage the learning outcome assessment University-wide. The LOC reports to the Educational Effectiveness Committee. In fulfilling this charge we will:

1. Serve as a forum with support for learning outcome assessment:
  - Work with the Office of Educational Effectiveness (OEE) to oversee and manage the Loma Linda University-wide Learning Outcome assessment processes.
  - Work with the Office of Educational Effectiveness to provide learning outcomes workshops.
  - Work with the Office of Educational Effectiveness to provide, maintain, and support for learning outcome assessment on the OEE website for the University at large.
2. Guide the development of university learning outcome assessment framework and activities (aka "Institutional Learning Outcomes" or ILOs):
  - Guide the development and oversight of ILOs University-wide.
  - Implement four-year assessment cycle for University-wide ILOs.
  - Review and modify LO rubrics as needed to capture global elements for each LO, allowing added contextualization by programs and schools.
  - Facilitate the collection of LO summative assessment data.
  - Oversee and manage the collection and analysis of summative data.
  - Write LOC assessment and accreditation reports.

## **Past Accomplishments (2011-2013)**

- Developed an initial 4-year cycle where the individual University academic programs would focus on specific learning outcomes and to provide summative data for the following objectives:
  - 2010 (Wholeness, Critical Thinking, Communication [oral & written])
  - 2011 (Technology, Diverse World)
  - 2012 (Values, Collaboration)
  - 2013 (Critical Thinking [2<sup>nd</sup> time], Life-long Learning)
- Reviewed the AAC&U rubric development process and modified these rubrics to meet our needs
- Implementation of the rubrics for the Diverse World and Technology and the development of guidance for their implementation and assessment

- Worked on resolving the differences on the way Values were interpreted by comparing the University's Values acronym ("JCHIEFS" as noted below) versus the Medical Center's Values acronym ("TWICE")
- Reported to the Interprofessional Education Committee in the following categories relative to the Collaboration learning objective: academic, experiential, co-curricular, and social.
- Worked with the library to establish a repository of resources for each of the established learning outcomes  
(["http://libguides.llu.edu/content.php?pid=202803&sid=1694449"](http://libguides.llu.edu/content.php?pid=202803&sid=1694449))
- Collaborated with each of the University Schools to appoint School Assessment Specialists who will forward Learning Outcomes Committee materials to Program Directors and Teaching Faculty and on ways to keep the assessment process sustainable
- Worked with the various programs throughout the university who have not provided either formative or summative assessment data to better understand what the barriers might be
- Educated the various Schools on how to contextualize the learning outcome rubrics to be more relevant to their respective disciplines

### **Present Activities (2014-2015)**

- In order to incorporate the faculty, staff, and administration in our institution's learning objectives, we voted to change the name of our committee from "Student Learning Outcomes Committee" to "Learning Outcomes Committee"
- Analysis of the summative data from the first 4-year assessment cycle resulted in a reduction of the number of learner outcomes from 8 to 5
- Developed easy-to-use rubrics for the primary learning outcomes including:
  - **Information Literacy**
  - **Quantitative Reasoning**
  - **Critical Thinking**
  - **Oral Communication**
  - **Written Communication**
- Refocused three of our previous learning outcomes to now be considered as "Mission Focused Learning Outcomes." All members of the LLU community (students, faculty, staff, administrators) are encouraged to incorporate these in their own lives. These are:
  - **Wholeness:** apply the University philosophy of wholeness into the individuals' personal and professional lives
  - **Wellness:** facilitate healthy lifestyles in self and others
  - **Values:** integration of LLU's Christ-centered values in one's personal and professional life. These include: **justice, compassion, humility, integrity, excellence, freedom, self-control/purity** = "JCHIEFS."
- Established a 2<sup>nd</sup> 4-year assessment cycle:
  - 2014 - Information Literacy
  - 2015 - Quantitative Reasoning
  - 2016 - Critical Thinking

- 2017 - Oral and Written Communication
  - Promoted the use of the LiveText assessment software to the University academic programs

### **Future Goals (2016-2020)**

- Complete the 2<sup>nd</sup> 4-year assessment cycle and perform the analysis of the summative assessments
- Support the school assessment specialists in the improvement of assessment data collection
- Work towards having 100% of our academic programs that assess the established learning outcomes on an annual basis.
- Make appropriate recommendations based on the analysis of assessment data collection of the Institutional Learning Outcomes (ILOs)
- Develop, pilot, refine, and implement the assessment of MFLOs

# Program Review Committee Interim Report

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## **Charge to the Committee (Updated January 2015)**

The Program Review Committee's charge is to coordinate reviews, conducted periodically by each academic program, within larger accreditation cycles of the University and ensure this produces improvement in quality of educational programs and academic administration. A Program Review report is produced by each program consisting of a self-study, external reviewers' team report, and an action plan. Program review continues with feedback from school and university administrators.

In fulfilling this charge, committee members will:

- 1 review requirements of the accrediting body when applicable,
- 2 coordinate schedules for program reviews within accreditation cycles in collaboration with schools and programs,
- 3 develop and maintain online resources for data management that will aid individual program during their reviews,
- 4 disseminate action plan executive summary data,
- 5 ensure that school and university administrators respond to the review of each program.

## **Domain of committee**

Within LLU are 8 schools that manage about 104 programs. The majority of these programs are accredited by professional accrediting bodies in addition to WASC accreditation through the university. Program review cycles for professionally accredited programs range from 4 to 10 years and are independent of WASC accreditation cycles.

## **Past Activities (academic years 2011 – present)**

1. Reflection on feedback from programs on accreditation experience in 2010 led to:
  - a. Revision of Program Review Guide
  - b. Development of an Action Plan template based on program review reports. The Action Plan is the most effective way of “closing the loop” between programs and administration at LLU.
  - c. A study that explored how program review activities and reports for professionally accredited programs could coordinate with WASC requirements.
2. Three options were developed for program review for professionally accredited programs to meet WASC requirements:
  - a. Full program review
  - b. Completion of standards alignment survey
  - c. Completion of a crosswalk document between the accrediting requirements of WASC and the professional association accrediting body.
3. Discussions were held with program directors and school level administrators to introduce the plan for the current cycle of program review and receive feedback from the previous accreditation cycle.

**Current Activity (2014-2015)**

1. Guiding schools through the current cycle of program review ending in 2015.
2. A universal start and completion date for all programs was implemented during this accreditation cycle.
3. An *ad hoc* committee is studying special needs that online programs have during program review.
4. We are encouraging professionally accredited programs to complete the Standards Alignment Survey to aid in a study of the alignment with WASC requirements.
5. A video has been produced to instruct programs with professional accreditation on the standards alignment survey.
6. Live Text software is currently available and its use is being phased in for help with data collection for program review.
7. Academic Management System software has been set up to manage programs' action plans.

**Future Activities (2016-2020)**

1. Work with Institutional Research to make data collection and analysis more continuous throughout the accreditation cycle.
2. Remind schools in advance of the next accreditation cycle that they should prepare financially for program review. Add language to the Program Review Guide to that effect.
3. Work with the Provost to develop a systematic method of providing administrator feedback to programs including addressing action plan items.
4. Develop a plan to integrate professionally accredited programs with WASC program review through the Standards Alignment Survey.
5. Develop a Program Review Guide supplement for distance learning programs.
6. Create a repository of sample surveys that may be used to collect data for program review.
7. Prepare for the next accreditation cycle.

4. Collaborate with HR for possible adoption of the Evaluation Performance Manager for the University-wide faculty and administrator evaluation process.
  - a. Include reviewing and updating job descriptions with HR.
  - b. Complete one cycle of full evaluations by level.
5. Work in collaboration with the Student Success Committee to develop and implement university-wide surveys for graduating students, alumni, employers, etc.

October 14, 2014

## [ABBREVIATED REPORT FROM STUDENT SUCCESS COMMITTEE]

**Mission:** *The mission of the Student Success Committee is to facilitate and support the means and measures necessary to ensure student success at Loma Linda University.*

**Charge:** *The Student Success Committee will:*

1. *Develop and maintain a systematic process to define, collect, analyze, and share student success data.*
2. *Support activities that ensure student success at the program, school, and university levels.*
3. *Identify and communicate best practices for program and systems development and assessment of student success.*

### **SSC Goals for 2013:**

1. Define terms/indicators for student success reports.
  - a. WASC (time to degree, graduate rate, retention rate)
  - b. LLU “Current Student” Experience
  - c. LLU “Alumni” Experience
2. Identify current methods of data gathering at LLU
3. Create parameters for a first cycle of review in each of the three categories
4. Define, collect, and analyze reports for WASC definitions
5. Define, collect, and analyze reports for “Current Student” definitions
6. Define, collect, and analyze reports for “Alumni” definitions
7. Identify the theory that suggests best practices in student success
8. Begin to suggest the best practices and processes for ongoing assessment of student success at Loma Linda University, based on theory and practice

### **SSC Early Activities:**

In the Spring of 2012, LLU administration developed a new committee on campus called the Student Success Committee, under the auspices of Educational Effectiveness Committee. The SSC convened its first meeting in June 2012. During 2012-2013, the SSC busily developed charges and clarified goals (as seen in SyncAll), and learned about common market indicators to describe student success. As discussions progressed, the SSC leadership recognized key personnel should be added to this newly formed committee; these key personnel made decisions or were in charge of systems that affected how we measured student success. The team is now appropriately composed of faculty co-chairs, OEE director, IR director, interested faculty representing different schools within LLU, director of financial aid, director of student records, VP for Student Services, VP for Information Systems, and several IS personnel<sup>1</sup>. The Provost is an invited guest and attends regularly.

### **SSC Current Activities:**

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<sup>1</sup> SSC Membership: <http://www.llu.edu/central/assessment/sscmembership.page>

October 14, 2014

## [ABBREVIATED REPORT FROM STUDENT SUCCESS COMMITTEE]

Early on, the committee began discussions about student success indicators. Although the process was painstakingly slow at times, and often confusing, the SSC has successfully developed and revised these definitions for general use. We have recently posted these definitions at the SSC website<sup>2</sup>. These discussions have allowed us to understand, document, and demonstrate integrity with reporting compliance. The language we use to describe student success is now **internally consistent** within LLU.

We created **external consistency** by collecting, comparing, and aligning our institutional definitions to federally required indicators as well as the student success indicators from our regional Accreditation agency, WASC.

In order to create an institutional system of reporting, for several months our committee tested report generation software called mPower™. Although we have switched to another program for primary generation of reports, Excel Services™ and PowerPivot™ using Sharepoint Server<sup>3</sup>, this initial experience with mPower™ opened up for us a new horizon of never before asked questions and gave us the appetite for data mining. Excel Services™ software is more user friendly and easily displays Retention rate, On-time Graduation rate, Completion rate, and Time to degree rate in aggregated and disaggregated tables. mPower™ software continues to be used on campus when needing to manage larger data sets.

During 2014, W. K. Nelson, in the newly filled position of Institutional Researcher, has worked closely with SSC to develop tables to display the SS indicators using the aforementioned definitions, and has worked through several procedural questions with data from Banner. Committee members, along with W.K. Nelson are working with school leadership to introduce the resources and data tables to them. Since schools have always created their own tracking systems, a challenge has been to convince school leadership of the validity and reliability of the University's aggregated data tables. The SSC is committed to continued education about this new capacity, and looks forward to more interaction with leadership in the various schools. The SSC, along with the OEE director and the Associate director/Institutional Researcher have reported to the Board of Trustees Subcommittee on Academic Affairs twice this year.

### **SSC Future Activities:**

In its two years of operation, the SSC has made significant strides in quantifying student success, and increasing communication between key departments while building capacity. To continue the mission of the Student Success Committee (facilitate and support the means and measures necessary to ensure student success at Loma Linda University), there are many activities planned for the future:

#### *In the area of Compliance*

1. Keep up with constantly changing federal regulations regarding reporting of student success.

<sup>2</sup> <http://www.llu.edu/central/assessment/studentsuccess.page>

<sup>3</sup> Explanation of Excel Services™ using Sharepoint Server <http://office.microsoft.com/en-us/sharepoint-server-help/getting-started-with-excel-services-and-excel-web-access-HA010377881.aspx>

October 14, 2014

**[ABBREVIATED REPORT FROM STUDENT SUCCESS  
COMMITTEE]**

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2. Discuss need for a compliance officer to be sure we are in compliance with all the federally mandated rules at the institutional level.
3. Develop policies and procedures necessary to establish best practices for collecting, and displaying student success indicators.

*In the area of Improvement*

4. Educate schools about validity and reliability of data, the resources on definitions, and data display tools they can use in various accreditation reports.
5. Communicate that SSC is a service to the schools, and acts as a resource for them to use.
6. Network with Schools to compare and contrast data in the effort to improve the University's data and reporting systems as well as to contribute to the School's confidence in the data.
7. Determine other indicators of student success—go beyond the "typical" data. Participate in identifying the LLU experience and how that supports student success.

*In the area of Accountability*

8. Develop a navigation path for the student success website, and design the website.
9. Establish ethical marketing programs featuring the transparency of our outcomes.
10. Develop an institutional communication plan for sharing this information with stakeholders, and include program specific disclosures.

Respectfully submitted  
Jan M Nick, Co-chair SSC  
Brenda Boyd, Co-chair SSC

# University Assessment Committee

## Interim Report for WASC

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The UAC charge is to guide in planning and implementing university assessment framework and activities; to facilitate a forum for assessment; and to provide assessment support for the schools. The UAC reports to the Educational Effectiveness Committee and ultimately the University Accreditation Steering Committee. In fulfilling this charge, we will:

1. **Guide in planning and implementing university assessment framework and activities:**
  - a. Develop and update the university's strategic assessment plan including analyzing data for analytics
  - b. Guide university assessment processes
  - c. Participate in the writing of university WASC assessment reports
2. **Facilitate a forum for assessment:**
  - a. Identify solutions for assessment issues at the program, school, and university levels
  - b. Share challenges and lessons learned through research and publication
3. **Provide assessment support for the university, schools, and programs:**
  - a. Communicate regularly with schools on assessment expectations via the assessment specialists
  - b. Provide feedback to schools and programs to assist them in closing the assessment loop
  - c. Provide professional development in assessment
  - d. Guide development and validation of assessment tools

(Charge last updated on October 2014)

**Note:** Academic years noted below

### **Past – 2011-2013**

1. Started using SyncAll for our UAC community to post agendas, resources, online discussions, etc.
2. EEC/UAC structure analysis and closing the loop by changing the structure. All of the committees dealing with assessment were analyzed and reorganized for more efficient functionality
3. Due to the EEC/UAC restructure, UAC updated its charge by deleting the following item:
  - Oversee the review and analysis of subcommittees' assessment reports (reorganization and implications)
4. Developed and piloted University-wide evaluation instrument and process for administrators and faculty

5. Promoted the development of the Academic Management System 2.0 (AMS) development for program review, ILO assessment, and more.
6. Developed School Assessment Specialist job description (see appendix)
7. PRC/UAC: focus groups of program directors with external accreditation to develop a more effective and appropriate annual program report, now the annual action plan report
8. UAC and EEC wrote letters petitioning for a full-time IR person. The new associate director for OEE and institutional research was hired in October 2013. With newly acquired IR tools has come expansion of institutional research.
9. Piloted a five-week online workshop—“Updating Program Assessment Plan”—with SAHP.

### **Current – 2014-2015**

1. Ten members attended a variety of WASC workshops/seminars in fall 2013-2014.
2. Designed and implemented QR and IL pilots with analysis reports and recommendations in fall 2014-2015.
3. Adopted and implemented new ILOs.
4. Adopted LiveText and phase in process for full implementation by July 1, 2015.
5. Analyzed pilot results of the University-wide evaluation instrument and process for administrators and faculty. Initiated discussions with HR to explore sustainable implementation solutions.
6. LLU Assessment Guide was created and posted on the LLU assessment website<sup>1</sup>.
7. Implemented the newly released Academic Management System (AMS) 2.0.
8. In collaboration with PRC, UAC promoted the Standards Alignment Survey research project seeking to show alignment between professional accrediting agencies’ standards and WASC’s standards and CFRs.

### **Future – 2016-2020**

1. Utilize LiveText to complete five cycles of ILO assessment, analysis, and closing the loop.
2. Determine how LiveText and/or the AMS will be used for assessment reporting.
3. Provide professional development on instruction and assessment:
  - a. Delivered by on-campus experts including data/IR analysis, assessment online workshops, asynchronous tutorials and workshops for just-in-time learning.
  - b. Bring in an outside assessment experts.
4. Collaborate with HR for possible adoption of the Evaluation Performance Manager for the University-wide faculty and administrator evaluation process.

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<sup>1</sup> <http://www.llu.edu/central/assessment/assessment.page>

- a. Include reviewing and updating job descriptions with HR.
  - b. Complete one cycle of full evaluations by level.
5. Work in collaboration with the Student Success Committee to develop and implement university-wide surveys for graduating students, alumni, employers, etc.

## Undergraduate Studies Faculty Council (USFC)

*Draft (rev.01.29.15)*

*NOTE: The following is a draft concept for a new Standing Committee of LLU. This draft only deals with general concepts. The GE committee will help develop and propose refinements.*

### **Name**

“USFC” is merely a *holding name* for this entity. This new governance structure will function similarly to our Faculty of Graduate Studies (FGS) with modifications as noted.<sup>1</sup>

### **Purpose**

The scope of purpose for USFC is broad. It will include the historic responsibilities of the General Education Committee (GE) and will assume new functions that include the following: oversight of course and program quality through review processes; new program development approval; provide recommendations to the Provost and President on strategic direction for undergraduate program expansion (including on campus, digital education, and off-campus programs).

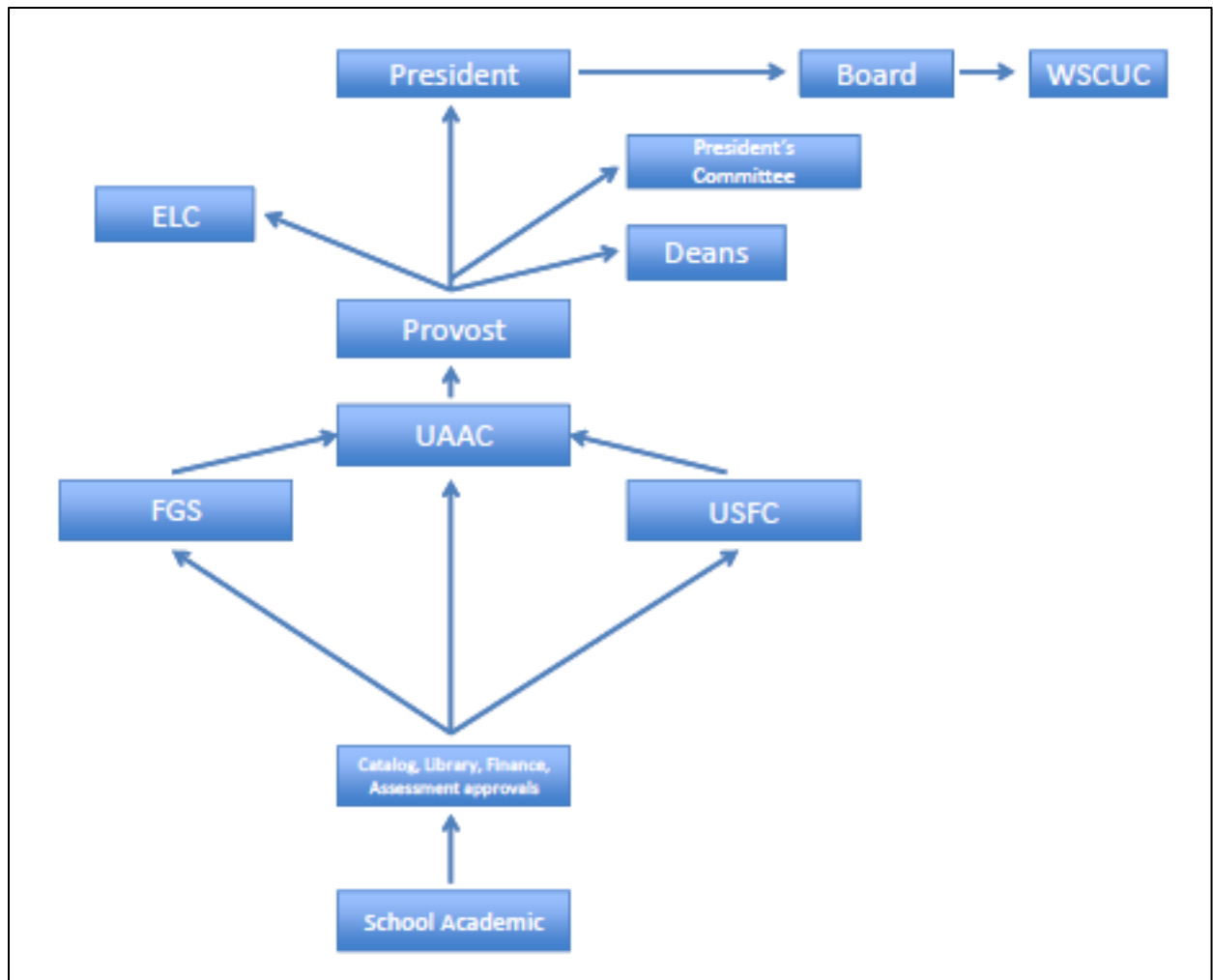
### **Reporting Relationships**

USFC will be a freestanding council much like FGS and will report to the Provost and the University Academic Affairs Committee. Please see the following proposed organizational chart:

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<sup>1</sup> The primary modifications from the FGS model are as follow:

- It will not require a Dean or VP administrator
- Membership will include representatives from all undergraduate degree programs and representatives from the LLUH enterprise (formula TBD)



# Interim Report: Interprofessional Education (IPE)

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## PAST

Interprofessional Education (IPE) at Loma Linda University (LLU) has gone through several phases of implementation since the last WASC site visit in 2010. In fact, in 2008, LLU was the recipient of a grant entitled “Loma Linda Inter-professional Prevention Education in Diabetes for the Underserved at SACHS Clinic”. The Schools of Medicine, Pharmacy, Nursing and Allied Health Professions (Nutrition and Physician’s Assistant programs) participated in the grant.

In 2010, Janice Palaganas began developing an IPE Lab at the Medical Simulation Center (MSC) with several Schools. Their success and challenges led the Office of the Provost to form the LLU IPE Committee. Their initial charge was to define IPE and agree on terminology. They also received reports on current IPE activities occurring at the Schools. Dr. Palaganas went on to compose a doctorate thesis on the experience, which resulted in a prestigious job offer that led to her departure.

Kathryn Knecht with the School of Pharmacy subsequently took leadership of the IPE Lab, which began to be known as the Interprofessional Laboratory (IPL), in 2011. In the 3 years with Dr. Knecht at the helm, IPL increased in student participation numbers by approximately 66% every year. There was a core-planning group of interprofessional faculty members that functioned as a steering committee. This, with the pre and post survey data collected at the time, was invaluable in developing the IPL program, thus garnering a ground swell of interest from more Schools and programs.

In October, 2012, LLU sent a team from the Schools of Dentistry, Pharmacy and Nursing to the IPE Collaborative (IPEC) Institute in Atlanta, GA. Their report and recommendations to the LLU IPE Committee coincided with almost simultaneous mandates by several professional accrediting bodies to include IPE in the curriculum.

While IPE within healthcare has had a long history of interest, IPE at LLU came front and center within a span of 2 years. As the healthcare delivery models were changing rapidly, educators were ethically obligated and required to integrate IPE throughout the curriculum to prepare their students for collaborative practice. These same initiatives were being reported at health science institutions around the globe.

In October of 2013, a second team of representatives from the LLU Schools of Medicine, Dentistry, Pharmacy and Nursing were sent to an IPEC Institute. The IPEC group recommendations, while aligned with the report from 2012, had much more of a sense of urgency, importance and standardization. IPEC had established Core Competencies. Additionally, it was becoming increasingly clear that healthcare simulations were going to be the benchmark for IPE. So it was decided that developing the IPL at LLU was going to be our first priority.

Upon reporting to the Provost, LLU IPE Committee, the President and Senior VP of Finance, and finally to the Joint Council of Deans and Academic Deans, the Center for Interprofessional Education was established at LLU August, 2014. Kent Denmark MD, Director of the Medical Simulation Center, was appointed as its first Director and funds were centrally directed for administrative support.

## **PRESENT**

The Interprofessional Laboratory (IPL) has become a focal point of the Interprofessional Education initiative at Loma Linda University (LLU). IPL is now being held every quarter at the LLU Medical Simulation Center that is home to a superlative simulation program that provides quality simulation education for LLU healthcare students.

Each IPL session consists of approximately 24 healthcare students from a variety of disciplines rotating through three stations; the disciplines involved include, but are not limited to: Medicine, Nursing, Pharmacy, Dentistry, Dental Hygiene, Health Informatics Management, and Radiology Tech. The first station, *Defining Roles in Practice*, comprises students analyzing a case scenario and considering how the interprofessional team will work together to assess, evaluate, potentially medicate, treat, and refer the recovering patient. Station two, titled *Short Scenarios* consists of students utilizing TeamSTEPPS communication tools (discussed in the paragraph below) to enhance their situational awareness in a healthcare setting. Station three, or *Immersive Inpatient Simulation with a Mannequin*, entails students performing Basic Life Support (BLS) on a high fidelity mannequin where performance is examined in a debrief session.

TeamSTEPPS communication tools and strategies are covered at the beginning of each IPL session. Tools include tactics on how to communicate critical information that requires immediate attention and action, the transition of information along with authority and responsibility, leadership strategies, situational monitoring and awareness tips, as well as key words necessary to minimize defensiveness and criticism.

Unfortunately, the majority of students have not been introduced to TeamSTEPPS tools prior to their arrival at IPL which often hinders the use of these tools and strategies during the sessions. Additionally, there is no method in place to determine whether or not these tools are being utilized by students in a clinical setting once their IPL session has concluded.

All students attending IPL are required to take both a pre- and post- RIPLS (Student Readiness for InterProfessional Learning) survey that is presented in a Likert scale format. These surveys assess the students' attitude toward interprofessional learning both before and after their IPL session. Data accumulated from the 2014 Fall Quarter Pre-Survey illustrates that prior to their arrival at IPL, 88 percent of students thought that patients would ultimately benefit if health care students worked together to solve patient problems; this percentage jumped to 97 at the conclusion of the sessions as shown in the 2014 Fall Quarter Post-Survey data. Moreover, preceding their IPL session, 83 percent of students thought that shared learning helps to clarify the nature of patient problems; however, that number increased to 97 percent at the conclusion of the sessions as noted in the 2014 Fall Quarter Survey.

While the pre- and post-survey data has been extremely instrumental in assessing students' perspectives toward interprofessional learning, it is difficult to enforce the taking of the surveys since IPL is not a course requirement for the majority of LLU disciplines; rather, IPL is offered as an extracurricular course or elective course with no credit attached to the taking of the surveys. Additionally, since there is no identifier attached to the surveys, it is impossible to pinpoint exactly which students take the surveys, and which do not. The IPE Steering Committee has addressed these issues, and a solution is being discussed. Ideally, the Committee would like to remove the surveys from the IPL experience, and replace them with a longterm research project that assesses whether or not students who participate in IPL utilize the skills that they have learned in a clinical setting.

It must also be noted that the School of Dentistry and School of Pharmacy have established an interprofessional clinical course whereby pharmacy and dental students are afforded the opportunity to work and learn together in the setting of an urgent care dental facility. During this elective course, students are able to interview patients and collect data that is pertinent to the patients' dental care. Students are also able to observe how other professions deliver healthcare. The aim of the course is to experience how different professions can work together to improve the health of patients. Emphasis is placed on developing communication skills between healthcare providers.

## **FUTURE**

The Center for IPE is currently developing a mission and a vision, aligned with that of the University. We are guided by the 4 IPE Domains, as identified by IPEC (Interprofessional Education Collaborative, made up of the national education associations for Health Science programs): Value/Ethics, Roles/Responsibilities, IP Communication, and Teams/Teamwork.

We are developing a website that will be linked to the Provost's webpage on the University website, and through frequent communication with stakeholder faculty, will continue to build momentum throughout the campus. An important aspect of this momentum will be standardization of language and terms used to refer to IPE. We will be using intentional, ongoing dialogue by the IPE core group (?) to keep faculty engaged in the refinement of the process and standardization of the terminology, with the secondary goal of continuing to advance the IPE agenda on campus.

The IPE Committee chaired by Dr. Hadley will oversee the activities of the IPE core group and the Center for IPE at bi-annual meetings. Operational and short-term impact decisions will be made by the IPE core group and the IPE director as long as those decisions do not violate the long term goals of the IPE Committee.

This will lead to university wide IPE activities that are captured by the Center for analysis and presentation to accrediting bodies. We will continue to move toward a standard of at least 1 IPE experience for each LLU student prior to graduation of June 2016.

At the same time that we increase the percent of students who participate in IPE experiences, we will work on assessment of those experiences with iterative revisions of our assessment tools for the IPE core competencies.

In the future, we also envision a dedicated physical space for IPE activities along with protected time for faculty members from each of the participating schools on campus. Through presentations at regional and national conferences, we will promote LLU as an entity committed to IPE.

# LLU Digital Education Task Force Strategic Recommendations

The DETF recommendations address LLU's vision and mission plus many existing needs.

Item	Rationale	\$\$\$\$\$ <sup>1</sup>	Priority/Timing
<b>Digital Education Office</b> <ul style="list-style-type: none"> <li>• Director</li> <li>• Administrative assistant</li> <li>• Office space and equipment budget</li> <li>• DE materials development               <ul style="list-style-type: none"> <li>○ Course/program of support for online adjunct professors</li> <li>○ DE instructional module for new faculty orientation</li> </ul> </li> <li>• As soon as possible:               <ul style="list-style-type: none"> <li>○ State authorization coordinator and clerical help - part time; contract with AU's JD on state authorization</li> <li>○ Instructional designer/s</li> <li>○ Graphic artist/s</li> <li>○ Media developer/s</li> </ul> </li> </ul>	To guide LLU's vision for digital education for both face-to-face and online programs and students.	\$\$\$\$\$	September 2012
<b>Digital MFL environment</b> <ul style="list-style-type: none"> <li>• Wholeness Portal               <ul style="list-style-type: none"> <li>• Maintenance and upgrades</li> <li>• Contract with professional web designer</li> </ul> </li> <li>• Online chaplain – part time</li> </ul>	To guide the development and maintenance of a new digital MFL learning environment.	\$\$	TBA  Wholeness Portal exists already but needs a budget (\$40,000) to keep it going annually.
<b>Continuing Education Program</b> <ul style="list-style-type: none"> <li>• Director</li> <li>• Admin assistant</li> <li>• Office space and equipment budget</li> <li>• Development team               <ul style="list-style-type: none"> <li>○ Instructional designer/s</li> <li>○ Graphic artist/s</li> <li>○ Media developer/s</li> </ul> </li> </ul>	To develop, market, and support continuing education to support LLU's mission.  Could place this	\$\$\$\$\$  Revenue generator: \$\$\$	TBA

<sup>1</sup> \$\$\$\$\$ - broad budget estimate (similar to restaurant cost ratings)

Item	Rationale	\$\$\$\$\$ <sup>1</sup>	Priority/Timing
	department in/under the Office of Digital Education		
<p><b>Consumer Education Program</b></p> <ul style="list-style-type: none"> <li>• Director</li> <li>• Admin assistant</li> <li>• Office space and equipment budget</li> <li>• Development team <ul style="list-style-type: none"> <li>○ Instructional designer/s</li> <li>○ Graphic artist/s</li> <li>○ Media developer/s</li> </ul> </li> </ul>	<p>To develop, market, and support consumer education to support LLU's mission. Consumer education is the way to reach the world with LLU's message and Vision 2020 that includes "prevention.</p> <p>Could place this department in/under the Office of Digital Education</p>	<p>\$\$\$\$\$</p> <p>Revenue generator: \$</p>	TBA
<p><b>Teaching and Learning Center/Faculty Development</b></p> <ul style="list-style-type: none"> <li>• <b>Plan A:</b> <ul style="list-style-type: none"> <li>○ Director</li> <li>○ Admin assistant</li> <li>○ Office space and equipment budget</li> </ul> </li> <li>• <b>Plan B:</b> <ul style="list-style-type: none"> <li>○ Half time director</li> <li>○ Half time admin assistant</li> <li>○ Office space and equipment budget</li> </ul> </li> <li>• <b>Plan C:</b> Contract with faculty development experts</li> </ul>	<p>To empower faculty to be better prepared for 21<sup>st</sup> century learners. This is the key to successfully implementing the digital education vision.</p> <p><b>Plan A:</b> Would create a small center to support faculty about teaching and learning.</p> <p><b>Plan B:</b> Start small with half-time director and admin assistant.</p> <p><b>Plan C:</b> Faculty development will be supported through two</p>	<p>A: \$\$\$\$</p> <p>B: \$\$\$</p> <p>C: \$\$</p>	TBA

Item	Rationale	\$\$\$\$\$ <sup>1</sup>	Priority/Timing
	offices: <ul style="list-style-type: none"> <li>• Office of Educational Effectiveness</li> <li>• Office of Digital Education</li> </ul>		
<p><b>Digital Production Facility</b></p> <p><b>New Media Program</b></p> <ul style="list-style-type: none"> <li>• Director – Stew Harty</li> <li>• Admin assistant</li> <li>• Office space and equipment budget</li> <li>• Development team               <ul style="list-style-type: none"> <li>○ Instructional designer/s</li> <li>○ Graphic artist/s</li> <li>○ Media developer/s</li> </ul> </li> <li>• Instructors – contract media specialists and LLU faculty</li> </ul>	<p>To empower students to develop critical media production skills with an emphasis in the health sciences and a commitment to service and MFL.</p> <p>Allows the University to develop the digital education products and materials needed for LLU’s vision and mission.</p>	<p>\$\$\$\$</p> <p>Revenue generator: \$\$\$\$</p> <p>Facility</p> <p>Equipment: \$350,000 – could be shared by LLU, LLU Church, and Loma Linda Broadcast Network</p>	<p>TBA</p> <p>Planning in progress</p>
<p><b>Infrastructure</b></p> <ul style="list-style-type: none"> <li>• Technical:           <ul style="list-style-type: none"> <li>○ Update all online systems (application, registration, etc.) to be completely paperless</li> <li>○ Create digital bookstore</li> </ul> </li> <li>• Services:           <ul style="list-style-type: none"> <li>○ Online specialist in admissions/records to support online students and faculty – part time</li> <li>○ Central student support, e.g., library services, digital services, proctoring</li> <li>○ Provide 24/6 technical support for faculty and students</li> </ul> </li> </ul>	<p>To provide the infrastructure to support a 21<sup>st</sup> century learning environment for all students, faculty, and staff.</p> <p>See more: p. 8</p>	<p>\$\$\$\$\$</p>	<p>TBA</p>
<p>Develop an <b>academic strategic plan</b> that includes all aspects of learning environments for both face-to-face and online to include MFL.</p>	<p>To integrate MFL into all learning environments as a foundation to</p>	<p>\$</p>	<p>TBA</p>

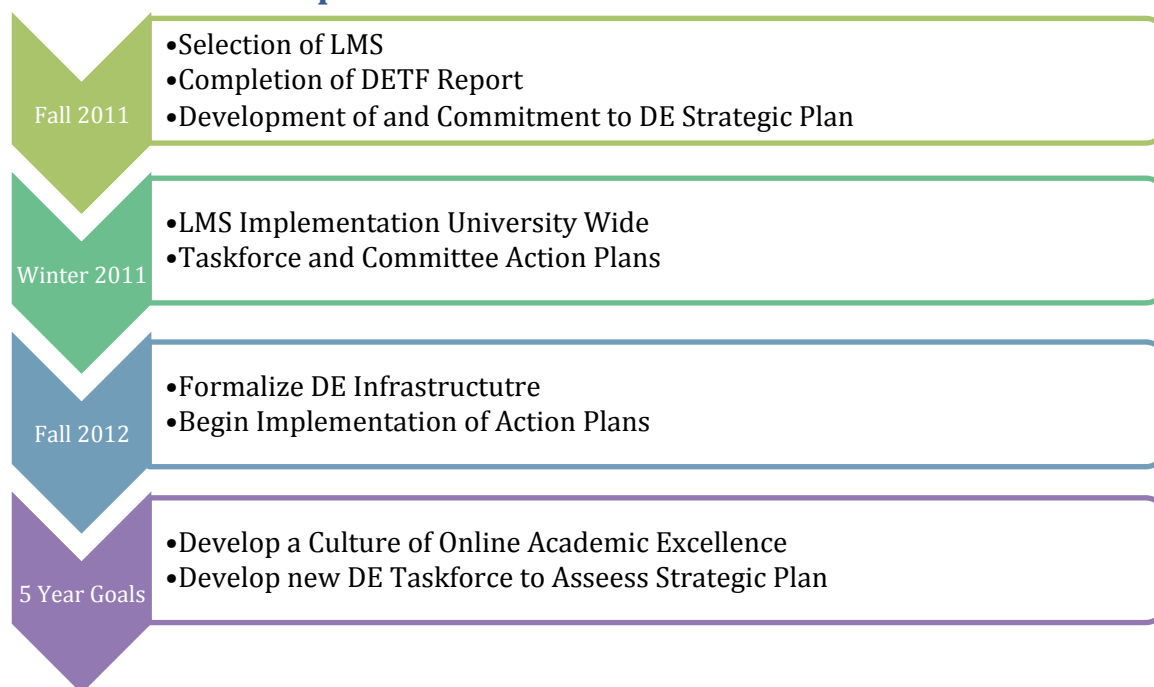
Item	Rationale	\$\$\$\$\$ <sup>1</sup>	Priority/Timing
	LLU education.		
<p>Strengthen the <b>oversight system for ensuring quality</b> in digital education courses and programs.</p> <p>Develop a process to strategically determine what new online programs should be developed.</p> <ol style="list-style-type: none"> <li>1.) <b>Conduct a survey to the schools</b> to find out which of their programs would be suitable and desirable to go online.</li> <li>2.) <b>Guide the selection of new online programs</b> by what LLU wants to say to the community and to the world.</li> <li>3.) Develop courses or short <b>training modules on 4. Instructional Design</b> (CEUs available).</li> <li>5.) <b>Require documentation of competency</b> to teach online before a faculty member can teach online.</li> <li>6.) <b>Ask new online programs to give a five-year report</b> to UAAC as part of the LLU online program review process to include online best practices.</li> <li>7.) <b>Require documentation of competency to teach online</b> before a faculty member can teach such a course. Initially give faculty two years to become establish competency.</li> <li>8.) <b>Engage Deans Council and University Academic</b> Affairs Committee in guiding the development of online programs and courses.</li> <li>9.) <b>Hire new faculty</b> who have successful experience in online teaching.</li> <li>10.) Create a <b>program designed especially for online adjunct professors</b> to help them embrace LLU's vision, mission, and values, experience the LLU experience and support, understand LLU's policies and procedures, and learn about and practice LLU's online learning "best practices."</li> </ol>	To improve the quality of online education	\$\$\$	TBA
<p>Create an <b>inter-professional Faculty Development Committee</b> to address faculty development for both face-to-face and online. This committee would report to the Educational Effectiveness Committee.</p> <p>a. Start with the following and consider</p>	To meet LLU's goal for IPE for each student.	\$\$\$	TBA

Item	Rationale	\$\$\$\$\$ <sup>1</sup>	Priority/Timing
<p>working up to the last model:</p> <ol style="list-style-type: none"> <li>1.) <b>Give all faculty the opportunity to learn digital education skills</b> necessary to effectively teach and enhance their face-to-face courses and/or to teach effectively online.</li> <li>2.) <b>Require annual continuing education courses</b>, workshops, and modules to maintain currency in digital education.</li> <li>3.) Tie Rank and Tenure to CEUs in faculty development.</li> </ol> <p>b. Develop digital education teaching modules <b>for the new faculty orientation.</b></p> <p>c. Develop a variety of approaches for faculty development to include lunch and learn sessions, hands-on workshops, short sessions, and longer sessions that include feedback on faculty projects. All of these should be available both in face-to-face and online modalities.</p> <p>d. Integrate Mission-Focused Learning into faculty development experiences.</p>			
<p>Develop professional continuing education and consumer health education programs.</p> <ol style="list-style-type: none"> <li>a. Develop and <b>offer online CEU courses</b>, workshops, and seminars on: <ol style="list-style-type: none"> <li>1.) Discipline-specific content and skills</li> <li>2.) Faculty development in digital education with an MFL emphasis</li> </ol> </li> <li>b. Develop a <b>world-class consumer education program</b> to share LLU's health message with the world. <ol style="list-style-type: none"> <li>1.) Address excellence in quality, usability, and visual</li> </ol> </li> </ol> <p>Collaborate with the VP for Advancement on the Vision 2020 initiative.</p>	To support health professionals (CERs) and to reach the public with health education.	\$\$\$	TBA
<p>Develop supportive learning resources for LLU's 21<sup>st</sup> century learners both while enrolled and as alumni.</p> <ol style="list-style-type: none"> <li>a. Provide professional CEU courses at a reduced rate.</li> <li>b. Give all alumni a series of TBA <b>'connections' to the University</b> that they</li> </ol>	To support students throughout their lives with 21 <sup>st</sup> century learning resources.	\$\$	TBA

Item	Rationale	\$\$\$\$\$ <sup>1</sup>	Priority/Timing
<p>can keep for life, e.g., LLU email address, membership in LLU's SyncAll Community system, library benefits, etc.</p> <p>d. Give all students and alumni their own <b>lifetime accounts to Student Information System</b> (a mirror of the Faculty Information System)</p> <p>1.) Students and alumni have the lifetime benefit of having a professional CV/portfolio at LLU.</p> <p>LLU will be able to capture statistics on publications, service, etc., to demonstrate student success and educational effectiveness.</p>			
<p><b>Develop two sets of 'best practices'</b> for digital education including both face-to-face and online.</p> <p>a. Develop one set for administrative issues based on the C-RAC Guidelines for Evaluation of Distance Education.</p> <p>b. Develop another set of 'best practices' for course design and online instructional strategies.</p>	To guide the quality of digital education across the institution.	\$	TBA
<p><b>Update policies and procedures</b> for digital education issues, e.g., intellectual property.</p>	To ensure that there is clarity and unity on key issues.	\$	TBA
<p><b>Repurpose two existing committees to become DESC's subcommittees:</b></p> <p>a. <b>Learning and Technology Committee</b> to be a steering committee for the VP of IS to continually assess and promote proper use of new technologies along with upkeep of current systems from the perspective of the faculty.</p> <p>b. <b>Distance Learning Committee</b> to do the work of writing drafts of recommended policies, procedures, and 'best practices.'</p>	To be more efficient and effective.	\$	TBA
<p><b>Additional Items</b></p> <p>1. Have the VP for Financial Affairs develop a financial plan for digital education.</p> <p>2. Include digital education in the new Vision</p>	To ensure that the DETF vision is implemented.	\$	TBA

Item	Rationale	\$\$\$\$\$ <sup>1</sup>	Priority/Timing
2020 fundraising program		\$	
3. Create a distance education fee for courses and programs that do not require an enrollment services fee.		Revenue generator: \$\$\$\$	

## V. Timeline for Implementation



Dear President Hart and Provost Carter,

The Task Force recognizes that the organizational structure and recommendations proposed could best be termed "Disruptive Innovation." The recommendations, if implemented, will supplant existing systems, procedures and personnel. This will necessitate changes in the way LLUH handles existing business processes—it will not be business as usual. Initially the disruption will be felt internally, then as more extended programs develop we may expect disruption in the external market—LLUH's uniqueness.

In addition to the context provided above, there follows a list of recommendations that the task force believes will promote success.

1. An excellent consumer experience is core to success. This translates to integrated coordination with marketing/enrollment management for prospective students, understanding how to respond to applicant questions regardless of selected program medium, and giving the same level of service (e.g., same answers) for current students and alumni for both extended education and on-campus experiences. Specifically, this means high levels of integration expected with all current Enrollment Management offices and processes.
2. Contract instructors that are processed rapidly by HR and Finance to uphold agreed upon levels of student/faculty ratios to maintain a quality experience while extended education system expands in a scheduled way based on attainable milestones and metrics.
3. Space for course developers in Centennial Complex (an initial driving force behind the Global Gateway).
4. Clear expectations and metrics for assessing across all organizational levels (i.e., accountability).
5. Solve barriers to proctoring/test-taking oversight as mandated by regulatory agencies.
6. Consistent/timely faculty access to talented/knowledgeable course developers.
7. Achieve parity for connectivity across all schools to ensure a consistent experience by extended education learners and instructors. (Some schools still run on Cat 3 networks.)
8. Unify network servers (some schools still maintain their own servers, some may justify school-specific oversight). Maintenance of servers is a core function of central IT for a myriad of reasons that include security, scalability, and efficiency.
9. Identify funding, possibly Zapara, to jump start on line course development.
10. Refocus priorities for IT (gaming development, new technology evaluation) that is separate and distinct from the academic enterprise of Extended Education.
11. With intentionality commit to strategic initiatives to move forward to develop an Extended Education portfolio that will grow LLU locally, regionally and globally.

A proposed organizational chart is provided on the next page. The Task Force thanks you for the opportunity to serve.

Billy Hughes, Chair, Kent Chow, Alan Connelly, Andrew Haglund, Everett Lohman and Erin Seheult

