CQI, moving research oriented graduate programs towards best practices.

Exhibits and Displays

Required Data Exhibits are included in Appendix – Required Data. Perhaps the most significant capacity issue that has become apparent as a result of this self-study is the incompatibility of the multiple data warehouses that exist at LLU. These identified problems include highly developed independent school systems, and different data definitions used to collect, store, and mine data both centrally and in schools. These issues have made it difficult to compile the required exhibits. There is a recognized need to support the vastly diverse data requirements of the schools while simultaneously developing a centralized system that facilitates efficient data mining. Steps have already been implemented or are in progress to improve our capacity to resolve and monitor these important data elements. Plans to address these challenging issues are referenced in the concluding essay and the Assessment Plan. (Appendix – Supplemental Materials: LLU Assessment Plan)

Following are highlights and summative analyses of the information found in the data exhibits. Additional disaggregated data by programs will be presented in School Portfolios available at the time of the site visit.

Overall (1.1, 1.2). The majority of degrees offered at LLU are professional and graduate programs (approximately 75%) most of which are professionally accredited (Table 8.1). Overall LLU has shown significant increases in applicants for all (including admissions and enrollments) over the past five years with a slight slowdown for 2007. Our selectivity has increased as demonstrated by a higher percentage of admitted and enrolled students with complete credentials (1.1). The number of applicants with complete credentials has increased while at the same time a lower percentage of applicants with complete credentials were admitted and enrolled. Table 1.2 demonstrates this with the preparation and selectivity levels of entering students has improved (i.e., Graduate Record Exam [GRE] scores have improved during the last two years of the five-year reporting period).

Gender (1.3). The general distribution of male (one-third) to female (two-thirds) applicants has remained constant for most programs despite increased enrollment. During 2006 and 2007 there was a slight increase in the percentage of males admitted and enrolled in graduate professional programs.

Ethnicity (1.4). LLU continues to attract a large percentage of international students (approximately 400 on F1 and J visas; approximately 10% of enrollment). We continue to be challenged, however, to reflect the ethnic composition of our surrounding communities; this is especially true for professional programs. In response to this challenge, we have put in place a number of programs to actively recruit Hispanic and Black students into health professional programs. When comparing student profiles with the local population demographics using 2009 projected census data within a five mile radius, we found that the percentage of Black students was similar to that of our surrounding communities (9% vs. 6%), that we have a significantly higher Asian (30% vs. 6%) enrollment, and we were most challenged with regard to Hispanic students (12.5% vs. 36%). *Trend analysis*: Overall self-identified race/eth

baccalaureate degrees or entry-level master's degrees. Because of this, the tables reflect the nuances of health science programs. Data portfolios for each school will demonstrate disaggregated data for their individual programs. This information will be provided in the Evidence Room.

Faculty (4.1). Over the five-year reporting period there has been a steady increase in full-time faculty with slightly increasing female percentages. Our faculty diversity has slightly increased in Blacks and Asians; our Hispanic faculty, however, remain steady. Similar patterns were observed with part-time faculty, with overall slight increases with non-White faculty.

Information and Computing Resources (5.2). Expenditures for library and computing resources have significantly increased during the five-year reporting period. Library collections, all categories, have increased 11% and computing information systems have increased 52%. The number of student, faculty, and staff information computing users has also substantially increased over the past five years.

Fiscal Resources (5.3, 5.4, 5.5, 5.6, 5.7). Loma Linda University has had some of its best years financially over the past five years. This is reflected in our overall increase in net assets of $198 million during this time period. We have also seen unqualified opinions on each of our audited financial statements during the same period.

The strength of LLU is in its students and alumni. Enrollment has steadily increased over the past 10 years providing the financial base needed to support the stability of the University. The giving of our alumni in support of buildings, equipment, scholarships, and many other areas too long to list, is significant. Our endowments have benefited from this giving as well, with an over $50 million dollar increase in value. This increase will provide the long-term viability needed to sustain the University for many years to come.

Financial planning plays an important roll in the University processes. The process begins each October with the approval of the next year's tuition. Tuition rates are set by the Financial Operations Committee of the University and then approved by the Board of Trustees. Following this approval the Operations Committee prepares the annual budget with input from the various schools and departments across campus. The final document also receives approval by the Board of Trustees in May of the following year. Each school is responsible for

monitoring their budgets for proper use of funds. However, it is the Senior Vice Chancellor for Financial Affairs and the University Controller who are responsible for the overall management of the University budget.

Reflective Essay: CFR Foci

The following analysis of the CFRs presents a self-reflection on capacity issues (strengths and challenges) that have affected our *mission-focused learning* (MFL), our commitment to academic excellence, and our continued drive to expand our research capacity. This exercise supports our transition from "silos of excellence" to an expanded "community of shared excellence." (Appendix – CFR Self-Review)

CFR 1.2: The Educational Effectiveness Committee (EEC) will engage faculty to refine the component parts of the University mission and stated student learning outcomes (SLOs). A number of activities have assisted in furthering LLU's understanding and appreciation of the University's mission and its relationship to SLOs. The mission of *wholeness* continues to be understood and embedded in the personal and professional lives of students. Data available from the Wholeness Inventory provide nearly 10 years of information to demonstrate that students continue to have a deep appreciation for the University's mission. Students indicated that instructors showing them respect were one of the most important ways they experience the integration of wholeness at LLU (mean score = 4.59 on a 5 point scale). Other ways that students reported the integration of wholeness included comfort when working with persons from racial/ethnic groups other than their own (mean score= 4.38). (Appendix – Supplemental Materials: Wholeness Inventory Preliminary Results)[8] The 2008 climate survey also illustrated that students' appreciation for the value and conceptual integration of *wholeness* in their personal and professional lives has increased when compared to data collected during the 1998 WASC self-study. (Appendix – Supplemental Materials: Student Climate Survey 1998-2008 Comparison)

To deepen students' understanding of the University's mission of wholeness (including the University's core values) the new wholeness curriculum was initiated in the Fall quarter of 2007-08 during the weekly Campus Worship experience. Data from the Wholeness Inventory indicate that students have been satisfied with Campus Worship. However, this