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

yearlong series of mission-focused speakers and topics was enthusiastically received by students, faculty, and administration. A comparative climate survey that looked at the difference between students' view of Campus Worship during 1998 and 2008 found that students' appreciation for Campus Worship remains strong. Anecdotal comments indicate they appreciate improved worship experience, including music, presentations, and

campus-wide understanding of wholeness, core

backgrounds (high school N=15; undergraduate

that all programs, regardless of specialized accreditation, had learning outcomes, assessment matrices, performance indicators, and curriculum maps). As part of this review process, other conclusions were reached that led the Office of Assessment and Institutional Learning (OA) to conduct a campus-wide program review that was completed on June 16, 2008. In examining a snapshot of the program review data as of this date, we are impressed with the commitment of our colleagues and their engagement in completing the web-based program review portfolios that addressed baseline issues. Program reviews can be continually updated online as part of our commitment to continuous quality improvement (CQI). The OA will review and analyze the responses and will identify, based on program responses, areas that merit focused attention.

Working with the Vice Chancellor for Information Systems, a more comprehensive template for systematic program review was created that is part of an integrated web-based Academic Management System. (Appendix – Supplemental Materials: Academic Management System 2.0 Diagram) This Program Review System allows schools to see a summary of all of their respective program review portfolios through the University program review dashboard. The system will also allow University administration to select and analyze specified elements for further review. The WASC Visiting Team will have access to the University's Program Review System to evaluate our progress at the time of their visit.

Additionally, a timeline has been implemented for systematic review of all campus programs that are aligned with professional accreditation requirements where appropriate. (Appendix – Required Data: Tables 7.1 and 8.1) To support this, all programs, regardless of specialized accreditation, have provided, or are in the process of developing, program SLOs with performance indicators, assessment protocols, and curriculum maps. All of these items are presented by each program in an assessment matrix that reflects ongoing assessment plans that are linked to strategic and action plans, thereby closing the assessment loop. The nature of this program information supports the infusion of this content into school assessment plans that will dynamically inform the University's assessment plan as part of the larger institutional strategic plan.

Finally, LLU has accelerated the timeline for implementation of the revised program review

processes as presented in the 2006 Institutional Proposal. Two departments that do not have specialized accreditation have agreed to complete the institution's systematic program review cycle. These departments include, Basic Sciences (School of Medicine) and Earth and Biological Sciences (School of Science and Technology). As a result of this collaborative support for the new program review processes, a total of 7 Doctor of Philosophy (Ph.D.) degree programs, 13 Master of Science (M.S.) degree programs, and 2 Bachelor of Science (B.S.) degree programs are currently being reviewed. These programs are on track to complete the in-depth program review process during the 2008-09 academic year.

- Outcome 2: Students understand the importance of integrating LLU's Christ-centered values in their personal and professional lives.
- Outcome 7: Students understand the importance of embracing and serving a diverse world.
- Outcome 8: Students demonstrate the importance of collaborating with others within and across disciplines.

Curriculum maps developed by each program reflect the educational strategies of the University and demonstrate the multiple ways that MFL is integrated within courses, co-curricular, and extracurricular activities.[27] The Student Climate Survey results showed opportunities for "service" to others (Question 14 in the Student Satisfaction Survey), was scored 4.2 on a 5-point scale over a 10-year comparison. It is also noteworthy that "service learning opportunities" and "ample opportunities to practice *wholeness* at LLU" are ranked in the top six

- The creation of a new Department of Humanities, housed in the School of Religion, will work with GE to develop an academic strategic plan for expanding services to our undergraduate students.

Recent policy changes (e.g., In Progress/Unofficial Withdrawal and religion transfer credits), and the

It is also noteworthy that with intentionality and funding, the new Centennial Complex expands the emergency response capacity of LLU as part of the Inland Empire's disaster response infrastructure. The CURE Project (Convertible Use Rapidly Expandable)

aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction. To support the quality of education, recruitment, orientation, workload, incentive programs, and evaluations are guided by University policies. School policies must be consistent with, but can exceed, University policies. All schools are involved with the evaluation of their respective faculty, guided by professional accreditation requirements when applicable. Instructor and course evaluations are systematically required. Evaluation data are used in promotional activities and contract renewal. Methods of how peer review is implemented and used vary across the schools. Peer review is consistently required for rank and tenure evaluation. Programs that do not have professional accreditation follow standards that are closely aligned with the professional accrediting body of their respective school or department. For those programs that do not have professional accrediting bodies, LLU has insured that there are workload policies that appropriately address all elements of a culture of scholarship.

Faculty orientation consists of three elements. First, there is a general orientation sponsored by Human Resource Management (HRM) that covers institutional policies, rights, and benefits. Second, on an annual basis the University sponsors the Fall Faculty Colloquium; a venue with a mission-focused emphasis to orient new faculty and to rededicate all faculty to the highest aspirations of the University. Also, faculty, staff, and students are oriented to the University's mission through a dedication segment during the Fall Convocation service. University Campus Worships provide additional opportunities for all faculty and staff to understand the foundations of our *normative culture*. Third, the Schools provide faculty orientations that focus on: (a) policies and procedures; (b) teaching effectiveness; (c) teaching strategies; (d) student discipline; (e) classroom decorum; (f) faculty responsibilities in academe, rank, and tenure promotion processes; and (g) a general orientation to the University's culture of *wholeness* and navigation of the institution's organizational landscape.

The institution has maintained a long history of fiscal stability and resources in place to insure the University's viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Independent audits are conducted in compliance with required standards and have demonstrated fiscal strength and solvency as evidenced by external audits, bond ratings, endowments and fund raising successes. To support the quality of education, schools work with their departments and programs to address financial stability and insure that programs will thrive in today's competitive market. Furthering this process, the University administration provides assistance in addressing resource planning and development, including consultation and resource support for special initiatives. Central services are supported by a 10.5% flat-rate contribution by schools. (Appendix – Required Data: Section 5, Information, Physical, and Fiscal Resources)

CFR 3.4; 3.6; 3.7: University Faculty Development Committee and Educational Support Services provide faculty development resources and instructional technology resources. As part of our approach to engage faculty, staff, and administration and prepare them for the CPR visit, a series of video podcasts were made available. These podcasts were designed to familiarize University constituents with consistent, timely, and convenient access to all elements necessary to insure CQI for programs. All video podcasts are linked to ancillary materials that include handouts and additional resources. The areas addressed using this method are available at the OA web site.[31] A list of school-specific faculty development activities can be found in Appendix – Supplemental Materials: Faculty Development Activities by Schools.

CFR 3.7: Learning and Technology Subcommittee facilitates global access using appropriate technology-based infrastructures to support learning. Since 1999, LLU has submitted 23 degree programs for review by the WASC Substantive Change panel. All new programs are developed within the context of LLU's Philosophy of Distance Education. The University's capacity to successfully support online and off-campus programs has resulted in WASC granting the institution Fast Track Review status. There are four noteworthy components that contribute to our success in offering online and off-campus programs. First, Program Directors and/or Department Chairs are required to complete the template for new program proposals. The University's New Program Proposal Template is submitted for review to the UAAC. New program proposals that involve online or other forms of technology-mediated

instruction or off-campus delivery (synchronous or asynchronous) are also reviewed by the Learning and Technology Subcommittee of UAAC who then gives appropriate recommendations to UAAC. In addition, the International Program Review Subcommittee of UAAC reviews all off-campus programs, international and domestic. (Appendix – Supplemental Materials: Philosophy of Distance Education)

Second, a robust infrastructure that includes a Course Management System is utilized (Blackboard™ Academic Suite 7.1).[32] Each term approximately 1,000 courses are uploaded and ready in our Course Management System for faculty to activate. Only about 25% of those courses are activated by faculty— a use that ranges from 100% online to web-enhanced classes. LLU's Blackboard™ web site receives over 17,000 hits per day. Technical support is provided both centrally through a dedicated helpdesk available at phone extension IT611 and also via web support.[33] Additionally, the University's Department of Educational Support Services is ready to provide technical support to all constituents. Many schools have their own staff (e.g., online course developers) that complement central services. Recent upgrades to LLUAHSC connectivity provide a sufficient dedicated bandwidth of over 100Mb/s to connect the University to the worldwide web. Instructional

used for clinical, educational, and research activities and connect LLU to remote sites as well as between numerous sites on our campus.[34]

CFR 3.8; 3.11: Emphasis will continue to be placed on clarifying divisions of responsibility as related to recent organizational changes, including the Faculty of Graduate Studies, the Educational Effectiveness Committee, and the relationship to school-based decision-making processes. The University has welcomed new paradigms to promote effective learning and has developed a much needed administrative focus to insure CQI. Many key changes in our infrastructure, both at the senior administrative and school levels, provide evidence of our commitment to institutional learning, including the creation of the following positions and offices:

▪

Through focused-planning, opportunities to elevate and define MFL can be found from the initial student application process through graduation. As applicants enter the admissions portal we engage them with questions that highlight our values. Applicants are required to write an essay on how their personal philosophy relates to the mission and values of LLU. At graduation, the baccalaureate services feature presentations during which students share their life-changing experiences while on campus. In between these initial and capstone experiences are curricular, co-curricular, and extracurricular educational strategies that intentionally put MFL at the center of academic life for students at LLU.

CFR 4.3: Selected themes for the self-study process will be used to identify qualitative data sources that can be integrated into the University's and LLUAHSC's decision-making systems which facilitate measuring, sustaining, and improving educational effectiveness. As part of our movement toward improving educational effectiveness through both qualitative and quantitative research, we engaged in a number of processes intended to guide our decision-making. The first was to explore our formative research themes. Second, was to develop processes to directly and indirectly measure the effectiveness of gies thattowareffng.irdr educ(m)2.4(ic)5.5(Unl-10.85Tc.00 -1mprblishended tos thation an(i -1.0nc.0005 Tw|