

1A. Institutional Context Statement

Loma Linda University is a Seventh-day Adventist coeducational health sciences university located in Loma Linda, California, 60 miles east of Los Angeles. Founded under the name College of Medical Evangelists by the Seventh-day Adventist church in 1905, the original schools of Nursing and Medicine have been joined over the years by Allied Health Professions, Dentistry, Public Health, Pharmacy, Science and Technology, Faculty of Graduate Studies, Faculty of Religion, and Library Faculty. In 1961 Loma Linda University was recognized as heir to the accreditation attached to the College of Medical Evangelists. Loma Linda University merged with La Sierra College (in Riverside, California) in 1967. The two campuses were defined as operationally separate for accreditation purposes from 1972-1976, after which it was accredited as a single unit in 1977. As the Loma Linda and Riverside campuses grew apart with differences in purpose (health sciences versus liberal arts), it became increasingly difficult to manage University-wide academic and financial planning, governance, and physical distance. This led to an action of probation by WASC in 1989.

Complementing these resources are the two clinics under the auspices of the School of Dentistry, the School of Medicine clinical faculty practice offices, and the University's network of low-income community clinics known as Social Action Community Health System (SACHS). The remaining

students, alumni, faculty, staff and administration, whose service to humanity have left a positive impact upon our planet.

Because of the rich and personal nature of our history, this self-study proposes to inform and strengthen institutional commitment to make *mission-focused learning*, including the centrality of our core values, a continuing reality that will propel the normative culture of Loma Linda University for the next 100 years. Although we have made progress in our institutional learning over the past eight years, the serious reflections afforded by our centennial celebrations tells us that our own ontology is laced with “hitherto unimagined realms of ignorance”—and we view this as a challenge for our capacity to sustain what we cherish about our institution. The challenge is our capacity to fully understand LLU’s normative culture so we can share the campus environment to a world we increasingly access through technology. Particularly, the institution’s mission, as we understand it, depends on affective and repetitive expressions of ideas experienced through relationships with one another. We are aware that the expression and development of these relationships, or normative culture moments, reinforce our relationship with our Creator—an experience so central to our mission. As an institution we are committed to a Bible-based faith, a biblically informed world-view as defined by our mission to further the healing and teaching ministry of Jesus Christ *to make man whole*, and our commitment to the values that emanate from faith, hope and love. To this end, the self-study process will further our review and understanding of *mission-focused learning*, and provide opportunities for organizational research that will inform and sustain our educational effectiveness.

1C. Responses to 1999 WASC recommendations

There follows a list of WASC *recommendations* and bulleted University responses from the 1999 WASC re-accreditation.

The team finds “evidence that instructional assessment and evaluation of student outcomes take place in the various schools and individual programs” and many are exemplary.

- A new University Educational Effectiveness Committee was formed in October 2005. This committee is charged with systematic campus-wide program review, and minutes are evidence
- Strategic Planning documents are available that demonstrate planning and development of institutional research
- The Dean of Students position restructured to Assistant Vice Chancellor for Student Services resulting in broader capacity and oversight of integrated student processes
- Other areas that have a direct impact on student learning outcomes include migration to a common LLU catalog, upgrade to Banner™, EMAS™ Contact Management System, Singularity™ document imaging system, and university-wide site license for Oracle™ database
- Improved access to web-related student services; increase in “hits” from 44K per day in 2005 to over 114K per day twelve months later

The Commission encourages LLU to maintain and expand its efforts not only to assess student outcomes but to evaluate as well the effectiveness of co-curricular programs, faculty governance, organizational structures, and research activities.

- *Co-curricular programs:* Student Affairs developed materials that included content on LLU’s

- In 2004 the University deployed its first wireless network in the Webb Memorial Library; wireless access is now available campus-wide in most common student areas; the network is restricted to LLU&MC affiliated users and provides non-encrypted access

The Commission commends Loma Linda University for the significant progress that has been made in addressing diversity. The team indicates that

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Theme 2: Integrating a Bible-based Faith

1. Develop and implement reliable measures which can be systematically applied as part of the decision support system of LLUAHSC.
2. Develop and implement a case study database to be used as part of institutional methods for determining educational effectiveness

Fall 2006:

Complete data collection protocols

which can be applied systematically and be compatible with the requirements of institutional research and monitoring.

Existing Evidence: 1) Wholeness Inventory; 2) Archived documents; 3) Retrospective historical documents; and 4) School and program level data

Data to be added: 1) Interviews of Key Informants; 2) Focus groups; 3) Group observations; and 4) Surveys and other quantitative measures

Phase 1: Completion of data collection protocols

Completion Date: Fall 2006

Aim 1: Finalize data collection protocols to be used in systematic analysis of archived data and documents

Aim 2: Finalize data collection protocols to be used retrospective event histories of the identified LLU milestones

Aim 3: Finalize data collection protocols and instruments to be used in subunit analysis i.e., factors related to member perceptions as well as identified aspects of organizational learning

Phase 2: Data collection and analysis of main unit and subunits

Completion Date: Winter 2007

Aim 1: To conduct systematic analysis of archived

