

Report of the
Visiting Review Team

for

Loma Linda University

Loma Linda
California, 92350

Prepared for

The General Conference
Accrediting Association of Seventh-day Adventist
Schools, Colleges, and Universities

Nov. 7-11, 2010

Summary Report of the Visiting Review Team for Loma Linda University

To: The Adventist Accrediting Association
General Conference of Seventh-day Adventists

Date: Nov. 7-11, 2010

Accreditation Recommendation:

The Review Team recommends to the Adventist Accrediting Association a five-year accreditation term to December 31, 2015 under the terms available to institutions accredited under Form B. Further the team recommends up to an additional five years to match the term of accreditation awarded by WASC, subject to AAA Administrative review in 2015.

Visiting Team Members

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History

Loma Linda University was founded as the College of Evangelists by the Seventh-day Adventist Church in 1905. The first school, nursing, has been joined over the years by the schools of allied health professions, dentistry, medicine, pharmacy, public health, religion, and science and technology. In 1961, in recognition of the expanded scope of the College of medical Evangelists, the name of the institution changed to Loma Linda University. From 1967 until 1990, the University incorporated a campus in Riverside, California, that included a College of Arts and Sciences. When the two campuses eventually separated in 1990, the Loma Linda campus was designated as a health sciences university while the Riverside campus became known as La Sierra University.

The Board of Trustees is made up of Seventh-day Adventist Church officials and other Adventist members who provide oversight to the operations and environment of the University. In addition, the University is under the umbrella of Loma Linda University Adventist Health Sciences Center (LLUAHSC), which brings together the educational, research, and health care entities of the campus.

Background

In 1999 the regular accreditation team visit to Loma Linda University (LLU) resulted in the Adventist Accrediting Association (AAA) awarding LLU the maximum accreditation term of five years. However, as an institution accredited under the terms of Form B, LLU was eligible to have the five years extended up to a maximum of another five years after an administrative review visit February 4-5, 2005. This extension intends to allow mature and quality Seventh-day Adventist institutions the benefit of aligning the full AAA visits to those of regional or government accrediting agencies.

In preparation for the current visit Loma Linda University prepared a report for the visiting team that outlined their responses to the previous recommendations of AAA. In addition to a *Self-study* which mainly referred to documents prepared for WASC, the following documents are a *sample* of what was made available to the visiting team:

- Mission Focused Learning, Capacity and Preparatory Review Report
- Educational Effectiveness Review
- Board of Trustees Handbook
- The Student Handbook
- The Faculty/Staff Handbook
- The latest edition of the university bulletin
- Minutes of the Board of Trustees and the Administrative Committee
- Audited annual financial statements for the last three years
- The current institutional budget
- A year-to-date financial operating statement
- A copy of the class schedule and the academic calendar
- Campus map

- Samples of institutional master plan(s)
- Documents on affiliations and extensions
- Course syllabi, organized by schools and departments, with information on how the integration of faith and learning takes place in classes
- Institutional publications such as sample articles, news releases and PR materials used with the university constituency
- Religion preferences of students
- Organizational chart
- List and samples of faculty/student research/publication records
- Administrative/faculty/staff pay scales as related to the approved denominational scales or approved by Board action.
- Most recent AAA accreditation Reports
- Copies of WASC and other national/regional accreditation/validation materials
- Mission Focused Learning documents
- Sample of Student Assessment documents
- Educational Effectiveness Documents
- Wholeness Presentations and Documents

During the visit, the team or team members worked in the Evidence Room and met with and visited the following:

- Interview with administration: President, Provost, Officers, and Board Chair
- VP for Enrollment Management and Student Affairs
- Center for Christian Bioethics Director
- VP for Financial Affairs
- Library
- Lunch with University Leadership Council and Educational Effectiveness Committees
- Campus Tour: Behavioral Health Institute, Social Work, and Simulation Center – which included meetings with some faculty at each location
- Programs: SR: MA, Clinical Ministry
- Faculty Graduate Studies Dean
- University Accreditation Steering Committee (phone conference with Dr. Billy Hughes)
- Campus Chaplains and LLU Church Senior Pastor and Young Adult Pastor
- Programs: SD: BS – Dental Hygiene; SN: BS - Nursing;
- Public Relations
- Program Review Committee
- Educational Effectiveness Committee
- Lunch with student leaders
- Evidence Rooms: Review of documents, curriculum
- Research Affairs: IRB, Animal and Basic Science Labs
- General Education Committee
- Programs: SST: Social Work
- Programs: SST: Psychology; Marriage and Family Therapy
- School of Religion Dean, Academic Dean, and faculty

- Programs: SP: PharmD - Pharmacy; SM: MD - Medicine
- Institutional Researcher – Office of Educational Effectiveness
- Programs: SAHP: MOT – Occupational Therapy; PP-MPT, Physical Therapy
- SPH: DrPH, Health Education
- University Faculty Council
- Dinner with graduate students
- Deans of the schools
- MFL presentations (Nichol Hall): students and faculty
- Lunch with Chef Cory and Students in SAHP Nutrition Research Kitchen Dining Room – MFL discussion with participants in 11:30 am session

This report has been written and approved by the full review team.

Visiting Team Term of Accreditation Recommendation

After review of the material presented to them and after interviewing the individuals and groups identified above, the team recommends to the AAA Board that LLU receive the maximum accreditation term possible under AAA guidelines Form B, to December 31, 2015, with possibility of up to an additional five years to match the WASC term, subject to the recommendation of a midterm AAA administrative visit in 2015.

The team is confident in the administration's ongoing commitment to self-evaluation and institutional development in quality and their leadership in developing university strategies that further highlight Adventist mission and identity. Major recommendations are indicated in the report with an asterisk (*).

Summary of Major Recommendations

The team recommends:

1. *That the administration, while ensuring appropriate autonomy for the schools, continue to explore ways, including the role and function of the provost, to sustain the success of the university community in addressing mission, core values, and outcomes assessment (Site Team Resource Packet p. 12; interviews).
2. *That the administration consider hiring or training someone in CQI who is capable of leading out in methods and tools of continuous quality improvement e.g. 90 day plans, rapid cycle improvement, plan-do-study-act (PDSA), lean methodologies, six sigma, approach-deployment-learning-integration (ADLI) and so forth (interviews).

Criterion 1: Philosophy, Mission and Objectives

The team commends:

1. The administration, faculty and staff for university-wide collaborative efforts to identify, promote and support the mission, normative culture and core values of Loma Linda University (Self-study pp. 1-2, 9; MFL p. 11-12; normative culture reports and papers; interviews; observation).
2. The administration, faculty and staff for using the Center for Spiritual Life and Wholeness to promote wholeness research, workshops, and the wholeness portal and thereby to engage the university family and constituents in wholeness lifestyles and practices (Brochures; video; Self-Study pp. 16-17; interviews).
3. The administration for creating a School of Religion which serves all university students and which places an Adventist approach to spiritual life at the center of the campus learning experience (Self-study pp. 5-6; interviews).
4. The administration for strategically utilizing the Centennial Complex to enhance collaboration, interdisciplinary learning experiences and focus on mission (Self-study p. 9; interviews; observation).
5. The administration, student services and heads of schools and programs for creating and implementing an evaluation system to admit and enroll students who are best matched to the institution's mission and values (Interviews).
6. The administration and the vice president for enrollment management and student services and the director for human resources for transparently presenting the institution's mission, culture, and expectations to prospective students and employees and seeking commitments from both groups to support and uphold these aspects of the institution. (Interviews; observation).
7. The administration for symbolically representing the institution's normative culture and mission through the use of strategically placed sculptures (Interviews; observation).
8. The administration and deans of schools for providing students and employees with local, national, and international service opportunities through the creation and work of the Global Health Institute and other support structures such as SIMS and CAP (Self-study, p. 3-4; interviews; presentations).
9. The administration, enrollment and admissions personnel, and deans of schools for preferentially admitting SDA students into university academic programs (interviews).
10. The administration, faculty and staff for boldly upholding and promoting Adventist beliefs and culture (interviews, observation).

11. The administration and deans of schools for casting a vision of Loma Linda University being a Christian health sciences university that distinguishes itself through excellent academics and programs and a unique focus on spirituality and wholeness (Self-Study pp. 23-29 University Strategic Plan Mission Focused-Learning; interviews).
12. The administration, deans of schools, and faculty and staff for their commitment to sustain university-wide efforts to focus on mission, further develop mission-focused learning, and engage in outcomes assessment of mission/core values strategies (Self-Study pp. 7-8, 17-18; interviews).
13. The School of Pharmacy for rapidly increasing the enrollment of Adventist students in the past 4 years from about 14% to 34% in the 4 classes currently enrolled in 2010 (Adventist Accrediting Association Self-study, Nov 2010) by intentionally visiting Adventist academies and Christian schools last year recruiting applicants (interviews).
14. The School of Pharmacy for targeted efforts to increase the student awareness and practical application of the 7 core values through the JCHIEFS mnemonic, utilizing written reflections on one of the values in each student's daily life, digital signage and bulletin boards, periodic quizzing on JCHEIFS, and rewards for correct answers (School of Pharmacy Assessment).
15. The School of Nursing for providing nursing education overseas since 2005 in satellite programs in Thailand. They have awarded master's degrees to 42 graduates who come from around Asia and Africa (interviews).

Criterion 2: Spiritual Development, Service and Witnessing

The team commends:

1. The administration for the abundance of opportunities for worship, spiritual growth and spiritual nurture that exist on campus, including the dynamic mid-week chapel sessions implemented since the beginning of the 2010-2011 academic year in the University Church (interviews; observation).
2. The university chaplains, university church pastors and the worship committee for collaborating to provide varied and meaningful spiritual programs and worship experiences for university students (interviews).
3. The university for requiring religion courses for graduate students and for offering a variety of religion classes matched to the diversity of students and faith groups on the campus (Self-Study p. 20; interviews; observation).

4. The administration, faculty, and students, for the spirit of service, as displayed in the response to the Haiti earthquake and continual service to Adventist Health International institutions abroad (observation).
5. The School of Pharmacy for involvement of more than 80% of their students in ministering to the local community at health fairs and overseas in Haiti, Kenya, Brazil, Romania, and other countries and including training of students for service in their strategic plan (interviews).

The team recommends:

1. That the School of Religion include in the curriculum or religious experiences a witnessing component (observation).

Criterion 3: Governance, Organization, and Administration

The team commends:

1. The administration and board of trustees leadership for providing an informative board handbook, offering a helpful board orientation, providing professional development opportunities, regularly assessing administrators, leading out in board self-evaluation, focusing the board on the mission of the university and supporting effective board function (Boards of Trustees Handbook; interview).
2. The Program Review Committee for internal, on-line reports which focus in part on mission and values (interview).
3. The current and previous president for focusing the university on its normative culture and mission (interviews).
4. The administration for efforts to utilize institutional research to focus on mission and quality improvement (interviews).
5. The president and provost for providing strong leadership and guiding institution-wide focus on mission and core values (interviews).
6. The Educational Effectiveness Committee for university-wide assessment of outcomes and core values and campus-wide communication of results (interview).

The team recommends:

1. *That the administration, while ensuring appropriate autonomy for the schools, continue to explore ways, including the role and function of the provost, to sustain the success of the university community in addressing mission, core values, and outcomes assessment (Site Team Resource Packet p. 12; interviews).

Criterion 4: Finances, Financial Structure, and Industries

The team commends:

1. The administration for the strong commitment to continue active participation in the outreach mission of the Seventh-day Adventist Church even during budgetary challenging times which include the reduction in General Conference Appropriations. (Self-study, interview).
2. The administration for the “all funds” budget approach which includes an emphasis on ensuring mission priorities are identified (as coordinated through Deans Council) and included in each of the budget proposals from the various schools submitted to senior administration (Self-study; LLU Financial Administration Report to Board of Trustees, August 2010; interview).
3. The administration for the aggressive operational efficiency review instituted across campus that resulted in operating expense reductions of 5% for university departments and 3.75% for the schools in the 2010/2011 budget (LLU Financial Administration Report to Board of Trustees, August 2010; interview).
4. The administration for the careful analysis of and resulting changes in the management structure of the investment portfolio (Self-study; LLU Financial Administration Report to the Board of Trustees, August 2010).
5. The administration for the plan to have each of the schools include an annual operating margin of 4% starting fiscal year 2012 so as to increase working capital for the long term financial stability of the university (LLU Financial Administration Report to the Board of Trustees, August 2010; interview).

The team recommends:

1. That the administration increase the operating endowment so as to reduce tuition dependency (interview).
2. That the administration continue to strive for full funding of depreciation (1999 AAA Report; interview).

3. That the administration continue to aggressively reduce the debt load as funds become available (LLU Financial Administration Report to the Board of Trustees, August 2010; interview).

Criterion 5: Programs of Study

The team commends:

1. The Department of Dental Hygiene for including professionalism and biomedical ethics problem solving in their Objective Standardized Clinical Exam at the end of their junior year (LLUSD February 2009 Self-study Report Dental Hygiene Program Standards Exhibit 2.25b).
2. The Office of Advanced Dental Education for doubling the number of students who enrolled in specialty training with the potential for becoming faculty and administrators in the school to carry on the Adventist legacy (School of Dentistry Office of Advanced Dental Education, Case Study Report #2).
3. The School of Physical Therapy for offering free tuition to train 8 missionaries from outside the USA so they can become teachers back in their home countries (interview).
4. The School of Nursing for high marks from 2010 undergraduate students on Wholeness (Learning Results by Year, Appendix 7).
5. The School of Nursing for high marks (average 4.29 out of 5) for alumni 3 years post graduation in responses to the question "... understand the importance of integrating LLU's Christ-centered values in their personal and professional lives" (Undergraduate Alumni Survey, Appendix 15).
6. The School of Pharmacy for increasing innovative and interactive student learning/evaluation. Pharmaceutical Care Patient Counseling Exercise involves students acting as pharmacists and 4th year students acting as patient during the role play and afterwards as evaluator. Videotaping of the interaction allows the student to review his/her performance and then write a reflection based on 3 trigger questions. Videotaping ensures that the learning can be shared with the instructor and entire class (School of Pharmacy Evidence of Student Learning).

The team recommends:

1. That other clinical departments follow the example of the School of Pharmacy by making good use of the Learning Assessment Center for experiential learning opportunities (interviews).

2. That administration hire additional staff for institutional research so that the university might better manage outcomes assessment for its many initiatives (interview, observation).
3. *That the administration consider hiring or training someone in CQI who is capable of leading out in methods and tools of continuous quality improvement e.g. 90 day plans, rapid cycle improvement, plan-do-study-act (PDSA), lean methodologies, six sigma, approach-deployment-learning-integration (ADLI) and so forth (interviews).

Criterion 6: Faculty and Staff

The team commends:

1. The Board and administration for retaining a critical mass of SDA faculty and staff for three years in a row (documents; observation).
2. The School of Pharmacy for instituting a faculty development and mentoring program in response to a perceived need in this young school (Assessment Case Study: Continuous Professional Development Committee-Setting Priorities for Faculty Development, School of Pharmacy, 2/8/10).
3. The faculty and staff for caring deeply for students by praying for them, being available to meet their needs, and taking a personal interest in their lives (interviews).
4. The administration for the collaboration that exists among faculty and staff across the schools and professional bodies. This spirit has brought to bear a significant impact on the Adventist mission by the entire university community (interview; observation).
5. The Educational Effectiveness Committee for focusing the campus on learning outcomes, including the core values (interview; observation).
6. The deans of schools and faculty for integrating Adventist belief and mission into each graduate program (Events posters; interview).

The team recommends:

1. That further efforts be made to retain SDA workforce and increase the percentage of SDA employees. A strategic plan of how to achieve five per cent increment per quinquennium can be developed (employee denominational affiliation document).
2. That the Board and administration proceed expeditiously to fill the vacant vice president positions (LLU Organizational Chart; interviews).

Criterion 7: Library and Resource Centers

The team commends:

1. The administration, faculty, and librarians for the successful implementation of a liaison program between the library and each major academic program offered by LLU. This structure involves the assignment of one librarian to each school with the objective of not only providing specialized support, but also assessing the needs of each program and engaging in collaborative efforts with the faculty of that school. While this approach is particularly effective and relevant in all areas of the academic program, it is particularly significant in the context of the support provided to the School of Religion, the only school that touches, permeates, and enhances all other programs on campus, contributing to aligning them with the Seventh-day Adventist (SDA) ideals and values (interviews).
2. The administration and the library for the sustained effort to increase the library acquisitions budget, thus providing additional print and electronic resources to support all academic programs, including the areas of the collection related to SDA works, religion in general, bioethics, wholeness, and spiritual development (*Capacity and Preparatory Review Report*, October 2008, 5.1, “Information and Computing Resources,” p.63; interviews).
3. The library for the exceptional work being done in the area of archives and special collections, with holdings that combine SDA theology with the Adventist health message and with the history of medicine. In this context, the team notes and commends in a special way the innovative work being done in terms of digitization of historical material, as evidenced by the collections made available via the web (<http://archives.llu.edu/>), the creation of the “Seventh-day Adventist History Photo Archive,” available at <http://archives.llu.edu/colls/sdahpa/> and the creation of the “Virtual Adventist Library,” also made available via the library website at <http://encore.llu.edu/iii/encore/> (observation).
4. The library for the excellent website that provides a truly efficient, up-to-date, appealing, and well organized digital portal to the library resources and collections and that also offers an excellent level of support to campus and distance-learning programs (<http://www.llu.edu/library/>).
5. The library administration and faculty for the unwavering commitment to professional development and continuing education. It was noted that while part of this sustained effort to provide regular additional training for librarians is connected to requirements related to membership in the Medical Library Association, the librarians responsible for areas outside the health sciences field, such as the ones dealing with archives and with religion, also continue to pursue regular additional training. The end result is a highly skillful and effective library team, with levels of expertise that are being continually updated (interviews).

6. The administration and the leadership of the library for their engagement in the task of assessing library resources and services, thus contributing to the development of a culture of assessment on campus (LibQUAL+Spring 2004 Survey; <http://www.libqual.org>; interviews).
7. The administration and the library for the exemplary plan for the renovation of library space, with the overarching purpose of creating a “a hub on campus for state-of-the art facilities for collaboration, research and scholarly discourse across disciplines” (Loma Linda University Library Renovation Project – Strategic Brief Report, 17 December, 2009, Final Report, p. 10; interviews)

The team recommends:

1. That the administration review staffing levels in the library, benchmarked against similar institutions, so as to meet the needs for on-campus and extension programs (interviews).
2. That the library in general and the liaison with the School of Religion in particular, continue to work with the university administration and with other entities on campus in the direction of strengthening the participation and role of the library in future versions of the Spiritual Master Plan (observation).

Criterion 8: Student Services

The visiting team commends:

1. The Vice President for Enrollment Management and Student Services for developing the uniform on-line application process with its clear enunciation of LLU's normative culture standards and requesting each potential applicant to consider the faith-based values and agree to live in accordance with them if admitted to LLU (Self-study pp.21, 31;LLU website; interviews) .
2. The Loma Linda University administration for the weekly University@Worship chapel program and the role of the University Worship Committee in its commitment to provide quality, substantive and inspiring programming (Self-study pp. 20, 31, 32; interviews).
3. The Vice President for Enrollment Management and Student Services for his consistent collaboration with the associate deans of the schools to provide positive service and nurture for all university students (Self-study pp. 31-32; interviews).

4. The Vice President for Enrollment Management and Student Services for his consistent initiative to promote cooperation with non-student services departments that have direct interest in student life (Self-study pp. 31-32; interviews).
5. The university administration for specific physical improvement to residence hall facilities and constructing new facilities (Interview).
6. The residence hall deans for effective programming such as prayer breakfasts and birthday cakes as well as appropriate living arrangements and facilitating voluntary spiritual activities (Interviews).
7. The university administration and various schools for enabling students to apply their learning and values in the Students for International Mission Service program (Self-study pp. 2-3, 32).
8. The co-curricular subcommittee of the Educational Effectiveness Committee for connecting learning outcomes objectives to student activities taking place outside the classroom (interview).
9. The various schools and the university administration for programs, activities, and initiatives that support understanding, appreciation, and progress in diversity (Self-study p. 6; interviews with Educational Effectiveness Committee and student leaders).

The team recommends:

1. That all schools utilize or incorporate the general on-line application process features which help match prospective students to university mission and culture (Self-study pp. 31-32; interview).
2. That the university intentionally develops and promotes university-wide social and outreach activities to enrich the student learning experiences (interviews).

Criterion 9: Public Relations and External Constituencies

The team commends:

1. The Loma Linda University Public Relations Office for creating, protecting, and strengthening positive recognition among key publics regarding LLU and its entities through writing, publications, PR video, digital communications and social media, one-on-one interactions, and representation of the organization at conferences and trade shows, while supporting the mission of the institution (Self-study p. 32; interviews; observation).
2. The administration for devising a plan to solicit feedback from its constituencies: local, national and global, regarding how they perceive the institution fulfilling its church-related mission (document; interview).
3. The alumni offices for being progressive in their use of technology for target marketing and providing connections with alumni (interview).
4. The School of Nursing, because employers both national and international, are eager to hire their graduates because they see a big difference in their ability to “practice whole person care” (interviews).

The team recommends:

1. That the Vice President for Enrollment Management and Student Services office develop a multi-year enrollment/recruiting plan which supports the institutional strategy and mission of the institution and respects other Seventh-day Adventist colleges/universities (interview).
2. That the Public Relations Office of Loma Linda University develop a multi-year public relations plan which includes a description of how branding, publications, advertising, publicity, and community relations foster an understanding of the spiritual values of the institution (interview).
3. That the Public Relations (PR) Office of Loma Linda University and the Web Committee work together in maximizing the online communication in sharing web-based PR materials (interview; observation).

Appreciation

The visiting team wishes to express sincere thanks to the administration, faculty, staff and students of Loma Linda University for the excellent hospitality provided during the time of this visit, for the comprehensive *Self-study* emailed in advance of the visit, and for all the efforts made to facilitate the evaluation process and to help the team’s work proceed smoothly and efficiently.

APPENDIX A

IBMTE COMPLIANCE

The BMTE for Loma Linda University, which is a subcommittee of the Board of Trustees, annually endorses religion faculty and carries out other functions designated for the BMTE. Recommendations from the BMTE are taken to the Board of Trustees. This process was verified by the Loma Linda Provost.