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and to select the style and desired components for their course. Once the process is completed the tool moves the course into a Canvas development shell where fine-tuning can be done prior to publishing the course ([Appendix C1C - Innovations in the Learning Environment ü i 1](#)

Although the 2018 OPT plan has not met LLU's goal expectations, due, in part, to the initial voluntary nature of the process, excellent benefits have occurred as it has been mandated during the COVID-19 pandemic. Now that the essential utility of the OPT plan is being realized, LLU looks forward to experiencing its continued positive impact on faculty and the students that they teach.

Diversity, Equity and Inclusion at LLU welcomes students, faculty, and staff from a broad spectrum of backgrounds. To address WSCUC Standard I for equity and inclusion, LLU has prepared a response that: 1. defines LLU's shared language around culture, diversity, equity, and inclusion; 2. provides data which describe LLU's students, faculty, and staff in terms of DEI; 3. gives an overview of LLU's policies and procedures regarding DEI; and **Zü** describes current and planned programs which are reflective of LLU's mission and commitment to advancing knowledge, values, and skills by providing a stimulating clinical and research environment for the education of health professionals ([Appendix C1D - Equity and Inclusion Report](#)).

An in-depth examination of DEI at LLU, initiated by the President, brought together a team (including the Provost, campus leadership, faculty, and student representatives) to engage in a robust discussion about LLU's history, successes, and challenges. The team began by articulating a shared language that expressed and defined LLU's calling to DEI; *the aim is to*

foster a culture where each person in the LLUH community feels valued, supported, and empowered to achieve individual and collective goals. The team then started the review process of existing student, faculty, and staff policies. The team found that policies are in line with regulatory requirements and decided on a 3-year plan to expand the

when the visiting team recommended the maximum 10-year reaccreditation term. The Commission Action Letter listed three recommendations as quoted below.

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)

Recommendation 1 Response part 1: Developing Institutional Research

The combined efforts of Institutional Research in the Office of Educational Effectiveness and the Institutional Research Committee (IRC) has transitioned LLU into a data-informed university. In LLU's 2010 reaffirmation of accreditation it is realized that while much data had been collected it was not in a form easily understood or available and therefore not useful to decision makers. There were perceived quality issues associated with faculty data management and student success metrics such as application, acceptance, matriculation, and graduation data. Because of this, schools had siloed data to meet professional accreditor requirements and harbored a general distrust of central aggregated data.

A priority was to develop standardized data definitions to promote consistent use across programs and offices. Steps taken in meeting this challenge involved hiring a dedicated institutional researcher 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

The current reaffirmation cycle reporting done through Power BI has brought together vast amounts of disparate data into a quickly searchable database allowing the user/decision-maker to locate required information. This has

assessment. Increasingly data-rich resources inform school-specific and University-wide planning.

Each of the strategic plan's foundational strengths was reviewed by university administration, faculty, clinicians across disciplines, and hospital administration.

Discussions have been lively, supportive, and have enhanced cross-unit communication.

Among entities LLU has become aware that the goals and needs are essentially identical,

but the ways of thinking, debating, and decision



submitting proposals. Faculty development events focus on the young investigator, the role of mentorship and how to write effective grants (e.g., Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) grants) while junior faculty have the opportunity for obtaining advanced degrees. Professional leave time is an added incentive for faculty to engage in scholarly research through arrangements made within each school.

Streamlined

dashboards. Program assessment is conducted in compliance with the 20+ programmatic accreditors. LLU established five Institutional Learning Outcomes (ILOs) in 2015 streamlining the original eight Student Learning Outcomes (SLOs) and aligning with regional and federal requirements. Programs are expected to assess all ILOs for each cohort but can submit assessment results at any time for any of the ILOs; program assessment data are reviewed and analyzed annually. Success in assessment participation annually has varied from a low of 68.9% in 2016 to 92% in 2018.

began in early 2010 with programs that have no professional accreditation going through the process. LLU developed a robust Program Review Guide that is updated periodically ([LLU Program Review Guide](#)). For example, the first two program review cycles were five years each, but then was expanded to six years; thus, the next cycle begins in early 2021. After the external team gives their report to the program, the program develops its Action Plan, and enters each into the AMS to meet the annual requirement ([Appendix C1L - Overview of Program Review at LLU](#)). Many positive changes have come from this process over the years including updating or even reworking the curriculum, assessment, and other components of the program that promote student success. In addition, LLU has led the way in promoting that WSCUC accepts the review of programmatic accreditation as part of the program review process.

is also supported centrally through the Office of Educational Effectiveness and Institutional Research as well as through the Student Success Committee and other faculty-led committees; the Student Success Committee has recently embraced the responsibility of reviewing many student success Power BI Dashboards and reporting them

to

*Review under the WSCUC Standards and Compliance with Federal Requirements
Inventory of Educational Effectiveness Indicators*

LLU's Office of Educational Effectiveness (OEE) was tasked to align evidence showing compliance with the WSCUC Standards and Federal Requirements. To house and showcase the information collected in support of this, a purpose-built tracking dashboard was created in Microsoft Power BI. Links to evidence in the catalog, website, or school reports are readily available to senior leadership, members of the Accreditation Steering Committee, deans, program directors, faculty, and WSCUC site visitors through

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(WSCUC-Plus) conduct program reviews as required by their accrediting bodies, while programs covered under LLU's regional accreditor (WSCUC-Only) maintain a six-year cycle for program review. Assessment at LLU includes an annual Institutional Learning Outcomes (ILOs) assessment report and an annual action plan update. Compliance is tracked in the proprietary Assessment Management System (AMS) that was originally developed at LLU during the 2009-10 academic year and has been updated many times since then. (CFR 2.6, 2.7)

Published guides for annual assessment plans, including annual reports and program review, assist faculty and programs through critical processes. (LLU Assessment Guide and LLU Program Review Guide.) The annual assessment reports and action plans from individual programs are collected and housed in the AMS for easy access and access

courses. Students also evaluate the co-curricular experiences provided through Students in Mission Service (SIMS) and Community-Academic Partners in Service (CAPS). Some schools have also excelled in the development and implementation of co-curricular assessment (Appendix C2H - LLU School of Pharmacy Co-Curricular Assessment). Assessment support for co-curricular programs continues to be addressed by several campus committees to ensure that all make use of standardized systematic review processes. (CFR 1.4, 2.3, 2.7, 2.11, 4.1, 4.2)

Assessment of student services on campus is supported by LLU's climate survey where a subset of questions is aligned with a student's academic standing. These questions are sequentially administered during registration each quarter. The aggregated data are reviewed by the Vice President for Student Experience and Student Affairs Committee. The results of the survey are further disseminated to the Joint Officers Committee and appropriate other service committees with recommendations to address issues and needs that arise. (CFR 1.4, 4.1)

Enrollment stability and future growth are continuing institutional themes. Although overall enrollment at LLU has remained relatively constant some LLU

degree completion with very few delays to reported campus-wide. With the highly skilled support personnel from the Educational Technology Services readily available to assist faculty to build their quality online courses, schools and programs have now begun to see online programs as a viable option for growth. In fact, many curricular and practice areas once thought unsuited for online engagement have discovered creative options to engage students in completing learning objectives and professional competencies. Moving forward to support the expansion of distance education as guided by the Online Program Transformation (OPT) project, the university recently contracted with Ellucian Academic Services to assist the faculty in transitioning their courses from ERT to fully online or hybrid experiences commensurate with student expectations for a full year. (CFRs 2.1, 3.4, 3.5, 4.3, 4.4, 4.5, 4.6, 4.7)

Student success metrics within demographic groups that support DEI are important to LLU. Considering recent realities of disparities for persons of color, and as part of its commitment to self-reflection and institutional learning, the University has reviewed the graduation rates of its students of color and recognizes that additional support is needed. Early identification of at-risk students and determining the factor or factors influencing these outcomes is key. Conversations with enrolled students of color regarding their experiences e.g., recruitment, financial aid, mentoring, etc. have begun and can help determine areas lacking support for DEI. LLU is committed to supporting the pathway to success for all. As a faith-based institution, it recognizes that everyone is of equal worth in the sight of God and seeks to provide all persons the opportunity to realize his or her fullest potential (Appendix C2M - Implicit Curriculum 3.0). (CFR 1.4, 2.7,

One Loma Linda

One

Facing constant change in a world of uncertainty requires complex organizations to regularly reevaluate who they are, know their unique purpose, and effectively prioritize the most important problems to resolve. Future success for LLU and its LLUH entity partners depends on fully understanding the nature of being *One*, both corporately and in purpose (Appendix C8A - One LL - Getting Back to the Mission of Teaching and Healing). (CFR 1.1)

Synergy is the operational goal of being *One Loma Linda (OLL)*. Conceptually, there are five concepts or ways of being *One* birthed by the Mission and campus culture. We use these concepts

One Loma Linda

OLL is a newly TPR energized initiative, but the desire for unified functionality (i.e., bridging silos, forming partnerships) has been discussed for years. The theme is a natural continuation of goals presented in our WSCUC CPR and EER reports: to unite LLU. This theme presents fundamental and carefully designed campus changes to demonstrate enhanced cooperation and mutual understanding to support the concept of being *One*.

The *OLL* plan began by initiating structural corporate changes involving bylaws and Board operations. The process continued with the creation of new operational and decision-making committees that integrate key representation from across the LLUH enterprise. LLU proudly reports throughout Component 8, products of these endeavors as accomplishments of planning and evidence of *OLL* success, thu.61 477-w422 (s)]T68Td (of)Tj1Dsuc719.03pth

Our journey to becoming an AHC began in 1905 as a sanitarium focused on local health care and the education of nurses and doctors to become medical evangelists for the Seventh-day Adventist Church. Today, this institution is internationally recognized as a comprehensive AHC serving our region as well as a national and international center for research and education in health care.

In 2016, LLUH executed a single set of bylaws that encompassed all its entities. This solidified the corporate purposes, with education and academia listed as a global purpose “ to continue “ «*μ*» *teaching and healing ministry.*” This will be accomplished through education of health care professionals, scholars, and scientists; through delivery of health care; and through research. Thus, LLUH directs, sponsors, supports, and harmonizes the activities of the Seventh-day Adventist educational and healthcare institutions affiliated with LLUH.” Article X of the revised Board bylaws goes on to indicate “ Loma Linda University, Loma Linda University Hospitals and Affiliated Organizations (if any) shall be responsible for all matters relating to quality of education and professional services.”

The LLUH structure is multi-faceted, complex, and dependent on collaboration and systemic structures to operate effectively. It is necessary for the leadership of the university, the hospitals, and Faculty Medical Group (LLUH’s faculty practice plan) to cooperate in shared governance; this occurs through the LLUH Board, the Executive Leadership Council, and the LLUH President’s Council. Overlapping membership amongst the LLUH, university, and hospital boards aids in tightening linkages among the academic, healthcare, and physician practice areas, and has been key in facilitating common governance.

Having common governance provides LLUH the opportunity to share the resource of a knowledge base represented by this cohort of leadership. Though structured to function independently (especially in areas such as finance), often collaboration and expertise from another group has resulted in great success across campus, especially in times of critical need (e.g., unified philanthropy plan and campus-wide COVID-19 response). This is yet another way in which the values of *OLL* are evidenced and is the foundation of this initiative.

regarding institutional change continues, there will be an ongoing focus as how to best address representative governance i.e., membership to ELC and Board.

One Loma Linda

The following section regarding Academic Health Centers (AHC) introduces the vital nature of our theme to success. LLUH must mature its collective understanding

AHCs face unique financial and governance distress that have been exacerbated by the

some faculty have expressed doubts about the authenticity or effectiveness of OLL. Such concerns continue to inform analysis and issues to be addressed (Appendix C8E - *OLL Taskforce Report*). In contrast, there are those who greatly value and

incredible opportunities for us
(LLUH-Blue Zone).

OLL

The *OLL* theme is vital to
increasing threats to its sustain

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LLU's mission, vision and values. LLUH serves all patients that seek its services. LLU is proud of its campus diversity, within any given year, has students representing more than 70 nations and 80 Christian denominations and world religions. The Health Disparities Campus Center is recognized for its regularly funded research and its industry-leading publications and pipeline programs that work with diverse and at-risk populations (School of Medicine Center for Health Disparities & Molecular Medicine).

LLU's commitment to equity, diversity and inclusion is also demonstrated by the President who has chosen to create and personally chair the LLUH Diversity Council. For the past few years, this novel campus-wide

whole person— body, mind, and spirit—and offers patrons a wide range of exercise, sports, recreation, and social activities to renew your spirit and empower you to meet life's challenges as well as enjoy life to its fullest (Appendix C8M - Drayson Center Report; Drayson Center).

In addition to course activities the University offers several co-curricular community engagement programs for students, faculty, and staff (CAPS). Innovative programs include San Manuel Gateway College (SMGC), SACHS clinics, street ministries, that been in existence for many years and impact community health and student success (Appendix C8N Impact c

CIPEP has brought together the eight schools and college with hospital personnel to share expertise, develop team skills, break down professional barriers, and value the expertise, training, and skills of each health care profession (Appendix C8P – CIPEP).

The OLL TPR facilitated taking a deeper look at LLU’s commitment to IPE. The result of this deeper examination is and .055 (s)3.577 13sTT0 i7/TT07 -21(I944 (t

as the supplies were procured. The Drayson Center was closed in line with public health guidelines but made a point to loan their hand sanitizer stations to Nutritional Services so the hospital cafeterias could remain operational. LLU Campus Engineering supported needs across campus – from donating their entire stock of N-95 respirators for clinical use, to helping set up and equip patient surge tents (Appendix C8R - COVID-19 Command Center).

Intentional system-~~70n1~~

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training and special assistance to faculty teaching online and in hybrid modality

fall quarter (Appendix C8S - OLL, Course Continuity, and COVID-19). TdjETQT2r0 0 612 792 r(698q21T

4) *Loma Linda University Health - San Manuel Gateway College*

A rewarding and excellent example of *OLL* is San Manuel Gateway College (SMGC). This is a successful collaboration of LLU schools, LLUMC Medical Residents, the Social Action Community Health System, a Federally Qualified Health Center, community agencies, and workforce development partners. The San Manuel Band of Mission Indians provided the founding gift of \$10M in recognition of LLU being the sole provider of medical care to their nation in the early to mid-20th century.

This collaboration is

of CTC will require more cooperation in the spirit of *OLL*, given that not all clinical training opportunities are under the oversight and management of CTC.

All areas of LLUH regularly and actively engage in planning. The University's academic degree projects are by year (y1D 42 0081 2 47.na 12 5)7.I 12663

- To excel in healthcare educational methodologies
- To achieve National Cancer Institute designation
- To meet fiscal/debt payment goals (increase investment portfolio, endowments; stabilize tuition rates)
- To increase diversity and equity support funding
- To develop curricular changes to address racial bias
- To implement university branding and market strategies for academic programs

The *OLL* TPR strategic planning processes and dialogue have continued and support the shared institutional purpose of increased planning alignment where appropriate. Although a fully integrated plan may not be realistic, planning that intentionally links and maximizes LLU's understanding of mutual opportunities and challenges remains the ultimate target. With the emergence of critical societal altering events (including COVID-19 and the burgeoning realities of unresolved systemic racism), our institution has purposefully halted the progression of the prior planning documents to address these issues and rethink priorities. As a comprehensive AHC, responsible for supporting the highest quality learning and healing environment, it is believed that LLU would be remiss in its service to members (students, staff, patients, and community) if it did not take this step back so that LLU's strategic way forward is responsive to the new and deeper needs of those LLU serves.

Formalize and operationalize the corporate commitment as an AHC that prioritizes the

Occupy New Medical Center— Occupy the new facility by January 2021, including a buildout of previously shelled adult and pediatric floors, and proceed with the installation of equipment and patient utilization for Spring 2021 opening

Implement the use of academic clinical space that has been integrated into the new hospital in support of expanding students' clinical engagement

Comprehensive Cancer Center Expand and integrate clinical

supported by *Strategic Commitment 1 Build the LLUH*

Identify areas for increased and sustainable translational research between schools and clinical areas (*also Commitment 4: Foster Discovery and Innovation – Research Faculty Development and Translational Research*)

The unifying nature of the *OLL* theme inspired LLUH to further its overarching strategic

where possible.

Growth and the continued desire for collaborative discovery and innovation to support improved patient outcomes also appear to be an artifact of the *OLL* TPR. The amount of reaching across the academic-clinical lines to address ways to improve patient care and add dynamic and new dimensions to faculty and students' clinical and research engagement

This experience has helped LLU to identify areas for new and dynamic collaboration, while also solidifying the deep commitment to both academic and clinical excellence. The *OLL* theme