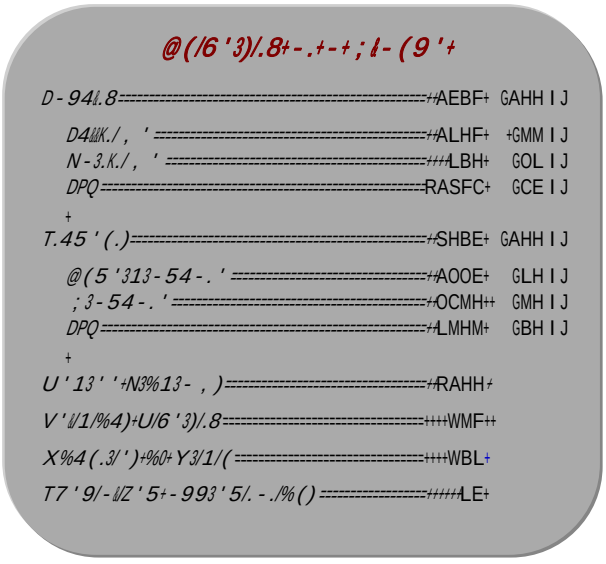
structure), would have to be considered in our CPR self-assessment. Attention would need to be given to examining the capacity of our academic infrastructure to accommodate growth while sustaining our commitment to MFL. We chose to use the WASC Criteria for Review (CFR) to identify strengths and weaknesses in our capacity, and as required to improve educational effectiveness. The results of this effort are presented as a Reflective Essay following Exhibits and Displays. To this end, the Institutional Proposal and CPR have set in motion organizational learning and improvement and have shown us that despite the planned growth for LLU, *wholeness* through MFL will be sustained as a transformative academic experience for LLU students.

I . . . . A C . . .

LLU is a Seventh-day Adventist health sciences university located in Loma Linda, California, approximately 60 miles east of Los Angeles. Founded under the name College of Medical Evangelists by the Seventh-day Adventist Church in 1905, it became Loma Linda University in 1961.[3] In 1997 the University became part of a five-member corporation known as Loma Linda University Adventist Health Sciences Center (LLUAHSC), empowered to harmonize and coordinate the academic and health care components of the institution. As part of this new structure, the LLUAHSC Institutes provide opportunities for synergy among our diverse educational, clinical, and research endeavors. A substantive change document was submitted and approved by WASC in May 2006, which clarified the nature of this corporate restructuring. Today LLU remains an integral part of LLUAHSC. The contributions of each LLUAHSC component are summarized in the adjacent text box.



First, LLU has primary responsibility for structuring and facilitating the activities and processes of the learning environment to support health sciences education and research. Bridging the academic activities of all eight schools, the Faculty of Graduate Studies (FGS) and the Library Faculty oversee the graduate programs and library services respectively. (Appendix – Programs Offered)

Second, the LLU Medical Center (LLUMC) and its affiliate entities provide the clinical facilities for the University. The rich diversity of clinical offerings provides health professional studentTm/F3.0 1 Tf -1 (i) -1 (t) -1 (h)

stage two of the WASC sequential model for institutional review, and the CPR visit is scheduled for October 8-10, 2008, with an Educational Effectiveness Review in 2010.

These major advances in the IS infrastructure have enabled student services applications to move forward expeditiously. For example, SS developed a continuum of quality services that involve electronic responses to queries from prospective and existing students, and many points of electronic access to facilitate student success from recruitment through graduation.

In order for SS to achieve collaboration, many new working teams have been formed. In the first stage of strategic enrollment management, recruiters from each school were invited to create a team that involved financial support from the Deans. A variety of cross-school projects such as a more cohesive web site and a first-time-ever University Viewbook were developed. Subsequently, the directors of admissions for the eight schools were organized into a University Admissions team that simplified many admissions processes. An Enrollment Management team, composed of administrators from University Records, Financial Aid, Student Finance, Admissions, and Student Information Systems, began analyzing and coordinating processes within the registration system. This project moved forward upon receiving input from the newly formed Registration Round Up team, comprised of approximately 50 administrators and staff who led out in functions related to registration within the Schools and University. (Appendix – Supplemental Materials: Registration Round Up) In addition, a number of policy unification groups were created including Academic Deans Council, the Student Affairs Directors, and Deans of Students. At the core of these University infrastructure initiatives lies the goal to serve students better through the unification, simplification, and automation of multiple central processes. The collective efforts of administration, University, and various school committees have transformed our institution into a community of shared excellence. (Appendix – Response to WASC)

CA AC B T A

LLU has long been known for its professional and academic excellence that resides in the independent school structures. As WASC moved from a compliance model to an inquiry model based on educational effectiveness, LLU continued to comply with professional accrediting bodies to facilitate assessment. Slowly, as members of the University attended WASC conferences, participated in accreditation workshops, and served as WASC Commissioners, members of central committees, and site visitors, an increased understanding of WASC's new approach to assessment and educational effectiveness emerged. With this new understanding, LLU recognized the need to transition from a periodic intensive review process to one of continuous

CQI, moving research oriented graduate programs towards best practices.

E B A D A

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