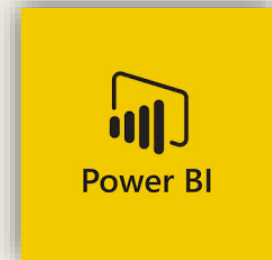


# DIGITAL TRANSFORMATION

## *Dashboards in a Day*

Real World Examples

Loma Linda University



# Wish List

I WANT

- ① Eye Catching
- ② Informative
- ③ Data Source Flexibility
- ④ User Friendly
- ⑤ Multiple Scenarios...



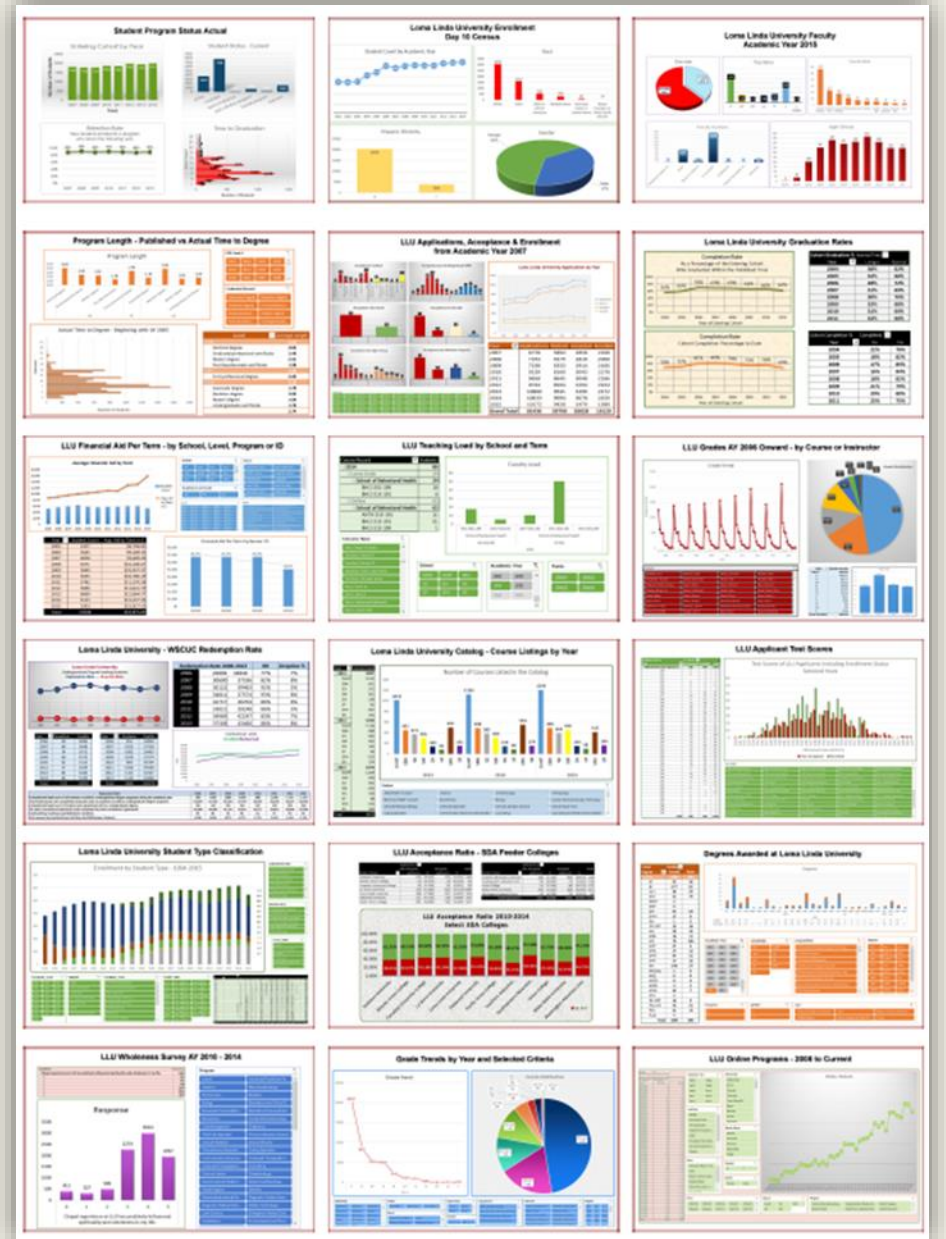
# Institution Reality

**REALITY-CHECK!**



# Started by Building Dashboards in Excel

- Excel on campus is “free”
- Power Pivot – large datasets
- Deployed in SharePoint
- Prior to Power BI release



# Office 365 and Power BI

“Free”

Addition to your existing reporting system or an economical replacement

Microsoft Cloud Mobility Productivity

Office Products Templates Support

## Office 365 Education plans and pricing

Get Office 365 for your entire school

Try Office 365 for free and see how it can help your school save time and be more productive. Qualified academic institutions can receive features at a significant discount. You will need to verify that you are an accredited academic institution to take advantage of these offers.

[Get started for free](#)

Microsoft reserves the right to verify eligibility at any time and suspend the service for ineligible customers.

### Office 365 Education

- For students: **FREE**
- For faculty and staff: **FREE**

User maximum	Unlimited
--------------	-----------

<https://products.office.com/en-us/academic/compare-office-365-education-plans>

Power BI Products Solutions Partners Learn Sign in Sign up free

## Bring your data to life

Power BI transforms your company's data into rich visuals for you to collect and organize so you can focus on what matters to you.

[Get started free](#)

Power BI dashboard showing metrics: Selected Revenue (85.22M), Total Invoice (\$2.22M), Discount Savings (\$4.07M), and Total Invoice (by department).

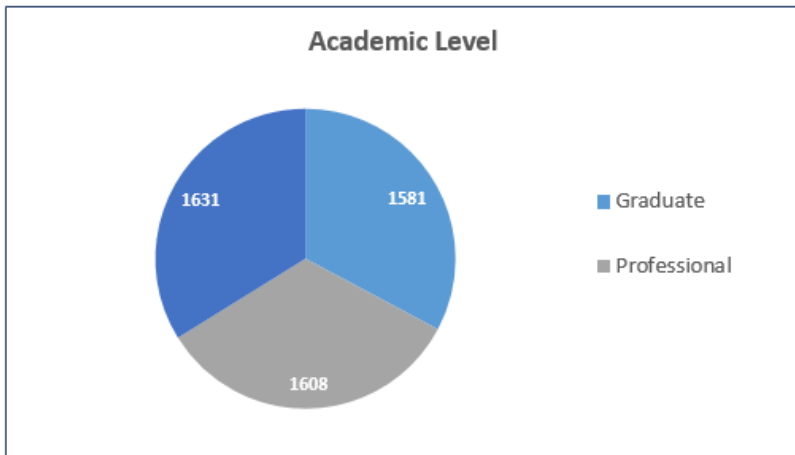
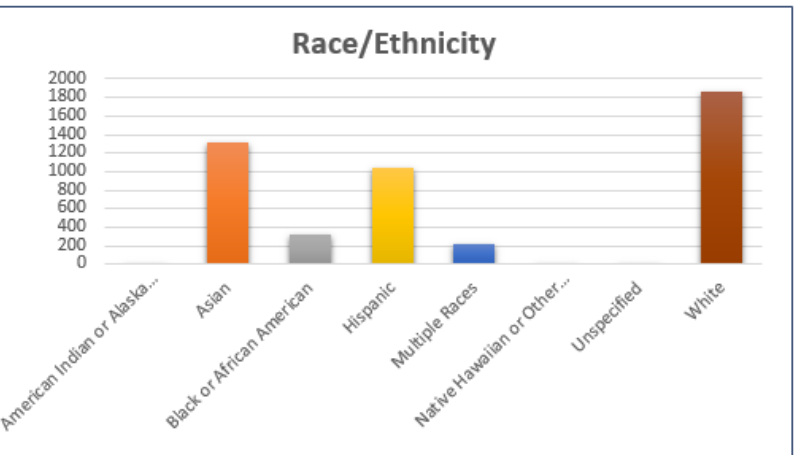
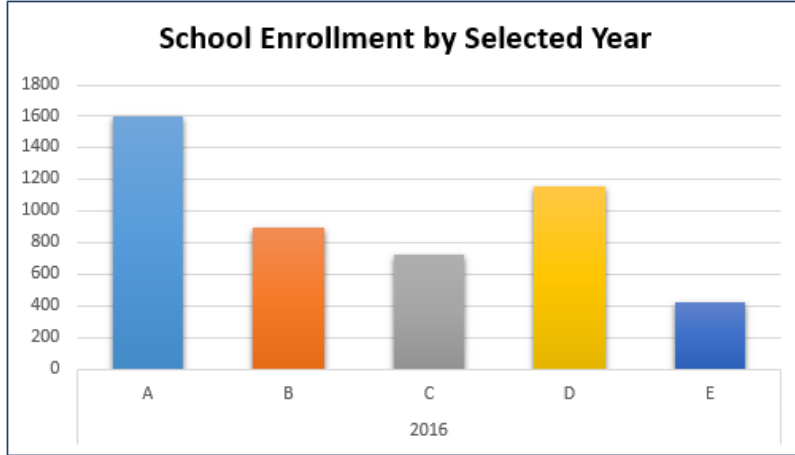
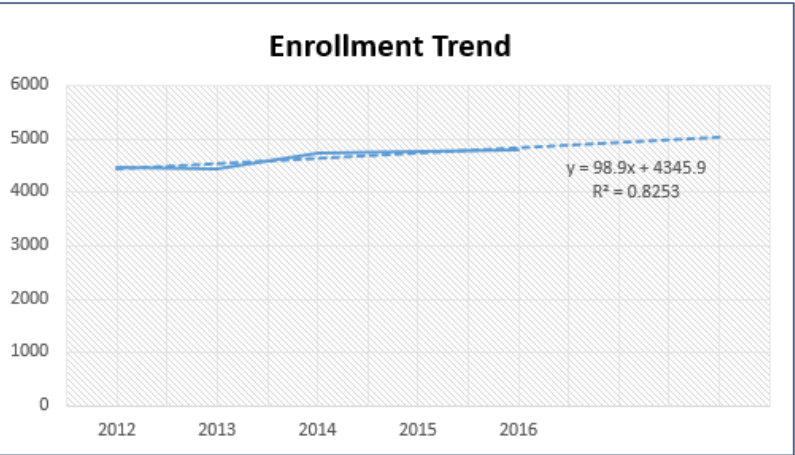
# Excel in Power BI



Power BI My Workspace

Excel Online

## Alphabet University Enrollment



### Academic Year

2012	2013	2014
2015	2016	

### Gender

Female	Male
--------	------

### School

A	B	C	D	E
---	---	---	---	---

### Academic Level

Graduate
Professional
Undergraduate

### Degree

BS	MS
----	----

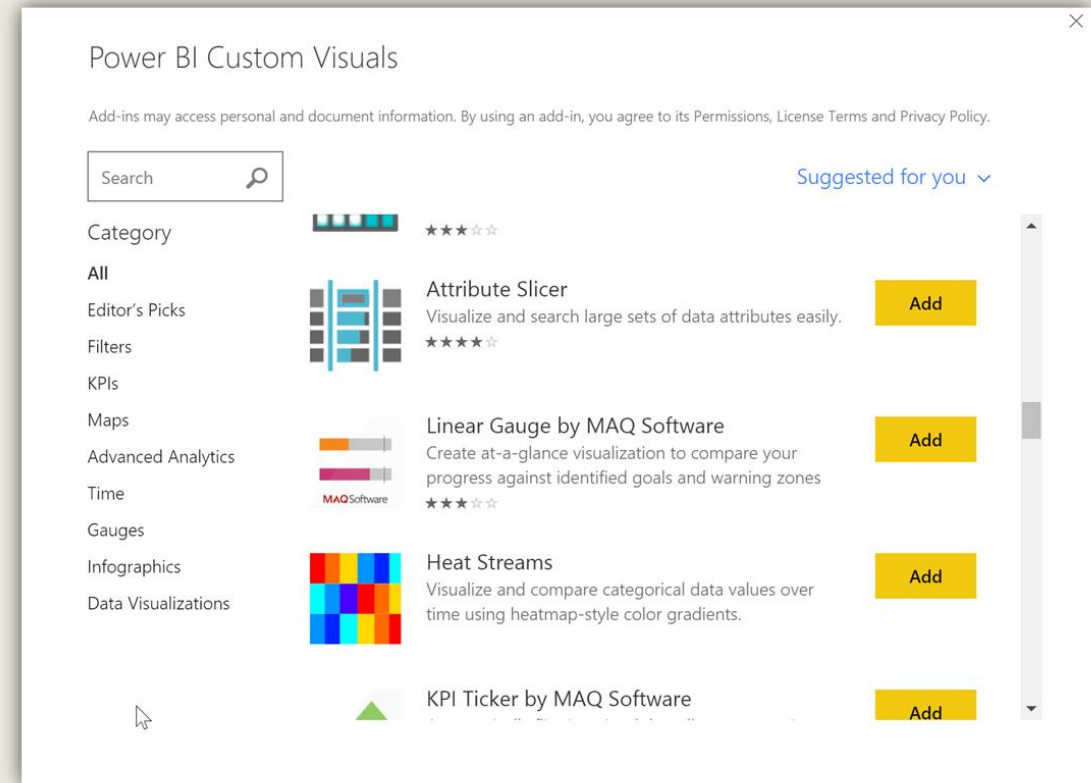
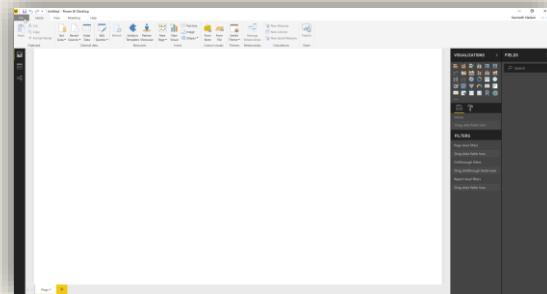
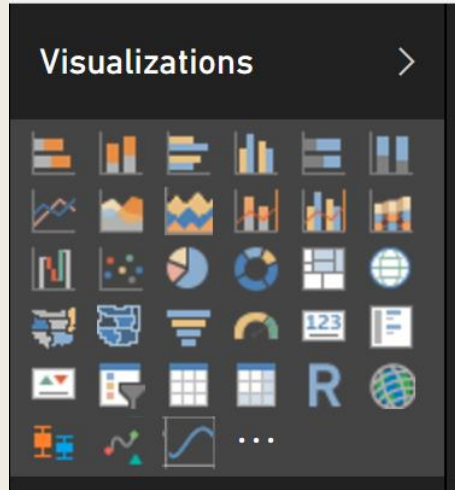
### Citizenship

- Argentina
- Armenia
- Austria
- Bangladesh
- Belarus
- Bermuda (UK)
- Brazil
- Cameroon
- Canada
- Chile

Slicers still work!

# Custom Visuals

## Compelling Reports - Actionable



# Strategic Directions

## *Actionable*

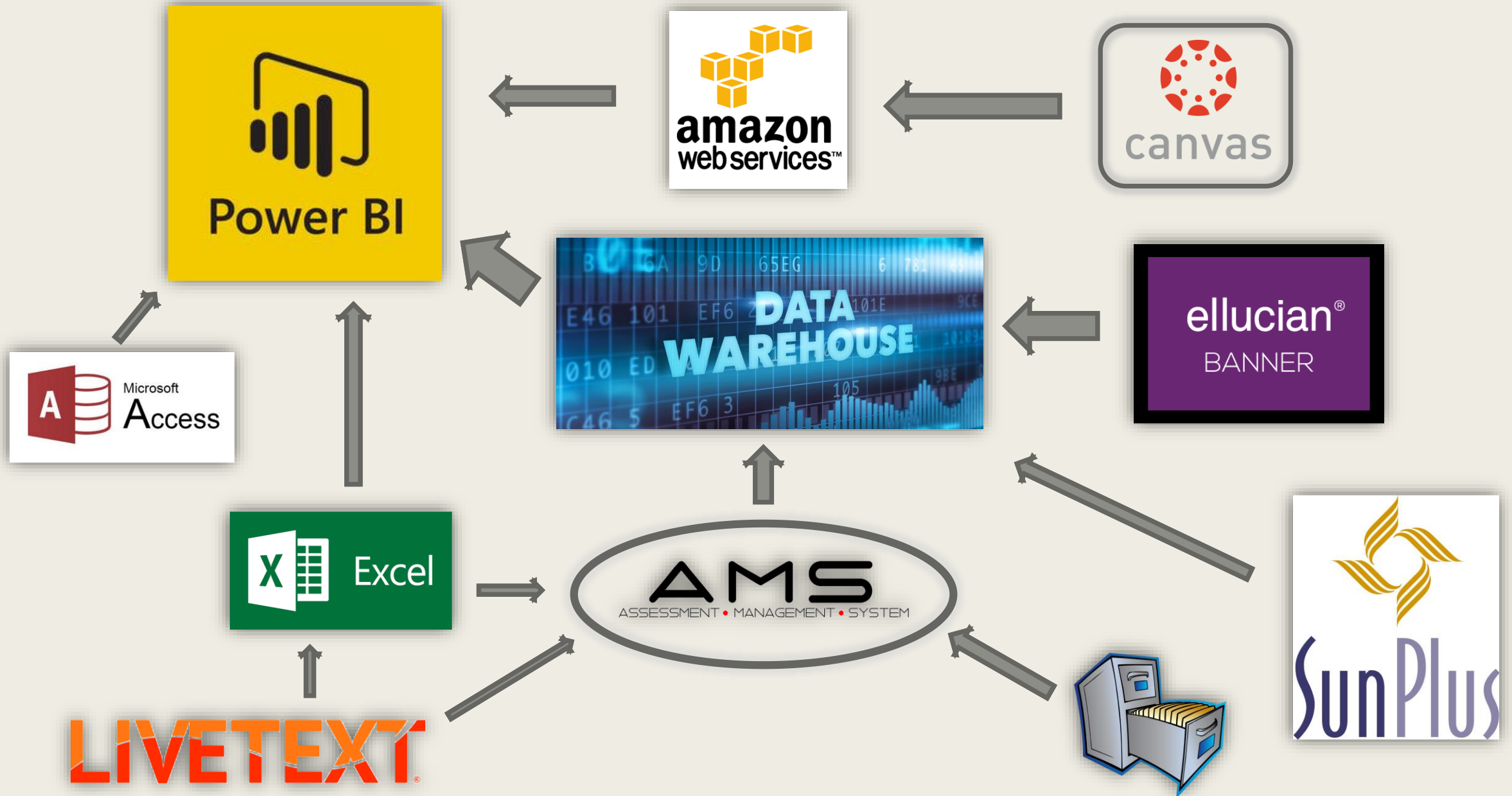


- Validation
- Intervention
- Forecasting

The discovery and communication of meaningful information that supports strategic decisions.



# Leveraging Power BI on Campus



# Academic Intelligence Dashboards



LOMA LINDA UNIVERSITY  
Office of Educational Effectiveness



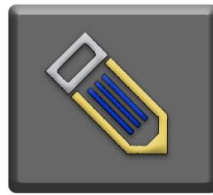
**Academics**



**Applications**



**Assessment**



**Enrollment**



**Faculty**



**Finance**



**Research**



**Success**



**Surveys**

# Inventory of Educational Effectiveness Indicators (IEEI)

## *Required by Regional Accreditor*

- Reaffirmation
- Seeking Initial Accreditation
- Mid-Cycle Review
- Interim Reports
- Six questions are asked
- Make available to WSCUC, site reviewers, general public



## School

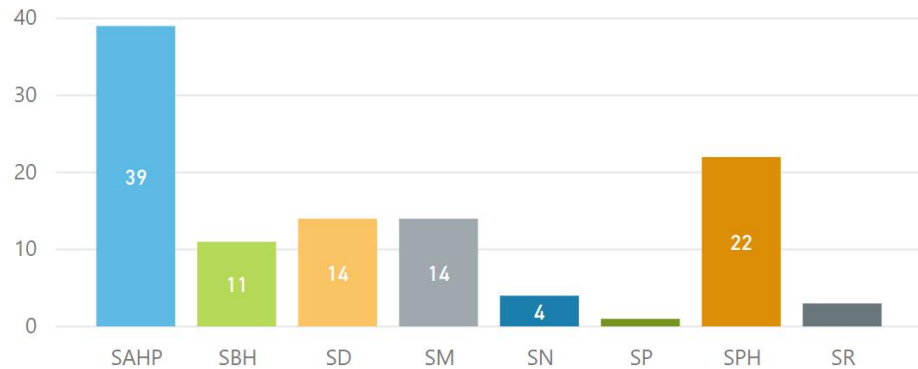
- SAHP
- SBH
- SD
- SM
- SN
- SP
- SPH
- SR

## Program

Select program - use eraser on right to clear selection

All

## Programs Reporting by School



## Search Evidence Indicator Use

Search

- Assess program fidelity / Compare to trends in similar doctoral programs within state and n...
- 1) Individual student review / 2) Remediation/Repetition where deemed appropriate / 3) Defici...
- 1. Individual student review process / 2. Remediation where appropriate / 3. Gaps and deficienc...
- 1. Students who do not pass PTAS 265 must repeat course. / 2. Reports of student performance...
- 1. An action plan is developed and reported annually to CoARC for any program outcome belo...
- 1. To monitor and meet program learning outcomes / 2. To address and be compliant with pro...
- 1. To monitor and meet program learning outcomes / 2. To address and be compliant with pro...
- Adjust curriculum to meet outcomes

## IEEI Narrative Cards by Program

level a change in our curriculum.

MS in Nutrition Care Management

**SAHP - MS in Nutrition Care Management**

JeJe Noval • May. 24, 2016

**IEEI Response Narrative**

**Have PLOs been established for this program?**  
Yes

**PLO location for this program -**  
In our assessment matrix.

**Data evidence includes -**  
Students have completed all of the courses in the program, which includes a capstone course and a portfolio course.

**Interpretive methods used -**  
The instructors of each course interprets the evidence.

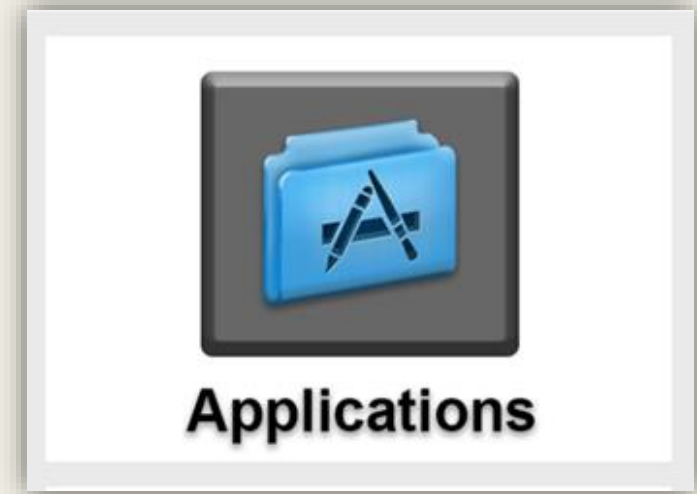
**MS in Nutrition Care Management uses the data for -**  
The findings are used to make adjustments in the course for improvement.

**The last program review was -**  
2015

- SBH - Ph D Social Policy and Social Research  
Larry Ortiz • Jun. 24, 2016  
**Effectiveness indicators provide -**  
Assess program fidelity / Compare to trends in similar
- SPH - DrPH Health Policy and Leadership  
Edward McField • Jun. 21, 2016  
**Effectiveness indicators provide -**  
Findings are used to
- SD - Oral and Maxillofacial Surgery  
Jayini Thakker, DDS MD • Jun. 3, 2016  
**Effectiveness indicators provide -**  
Findings are used to

# Application Metrics

- Current applications
- Trends
- Disaggregation
- Relative rates
- Demographics





LOMA LINDA UNIVERSITY

5/30/2017 4:31:06 PM

# Loma Linda University Application Metrics

Academic Year

# 2017

Use filters to narrow selection

## Acceptance Rate



[28.60%]

School  
All

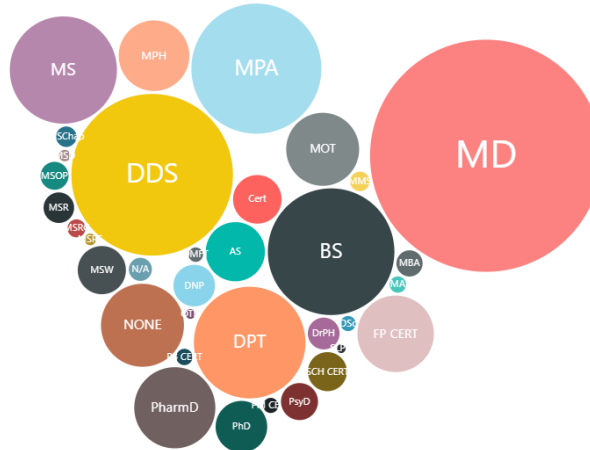
Department  
All

Program  
All

Academic Level  
All

Applications	Accepted	Registered
9,919	2,837	2,019

Relative Application Count by Degree



Degree Abbreviation  
All

School Year  
16-17

Term/Quarter  
All

## Yield (R/A)



[71.17%]

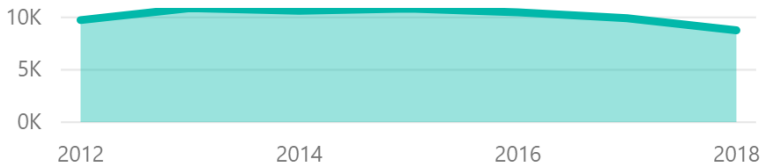
Gender  
All

Race/Ethnicity  
All

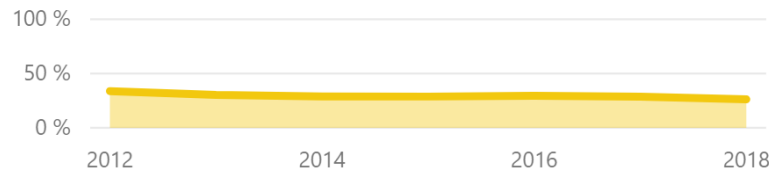
Campus  
All

Faith  
All

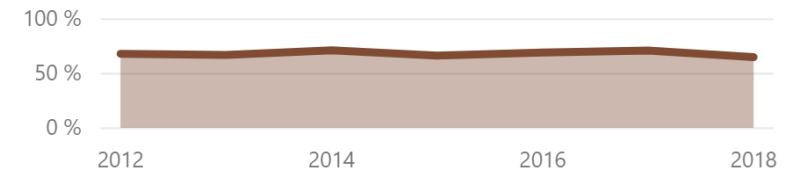
## Application Trend



## Acceptance Rate Trend



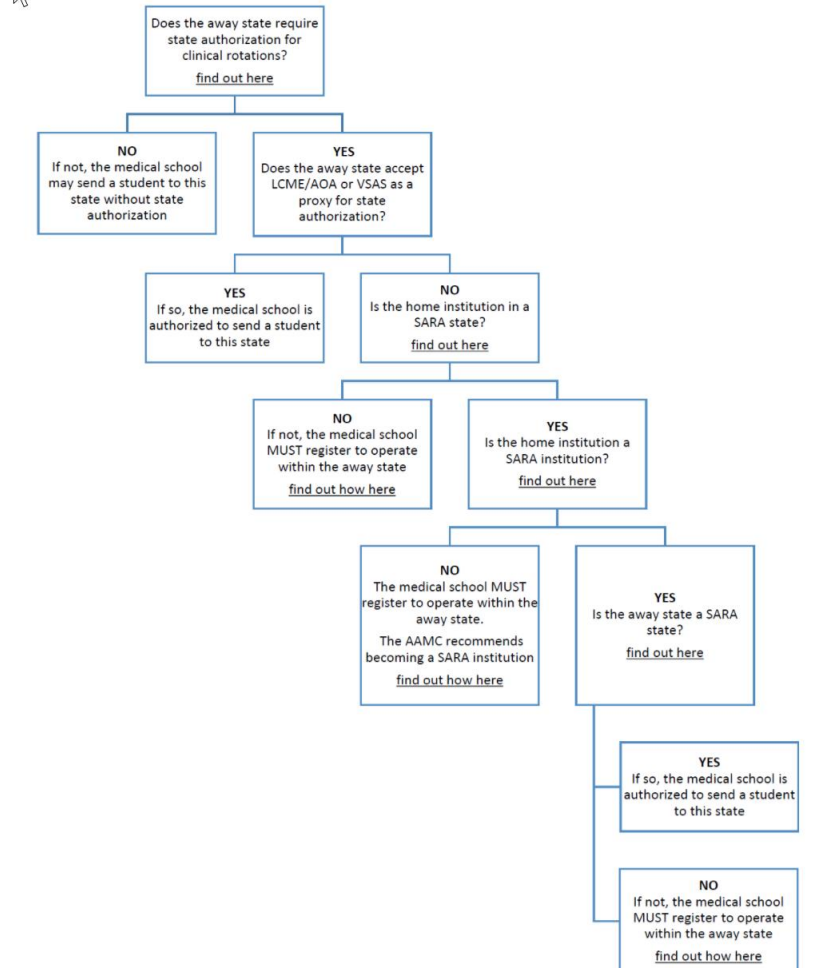
## Yield Trend



# State Authorizations for Clinicals and Practicums

- Association of American Medical Colleges (AAMC) has released information on state authorization requirements
- AAMC provided a workflow to ensure compliance
- Need to identify risk

**Steps to Ensure Medical School Compliance with State Authorization:** For U.S. medical schools sending their students to other states for clinical rotations, the medical school must review state authorization compliance in every state that your medical students will attend a clinical rotation.

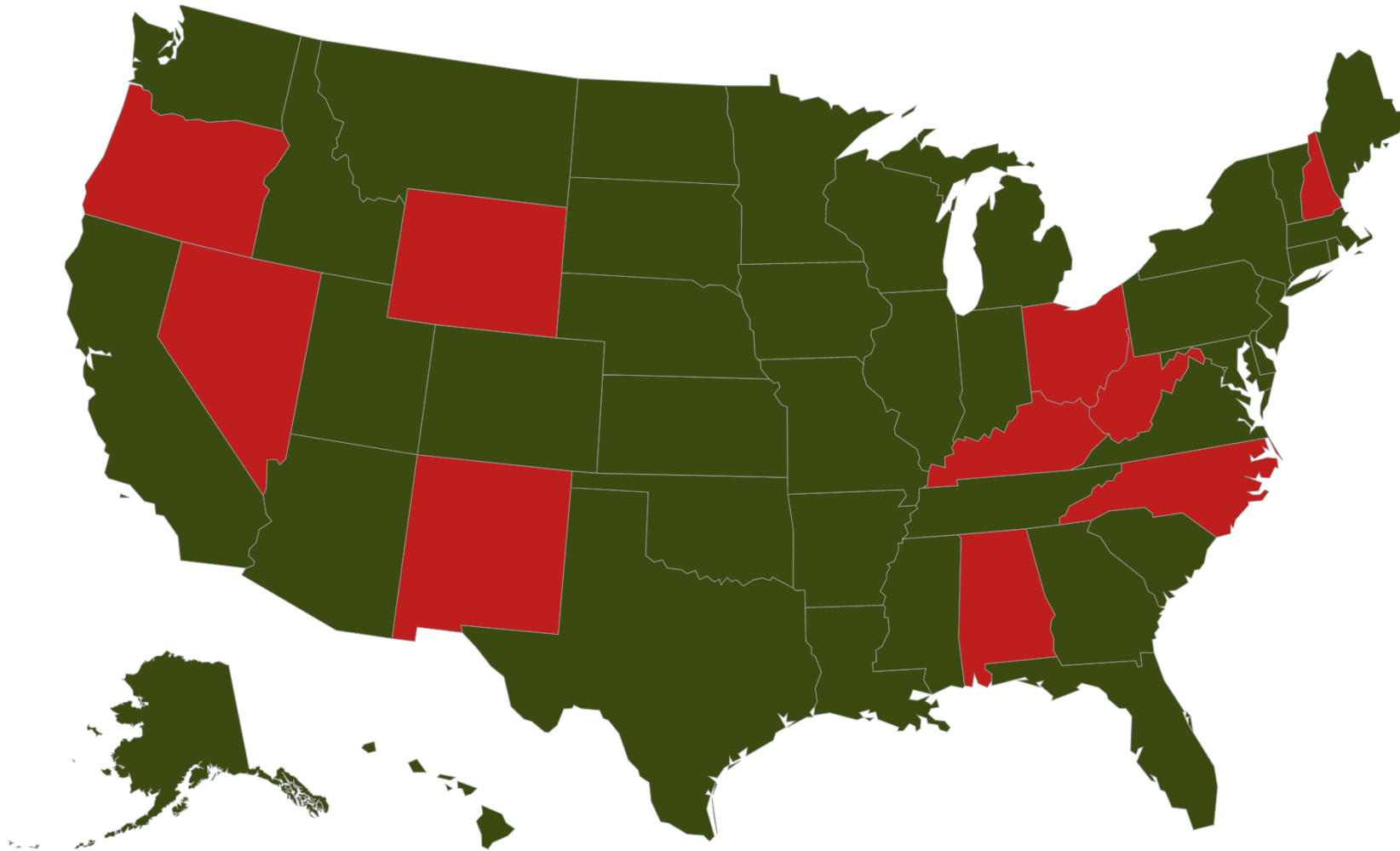




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*A Seventh-day Adventist Organization*

# AAMC Compiled List of States Requiring Authorization

Status as of 2016 - Red States Require Authorization







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# School of Allied Health Professions - Clinical Sites

Locations

2,112

Narrow selection by using drop down filters below

Select Department - Eraser on right to clear

All

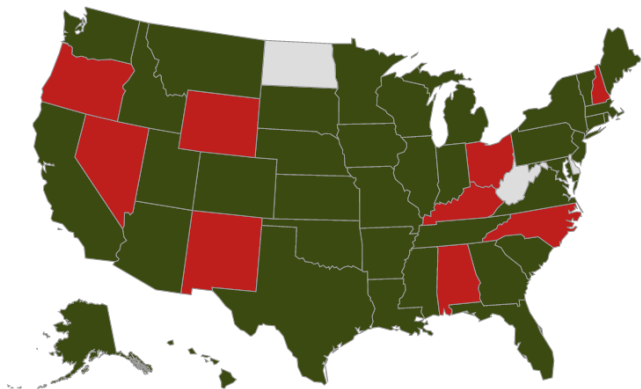
Select Location - Eraser on right to clear

All

Select Coordinator - Eraser on right to clear

All

Locations by State and Authorization Requirement - Click a State



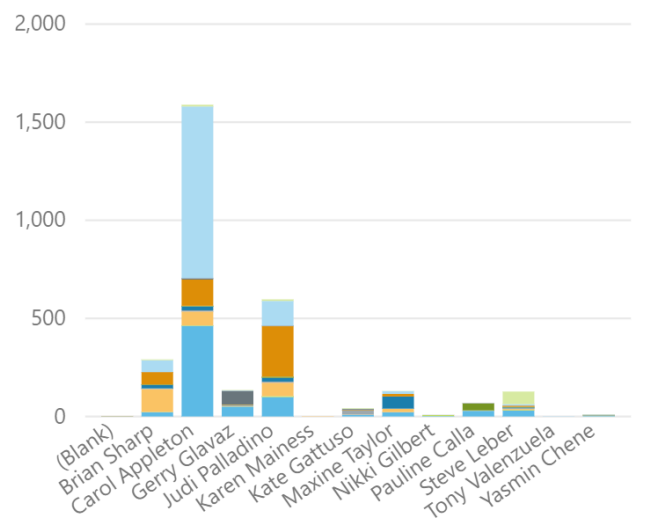
Red States Require Authorization (AAMC list)

Contract Location Cards - Click to expand

Radiologic Technology  
Banner Health, NV  
Education Affiliation Agreement

Radiologic Technology  
Barstow Regional Medical Center, FL  
Contract for Clinical and Instructional Programs

Contracts by Coordinator



Contracts by Department and State

**Physical Therapy**

- **613** CA
- **64** WA
- **46** OR
- **34** TX
- Other (40+) More

**All**

- **604** CA
- **55** WA
- **30** OR

NV

**Radiologic Technology** ✕

Banner Health, NV

**Contract:**  
Education Affiliation Agreement

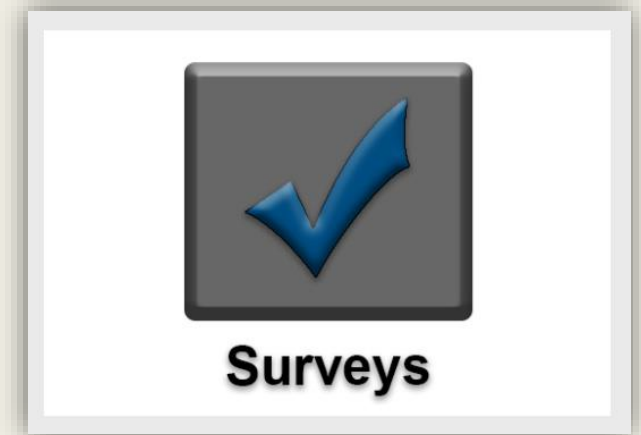
**Facility:**  
Banner Health

**Facility Location:**  
801 E. Williams Ave., Fallon, NV 89406

**Facility Contact:**  
Toni D. West-Guillen

# Surveys

- Mixed formats
- Varied sources
- Post-processing probably required
- Diverse stakeholders





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# Loma Linda University Graduating Student Exit Survey

Graduates  
6497

Students Surveyed  
2937

LLU provided me with a quality education.

I was positively influenced by LLU's mission, purpose, and values.

I understand the importance of maintaining balance in my life.

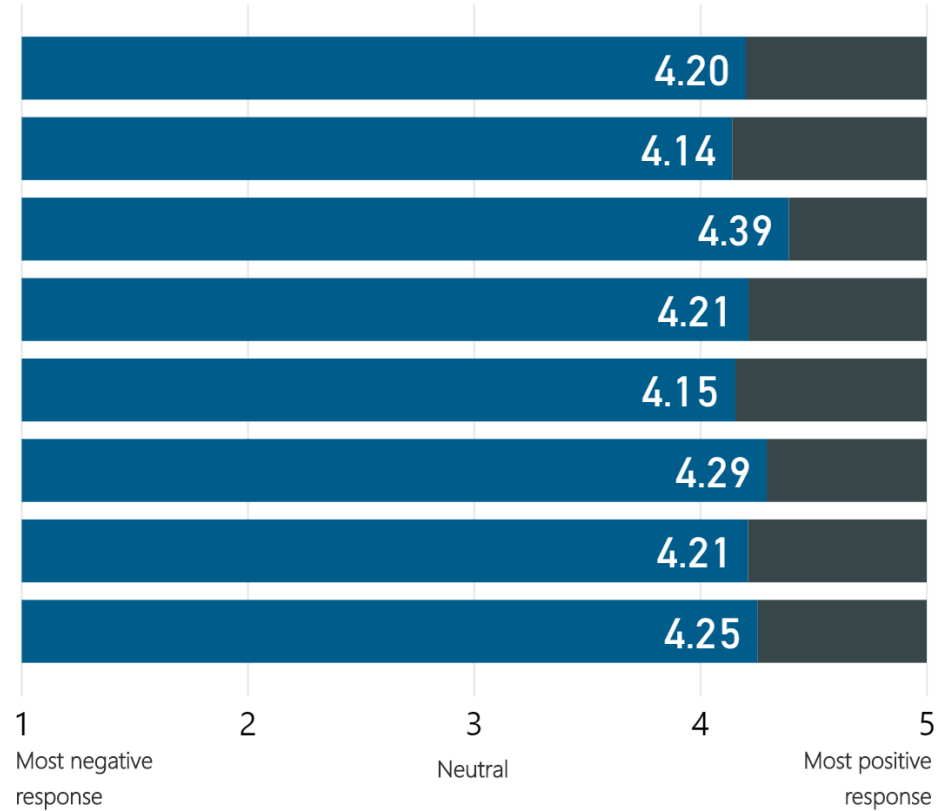
Rate your ability to function as a member of a team.

I felt respected by LLU faculty.

Overall rating of entire experience at LLU.

I would recommend my school, program, and degree to my friends.

Overall how would you rate your school's faculty?



**School**

SAHP SBH  
SD SM  
SN SP  
SPH SR

**Academic Level**

UG PF GR

**Academic Year**

2017 2016  
2015 2014  
2013

**Gender**

F M

**SDA**

Y N (Bl...)

Overall Average Score - Likert Scale



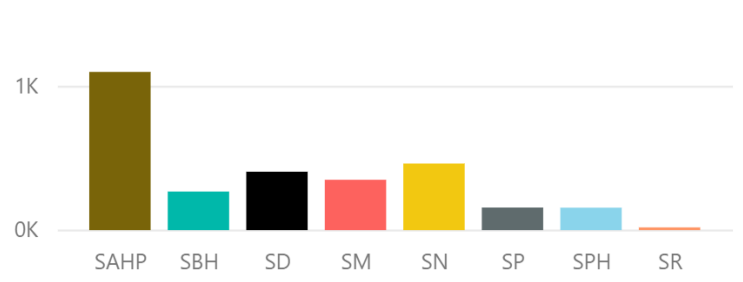
Program

- Search
- Dental Hygiene, AS, off-campus (Palm Dese...)
  - Dental Hygiene, AS, off-campus (Palm Dese...)
  - Dental Hygiene, BS
  - Dentistry, DDS
  - Dentistry/Intern'l Dentist Prg, DDS
  - Diagnostic Cardiac Sonography, Cert
  - Diagnostic Medical Sonography, Cert
  - Earth Science, PhD
  - Emergency Medical Care, BS
  - Endodontics (27-month Track) ED CERT

Race/Ethnicity

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic
- Multiple Races
- Native Hawaiian or Other Pacific Islander
- Nonresident Alien
- White

Students Surveyed by School





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# Loma Linda University Graduate Exit Survey

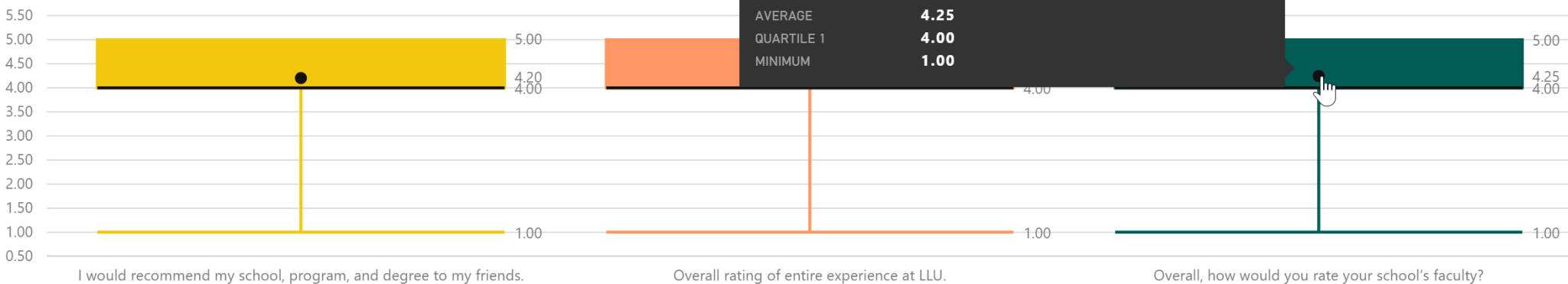
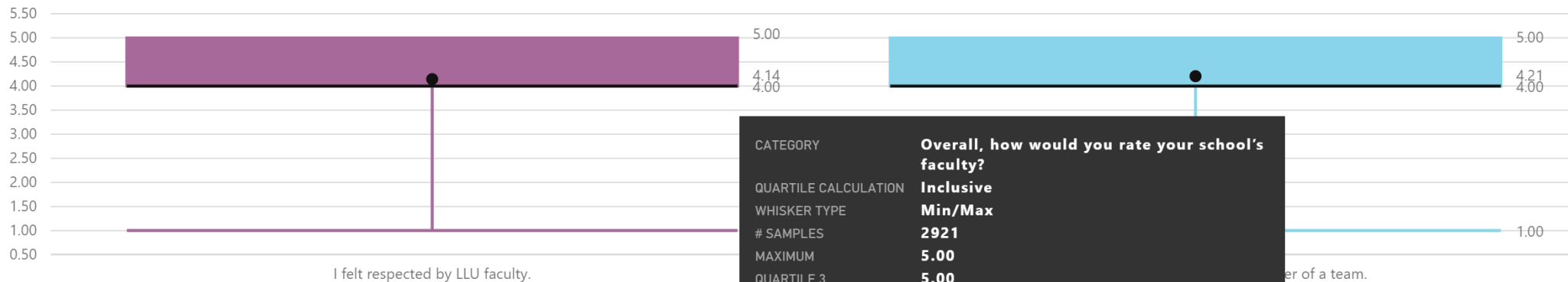
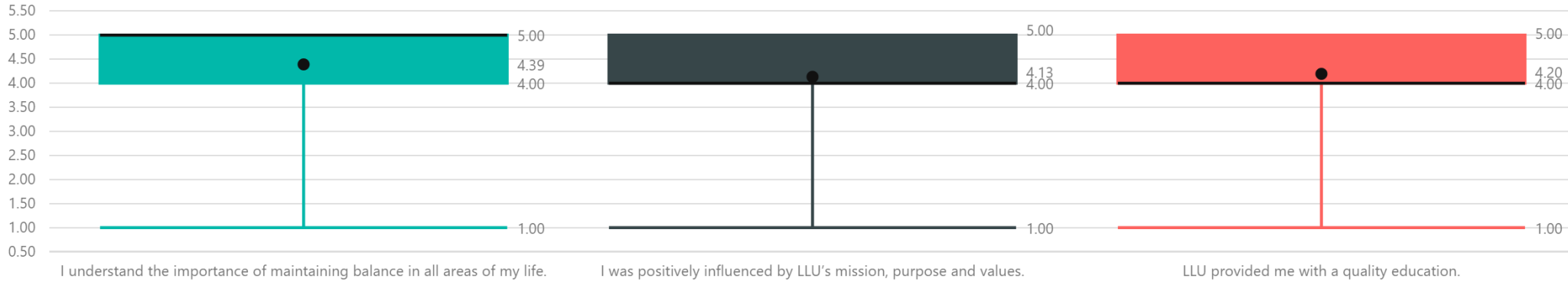
Graduates

6497

Students Surveyed

2937

## Box and Whisker Chart



**Overall, how would you rate your school's faculty?**

**Inclusive**

**Min/Max**

**# SAMPLES**  
2921

**MAXIMUM**  
5.00

**QUARTILE 3**  
5.00

**MEDIAN**  
4.00

**AVERAGE**  
4.25

**QUARTILE 1**  
4.00

**MINIMUM**  
1.00

### School

- 
- 
- 
- 
- 
- 
- 
- 

### Academic Level

- 
- 
- 

### Academic Year

- 
- 
- 
- 
- 

### Gender

- 
- 

### SDA

- 
- 
- 

### Race/Ethnicity

- 

### Program

-

Category

- 
- 
- 
- 
- 

Occupation

- 
- 
- 
- 

Search Responses

Every workshop I took was top notch. Knowledgea...

1. Being at LLU. It creates an atmosphere of learnin...

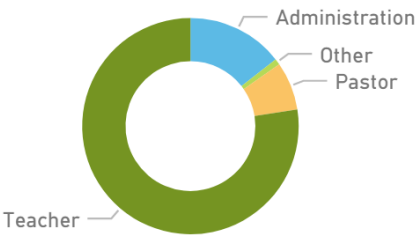
Academic challenge

Academic challenges to try new technology

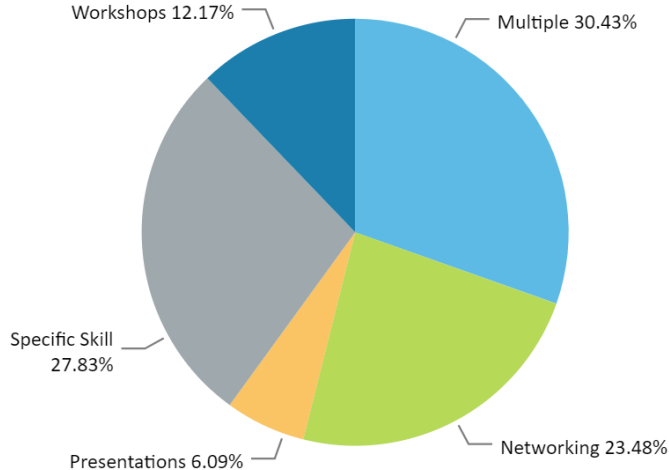
Affirmation of appreciation about the teaching prof...

Applicable to me right now so I can put into practic...

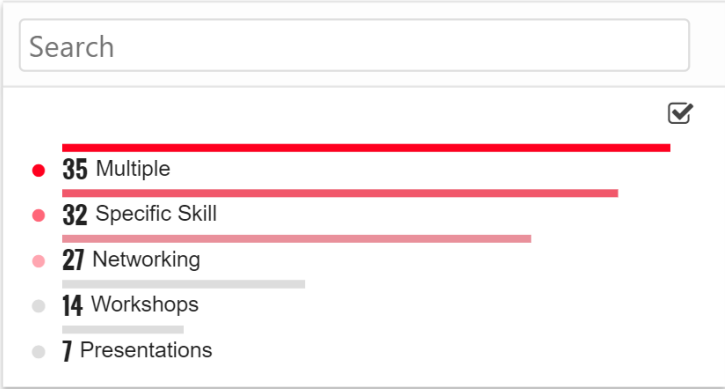
Occupation



Response Categories



Response Count and Categories



Survey Responses - Click Individual Card to Expand

**Multiple Teacher**

The iPad seminar, networking with other teachers and the hands on activities

**Networking**

Computer Technology-Elementary

Networking and support

**Teacher**

**Multiple Teacher**

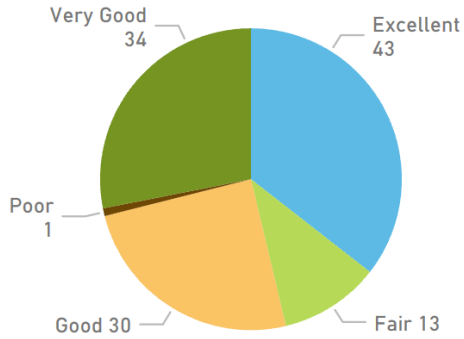
**What was MOST VALUABLE to you about the conference?**  
 The iPad seminar, networking with other teachers and the hands on activities

**How will you use what you have learned at EXSEED?**  
 I will connect with teachers that I met. I will continue creating and trying out new PBL lesson plans to implement in the classroom.

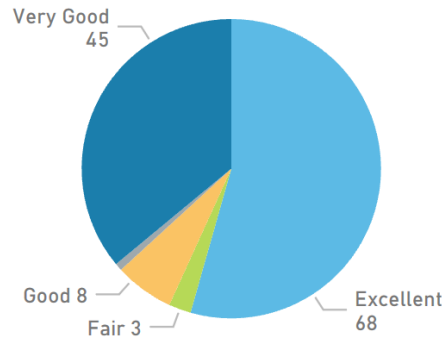
**What are other topic(s) would you like to see addressed at our next EXSEED conference?**  
 Graphic design, integrating art into STEM, applying Bloom's taxonomy to STEM, meeting special needs (gifted students, students with trauma, low achieving students) needs

**What could be improved about the conference?**

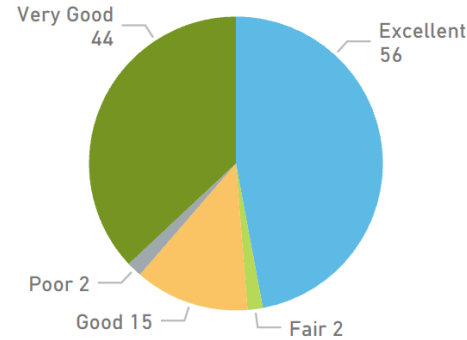
Food and Beverages



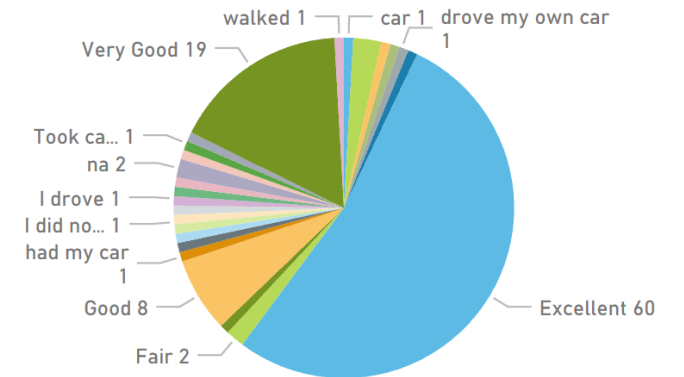
Quality of Plenaries and Presentations



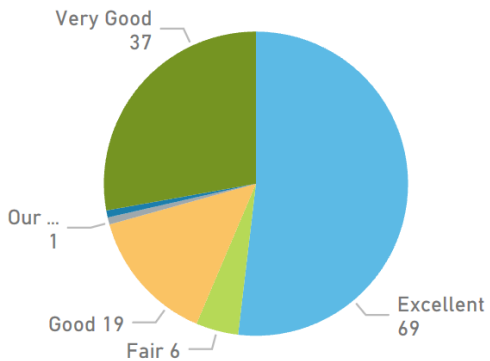
Website and Information Available Online



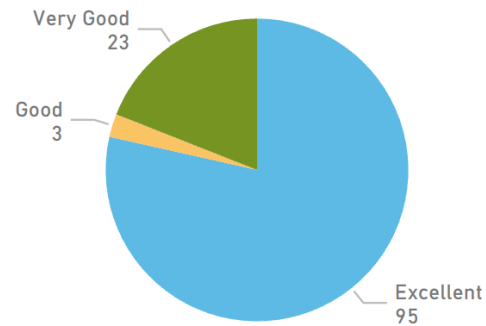
Transportation



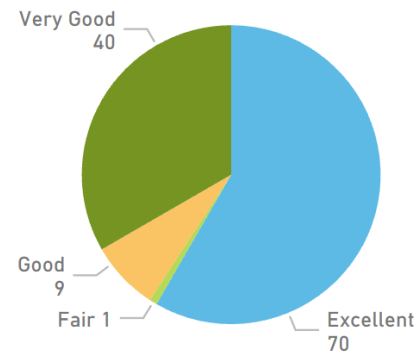
Registration Process



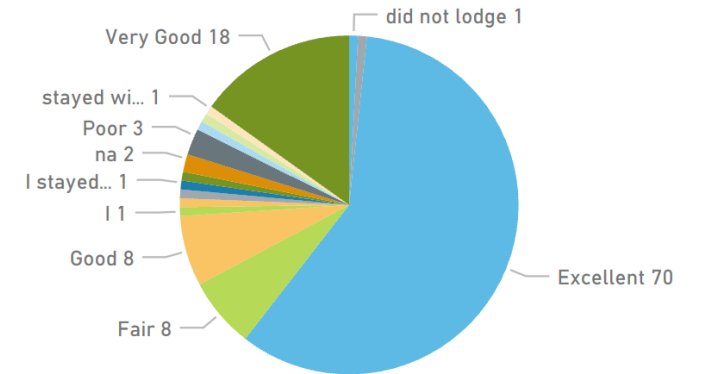
Conference Venue and Facilities



Workshops



Lodging



# Academics – Grade Submissions

- Eight schools
- Four quarters
- Non-term courses
- Progress reports
- Instructor load
- Opportunity to encourage near deadline





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# Grade Submission Status - Current Term

Last Update

9/8/2017 4:54:01 AM

## Courses by School and Submission Status

School	Department	Course	CRN	Grades Due	Submitted	Instructor
SAHP	Cardiopulmonary Sciences	12-LEAD ECG INTERPRETATION	10185	9/7/17	Y	
SN	Nursing - Undergraduate	ADULT HEALTH NURSING II	10969	9/7/17	Y	
SN	Nursing - Graduate	ADULT-GERO:CNS CLINICAL PRAC	10935	9/7/17	Y	
SAHP	Cardiopulmonary Sciences	ADV CLINICAL PRACTICE II	10655	9/7/17	Y	
SAHP	Physical Therapy	ADV CLINICAL PRACTICE II	11194	7/7/17	Y	
SN	Nursing - Graduate	ADV CLINICL PATHOPHYSIOLOGY	11360	9/7/17	Y	
SAHP	Cardiopulmonary Sciences	ADV CONCEPTS CRITICL CARE II	11370	9/7/17	Y	
SAHP	Radiation Technology	ADV IN TECH: EDU & MGRL ISSUES	10243	9/7/17	Y	

## Percent Submitted

92.45%

## Courses

477

## Grades Submitted

441

## - IMPORTANT - Select Grade Due Dates

6/28/2017 9/7/2017

## Select School

SAHP SBH SD SM  
SN SP SPH SR

## Select Term

201801

## Courses with Incompletes

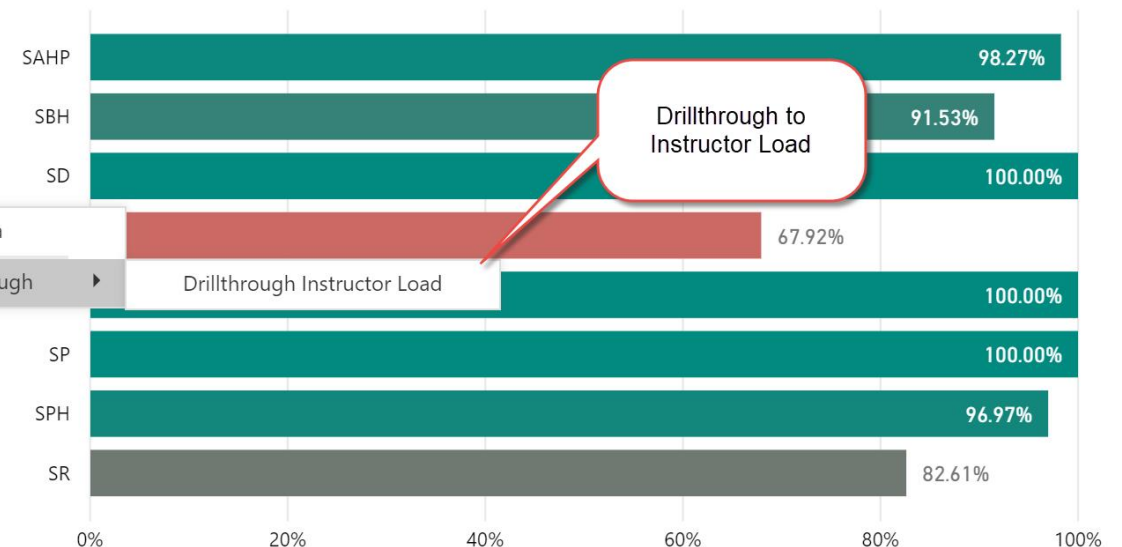
7



## Courses Where Grades Have Not Been Submitted - With Drillthrough by Instructor Name

School	Department	Course	CRN	Grades Due	Submitted	Instructor
SBH	Social Work & Social Ecology	ADV PROF PRACTICUM & SEMINAR	10158	9/7/17	N	
SBH	Social Work & Social Ecology	ADV PROF PRACTICUM & SEMINAR	10167	9/7/17	N	
SBH	Social Work & Social Ecology	ADVANCED RESEARCH METHODS	10593	9/6/17	N	
SBH	Social Work & Social Ecology	ADVANCED RESEARCH METHODS	10594	9/6/17	N	
SPH	School of Public Health	APPLIED RESEARCH	11418	9/7/17	N	
SAHP	Allied Health Studies	CAPSTONE PROJ HEALTH ED II	10898	9/7/17	N	
SR	Religion - Ethical Studies	CHRISTIAN ETHICS & HEALTH CARE	11251	9/7/17	N	
SM	Pathology and Human Anatomy	CLINICAL LAB MANAGEMENT	10998	9/7/17	N	

## Percent Submitted - With Drill Down to Department and Course







# Current Teaching Load - Selected Instructor

Instructor Selected: XXXXXXXXXX

Department	Instructor	Course Title	Course ID	CRN	Campus	Grade Submitted	Census Count	Current Students	Course Units	Total Units
Social Work & Social Ecology	XXXXXXXXXX	ADV PROF PRACTICUM & SEMINAR	CRMJ 787-1	10158	Loma Linda	N	3	3	4.0	12.0
Social Work & Social Ecology		ADV PROF PRACTICUM & SEMINAR	GERO 787-1	10167	Loma Linda	N	1	1	4.0	4.0
Social Work & Social Ecology		ADV PROF PRACTICUM & SEMINAR	SOWK 787B-1	10419	Loma Linda	Y	1	1	4.0	4.0
Social Work & Social Ecology		ADV PROF PRACTICUM & SEMINAR	SOWK 787C-1	10420	Loma Linda	Y	1	1	4.0	4.0
Social Work & Social Ecology		FIELD ORIENTATION	SOWK 578-1	10040	Loma Linda	Y	9	9	0.0	0.0
Social Work & Social Ecology		INTEGR GENERALIST PRAC/SEM	SOWK 678-1	10038	Loma Linda	Y	6	9	2.0	18.0
<b>Total</b>							<b>21</b>	<b>24</b>	<b>18.0</b>	<b>42.0</b>

Students

21

Courses

6

Grades Submitted

4

Select School

SBH

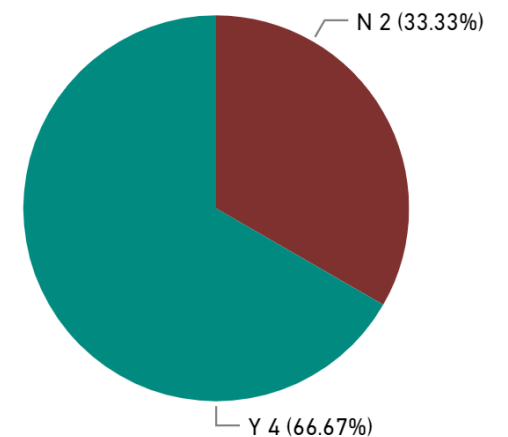
Select Term

201801

201802

Grades Submitted Ratio

Grades Submitted ● N ● Y



# Assessment

- Multiple sources
- Variable data type
- Compliance
- Goal oriented
- “Closing the Loop”

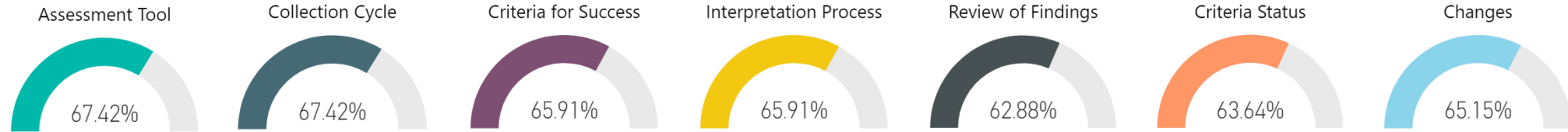


***Standard 2: Achieving Educational Objectives Through Core Functions***  
*“The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.”*



# Program Review ILO/PILO Analysis

## Participation – Percent of Programs Filing - By Category



- Filter Selections Below to Narrow Status

**Assessment Year**

2017 2016 2015 2014  
2013 2012 2011 2010

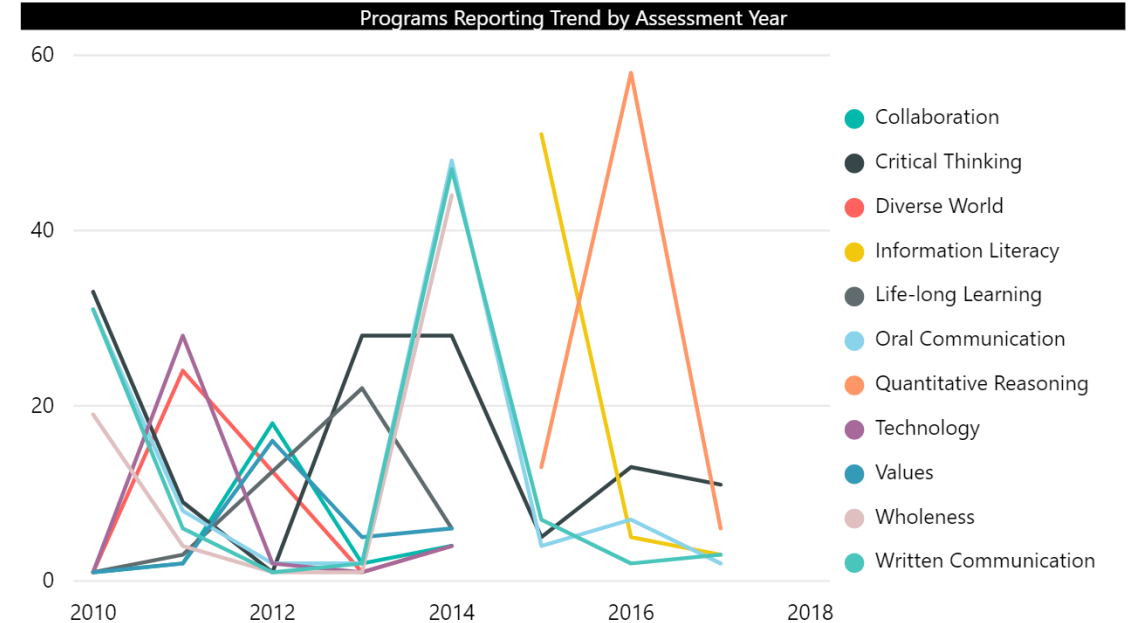
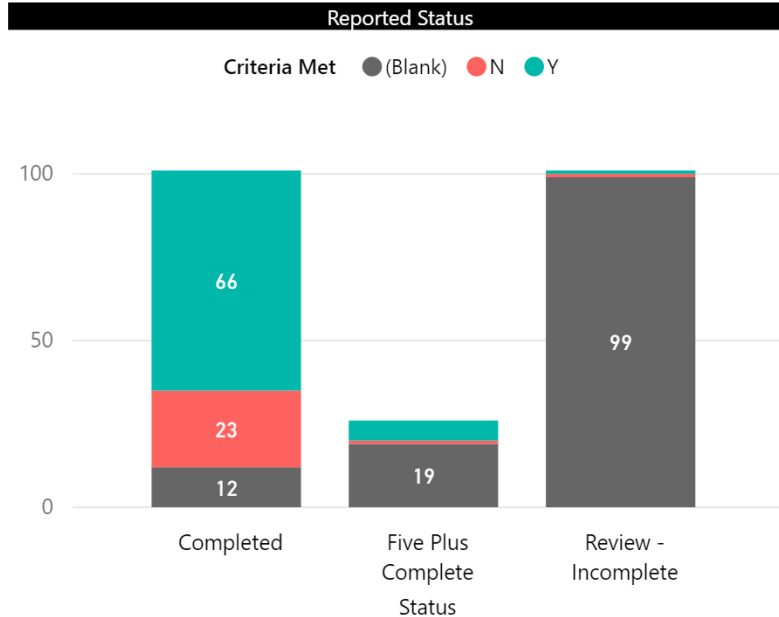
**Criteria Met**

(Blank) N Y

**School**

SAHP SBH SD SM SN SP SPH SR

- Reported ILO/PILO**
- Collaboration
  - Critical Thinking
  - Diverse World
  - Information Literacy
  - Life-long Learning
  - Oral Communication
  - Quantitative Reasoning
  - Technology
  - Wholeness
  - Written Communication



# ILO Response by Attribute

Programs Responding

43

Programs Reporting a Criteria Not Met

13

**Attribute**

- Assessment Process
- Assessment Tools
- Criteria For Success
- Criteria Status
- Data Collection Cycle
- Findings
- Program Changes
- Rubric Used

**ILO**

- Select All
- Collaboration
- Critical Thinking
- Diverse World
- Information Literacy
- Life-long Learning

**Assessment Year**

- 
- 

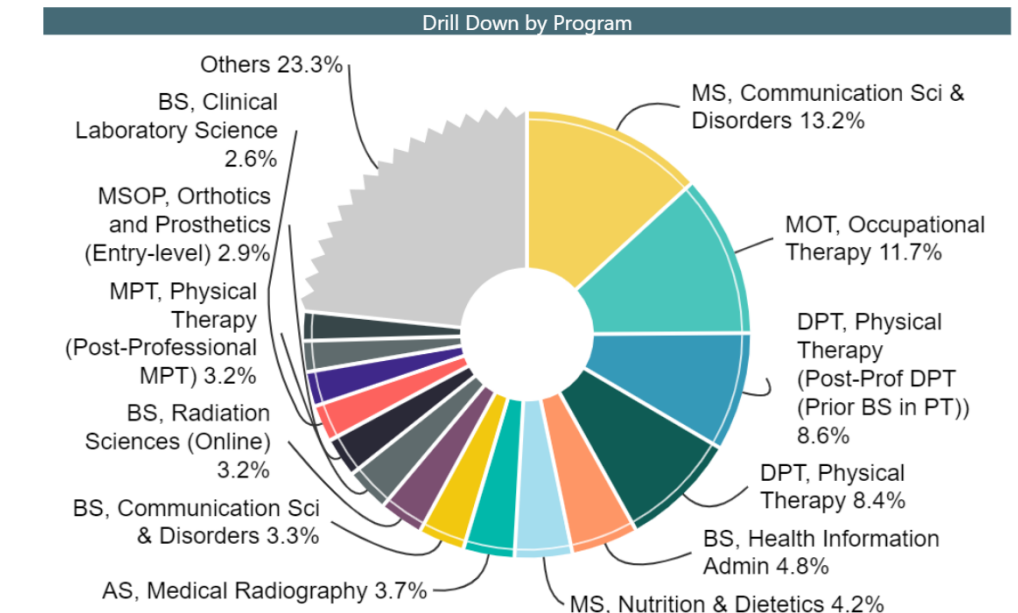
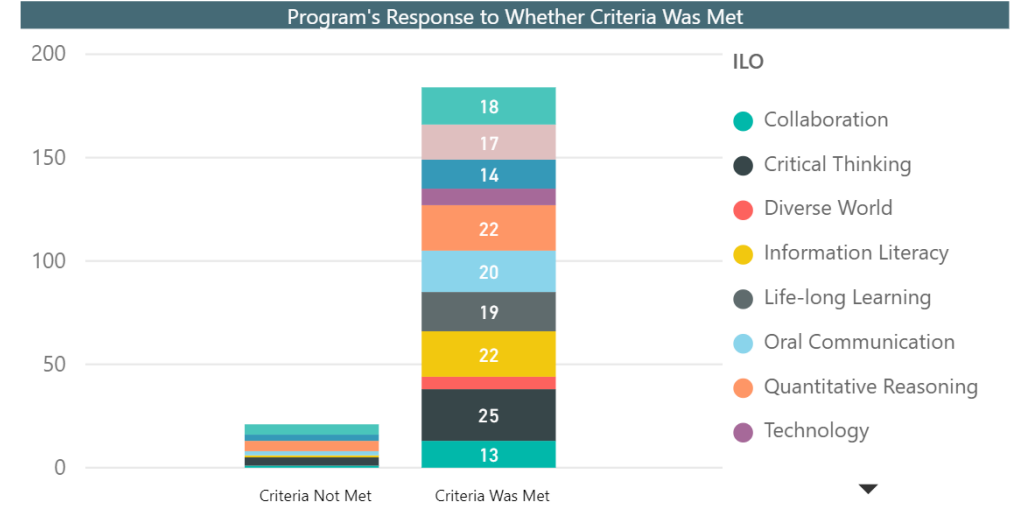
**School**

- 
- 
- 

**Attribute Completion Status**

- Items Left Blank
- Total Responses

Program	Items Left Blank	Total Responses
AS, Cardiac Electrophysiology Tech		32
Critical Thinking		16
Information Literacy		14
Written Communication		2
AS, Medical Radiography		182
Collaboration		14
Critical Thinking		14
Diverse World		22
Information Literacy		24
Life-long Learning		14
Oral Communication		14
Quantitative Reasoning		14
Technology		22
Values		16
Wholeness		14
Written Communication		14
AS, Physical Therapist Assistant		104
Collaboration		8
Critical Thinking		23
Diverse World		8
Information Literacy		7
Life-long Learning		8
Oral Communication		7
Quantitative Reasoning		7
Technology		8
Values		8
Wholeness		9
Written Communication		11
BS, Adv Practice Respiratory Care		42
Critical Thinking		21
Life-long Learning		21
BS, Adv Practitioner Resp Care (Graduate/LLU Saudi Arabia Prgm)	3	
Critical Thinking	3	
<b>Total</b>	<b>112</b>	<b>4795</b>



## Issue Category

- Accomplishments
- Alumni
- Assessment
- Collaboration
- Curricula
- Faculty
- Inst. Alignment
- Other
- Prof. Alignment
- Resources
- Satisfaction
- Societal Alignment
- Students

## Academic Year

- Academic Year
- 2017
  - 2016
  - 2015
  - 2014

## Issues by School and Program

Search

**SR**

- 20 MA, Bioethics
- 9 MSChap, Chaplaincy

**SN**

- 14 BS, Nursing
- 9 PhD, Nursing
- 5 MS, Nursing
- 3 DNP, Nursing

cn

## Issues, Goals, and Action Plans

**In Progress, Issue ID #640**  
Curricula • Sep. 21, 2017

The proposed curriculum has been developed and sent to the BRN for approval. Response should be sometime in November/December.

**This action is in response to:** SN will move forward with a major curriculum overhaul built on AACN Essentials and QSEN as a traditional curriculum but weave in

**In Progress, Issue ID #668**  
Curricula • Aug. 30, 2017

Develop core classes and rubrics.

**This action is in response to:** New core classes developed. Rubrics created for all learning outcomes.

**This issue was identified by:** SPH, CEPH, and LLU

**The issue goal is:** No action plan based on previous

**In Progress, Issue ID #658**  
Other • Aug. 24, 2017

The faculty are presently working on modifying questions on the comprehensive exam to include this assessment into the exam

**This action is in response to:** It was recommended by the committee that the qualitative comprehensive exam be modified to include this PLC starting with its next

## Current Issue

Search

The core area of health services administration should have more focus on management skills in the course,...

The culminating activity needs to be standardized for MPH students. The school needs to be able to assess ...

The program needs to further standardize the practicum process to ensure quality placements for all studen...

1. Verifying candidate contact hours with diverse populations 2. Consistent evaluation of candidate's skill ac...

1. Need to increase the students success rate of obtaining and completing their clinical internship (600 hour...

A campus writing center is needed with resources for international and other students for whom English is n...

A shift to combining the University and the direct healthcare entities has resulted in difficulties maintaining c...

AAC&U research shows higher assessment value, advisement, learning, and career outcomes with ePortfolio ...

Accreditation agency mandated a reduction in total number of clinical education hours to maximum of 720 ...

Adding additional child development courses to the child life program curriculum that focus on infant and t...

DrPH, Health Policy and Leadership

**In Progress, Issue ID #668**

Curricula • Aug. 30, 2017

Develop core classes and rubrics.

**This action is in response to:** New core classes developed. Rubrics created for all learning outcomes.

**This issue was identified by:** SPH, CEPH, and LLU

**The issue goal is:** No action plan based on previous program assessment. However, substantial changes to curriculum are currently underway in response to new criteria from accrediting body, Council on Education for Public Health (CEPH). Under the new scheme it is anticipated that regardless of program, more than half of DrPH units will be provided through a core curriculum for all DrPH students.

# Reporting

## *Council of Graduate Schools*

- Annual report
- Requires four categories – Final Applicants, Offers of Admission, First-Time Enrollment, and Total Enrollment Fall Term
- Regions and selected countries
- Administered by CGS via a Qualtrics survey

<http://cgsnet.org/ckfinder/userfiles/files/2017CGSIntlGradAdmissionsSurveySampleInstrument.pdf>

### Final Applicants

Residency	M&C	Doc	Total
Non-U.S. Citizens	129	60	<b>188</b>
U.S. Citizens & Permanent Residents	1411	152	<b>1562</b>
<b>Total</b>	<b>1540</b>	<b>212</b>	<b>1750</b>

### Final Applicants

Region	M&C	Doc	Total
Asia	53	15	<b>68</b>
Canada	12	2	<b>14</b>
Europe	5	1	<b>6</b>
Latin America & Caribbean	15	13	<b>28</b>
Middle East and North Africa	30	18	<b>48</b>
Oceania	2		<b>2</b>
Sub-Saharan Africa	12	11	<b>22</b>
<b>Total</b>	<b>129</b>	<b>60</b>	<b>188</b>

### Final Applicants

Selected Countries	M&C	Doc	Total
Brazil	1	1	<b>2</b>
China, Peoples Republic of	8	3	<b>11</b>
India	18	5	<b>23</b>
Iran	4	2	<b>6</b>
Japan	1		<b>1</b>
Korea, Republic of	12	2	<b>14</b>
Mexico	6	1	<b>7</b>
Saudi Arabia	24	10	<b>34</b>
Taiwan	2		<b>2</b>
<b>Total</b>	<b>76</b>	<b>24</b>	<b>100</b>

### Final Applicants

CGS Taxonomy	M&C	Doc	Total
Biological & Agricultural Sciences	17	26	<b>43</b>
Education	8		<b>8</b>
Health Sciences	104	28	<b>132</b>
Public Administration & Services	1		<b>1</b>
Social & Behavioral Sciences		4	<b>4</b>
<b>Total</b>	<b>129</b>	<b>60</b>	<b>188</b>

### Offers of Admission

Residency	M&C	Doc	Total
Non-U.S. Citizens	44	15	<b>59</b>
U.S. Citizens & Permanent Residents	361	100	<b>461</b>
<b>Total</b>	<b>405</b>	<b>115</b>	<b>520</b>

### Offers of Admission

Region	M&C	Doc	Total
Asia	20	2	<b>22</b>
Canada	4	2	<b>6</b>
Europe	1	0	<b>1</b>
Latin America & Caribbean	7	2	<b>9</b>
Middle East and North Africa	9	5	<b>14</b>
Oceania	0		<b>0</b>
Sub-Saharan Africa	3	4	<b>7</b>
<b>Total</b>	<b>44</b>	<b>15</b>	<b>59</b>

### Offers of Admission

Selected Countries	M&C	Doc	Total
Brazil	0	0	<b>0</b>
China, Peoples Republic of	3	0	<b>3</b>
India	11	1	<b>12</b>
Iran	0	1	<b>1</b>
Japan	0		<b>0</b>
Korea, Republic of	2	0	<b>2</b>
Mexico	2	0	<b>2</b>
Saudi Arabia	8	3	<b>11</b>
Taiwan	0		<b>0</b>
<b>Total</b>	<b>26</b>	<b>5</b>	<b>31</b>

### Offers of Admission

CGS Taxonomy	M&C	Doc	Total
Biological & Agricultural Sciences	11	4	<b>15</b>
Education	2		<b>2</b>
Health Sciences	31	10	<b>41</b>
Public Administration & Services	0		<b>0</b>
Social & Behavioral Sciences		1	<b>1</b>
<b>Total</b>	<b>44</b>	<b>15</b>	<b>59</b>

### First-Time Enrollment

Residency	M&C	Doc	Total
Non-U.S. Citizens	16	5	<b>21</b>
U.S. Citizens & Permanent Residents	238	59	<b>297</b>
<b>Total</b>	<b>254</b>	<b>64</b>	<b>318</b>

### First-Time Enrollment

Region	M&C	Doc	Total
Asia	8	0	<b>8</b>
Canada	3	0	<b>3</b>
Europe	0	0	<b>0</b>
Latin America & Caribbean	4	1	<b>5</b>
Middle East and North Africa	0	1	<b>1</b>
Oceania	0		<b>0</b>
Sub-Saharan Africa	1	3	<b>4</b>
<b>Total</b>	<b>16</b>	<b>5</b>	<b>21</b>

### First-Time Enrollment

Selected Countries	M&C	Doc	Total
Brazil	0	0	<b>0</b>
China, Peoples Republic of	2	0	<b>2</b>
India	3	0	<b>3</b>
Iran	0	1	<b>1</b>
Japan	0		<b>0</b>
Korea, Republic of	2	0	<b>2</b>
Mexico	2	0	<b>2</b>
Saudi Arabia	0	0	<b>0</b>
Taiwan	0		<b>0</b>
<b>Total</b>	<b>9</b>	<b>1</b>	<b>10</b>

### First-Time Enrollment

CGS Taxonomy	M&C	Doc	Total
Biological & Agricultural Sciences	1	1	<b>2</b>
Education	0		<b>0</b>
Health Sciences	15	3	<b>18</b>
Public Administration & Services	0		<b>0</b>
Social & Behavioral Sciences		1	<b>1</b>
<b>Total</b>	<b>16</b>	<b>5</b>	<b>21</b>

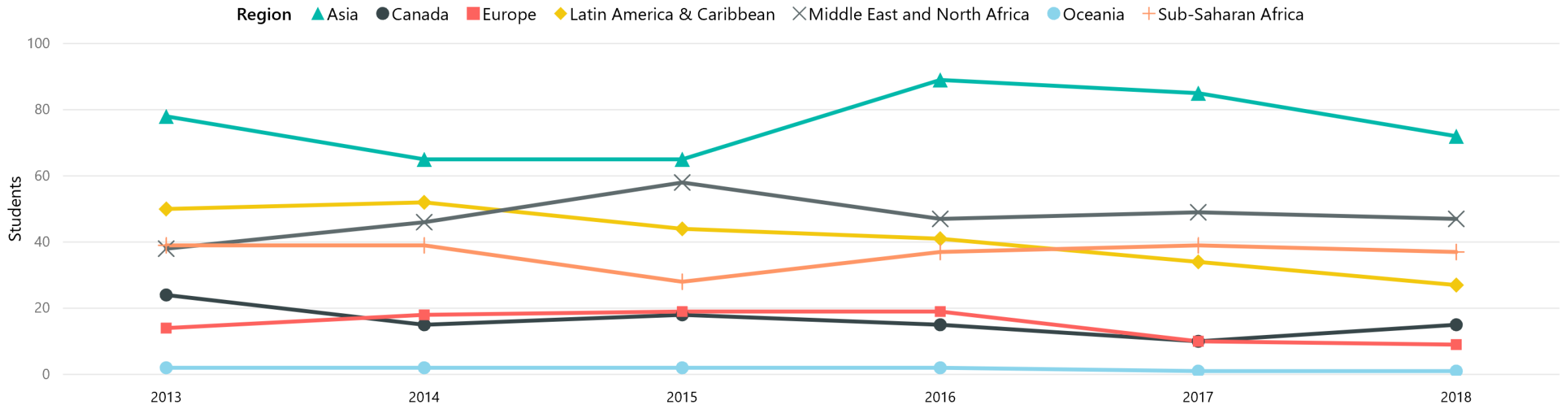
Total Enrollment Fall			
CGS Residency	M&C	Doc	Total
Non-U.S. Citizens	130	78	<b>208</b>
U.S. Citizens & Permanent Residents	861	319	<b>1180</b>
<b>Total</b>	<b>991</b>	<b>397</b>	<b>1388</b>

Total Enrollment Fall			
Region	M&C	Doc	Total
Asia	56	16	<b>72</b>
Canada	10	5	<b>15</b>
Europe	2	7	<b>9</b>
Latin America & Caribbean	12	15	<b>27</b>
Middle East and North Africa	27	20	<b>47</b>
Oceania	1		<b>1</b>
Sub-Saharan Africa	22	15	<b>37</b>
<b>Total</b>	<b>130</b>	<b>78</b>	<b>208</b>

Total Enrollment Fall			
Selected Countries	M&C	Doc	Total
Brazil	3	2	<b>5</b>
China, Peoples Republic of	11	3	<b>14</b>
India	15	1	<b>16</b>
Iran	4	3	<b>7</b>
Japan	2	1	<b>3</b>
Korea, Republic of	8	4	<b>12</b>
Mexico	5	1	<b>6</b>
Saudi Arabia	19	11	<b>30</b>
Taiwan	4	1	<b>5</b>
<b>Total</b>	<b>71</b>	<b>27</b>	<b>98</b>

Total Enrollment Fall			
CGS Taxonomy	M&C	Doc	Total
Biological & Agricultural Sciences	14	34	<b>48</b>
Health Sciences	115	34	<b>149</b>
Other Fields	1	6	<b>7</b>
Social & Behavioral Sciences		4	<b>4</b>
<b>Total</b>	<b>130</b>	<b>78</b>	<b>208</b>

Enrollment Trend - Non-U.S. Citizens, Fall Quarter



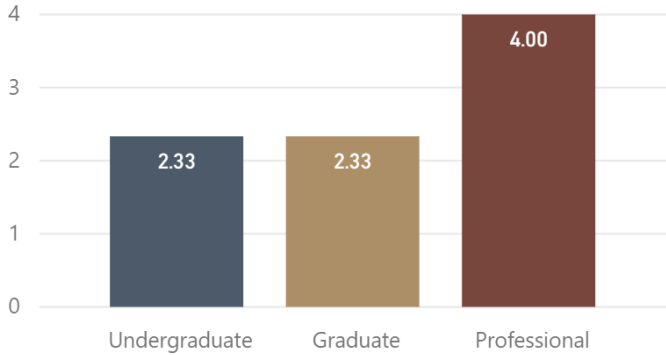




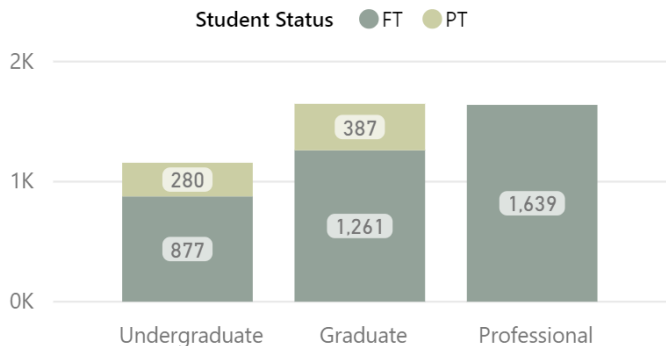
LOMA LINDA  
UNIVERSITY

Undergraduate Graduate Professional

Median Time to Degree in Years - 2012-2016



Enrollment - Fall 2016

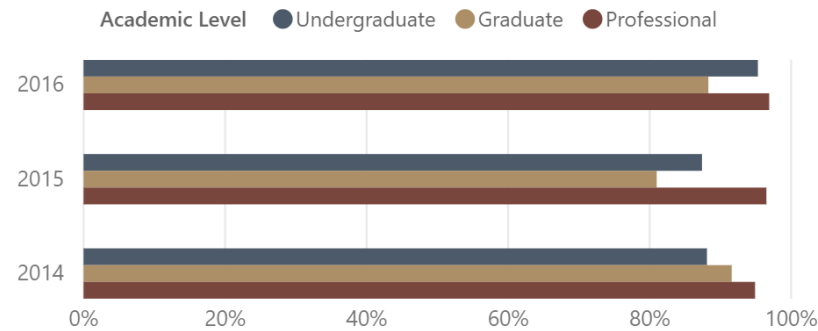


# Student Success

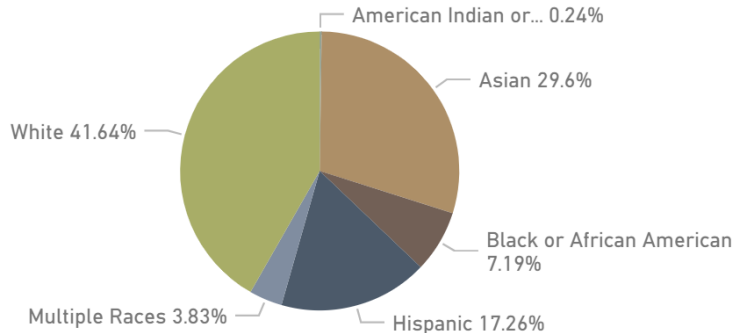
The success of Loma Linda University's vision of *"Transforming lives through education, health care, and research"* resonated when graduates from LLU ranked number one in a national survey on *"How much satisfaction do you get from your job, and do you feel your job helps make the world a better place?"*

Loma Linda University is a Seventh-day Adventist educational health-sciences institution with more than 4,000 students located in Southern California.

Retention Rate by Academic Level



Class of 2016 - Student Diversity



Recipients - All Time

50,000+

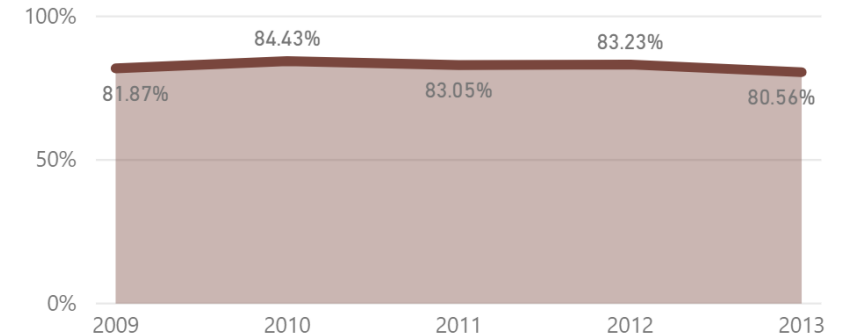
Awards - All Time

61,000+

Students from more than 70 countries around the world and every state in the nation are represented in Loma Linda University's diverse student body.

Eight schools comprise the University organization. More than 100 programs are offered by the schools of Allied Health Professions, Behavioral Health, Dentistry, Medicine, Nursing, Pharmacy, Public Health and Religion. Both traditional and online degrees are offered.

Completion Rate by Year of Matriculation



Loma Linda University  
Loma Linda, California 92350  
University: (909) 558-1000  
Public Relations: (909) 558-4526  
Admissions: (909) 651-5029

More information is available at:  
<http://nces.ed.gov/collegenavigator/?q=Loma+Linda+University&s=all&id=117636>



Ken Nelson, MD, MS

*Associate Director, Office of Educational Effectiveness*

*Institutional Researcher*

LOMA LINDA UNIVERSITY

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