

A C A D E M I C *NEWS & INSIGHTS*



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NEWS

Weimar Institute Receives WSCUC Accreditation



WASC Senior College and University Commission (WSCUC) gave full accreditation to [Weimar Institute](#) for six years retroactive to January 2018. This is a remarkable accomplishment for which Weimar has

worked hard for several years to accomplish. They are the first Adventist self-supporting institution to achieve regional accreditation. Read more [here](#).

Loma Linda University congratulates the Weimar administration, faculty, staff, and students for this great accomplishment!

LLU schools and programs may now review and accept Weimar's students the same as they would any other student from a regionally accredited institution. This is true for Weimar graduates and all courses taken during the fully accredited period. Course work and degrees completed during Weimar's candidacy status that began in the fall term 2016 will also be accepted.

Peace Corps Gift to School of Public Health



A gift from the Peace Corps made a resonant and ringing impression when Richard H. Hart, MD, DrPH, president of Loma Linda University Health, presented it to officials of the School of Public Health during President's Council on Wednesday, Feb. 13. The gift — a bell weighing approximately 6 pounds and measuring 10 inches tall by 6 inches wide — was sent from the Peace Corps' Washington, D.C. headquarters on Feb. 5 with a letter from La'Teashia Sykes, MSW, director of the Corps' office of university programs. Learn more [here](#).

Congratulations to Dr. Stacey Cunningham and Dr. Mike Iorio!



Stacey B. Cunningham

Assistant Professor, Department of Occupational Therapy, School of



Allied Health Professions

Program: Department of Social Work and Social Ecology, Loma Linda University

Doctorate: PhD in Social Policy and Social Research

Dissertation Title: Exploring the Wholeness and Learning Climates of Graduate Students at a Religious University

Abstract Synopsis: Background: Graduate students continuously face pressure to perform and excel, especially within highly competitive allied health programs. Not surprisingly, rates of anxiety, depression, stress, and burnout for college/university students are concerning. Intentionally fostered learning and wholeness climates have the potential to positively impact students' higher education journeys. Resilience, grit, and spirituality may further aid in optimal personal and academic outcomes. **Goal of the Study:** The study's goal was to discover if a stated institutional philosophy supported by a commitment to fostering wholeness influenced the students' perceived wholeness and learning climates of three graduate programs at a health sciences university in Southern California, thus potentially positively impacting burnout, life satisfaction, and well-being while also considering the influences of resilience, grit, stress, anxiety, depression, and religion/spirituality. **Participants and Methods:** In the qualitative, first phase, faculty (N = 6) were recruited to participate in key informant interviews to help further guide the student survey. In the quantitative, second phase of the study, all students present for on-campus classes from three departments (Communication Sciences and Disorders, Occupational Therapy, and Physical Therapy) were given the opportunity to participate in a survey (N = 360). In the qualitative, third stage of the study, graduate students (N = 27) from the three participating departments were recruited to participate in program specific focus groups. **Results:** Quantitative results were significant for all four hierarchical multiple regression models. Patterns for qualitative results revealed four overall themes which helped further contextualize the quantitative findings: Wholeness, Stressors, Resources, and Suggestions for improvements. **Conclusions:** While overall a wholeness-based philosophy makes a difference for students, intentionally building upon existing programs is recommended, taking into account identified student needs and barriers. Ideas for programming and policies are examined.



Michael F. Iorio

Program Director and Assistant Professor, Department of Radiation Technology, School of Allied Health Professions

Program: Higher Education, Azusa Pacific University

Doctorate: PhD (student success track)

Dissertation Title: Perceived Gains in Cognitive Skills among First-Generation College Students: Differences by Race

Abstract: The more than 3,000 four-year colleges and universities in the United States are committed to the development of cognitive outcomes among students during the college years. However, few studies have focused on the development of these outcomes for first-generation students, and even fewer have disaggregated the development of these outcomes by self-reported race/ethnicity within this population. The purpose of this study was to improve our understanding of how college experiences influence perceived gains in cognitive skills among first-generation college students. Specifically, this study answered the following questions: (a) How do the perceived gains in cognitive skills among first-generation students differ by race? (b) What college experiences contribute to the perceived gains in cognitive skills among first-generation students when controlling for students' input characteristics and college environments? (c) How do the college experiences that contribute to the perceived gains in cognitive skills among first-generation students differ by race? A quantitative research design

utilizing a nationwide secondary dataset consisting of the 2006 The Freshman Survey (TFS) and the 2010 College Senior Survey (CSS) was employed to answer the research questions. This longitudinal dataset included responses from 13,973 college students from approximately 100 four-year institutions in the United States who completed both the TFS in 2006 and the CSS in 2010. From this college senior subset, 1,794 first-generation students were delineated from their non-first-generation counterparts. Results show that Hispanic first-generation students reported the greatest gains in cognitive skills over the college years, followed by their counterparts who identified as Black, White, and Asian, respectively. Findings also revealed that for aggregate populations of first- and non-first-generation students, academic engagement, student-faculty interactions, habits of mind, hours per week studying/homework, pluralistic orientation, and sense of belonging significantly and positively predicted gains in cognitive skills, although the magnitude of these effects varied for each population. Results also suggest that the effects of these predictors on cognitive skills vary in terms of magnitude and significance for racial/ethnic subpopulations of first-generation students.

Office of Educational Effectiveness Transitions



Once again OEE has two transitions this spring quarter. Dr. Laura Alipoon, chair of the [Department of Radiation Technology](#), begins a gradual transition back to her Radiology Technology Department by only working one day per week—rather than two—with OEE. Kathy Davis, SAHP Assessment Specialist and WSCUC Assessment Leadership Academy alumnus, joins OEE for one day per week. OEE is grateful for Laura and Kathy's help in preparing for the WSCUC 2020 site review.

INSIGHTS

Education Technology Services Introduction



Fred Armstrong



Kirk Campbell



Rafael Molina



Ashley Pelton



Jason Zadra

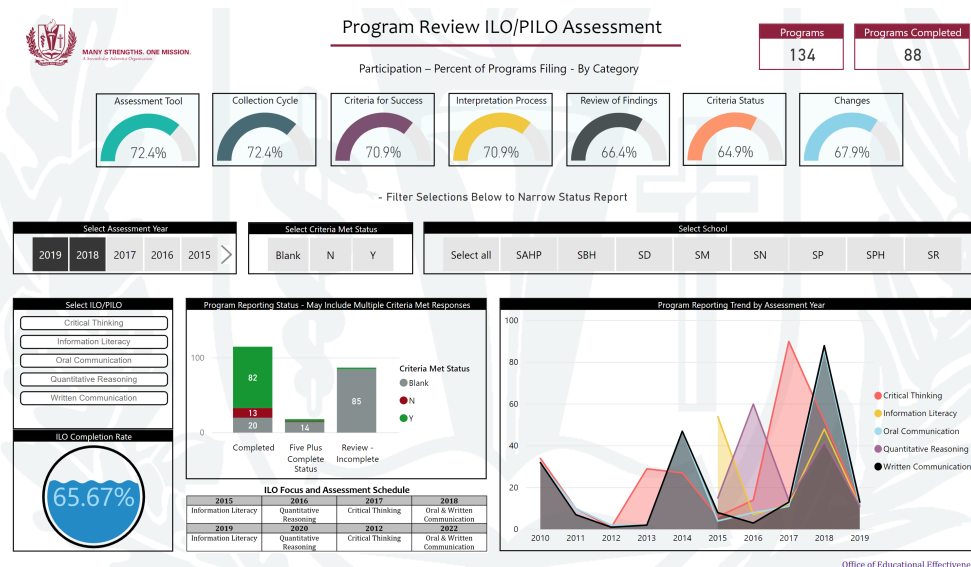
When you think about Educational Technology Services (ETS), it may only be about getting student logins fixed or maybe having someone connect a Panapto file to a course module. While those are very important tasks, the Education Team at ETS has much more to offer.

With more than 40 years of combined teaching experience, they know what it means to plan, construct and implement courses for students of all ages and abilities. In addition to a broad experience as educators, each have specific areas of expertise in the different tools and modalities available to faculty through Canvas.

Heading up the team as Director of ETS is Kirk Campbell. Kirk primarily oversees events, classroom technology, and educational course quality face-to-face and online. As Associate Director of ETS, Fred Armstrong is available to help with course design, the Online Program Transformation process and faculty trainings development. Our resident Instructional Designer is Ashley Pelton. She is available for regularly scheduled trainings every Monday and Friday, as well as for personal course building sessions per appointment. Rafael Molina manages our resource site and is now a primary course auditor who uses his rich teaching experience to support faculty that are opening new courses. Jason Zadra manages all of our studios and the applications that allow faculty to record and embed media into their courses. Faculty who need help with Canvas issues or other permissions and connectivity will be directed to just the right person for each issue through our ticketing, triage system at edtech@llu.edu.

We hope that each of you will feel comfortable to reach out to our team as partners in your goal of teaching excellence. Please contact us at edtech@llu.edu and let us know how we can help.

ILO Assessment Dashboard



Loma Linda University's regional accreditor, WASC Senior Colleges and University Commission (WSCUC), requires all institutions to show evidence of meeting established standards. Within these standards are core competencies that LLU has identified as Institutional Learning Outcomes (ILOs). Assessment of these outcomes are in addition to—or can be imbedded in—the Program Learning Outcomes (PLOs) for each program. LLU's ILOs are also supplemented by the Mission-focused Learning Outcomes: Wholeness and the values outlined through the JCHIEFS acronym representing Justice, Compassion, Humility, Integrity, Excellence, Freedom, and Purity/Self-control.

Participation through the University's Assessment Management System (AMS) is tracked via an interactive dashboard where each of the five ILOs' reporting requirements can be easily visualized. With over 100 programs in LLU's 8 schools, having a way to track the outcomes in a

single view has had a significant impact on efficiency in accreditation compliance. In the following dashboard, the response rate by question is listed across the top along with participation totals. Trends and ILO assessment schedules are below. Questions? Contact assessment@llu.edu.

School of Dentistry: Dean's Curriculum Challenge



After announcing the **Challenge** in June of 2018, Dr. Handysides collaborated with Mark Estey, Assistant Dean, Academic Affairs, to develop a judging rubric outlining the criteria. A revitalizing of the LLUSD curriculum has been motivated by several factors that triggered the **Dean's Curriculum Challenge** and its terms:

- The need to upgrade the way dentistry is taught and the curriculum is delivered to 21st century students.
- The need to incorporate into dental education, modern technological advances in dental materials, novel techniques, principles, and procedures as well as pedagogical tools, all the while considering large shifts in dental practice choices.
- The need for a curriculum that recognizes what is required in the new, integrated dental board exam to be administered in 2020.

[READ MORE](#)

Living Wholeness at LLU

This month we begin a new series on living wholeness for faculty, staff, and students. LLU defines wholeness as: Loved by God, growing in health, living with purpose in community. Kate Cockrill, SAHP, starts us off with a wholeness routine below. What is yours? We would love to hear about how you are living wholeness! Please send your stories to assessment@llu.edu. Thank you!

"Six months ago, an online video by a young personal trainer caught my attention. He was stressing the importance of maintaining muscle strength as we grow older to preserve independence. Though I've been lifting weights on and off for many years, I shared the video with my colleague Carol Davis. Her interest was piqued, and we decided to visit [Drayson Center](#) one day per week for simple weight lifting exercises to build strength.

"We are now up to two-three days per week and have routines that include all muscle groups. We're using an app called Jefit to create routines, tracking how much weight we're lifting, and logging workouts on a calendar. We've added to our health routine by walking to Drayson Center at 4:00 pm Tuesdays and Thursdays which avoids the evening rush; then we walk back together to finish our workout. The exercise program is contributing to our physical well-being and allows us to take a mental break from work." 🤝



[Announcements](#)



[FAQs](#)



[What We're Reading
Now](#)



[Wholeness Connection](#)



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