

LOMA LINDA UNIVERSITY'S RESPONSE TO WASC - 1998

There follows a list of WASC *recommendations* from the 1998 re-accreditation visit and bulleted University responses:

1. The team finds "evidence that instructional assessment and evaluation of student outcomes take place in the various schools and individual programs" and many are exemplary.

LLU recognizes its ongoing commitment to academic excellence through the assessment of all programs that have professional accreditation available to them. Furthermore, it was concluded from the WASC recommendations that LLU should provide assessment assistance for programs without professional accrediting bodies. To this end the following processes have been developed:

- A new University Educational Effectiveness Committee was formed in October 2005. This committee is charged with systematic campus-wide program review, including achievement of institutional and program student learning outcomes
- All University programs utilize LLU's Program Review System, which provides for systematic program review within the context of WASC criteria for review¹
- Development of a standardized electronic syllabus creation tool which links curriculum maps to institutional and program student learning outcomes, and aligns related assessment protocols to determine achievement of outcomes² and helps to ensure that data are used in efforts to improve student learning and program improvement
- University-wide student learning outcomes were developed by faculty and approved by University Academic Affairs Committee; these are published in the catalog²
- Program student learning outcomes have been developed for all programs by their respective faculty and are readily accessible in the University Catalog³
- Strong commitment to have internal/external reviews (protocols were developed by FGS and EEC) for those programs without professional accreditation
- Strategic Planning documents are available that demonstrate planning and development that is informed by institutional research and guided by LLUAHSC, while permitting each school to engage faculty to contribute to strategic planning (Appendix – Supplemental Materials: LLU Strategic Plan)
- The Dean of Students position restructured to Assistant Vice Chancellor for Student Services resulted in broader capacity and oversight of integrated student processes (e.g., recruitment, admissions, records, forms⁴)
- The Assistant Vice Chancellor for Student Services regularly meets with the school-specific Directors and Deans of Student Affairs to engage in continuous quality improvement (e.g., Registration Round-up brings together staff involved in admissions; directors and deans of student affairs and marketers)
- Academic Deans Council; the Vice Chancellor for Academic Affairs regularly meets to identify and get resolutions to concerns relevant to academic affairs; this often results in pre-policy dialog in the context of university priorities
- Other major technology-related areas that have a direct impact on student services and learning outcomes include:
 - Single common LLU catalog

¹ LLU Catalog - http://myllu.llu.edu/apps/publications/view_pub.php

² LLU Catalog - http://myllu.llu.edu/apps/publications/view_pub.php

³ LLU Catalog - http://myllu.llu.edu/apps/publications/view_pub.php

⁴ myLLU Student Portal - <http://myllu.llu.edu/student.php>

- Campus-wide adoption of Blackboard™ as the course management system
- Implementation of EMAS Pro™ as our enrollment management solution
- Implementation of an Events Management System EMS™ which manages the scheduling and provisioning of rooms for various events
- Content Management System (facilitates timely web page updates)
- Program Management System (supports systematic program review process)
- Installation of Perceptions Questionmark™ to systematize the creation of surveys for campus-wide distribution
- Adobe Connect™ (desktop videoconferencing that supports online learning)
- Implementation of Hershey's Singularity™ (to streamline transcript processing and to facilitate document storage and management)
- Digital Signage technology (schools and student service areas were provided hardware and software to support static and dynamic 3-field signage for announcements)
- Endnote™ Campus license for all faculty and students to facilitate publications and other scholarly activity
- Improved access to web-related student services; the SS Web now logs more than 600,000 hits annually; including prospective students 111,331; financial aid 122,661; housing 52,472; applications 291,016; tour requests 13,965; and electronic catalog access 66,387

2. The Commission encourages LLU to maintain and expand its efforts not only to assess student outcomes but to evaluate as well the effectiveness of co-curricular programs, faculty governance, organizational structures, and research activities.

LLU has responded to the WASC Commission report by creating an Office of Assessment and Institutional Learning, and its supporting UAC. While the initial focus of these bodies has been to work with FGS and EEC to provide clear program review, the Office of Assessment and Institutional Learning will in the future work closely with IFAC to assess University co-curricular programs. OA will also work with FGS, IFAC, IRAC and IROC in assessing research activities on campus from the perspective of faculty and student development.

- *Co-curricular programs:* Student Affairs developed materials that included content on LLU's mission; information is provided to students about SIMS, CAPS, HOPE, Tutoring, Dental Missions; the Wholeness Inventory is used to assess students relative to co-curricular activities (Appendix – Supplemental Materials: Wholeness Inventory Preliminary Results) and the International Behavioral Health Trauma Team makes opportunities available to advanced behavioral health students
- *Faculty governance:* Faculty Colloquia, IFAC, and the recently formed Faculty of Graduate Studies, as evidenced by minutes and records of events including the annual IFAC retreat
- *Organizational structures:* A revised organization chart indicating new positions including the Vice Chancellor for Information Systems and Vice Chancellor for Research Affairs; a shift in responsibilities for the Vice Chancellor of Academic Affairs (a constituency report also catalogs these changes); and a newly formed Department of Educational Support Services (Appendix – Organizational Charts: LLU Organizational Chart)
- *Research activities:* Under the leadership of the Vice Chancellor for Research Affairs, the Constituency Report documents our continuing progress in tracking research activities
- Since the last WASC Self-Study there has been a significant increase in the number of proposal submitted and extramural research funding awarded; this has increased the opportunities and rigor of graduate studies (Appendix – Selected Exhibits: Office of Sponsored Research Projects Expenses and Awards)

- LLUAHSC and LLU Centers and Institutes have worked to integrate numerous multidisciplinary efforts (Appendix – Supplemental Materials: Centers and Institutes)
 - Global Health Institute
 - Lifestyle Medicine Institute
 - Institute for Community Partnerships
 - International Heart Institute⁵
 - Cancer Institute⁶
 - Transplant Institute⁷
 - Rehabilitation, Orthopedics and Neurosurgery Institute
 - Behavioral Health Institute
 - Center for Spiritual Life and Wholeness⁸
 - Center for Pre-hospital Care, Education and Research⁹
 - Center for Perinatal Biology¹⁰
 - Center for Health Disparities and Molecular Medicine¹¹
 - Center for Health Promotion¹²
 - Center for Health Development
 - Center for Christian Bioethics¹³
 - Center for Public Health Preparedness¹⁴

3. LLU should keep in mind that it is not this activity [wholeness inventory] in itself that is important but the way in which the results are applied toward improving the overall effectiveness of the institution. According to the team, LLU's assessment efforts are "comprehensive and becoming more cohesive". The Commission views this time as a unique opportunity for LLU to see how its assessment process can facilitate improved educational effectiveness and decision-making, especially in light of the fact that LLU has indicated a planned shift from a "teaching-centered" institution to a "learning-centered" one. The Commission anticipates that integrating systematic assessment data into the decision-making process will continue to assist the faculty and administration in achieving their expressed joint goal of becoming a learning-centered institution.

In response to this WASC recommendation, LLU has focused its activities on creating an infrastructure that will sustain continued growth towards the goals of being a "learning-centered" campus. To this end, the University has developed plans to create the new Centennial Complex for campus-wide use; a building featuring smart classrooms, a state of the art learning centered simulation center, student testing and assessment rooms, rooms for student working groups and a production center for developing and delivering resources for the ever evolving learning environment needs of the campus. To further assist in this academic and assessment revolution, the University created the positions of VCIS and VCRA, the department of ESS, FGS, and OA and supporting committees (e.g. EEC, Program Review, L&T, and ORAC). Assessment of LLU's value-added culture continues to mature. While course work in whole person care and

⁵ International Heart Institute (<http://lomalindahealth.org/services/heart-institute>)

⁶ Cancer Institute (<http://lomalindahealth.org/services/cancer-center>)

⁷ Transplant Institute (<http://lomalindahealth.org/services/transplantation>)

⁸ Center for Spiritual Life and Wholeness (<http://www.llu.edu/llu/wholeness>)

⁹ Center for Prehospital Care, Education and Research (<http://lomalindahealth.org/for-health-professionals/prehospital>)

¹⁰ Center for Perinatal Biology (<http://www.llu.edu/llu/medicine/perinatal>)

¹¹ Center for Health Disparities and Molecular Medicine - <http://www.llu.edu/llu/medicine/chdmm>

¹² Center for Health Promotion - <http://www.llu.edu/llu/chp>

¹³ Center for Christian Bioethics - <http://www.llu.edu/llu/bioethics>

¹⁴ Center for Public Health Preparedness - <http://www.llu.edu/llu/sph/ophp/cphp>

attention to University SLOs, which are integrated into professional life, the University has demonstrated additional commitment to fostering growth in an academic understanding of wholeness by creating a new Center for Spiritual Life and Wholeness to provide for the integration of spirituality and wholeness in health care through the avenues of research, education, and service.¹⁵

- Methodological refinement with the Wholeness Inventory (WI) led to revisions between 2001 and 2005; differences in school-specific response rates make it difficult to formulate comparisons; these concerns continue to be addressed with progress toward the development of the “Wholeness Portal,” a comprehensive data collection system¹⁶
- Top rated items in the 2000-2004 Wholeness Inventory Study Report indicate for all years administered, the highest rated item contributing to students’ sense of wholeness is that faculty show respect for students; the Report also concluded “that chapel attendance ranks the lowest, and is an area that the University needs to revisit” (Appendix – Supplemental Materials). The Chapel Committee, driven by these assessment analytics, explored ways to address the problem. The first change was to value the ‘time’ for the chapel experience—Chapel was moved to 11 a.m. Wednesdays. This change permitted a larger number of students to participate. Schools facilitated this change by coordinating course schedules. Next, the Chancellor made it a priority to be ‘front and center’, which stressed administration commitment. There was also a concerted effort to provide a musical experience that represented a more diverse genre of a higher quality. The Chapel Committee continues to monitor a wholeness curriculum that with intentionality develops an educational strategy for University Worship Service that focuses on all elements of *wholeness* (i.e., spiritual, intellectual, social-emotional-relational, and physical) for our diverse student body
- A new online Program Management System that permits university-wide systematic program review (<http://myllu.llu.edu/apps/acadman/programs>)
- The newly formed Office of Assessment and Institutional Learning, supported by an Interim Director, Institutional Researcher, and Administrative Assistant (<http://www.llu.edu/assessment>)
- New program proposal template that emphasizes programmatic and institutional student learning outcomes, curriculum maps and assessment matrices (Appendix – Supplemental Materials: New Program Templates)
- Review by University Academic Affairs Committee using a new program proposal template has increased awareness of University’s stated student learning outcomes
- Single University Catalog¹⁷
- Instructional podcasts available for faculty development in all areas of program review, program student learning outcomes, syllabi creation, curriculum mapping and assessment matrices¹⁸

4. *The Commission notes the team’s observation that “the faculty and administration at LLU take seriously their commitment to high standards of teaching and scholarship”.*

LLU’s resolve to continue with its commitment to high standards of academic and scholarly excellence is undiminished since the 1998 WASC accreditation visit. The University—through its commitment to closing the assessment loop using data driven CQI methodologies—will support all LLU schools as they maintain and further their silos of academic excellence while at the same time developing a University that functions as a learning community. To this end:

¹⁵ Center for Spiritual Life and Wholeness - <http://www.llu.edu/llu/wholeness>

¹⁶ Center for Spiritual Life and Wholeness - <http://www.llu.edu/llu/wholeness>

¹⁷ Loma Linda University Catalog - http://myllu.llu.edu/apps/publications/view_pub.php

¹⁸ Assessment Video Podcasts - <http://www.llu.edu/assessment/podcasts.html>

- The institution continues to receive external validation through board licensure and certification exams
- In 2003 the School of Medicine Clinical Skills Education Office purchased WebSP, a web-based data collection program which facilitates collection of data for assessment of students' clinical skills; in 2005 this was updated to include digital video capture and storage to an on-campus server; this facilitates creation of a digital portfolio for faculty and student review of data and video, tracking progress of clinical skills including professionalism, communication and clinical skills
- In 2006 the Medical Simulation Center opened with adult, child and infant full body simulators, part-task trainers, and computer-based clinical case scenarios; the center provides a realistic learning and assessment environment which will enhance technical skills as well as team-building scenarios; this facility will eventually occupy approximately 10,000 sq ft on the 4th floor (east wing) of the new Centennial Complex¹⁹
- University and school-specific faculty development and enrichment activities are abundant
 - Formative Dialogues in Teaching program that provides a peer-to-peer support system to improve teaching in the classroom, as well as in the clinical and laboratory areas
 - Education Conferences conducted semi-annually that include the Education Conference and Faire; conferences are held on campus and include keynote presentations, breakout sessions, and poster sessions
 - Certificate and Master's Program in Health Professional Education; in the past two years three faculty have been graduated from this masters program
 - Faculty Involvement in Continuing Education Conferences; regional, national, and international professional conferences; and focused teaching and leadership training sponsored by professional organizations as evidenced in annual faculty reports

5. The concept of wholeness as espoused by the University manifests itself throughout the curriculum but particularly on the general education component of the undergraduate programs. This is particularly impressive in light of the fact that the undergraduate programs at LLU are professional health programs.

LLU has traditionally placed its primary academic focus on graduate health sciences programs. As the number of baccalaureate programs and their student numbers increase, the University is developing educational support systems and structures to prepare for planned growth at the undergraduate level. The recent creation of the Division of Humanities within the School of Religion and the proposed development of an FGS-like structure for the faculty teaching in the undergraduate programs will give additional leadership and support to GE and its oversight of undergraduate assessment.

- The published aim of general education is to produce graduates who value and provide competent, compassionate care to individuals with diverse capabilities from varied cultural, ethnic, gender, generational, socioeconomic, and workplace perspectives while recognizing the commonality of all people
- The "Willed-Body" Program Dedication Services as coordinated by the Department of Pathology and Human Anatomy, School of Medicine ([Appendix – Supplemental Materials: Willed Body Memorial Program](#)) provides an example of integration of professionalism and spirituality with the concepts of whole-person care

¹⁹ Centennial Complex - <http://www.llu.edu/centennial/complex/floorplans.html>

- The new University Student Learning Outcomes provide clarity to the measureability of certain core values

6. *The Commission also observed that “the broader General Education perspectives which are so critical, and yet so often missing in professional preparation at the graduate level, are embedded” in the medical and dental curriculum as well. The Commission commends this forward-looking perspective. This is an opportunity for the University to analyze how this campus-wide commitment to its mission of wholeness affects the curriculum and to determine what impact it has on the students themselves.*

- A summary of the Wholeness Inventory is available, complete with PowerPoint™ presentation files for years 2000-2004 PowerPoint™; the files comprise a hyper-linked presentation of eight separate files; these files are made available to the University community to use in custom reports and presentations which may be more focused than the parameters of the WI reports; the slides are in the PowerPoint™ format so that the graphs and charts can be copied into other reports
- There is general education coursework embedded into the curriculum to continue the students learning across disciplines giving them opportunity to grow and have a more wholistic view of society; courses include: Communication and Documentation, HIV/AIDS and the Health Provider, Computer Application, World Religions, Aspects of Health Promotion, Christian Ethics, and others
- General Education Committee established rubrics for transfer credits and diversity in existing course work that included well-developed learning outcomes
- University Worship Service provides weekly emphasis on core values, *mission-focused learning*, and wholeness curricula. Leadership and oversight is provided by the University Worship Service Committee
- The LLUAHSC Spiritual Life and Wholeness Institutes takes leadership in developing scholarly development of the University’s concepts of Wholeness and is developing a Wholeness portal for student use in developing life long learning skills and personalizing core values, and spirituality into ones professional life (Minutes from Spiritual Life and Wholeness Committee and materials provided at the Annual Spiritual Life and Wholeness leadership retreat will be provided in the evidence room)

7. *As the University moves “from a ‘teaching institution’ to a ‘learning institution,’” the Commission anticipates that institutional processes and structures will be examined and evaluated. This “evolution will require (evaluation) by the faculty of traditional teaching methods ... [and] challenge the faculty to engage in dialogue and educational innovation” as well as to explore new computing/information technology and learning resources for on and off-campus programs. [And] The Commission suggests that LLU examine carefully how it will make the transition to a learning institution and who will provide the leadership to enable it to meet the need for computing/information technology that will serve the academic needs of students, faculty and staff both on- and off-campus. [Significant overlap warranted joining the responses for these two recommendations.]*

- Since 1998 there has been a significant change in university IT leadership from a library-based IT Director, to a Directors of Information Systems Committee (an initial attempt to unify university-wide IT), to the hiring of a Vice Chancellor for Information Systems
- A new position, Director of Educational Support Services, was initiated in July 2004, to facilitate institution-wide coordination of classroom technology, faculty support in the use of technology, and faculty development

- LLU Strategic Plan was realized with the hiring of a Vice Chancellor of IS and the Director of Educational Support Services
- Media Services was reorganized into the Department of Educational Support Services with additional responsibilities for assistance with the integration of technology into traditional classroom and online presentations²⁰
- Since 1998 the University has used Blackboard™, and in 2004 a new portal powered by Blackboard™ was deployed to give access to courses, organizations (committees), and campus resources; noteworthy is the ability to communicate minutes, agendas and documents from all committees to all university constituents, and the availability of on-line discussion forums²¹
- All classes (N>1000) referenced in Banner (except independent studies) are now supported by the Blackboard Academic Suite™ learning management system; about 25% are activated by instructors; and the site receives more than 17,000 hits per day.
- A new hire to facilitate faculty support in the use of the Blackboard™ learning management system²²
- New faculty orientation sessions were initiated in 2004, and agendas give evidence of sessions devoted to instructional technologies available to faculty
- In 2005 a new web content management system was deployed to facilitate distributed administration and timely updates of the University's web content that is publicly available²³
- For the 2004-05 Faculty Annual Reports cycle, the University switched from hard copy to online completion and submission; this now permits linkage of annual report data to web-based faculty profiles and data mining for institutional reports; beta testing on a new version of the faculty reporting system is now underway²⁴
- Syllabus guidelines (template) with links to university-wide policies were made available on faculty and staff portal in 2005²⁵; this has now been replaced by an online syllabus template that is field driven so that information can be populated and/or 'mined'
- The University's network increased connectivity from about 6MB/s to 100MB/s with the acquisition fast ethernet in 2008; and the University's network operates on a 100 MB/s backbone, with access to 1GB/s in some areas
- In 2004 the University deployed its first wireless network in the Webb Memorial Library; wireless access is now available campus-wide in most common student areas; the network is restricted to LLU and LLUMC affiliated users and provides non-encrypted access to the Internet and SSL enabled LLU servers such as llonline, webmail, sswb and catalog²⁶
- Educational Support Services facilitated synergy between school-specific course developers, instructional designers and educational support specialists
- In August 2005 a new event management system (EMS) for facilities and services scheduling was deployed; EMS links to University and school-specific master calendars to communicate scheduled events to all constituents via the University's portal
- In April 2006 the University signed a contract with Turning Technologies™ to be the preferred provider of audience response systems; the "clickers" are now available to

²⁰ Educational Support Services - <http://www.llu.edu/llu/ess/>

²¹ LLU Online - <http://llonline.llu.edu>; myLLU - <http://myllu.llu.edu/>

²² Blackboard Help - bbsupport@llu.edu; phone extension 87637; <http://llonline.llu.edu>

²³ Content Management System - <http://www.llu.edu/CMS/login.php>

²⁴ Faculty Information System - <http://www.llu.edu/llu/faculty/directory/edit/login.php>

²⁵ LLU Online - <http://llonline.llu.edu> ; myLLU - <http://myllu.llu.edu/>

²⁶ LLU Wireless Zones - <http://www.llu.edu/info/tour/detail-wireless.html>

- admissions committees for anonymous voting, faculty for formative assessment of student learning, and other presenters desiring audience participation
- In 2005 the anti-plagiarism plug-in Safe Assignment™ was added to the features of our learning management system (Blackboard™)
 - In 2004 Soft Chalk Lesson Builder™, a plug-in for Blackboard™ was deployed; this tool permits interactive instruction and assessment, and SCORM analysis in on-line courses
 - Since 2004, Educational Support Services has installed “smart” lecture podium or conference table technology in over 40 rooms; this gives “pull-plug-play” access to power, RGB to ceiling mounted LCD or DLP projectors, network, sound, DVD/VHS players; many rooms are equipped with videoconference technology
 - In April 2006, a site license for CourseEval3™ (Academic Management Systems) was acquired to permit university-wide web-based evaluations of courses, instructors, student services; surveys are now supported by Questionmark™
 - The University continues to expand its capacity to deliver via teleconferencing its continuing education, degree and certificate programs to off-campus sites; and through realignment of audio visual technician responsibilities, a videoconferencing coordinator is now available to support the University’s on-site teleconference facilities that average 20-30 contact hours/week
 - In April 2006 a new hire was made to develop the University’s capacity to deliver streaming media to support online delivery of weekly chapel programs and course content, Wednesday Worship Services are now streamed live and archived²⁷
 - In 2005 the University made two new full-time hires to support a central IT helpdesk; faculty and staff call IT611, M-F, 8-5, with their hardware and software support needs; requests are tracked and followed up with a web-based survey to insure quality of service
 - Philosophy of distance education was developed and approved by the Learning and Technology Committee (Appendix – Supplemental Materials: Philosophy of Distance Education)
 - Ad hoc committee for Off-campus Program Council meets regularly to develop a template for international students to facilitate learning successes (this committee is slated for Board approval in August 2008)
 - Centennial Complex²⁸, a new building for all schools (opens Fall 2009); this building represents a physical commitment to our desire to become a learning-centered institution

8. The Commission has long recognized that one key learning resource for academic excellence is an institution’s library system and its library holdings. This resource is highly regarded at Loma Linda as an essential element in maintaining the quality of its teaching, learning and services missions. The Commission notes the visiting team’s observation that funding for the Library, as well as for some aspects of technology support and development, has been decentralized. The University is encouraged to evaluate the results of this decentralization in order to ensure that the “shape of the whole is desirable and that the whole serves well all of its part.”

- Funding for the library budget is now provided by an assessment paid to central administration by the various schools; this move has added stability to the funding source and library operations
- Spending on library resources has increased 58% over the last 10 years
- The number of journal titles has increased 87% over the last 10 years due to the addition of multiple electronic packages

²⁷ ChapelCasts - <http://www.llu.edu/llu/chaplain/chapelcasts>

²⁸ Centennial Complex - <http://www.llu.edu/centennial/complex/construction.html>

- Remote access is available for all electronic resources; on-campus and off-campus through authentication protocols
- The Library was the first building to provide wireless access throughout building
- Plans are underway to renovate current space to include a technology-rich Information Commons
- Additional group study rooms are being built
- Numerous site licenses provide access to specialized software applications such as GIS

9. The Commission commends Loma Linda University for the significant progress that has been made in addressing diversity. The team indicates that “there has been a flurry of activity on the LLU campus in addressing this (diversity) recommendation that speaks to the strong commitment the trustees and LLU have made to diversity issues”. The Commission applauds LLU for its efforts to date and encouraged LLU to continue its strong commitment to diversity, to build on its successes in this area, and to evaluate how its diversity program has affected the lives of students, faculty, and staff. The Commission suggests that LLU incorporate the findings of this assessment into its next report to the Commission.

LLU continues its commitment to diversity. However efforts to increase the number of students, staff and faculty to reflect regional ethnic statistics have not to date resulted in measured change; the data appear stable over the past decade, even after substantial efforts to recruit and develop diversity. The desire to find professionally qualified Adventists for specialized academic and clinical positions adds additional challenge to meeting our diversity aspirations. LLU’s commitment to diversity is evidenced by its support of the Office of Diversity, the summer educational programs for undergraduate minorities, and the LLU Center for Health Disparities and Molecular Medicine. Recently the Office of Diversity has enlarged its scope to include more interaction with our regional community and has received a name change reflecting its new vision: the Office of Community Partnerships and Diversity.

- Loma Linda University intends that its graduates relate to all people with the same caring, compassion, and competence without regard to origin, religion, gender, or any other differences seen among individuals; the General Studies and Transfer Education Subcommittee believes that this goal can be best accomplished by recognizing both the diversity and the commonality of individuals; and it is the recommendation of the General Studies and Transfer Education Subcommittee that these differences and similarities among people be addressed in a variety of didactic and practicum experiences throughout the undergraduate curriculum. Purposeful efforts to incorporate such knowledge within a program’s curriculum may be documented in lieu of a single cultural diversity course. General education requirements include one course (or components integrated into several courses) dealing specifically with issues of human diversity
- The General Studies and Transfer Education Subcommittee actions show rigorous review of applications by those program’s requesting that the general education requirement for one class be replaced by diversity components integrated into several courses; a curriculum rubric for diversity is available as an analytical tool to review a curriculum for understanding diversity
- Many schools, either as program or course requirements, have students (and faculty) visit the Museum of Tolerance; individual reflective essays may be required as in the case of the School of Allied Health Professions portfolio program or MSW Policy Administration program²⁹
- School of Allied Health Professions “Lunch Power” sessions provide a forum for diversity and cultural sensitivity presentations

²⁹ Museum of Tolerance - <http://www.museumoftolerance.com>

- National Benchmarks (10 years) AAMC Graduating Senior Survey show significant results, AAMC site team visited the School of Medicine to gain a better understanding of learning context leading to superior results in the areas of ethics and preparedness for residency programs
- Faculty mentoring during clinical rotations provide “teachable moments” guiding student understanding of their unique role as future health care providers
- Mission-focused Learning has moved from ‘pockets of excellence’ to a ‘community of shared excellence’ --locally, regionally and globally; Centennial Complex will further increase our capacity to deliver educational content anywhere in the world via many modes of TMI
- Schools provide financial resources to central administration to support new graduates who want to commit to overseas mission/health projects; funds are available to cover student loans, and mission-related expenses
- LLUAHSC Institutes and LLU Centers permit university-wide awareness and support of Community-engaged scholarship (Appendix – Supplemental Materials: Community Partnerships)