- o Campus-wide adoption of Blackboard™ as the course management system
- o Implementation of EMAS Pro™ as our enrollment management solution
- o Implementation of an Events Management System EMS™ which manages the scheduling and provisioning of rooms for various events
- o Content Management System (facilitates timely web page updates)
- o Program Management System (supports systematic program review process)
- o Installation of Perceptions Questionmark™ to systematize the creation of surveys for campus-wide distribution
- o Adobe Connect™ (desktop videoconferencing that supports online learning)
- o

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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 system[16]
> 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 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*

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

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 ethic 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 Diversitiy.

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 program[29]
School of Allied Health Professions "Lunch Power" sessions provide a forum for diversity and cultural sensitivity presentations

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[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,1 T. (l) -5 (l)-5 (y) -9 (,1 -8(u) -9 (r) -6 ,1 T. (l)5 0 0 Tm d) -9  ditc