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# NEWS

WSCUC ARC 2019



# ARC 2019

## ACADEMIC RESOURCE CONFERENCE

The WASC Senior College and University Commission ARC, an annual academic resource conference conducted by LLU's regional accreditor, was held in Garden Grove from April 10-12. This year's theme focused on an examination and evaluation of the role that accreditation has in promoting institutional quality, learning, and student achievement. As 2020 is the year of LLU's renewal of accreditation, the conference provided timely information on the thematic pathway for reaffirmation that LLU is piloting with other select institutions. LLU has chosen the aspirational theme of "One Loma Linda" as their strategic initiative. In the 2010 accreditation cycle LLU received the maximum 10-year extension and now looks forward to another successful renewal backed by strong faculty and staff support.

LLU attendees at this year's conference included Dr. Euni Cho, Dr. Marilyn Eggers, Dr. Ken Nelson, Nikki Nicolas, and Dr. Zack Plantak. Dr. Nelson was one of the presenters at this year's WASC, exploring the topic of leveraging business intelligence tools in competency-based medical education assessment. His topic showcased how Power BI is being used by the School of Medicine to assist in effectively documenting and reviewing medical student achievement. This review is crucial in assessing student achievement, the school's ability to meet internal established goals, and the accreditor's ever-increasing requests for data. If you would like to test-drive the sample demonstration dashboard from the presentation, it is available at <http://gold.lluh.us>.

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### New Tool Promises Improved Course Insight

**EvaluationKIT**  
Student Feedback Made Simple®



LLU has recently purchased Watermark EvaluationKit to support course evaluations. The tool has received high marks for its tight integration with Canvas that allow for surveys to be deployed seamlessly to students via the learning management system. Evaluations are easy for students to access and complete as they are notified within Canvas of any outstanding surveys requiring their attention. Custom reports, standardized across each school, allow insight to administrators and instructors – a feature that previously has not been possible. The pre-set, standard course evaluation questions can be enhanced by each program to include both supplemental and targeted questions making the responses even more valuable. With feedback being an important part of validation and improvement, we look forward to its implementation this term at LLU.

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### Nutrition & Dietetics Graduate Research Colloquium

**Save the Date!**



School of Allied Health Professions  
Department of Nutrition & Dietetics  
**GRADUATE RESEARCH COLLOQUIUM**  
Damazo Amphitheater  
Centennial Complex, LLU  
**Tuesday, May 28, 2019**  
5:30-7:30 P.M.  
For more info: [N&Dcolloquium@llu.edu](mailto:N&Dcolloquium@llu.edu)

# INSIGHTS

## Hold That Thought!



### DIGITAL TOOLBOX

Educational Technology Support has provided several tools over the last few years to help faculty capture lectures and incorporate them into Canvas. In the past, separate tools were needed to capture, then edit and finally store recordings for retrieval and embedding into Canvas. Currently, we have two solutions that allow teachers and students to easily work within a single application for lectures or project assignments.

For teachers we recommend Panopto. As a recording device, it can capture both you and your display monitor or only one or the other as you choose. You are able to edit the video/audio in the application after you have recorded it and then attach it to a course directly from the application. This allows very easy, on-the-fly capture of your lectures or postings. Also, Panopto is able to capture insightful metrics concerning student use of the recordings you have assigned.

For student projects, discussion boards and assignments, we recommend ARC. This is another product that is built directly into Canvas which allows users to connect their recordings to courses. ARC also allows viewers to embed comments within the videos which can be recorded by the user or imported from YouTube, etc. Comments show up on the timeline and appear directly on the screen which encourages discussions and critique.

To learn more about Panopto and ARC, check out these simple to use One Sheet directions and tutorial videos at <https://llu.instructure.com/courses/1110674/pages/home-%7C-digital-toolbox> or please contact us at [edtech@llu.edu](mailto:edtech@llu.edu). We'd love to show you how to take control of your media.

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## Teaching Tip

By Brenda Boyd  
School of Allied Health Professions

My colleague, Tim Seavey, and I talked recently about a teaching tip that really works. When it comes to online courses and/or discussion boards, instead of having an "assignment" type introduction, you could rephrase the text to stimulate a discussion.

A good discussion starter is different from assignment directions. An assignment-type text would sound like, "Read this article and write three things that you find." A discussion starter would sound like, "After reading this article about xxx, discuss what it could mean in real application." Then once the discussion started, the instructor could keep asking questions to keep it flowing. Discussion starters promote a real conversation, while assignment starters encourage responses that sound like cut-and-dried answers to an assignment question.

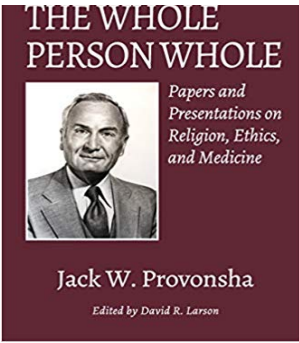
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## Center for Christian Ethics Publishes "Making the Whole Person Whole"

By David R. Larson  
School of Religion

### MAKING

The Center for Christian Ethics has published [\*Making the Whole Person: Papers and Presentations on Religion, Ethics, and Medicine\*](#) by Jack W.



[Provonsha](#). A physician and minister he was Professor of Philosophy of Religion and Christian Ethics for almost thirty years in what is now the School of Religion. Along with A. Graham Maxwell, he was one of the most influential persons on campus at that time.

A graduate of Pacific Union College, Harvard University and Claremont Graduate University, he served for a time as a pastor in Fairbanks, Alaska and then, after he had earned a M.D., as a doctor in the little Alaskan village of Saldovia. His second wife, Margaret, who was also a physician, served with him there. His first wife, Lorraine, had died in childbirth when they were in Fairbanks. He was the first Director of the Center for Christian Bioethics.

The volume begins with two essays about him which James W. Walters and I wrote. Younger colleagues of his, we are now professors in the School of Religion. It ends with three autobiographical essays by him. I do not recommend that people read the book from cover in one sequence. It would be better to read the biographical essays at the front and the autobiographical essays at the back and then reads those papers and presentations in the middle which seem most interesting.

The book arranges his papers and presentations in five clusters: (1) Medical Ethics, (2) Personal Ethics, (3) Faith and Reason, (4) Challenges and (5) Reflections. They cover a wide range of topics from abortion to science and religion and the integrity of Ellen G. White. The ethical priority of love, the image of God as what Ellen White called “the power to think and to do” and the philosophical meaning of the “whole person” were his primary recurring themes.

That he was a man of his times is evident in how he addressed the ethics of artificial insemination, vitro fertilization and homosexuality. It is most evident in his use of the word “man” when he meant “human” or “humanity,” Some might be so jarred by this that they don’t ponder what he wrote. This would be a mistake because much of it is still timely and insightful.



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