ORAL ROBERTS UNIVERSITY

COMPUTING AND MATHEMATICS

DEPARTMENT

Whole Person Assessment Handbook

Welcome

The Computing & Mathematics Department faculty has a sincere desire to help you succeed in your education, profession and life. The ePortfolio is a tool we will use to help you assess your progress in pursuit of a Computer Information Technology or Mathematics major.

The following handbook is designed to simplify and clarify the requirements of your Computing & Mathematics Whole Person Assessment (WPA). Within each major, it is arranged in a step-by-step order, beginning with the entry level requirements through the intermediate to the professional level.

Your completed Computing & Mathematics Whole Person Assessment will serve as proof that you have met the departmental student outcomes as listed under the Computing & Mathematics Mission Statement included in this document.

Your Computing & Mathematics Department Chairman

Table of Contents

ORU’s Founding Mission and Vision Statements

FOUNDING VISION

Oral Roberts University is a charismatic university, founded in the fires of evangelism and upon the unchanging precepts of the Bible. The university was founded as a result of the evangelist Oral Roberts' obeying God's mandate to build a university on God's authority and the Holy Spirit.

God's commission to Oral Roberts was to "Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small, and My healing power is not known, even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased."

MISSION

To build Holy Spirit-empowered leaders through whole person education to impact the world with God’s healing.

Computing & Mathematics Department's Mission Statement

The Computing and Mathematics Department seeks to promote quantitative literacy, analytical reasoning, and technological competence. Students learn how to apply mathematical and computer knowledge to the solution of real world problems within the context of a Christian worldview.

Computing & Mathematics Department Majors

The Computing and Mathematics Department offers majors and minors in both computer information technology and mathematics as well as majors in mathematics preactuary, mathematical physics, mathematical finance, mathematics education, and mathematics with premedicine concentration. These disciplines assist students in understanding creation from a logical perspective and allow them to identify their roles in bringing healing to that creation through a moral and just application of technology. All of the mathematics majors except for mathematics education will follow the mathematics outcomes provided in this document.

Major Outcomes and Competencies

Computer Information Technology Outcomes

1. The student will be able to apply the fundamental principles of software design and utilize the software tools necessary for designing and implementing computer programs.

2. The student will demonstrate the ability to apply the principle involved in the design of algorithms and the appropriate data structures and/or file structures that are necessary to solve a problem.

3. The student will demonstrate appropriate group participation skills when working on group projects that develop computerized software systems.

4. The student will understand the sequential and relational database model and apply that knowledge in writing programs that solve problems using database technology.

5. The student will utilize knowledge and skills performing the analysis, synthesis, and evaluation of Internet problems and development.

6. The student will be able to communicate concepts and principles effectively in both writing and speech.

Mathematics Outcomes

1. The student will use knowledge and skills gain from upper-level mathematics courses to apply it to solving real-world problems, analyze real-world problems, and/or synthesize various concepts in abstract situations.

2. The student will demonstrate the ability to reason abstractly.

3. The student will be able to communicate mathematical concepts and relationships effectively in both writing and speech. This includes the ability to read, understand, and write mathematical symbols correctly.

4. The student will be able to use technology to aid in the study and use of mathematics.

5. The student will demonstrate a sound foundation in differential and integral calculus of one or of several variables.

6. The student will be able to demonstrate a fundamental understanding of structured programming and algorithmic thought.

7. The student will demonstrate experience in the process of participating in group projects.

Whole Person Assessment Artifacts for Computer Information Majors

LEVEL	OUTCOME	CIT OUTCOMES ARTIFACT	COURSE	RUBRIC
Entry	1. Apply fundamental principles of software design and utilize the software tools for designing and implementing computer programs.	Sample Program	CSC 111	CIT1
Intermediate	1. Apply fundamental principles of software design and utilize the software tools for designing and implementing computer programs.	Pseudocode	CSC 206	CIT1b
	2. Demonstrate the design of algorithms and appropriate data structures and/or file structures that are necessary to solve a problem.	Permutation Program	CSC 255	CIT1c
	3. Demonstrate group participation skills.	Group project	CIT 216 or CIT 302	CIT2
	5. Utilize knowledge and skills toward Internet problems and development.	Website Development	CSC 341	CIT3
	4. Understand and apply knowledge in writing programs that solve problems using database technology.	Database Application	CIT 306	CIT4
Capstone	6. Communicate concepts and principles effectively in both writing and speech.	Senior Research Proposal	CIT 498	CIT6
	6. Communicate concepts and principles effectively in both writing and speech.	Senior Paper or Project	CIT 499	CIT7

Whole Person Assessment Artifacts for Mathematics Majors

LEVEL	OUTCOME	MATH OUTCOMES ARTIFACT	COURSE	RUBRIC
Entry	4. Apply technology to aid in the study and use of mathematics.	Calculus Lab	MAT 202	M1a
Intermediate	6. Demonstrate fundamental understanding of structured programming and algorithmic thought.	Pseudocode	CSC 206	CIT1b
	7. Demonstrate experience in participating in group projects.	Group Project Evaluation	Upper level Math course	M4a
	1. Use knowledge and skills from upper-level mathematics courses to apply to real-world problems, and/or concepts in abstract situations.	Course Project	Upper level Math course	M6a
	5. Demonstrate foundation in differential/integral calculus of one or of several variables.	Exam Problems	MAT 321	M3a
	2. Demonstrate ability to reason abstractly.	Exam Problem or Proof	MAT 207	M5a
Capstone	3. Communicate mathematical concepts and relationships effectively in both writing and speech.	Senior Research Paper	MAT 498	M7a
	3. Communicate mathematical concepts and relationships effectively in both writing and speech.	Senior Paper Presentation	MAT 499	M7b

Whole Person Assessment Rubrics for Computer Information Majors

C1a Rubrics - CSC-111 Sample Program

CATEGORY	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Algorithm	Demonstrates superior thought and exceptional creativity in handling the problem.	Demonstrates above average thought and creativity in handling the problem.	Demonstrates moderate thought and creativity in handling the problem.	Demonstrates little or no thought or creativity in handling the problem.	Not attempted
Logical Problem Solving Strategy	Uses complex reasoning to demonstrate an efficient and effective strategy to solve the problem(s).	Uses an effective and logical strategy to solve the problem(s).	Sometimes uses logic and an effective strategy to solve problem(s).	Used no logic or an effective strategy to solve problem.	Not attempted
Proper Format and Organization	Presents the work in a neat, proper format that is clear and organized.	Presents the work in a neat, proper format that is organized.	Presents the work in a somewhat proper format that is somewhat organized.	Presents the work in a sloppy and unorganized format.	Not attempted
Comments	Comments are detailed, clear and include all critical components.	Comments are clear and include all critical components.	Comments are somewhat unclear but include some critical components.	Comments are unclear and missing several key components or not included.	Not attempted
Source Code	100% of the source code has no syntax errors.	Almost all (85-99%) of the source code has no syntax errors.	Some (75-84%) of the source code has no syntax errors.	More than 75% of the source code has syntax errors.	Not attempted
Input	Uses appropriate input for the program and makes populating the input easy.	Uses appropriate input for the program and makes populating the input difficult.	The input was not appropriate for the program but input was possible.	The input was not appropriate for the program or non-existent.	Not attempted

CIT1b Rubrics - Pseudocode - demonstrates the ability to apply the principals involved in the design of algorithms and the appropriate data structures and/or file structures that are necessary to solve a problem.

	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Assignment Labeling	Labeling fully satisfies all requirements	Labeling information is present, but in wrong location.	Some labeling information is missing.	Only student name is given.	*No description text.*
Indentation	All indentation patterns are clear and correct.	Most indentation patterns are correct.	Indentation is sporadic and unclear.	No indentation used,.	Not attempted
Control Constructs	All constructs are used correctly.	Most constructs are used correctly.	Only a few constructs are used correctly.	Proper constructs not utilized.	Not attempted
Algorithm	Algorithm is properly structured and correct.	Algorithm uses incorrect structure or is not fully correct.	Algorithm uses incorrect structure and is not fully correct.	Algorithm falls far short of correctly solving the problem.	Not attempted

CIT1c Rubrics - Permutation - demonstrates the ability to apply the principals involved in the creation and the appropriate use that are necessary to solve a problem.

	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Assignment Labeling	Labeling fully satisfies all requirements	Labeling information is present, but in wrong location.	Some labeling information is missing.	Only student name is given.	*No description text.*
Indentation	All indentation patterns are clear and correct.	Most indentation patterns are correct.	Indentation is sporadic and unclear.	No indentation used,.	Not attempted
Control Constructs	All constructs are used correctly.	Most constructs are used correctly.	Only a few constructs are used correctly.	Proper constructs not utilized.	Not attempted
Permutation	Permutation is properly structured and correct.	Permutation uses incorrect structure or is not fully correct.	Permutation uses incorrect structure and is not fully correct.	Permutation falls far short of correctly solving the problem.	Not attempted

CIT2 Rubrics - CIT 216 or CIT 302 - Demonstrate appropriate group participation.

	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Peer Evaluation	Well above average percentage contribution.	Somewhat above average percentage contribution.	At or slightly below average percentage contribution.	Well below average percentage contribution.	Not attempted
Work Contributed	Exhibited leadership and/or implemented substantial portion of project.	Implemented major portion of the project.	Implemented minor portion of the project.	Did not produce a working part of the project.	Not attempted
Peer Evaluation	Well above average percentage contribution.	Somewhat above average percentage contribution.	At or slightly below average percentage contribution.	Well below average percentage contribution.	Not attempted
Work Contributed	Exhibited leadership and/or implemented substantial portion of project.	Implemented major portion of the project.	Implemented minor portion of the project.	Did not produce a working part of the project.	Not attempted

CIT3 Rubrics - Internet Programming - utilize knowledge and skills preforming the analysis, synthesis, and evaluation of Internet problems and development.

	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Organization and/or Ascetic	Organizes material in a clear, appropriate manner; unified, focused composition.	Organizes material in an appropriate manner, but may lack some clarity.	Organizes material in an appropriate manner, but may lack some clarity.	No organization of material; sequence of information is difficult to follow.	Not attempted
Programming Application	Has complete understanding of the task's computing concepts and processes; clear evidence of doing purposeful computing.	Has good understanding of the task's computing concepts and processes; evidence of doing purposeful computing.	Has an understanding of the task's computing concepts and processes; occasional evidence of computer science thinking.	Has only fragmented understanding of the task's computing concepts and processes; inadequate computer science thinking.	Not attempted

CIT4 Rubrics – Database Application - understands the sequential and relational database model

	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Coding style	Indentation patterns and bracket placement satisfy course style guides in every respect.	Indentation patterns and bracket placement are consistent.	There are some inconsistencies in use of indentation and brackets.	Indentation and bracket placement is highly inconsistent.	Not attempted
Comments	Comments include overall program purpose, major topic headings, and details where appropriate.	Comments appear in the code, but further commenting would be appropriate.	Only a few comments are made.	Comments are missing or very sparse.	Not attempted
Algorithm Utilized	Algorithm works correctly, and exhibits creativity.	Algorithm works, but is mostly a copy of class examples.	Algorithm works, but is awkward or inefficient.	Algorithm does not solve the problem correctly.	Not attempted
Program Output	All specified output has been correctly produced in an appropriate format.	Correct output has been produced, but presentation could be improved.	Program is producing output, but not everything is correct.	No output submitted.	Not attempted
Working Status	Program is running and produces correct output.	Program is running, but has run time errors or incorrect output.	All parts of the program have been finished, but there are still compile errors.	Program is missing several key parts, or exists only in form of written notes.	Not attempted

CIT6 Rubrics Group project evaluations - The student will demonstrate appropriate group participation skills when working on group projects that develop computerized software systems.

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Peer evaluation	Well above average percentage contribution	Somewhat above average percentage contribution	At or slightly below average percentage contribution	Well below average percentage contribution	Not attempted
Work contributed	Exhibited leadership and/or implemented substantial portion of project	Implemented major portion of the project	Implemented minor portion of the project	Did not produce a working part of the project	Not attempted

CIT7a Senior Project- final project constructed by a student with a representative portion of the Senior Project to be determined by the student and the Senior Project Advisor.

	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Project Scope	An unusually large task was attempted and solved.	Appropriate in scope not too big and not too small.	A bit too large or a bit too small.	Way too big or way too small	Not attempted
Project Functionality	Works above and beyond what one would expect	All aspects working correctly	Things mostly working	Not working, or very minimal function	Not attempted
Project Usefulness	Outstanding user interface and user documentation	Good user interface and user documentation	Mediocre user interface and user documentation	Very difficult to use, little or no user documentation	Not attempted - did paper only
Project Presentation	Outstanding oral and written presentation of the project and it use	Good oral and written presentation of the project and it use.	Average oral and written presentation of the project and it use	Inappropriate oral and written presentation of the project and it use	Not attempted
Project Abstract	All aspects of the project are adequately covered and some topics covered in extraordinary depth.				

CIT7b Rubrics – CIT 499 Senior Paper

This is the final paper constructed by a student with a representative portion of the Senior Project to be determined by the student and the Senior Project Advisor.

	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Paper Format	Follows formatting guidelines in every respect.	Formatting is correct with very few exceptions.	Mostly follows formatting guidelines.	Seriously violates format guidelines.	Not attempted
Mechanics	Writing has no major errors and few minor errors	Writing has no major errors and several minor errors	Writing has very few major errors and several minor errors	Writing has several major errors and/or and excessive number of minor errors	*No description text.*
Paper Length	Long enough to fully address all aspects of project and to address some aspects at length	All topics adequately covered	Some topics inadequately covered	Too short to fully address all aspects of project	Not attempted
Paper Content	All topics adequately covered and some topics covered in extraordinary depth.	All topics adequately covered.	Some topics missing or inadequately covered.	Several topics inadequately covered or some topics not covered at all.	Not attempted
Paper Presentation	Outstanding oral and written presentation of the project and it use.	Good oral and written presentation of the project and it use.	Average oral and written presentation of the project and it use.	Inappropriate oral and written presentation of the project and it use.	Not attempted

Whole Person Assessment Rubrics for Mathematics Majors

M1a Rubric -MAT 202 Calculus II Lab

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content Knowledge of Mathematics	Demonstrates thorough knowledge of math content throughout entire assignment	Demonstrates sufficient knowledge of math content throughout most of the assignment	Demonstrates some knowledge of math content throughout most of the assignment	Demonstrates inadequate knowledge of math content	Not attempted
Use of Syntax	Demonstrates appropriate use of syntax with no errors	Demonstrates appropriate use of syntax with a few minor errors	Demonstrates mostly appropriate use of syntax with no major errors	Demonstrates inappropriate use of syntax with errors	Did not attempt to use the software
Use of Software	Consistently demonstrates appropriate, efficient, and accurately sequenced use of the software	Usually demonstrates appropriate, efficient, and accurately sequenced use of the software	Demonstrates some appropriate and accurately sequenced use of the software	Demonstrates inappropriate, inefficient, and/or inaccurately sequenced use of the software	Did not attempt to use the software
Connections Between Mathematics Concepts and Computer Output	Consistently discusses clear, insightful, and accurate connections between the math content and the results of the computer exercises	Usually discusses insightful and accurate connections between the math content and the results of the computer exercises	Discusses some accurate connections between the math content and the results of the computer exercises	Discusses inaccurate connections between the math content and the results of the computer exercises	Did not attempt to discuss connections between math content and the computer exercises

M3a Rubric - MAT 321 Calculus Problems

Problems from the student's Vector Calculus Exam from MAT 321 Calculus of Several Variables.

CATEGORY	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Evaluation of Limits	Evaluates a limit accurately, and thoroughly proves that it exists or does not exist with no errors	Evaluates a limit accurately, and proves that it exists or does not exist with no errors	Evaluates a limit accurately, and proves that it exists or does not exist with some errors	Evaluates a limit with little or no accuracy, and proof to show that it exists or does not exist contains several errors.	Not attempted
Differentiation Techniques	Has complete conceptual understanding and computational ability	Has above average conceptual understanding and computational ability	Has some conceptual understanding and computational ability	Has several errors in computation and has little or no conceptual understanding	Not Attempted
Integration Techniques	Has complete conceptual understanding and computational ability	Has above average conceptual understanding and computational ability	Has some conceptual understanding and computational ability	Has several errors in computation and has little or no conceptual understanding	Not Attempted
Basic Vector Operations	Has complete conceptual understanding and computational ability	Has above average conceptual understanding and computational ability	Has some conceptual understanding and computational ability	Has several errors in computation and has little or no conceptual understanding	Not Attempted

Graph Recognition and Graphing Techniques	Has complete conceptual understanding and computational ability	Has above average conceptual understanding and computational ability	Has some conceptual understanding and computational ability	Has several errors in computation and has little or no conceptual understanding	Not Attempted
Numerical Approximation	Has complete conceptual understanding and computational ability	Has above average conceptual understanding and computational ability	Has some conceptual understanding and computational ability	Has several errors in computation and has little or no conceptual understanding	Not Attempted
Optimization & Finding & Identifying Critical Points	Has complete conceptual understanding and computational ability	Has above average conceptual understanding and computational ability	Has some conceptual understanding and computational ability	Has several errors in computation and has little or no conceptual understanding	Not Attempted
Vector Analysis	Has complete conceptual understanding and computational ability	Has above average conceptual understanding and computational ability	Has some conceptual understanding and computational ability	Has several errors in computation and has little or no conceptual understanding	Not Attempted

M4a Rubric – Group Project Evaluation

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Contribution of ideas	Routinely provides useful and insightful ideas when participating in the group discussion	Usually provides useful and insightful ideas when participating in the group discussion	Sometimes provides useful ideas when participating in the group discussion	Rarely provides useful ideas when participating in the group discussion	Does not contribute ideas to the group
Contribution of quality work	Consistently provides work of the highest quality and of appropriate quantity	Provides quality work with appropriate quantity	Provides work that occasionally needs to be checked or redone by other group members to ensure quality	Provides work that usually needs to be checked or redone by others to ensure quality	Does not contribute any work
Conduct toward others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Usually listens to others and sometimes responds with appropriate feedback	Listens inattentively to others and/or responds with inappropriate feedback	Does not listen to others and/or respond with feedback
Focus on the task	Consistently stays focused on the task and what needs to be done and encourages others to focus on task	Focuses on the task and what needs to be done most of the time	Focuses on the task and what needs to be done some of the time	Rarely focuses on the task and what needs to be done	Not attempted
Time management	Routinely uses time well throughout the project to ensure responsibilities	Usually uses time well throughout the project to ensure	Requires the use of every last minute to be able to complete	Rarely gets things done by the deadlines AND group has to adjust	Not attempted

	are completed on time or early	responsibilities are completed on time	responsibilities on time	deadlines or work responsibilities because of this person's inadequate time management	
Commitment to others	Follows through on and exceeds all expected commitments	Follows through on all commitments	Follows through on most commitments	Follows through rarely on commitments	Does not follow through on commitments

M5a Rubric – A Problem from Discrete Mathematics

Problem(s) of the student's choosing from Discrete Mathematics as well as a few paragraphs explaining their thought process for that problem and why he/she believes it qualifies as abstract reasoning.

	Exemplary (Highest Level of Performance: A-level work)	Competent (High Level of Performance: B-level work)	Acceptable (Standard Level of Performance: C-level work)	Unacceptable (Minimal Level of Performance: D or F-level work)	Not Attempted
Level of Mathematics	The problem includes a level of mathematics equal to or above the Discrete Mathematics level, clearly explained and correct.	The problem includes a level of mathematics equal to or above the Discrete Mathematics level, explained and mostly correct.	The problem includes a level of mathematics equal to or above the Discrete Mathematics level, with evident poor understanding.	The problem does not include a level of mathematics equal to or above the Discrete Mathematics level	Not Attempted
Level of Writing	Exhibits no English language errors.	Exhibits a couple English language errors.	Exhibits a few English language errors.	Exhibits several English language errors.	Not Attempted
Level of Content, Research, and Originality	The student has strong coverage of required content, good style, and a bibliography using 3 or more sources.	The student shows good research, good style, and coverage using 3 or more sources but no bibliography.	The student has acceptable coverage and style but has a bibliography using 2 or fewer sources.	The student shows poor research skills and style, uses 2 or fewer sources, and has no bibliography.	Not Attempted
Length/Format of Problem	The problem is of an appropriate length and is correctly formatted.	The problem of appropriate length with formatting errors.	The problem is too short in length but is correctly formatted.	The problem is too short in length and is incorrectly formatted.	Not Attempted

M6a Rubric - Upper Division Mathematics Project

A project of the student's choosing from an upper division mathematics course of the student's choosing that requires abstract reasoning as well as a few paragraphs of self-reflection explaining their thought process for that problem.

	Exemplary (Highest Level of Performance: A-level work)	Competent (High Level of Performance: B-level work)	Acceptable (Standard Level of Performance: C-level work)	Unacceptable (Minimal Level of Performance: D or F-level work)	Not Attempted
Level of Mathematics	The paper includes a level of mathematics equal to or above the 300 level, clearly explained and correct.	The paper includes a level of mathematics equal to or above the 300 level, explained and mostly correct.	The paper includes a level of mathematics equal to or above the 300 level, with evident poor understanding.	The paper does not include a level of mathematics equal to or above the 300 level	Not Attempted
Level of Writing	The paper includes interesting writing without flaws.	The paper includes interesting writing with minor flaws.	The paper includes writing with moderate flaws.	The paper includes writing with obvious flaws.	Not Attempted
Level of Research/Originality	The student has a bibliography using 3 or more sources.	The student shows good research using 3 or more sources but no bibliography.	The student has a bibliography using 2 or less sources.	The student shows poor research using 2 or less sources and no bibliography.	Not Attempted
Length/Format of Paper	The paper is at least 5 pages in length and is correctly formatted.	The paper is at least 5 pages in length with formatting errors.	The paper is 4 or less pages in length but is correctly formatted.	The paper is 4 or less pages in length and is incorrectly formatted.	Not Attempted
Self-reflection	Reflects well on own work;	Reflects on own work; provides	Reflects on own work but does not	Reflects little on own work; no	Not Attempted

	insightful interpretations or extensions; demonstrates flexibility in thinking and explains the logic behind that thinking	examples consistently; presents strong, supportive arguments.	provide many examples; limited development of argument and opinions	examples are provided	

M7a Rubric – Senior Paper/Project

	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Format	Follows formatting guidelines in every respect	Formatting is correct with very few exceptions	Mostly follows formatting guidelines	Seriously violates format guidelines	Not attempted
Grammar, spelling, and punctuation					Not attempted
Scope	An unusually large task was attempted and solved	Appropriate in scope – not too big and not too small	A bit too large or a bit too small	Way too big or way too small	Not attempted
Length	Ambitious length done well	Long enough to properly cover everything	Some parts could be a bit longer	Too skimpy	Not attempted
Content	Went the extra mile on topics covered	Topics covered adequately	Some topics missing or inadequately covered	Not enough substance	Not attempted

M7b Rubric – Senior Paper Presentation/Defense

	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content	Content of paper clearly communicated and fully covered	Some parts of paper not covered	Only a portion of the paper actually presented	Very poor communication of paper content, or none at all	Not attempted
Organization	Organizes material in a clear, appropriate manner; unified, focused composition	Organizes material in an appropriate manner, but may lack some clarity	Somewhat organized, but could improve; some evidence of a plan	No organization of material; sequence of information is difficult to follow	Not attempted
Speech	Employs an appropriate speaking and delivery style, speaks loudly and clearly enough to be heard by the audience	Not as good as exemplary	Some hesitation and break in smooth flow of presentation	Speaks unclearly, stumbles in presentation	Not attempted
Visual Aids	Visual aids prepared in advance, and provide significant enhancement to presentation	Visual aids prepared in advance, and provide adequate support for presentation	Only impromptu visual aids utilized	No visual aids utilized	Not attempted
Response to questions	Response fully answers questions, and in addition prompts further elaboration	Response provides answer to questions	Response partially answers questions	Response is incorrect, or question is not understood	Not attempted

Frequently Asked Questions

Here are some frequently asked questions about ePortfolio and related services.

What is an ePortfolio?

An ePortfolio (electronic portfolio) is a student's personal website dedicated to presenting a selection of the student's course work and faculty assessment of that work. It is a secure Internet site. The University collects data from all student ePortfolios to be used in preparing accreditation reports and in evaluating student achievement and the effectiveness of the University's programs and curriculum.

What is an artifact?

An "artifact" is another name for an assignment that you upload to your ePortfolio. These assignments are required for everyone taking a particular course. Students with ePortfolio accounts turn in the assignment in class and through their ePortfolio.

What is a rubric?

A rubric is a chart used to help a professor assess artifacts fairly and consistently. The left-hand column lists the different criteria being graded. For each criterion, the rubric presents a horizontal breakdown of what qualifies as Exemplary, Competent, Acceptable, Unacceptable, and Not Attempted work. See the examples in the section describing the Computing & Mathematics rubrics for each major.

Rubrics help students to know what is expected of them, and rubrics help professors evaluate students' work based on clearly defined criteria.

What is Chalk & Wire?

Chalk & Wire is a Canadian educational research-based company that specializes in Internet technology, high-performance networking, and user interface components. ORU has been a research and development partner with Chalk & Wire since February 2003 and is currently utilizing two Internet-based programs (ePortfolio™ and RubricMarker™) as support for the University's electronic portfolio system.

What is assessment?

Assessment is not a grade. Rather, it is your professor's evaluation of the quality of your work when compared with a consistent standard. For instance, if you are submitting an artifact under the Intellectual Creativity student learning outcome proficiency, your professor is assessing how well your work demonstrates your attainment of the criteria chosen by the ORU faculty to be a significant component of Intellectual Creativity.

Why is it possible to receive a Whole Person Assessment that is either higher or lower than my grade for the assignment?

When a professor grades an assignment, he or she takes into account such factors as appropriate format, proper grammar and usage, and acceptable logic, essentially asking the question, "How good is this artifact and is it representative of the topic?" When a professor assesses an assignment for ePortfolio, he or she is focusing on the specific criteria on the rubric. In this situation, the professor asks the question, "How well does this artifact demonstrate that the student has attained the qualities outlined for this particular outcome or proficiency?" Therefore, a student may write an A paper (a paper that demonstrates technical proficiency and scholarly research) that does not fulfill all of the criteria on the rubric—thus receiving a poor assessment. Or a student may write a C paper (a paper demonstrating technical problems) that completely covers the rubric criteria—thus receiving a high assessment. Therefore, it is very important for students to compose/create their artifact assignments knowing both the criteria for ePortfolio assessment and the criteria for grading. Also, rubrics do not usually include late penalties, etc.

Why do I need to complete a demographic survey when I set up my ePortfolio?

ORU does not discriminate on the grounds of race, color, sex, age, national origin, disability, or veteran status. However, the demographic information that you provide is very useful to us as we analyze our student data. These surveys help us understand our student body so that we can better understand and meet the needs of our incoming students. We also use them to collect data for reporting purposes.

How do I know what artifact is required for each course?

Consult the General Education Whole Person Assessment Handbook available online at wpahandbook.oru.edu for a comprehensive list of all artifacts for general education courses. Also, consult this Behavioral Sciences Department's ePortfolio Handbook on pp. 10-13 for a comprehensive list of artifacts for your Psychology or Social Work Major.

What ePortfolio requirements do I need to complete if I am a transfer student?

You will need to fulfill all applicable ePortfolio requirements for classes taken at ORU. There may be gaps in your ePortfolio from the classes you took elsewhere.

Do I have to complete ePortfolio artifacts if I'm taking summer school or online courses?

Yes. Regardless of the course format, artifacts are still required.

Can I get specific, personal feedback from my professor through ePortfolio?

Yes! When your professor assesses your artifact, you will automatically get a colored bar graph designating how you scored on the various areas listed on the rubric. In addition, your professor has the option to insert specific comments next to each criterion.

Does it matter what I name my artifact?

Currently, the ePortfolio default setting is to give your artifact the name of your document file with X's between the words. (For instance, if your file is named "Honor Code Reflection Paper.doc," it will be given the name of "(HonorXCodeXReflectionXPaper.doc)" unless you rename it. We suggest that you name each artifact clearly so that your professor will be able to distinguish it from other artifacts that are in the same ePortfolio sub-folder. Additionally, to assist the professor with the evaluation, multiple pages should be merged into a single document in eportfolio.

What will happen if I don't upload my artifacts to my ePortfolio and send them to my professor for assessment?

The consequence for not submitting your ePortfolio artifact is usually a grade penalty (often receiving a reduced grade for that assignment).

Is anyone ever going to look at my ePortfolio?

Many people will look at your ePortfolio over the course of your college career (and beyond). First, every time you submit an artifact to one of your professors, he or she will

look at it before assessing it. Second, since your ePortfolio is a bona fide website, you can send the link to friends, family, or future employers as well.

Can I use my ePortfolio after I graduate?

Yes! Students may opt to retain their ePortfolio by paying a yearly $15 renewal fee to Chalk & Wire. This is a wonderful opportunity for students to create personal portfolios to show potential employers. For more information, contact ePortfolio@oru.edu.

Why can't I upload documents saved in Microsoft Works or WordPerfect?

Artifacts must be uploaded in a format that professors can open and read. ORU's computer network is equipped with Microsoft Office. Thus, documents saved in Works or WordPerfect often do not open or become jumbled when opened in Word. Appropriate file types are as follows: HTML, PDF, Word (DOC/DOCX).

What should I do if my course requires a Pre/Post-Test score but I haven't received one?

Unless otherwise instructed by your professor, you do not need to submit anything for Pre/Post-Test scores. Your professor or teacher's assistant (TA) will upload and assess these scores automatically.

Will I receive an extension if Chalk & Wire is not working on the day that my artifact is due?

It is up to the discretion of the faculty whether students are given extensions for late artifacts. Recently, ORU has upgraded to a new Chalk & Wire server that should have no problem handling the number of hits that the site receives, even at peak times. However, as server difficulties cannot always be forecasted, it is important to get your artifacts submitted early in order to avoid technical glitches.

Do I have to pay an ePortfolio fee every year?

Included in your General Fees will be an initial $70 fee to activate your Chalk & Wire account during your first year at ORU. The renewal fee, also included in your General Fees, will be $20 each additional year at ORU.

Should I be receiving administrative emails regarding ePortfolio?

Yes! ORU ePortfolio administrators will occasionally send important emails to the email address that you have listed in your ePortfolio contact information. It is important that you read these emails. If you use an outside email provider, such as Hotmail or Yahoo, you may need to adjust your bulk mail settings to make sure that you receive these emails.

What should I do if I'm not receiving ePortfolio emails?

Check your bulk mail settings to make sure your account will let you receive emails from ePortfolio@oru.edu. If you still cannot receive emails from ePortfolio, contact the ePortfolio Help Line (ePortfolio@oru.edu or 918-495-7356) or go to the IT Concierge Help Desk on LRC 3rd Floor for assistance.

What are the steps for uploading an artifact and sending it for assessment?

There are three main steps in the process. First, the artifact must be uploaded to your ePortfolio. Second, the artifact must be submitted for assessment. Third, you must choose the professor who will assess the artifact. For step-by-step instructions on this process, consult the video instructions at http://www.oru.edu/current_students/my_academics/resources/whole_person_assessment/instructions.php.

Where can I go if I need to scan an artifact and don't have a scanner?

- 2nd Floor (GC) Academic Computing Lab, 8:00 a.m. to 10:30 p.m. most days. There are 8 dedicated ePortfolio computers and scanners, and the staff is helpful.
- The IT Concierge Help Desk (3rd Floor, LRC, next to the Java Stop).
- Ask a fellow student if you can use his or her scanner. Avoid saving scanned items as TIFF files.

How do I know where in my ePortfolio to place my artifact?

It is very important that you upload your artifact into the correct place in your ePortfolio. Each artifact is connected to a certain proficiency/capacity and a specific assessment rubric. Consult the General Education Handbook or the individual artifact description in this handbook to determine the location in your ePortfolio. Most classes that require the submission of an ePortfolio artifact now have a link in the D2L course shell that aids in uploading the artifact to the correct location in your ePortfolio. Always look for this link in

your courses to insure that your artifact is being submitted correctly. If you have any questions, please contact your course professor or the ePortfolio Help Line (ePortfolio@oru.edu or 918-495-7356) for assistance.

What if I don't know my professor's name?

Minimize the Internet window that has your ePortfolio open. Open a new Internet browser. Go to www.oru.edu, click on "Academics," then click on "VISION: Enrollment and Registration System." Log in to VISION, click "Student Services and Financial Aid," click "Registration," click "Student Detail Schedule," and choose the correct term. You should then see your entire schedule including your professor's name. When you have obtained the necessary information, log out of VISION, maximize the Internet browser with your ePortfolio, and continue the artifact submission process. [If you are submitting your artifact to a TA, you should follow the instructions given to you in your discussion group. Most TAs share generic Chalk & Wire accounts (for example, "2 BibLit").]

How can I find the results of my professor's assessment of my submitted artifact?

Once you have submitted your artifact for assessment, you can click on the "Menu" button on the main ePortfolio page and choose "Work" and "My Results" to view your assessment scores. There you will see a listing of all artifacts that you have submitted for assessment. You can click on the artifact and choose "View Details" in the drop-down menu to see how you scored on each criterion of the rubric. You can also view your composite results in a dashboard format in VISION by going to "Student Services", "Student Records", and clicking on "Whole Person Assessment Scores".

Can I remove an artifact from my ePortfolio once I have successfully submitted it for assessment?

You should not remove an artifact from your ePortfolio unless (a) you are replacing it with a corrected version of the same document, (b) you have uploaded it in the wrong place and are correcting the error, or (c) you are deleting multiple versions of the same artifact. Your artifacts should remain in your ePortfolio for the duration of your time at ORU. If you remove them, then faculty will not be able to view them, and this may cause problems when your ePortfolio is audited at the end of a semester and prior to graduation.

How do I create my major ePortfolio?

Your major ePortfolio will be automatically created when you submit your first artifact in your major. You can also create other portfolios within your Chalk & Wire account. Follow the video instructions for at ePortfolio.oru.edu and click on "Instructions" to see how you can create portfolios for purposes other than General Education and your major.

Do I need to upload artifacts for electives or classes taken for my minor?

No. You are only required to submit artifacts for your general education classes and for the designated classes in your major.

What should I do when I think I uploaded my artifact correctly but I received communication from ORU that something with my ePortfolio was incomplete?

Follow the directions given in the letter/email/voice message that you received. If you are instructed to contact a specific individual, please do it as soon as you get the message. You are also welcome to contact the individuals monitoring the ePortfolio Help Line at 495-7356 (x7356 on campus) or ePortfolio@oru.edu and ask them to check your status in the Chalk & Wire system. Sometimes there is a problem with your actual ePortfolio account, and in these cases we need to fix it to avoid future problems. Other times, you may have inadvertently missed a step in the process. Often these things can be cleared up quickly and easily.

Where can I go to get ePortfolio help?

- ePortfolio Help Line at x7356 (918-495-7356) or ePortfolio@oru.edu
- IT Helpdesk, 3rd floor LRC, Front Doors
- Assessment Coordinator in your major department
- Website: www.ePortfolio.oru.edu (many helpful resources)
- Your Academic Peer Advisor