

Building Holy Spirit-Empowered Leaders to Impact Their World

A Self-Study Report
Prepared for the Higher Learning Commission
of the North Central Association of Colleges and Schools

Oral Roberts University, 2012

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Introduction

Time has proven that the **Founding Vision** adopted by Oral Roberts University (ORU) at its inception is more than platitudes listed on some dusty placard at the back of an auditorium. Oral Roberts' vision became a driving force promoting a community of academicians in the 1960s to establish a culture of discovery and learning that continues today producing students striving to change the world for the glory of God.

ORU Founder's Vision

God's commission to Oral Roberts: *"Build Me a university. Build it on my authority, and on the Holy Spirit. 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."*

Belief in God's authority and the power of the Holy Spirit continues to inspire today's ORU academic entrepreneurs to develop new ways of encouraging student development. By combining faith, learning, and actions, ORU engages the academic community with a **mission statement** that promotes practical steps in a cooperative environment of personal development.

ORU Mission Statement

The mission of Oral Roberts University—in its commitment to the Christian faith—is to educate the whole person in spirit, mind, and body, thereby preparing its graduates to be professionally competent servant-leaders who are spiritually alive, intellectually alert, physically disciplined, and socially adept. The University seeks to synthesize the best practices of liberal arts, professional, and graduate education with a charismatic emphasis to enable students to go into every person's world with God's message of salvation and healing for the totality of human need.

The founder's vision establishes a primary motivation for the community at Oral Roberts University to engage in action steps defined by the mission statement to develop established outcomes in succeeding generations of learners.

Validating Mission Integrity

Early accreditation of ORU by the North Central Association of Colleges and Schools indicated initial success of the ORU experiment. Continued progress in the application of the mission resulted in the rapid formation of graduate schools early in the life of the University.

Early growth resulted in some long-term structural problems in financing. Strong reliance on donations caused significant financial concerns as donations to Christian organizations ebbed during the 1980s and beyond. The regional accrediting body, now the Higher Learning Commission (HLC), consistently called attention to a growing financial crisis in the University throughout several site visits, which occurred in ten-year cycles. After a **comprehensive site visit in November 2007**, the **site team recommended** that a focused visit be required in little over a

year to review financial planning with a follow-up comprehensive review to occur within five years.

Immediately prior to the 2007 HLC site visit, controversy over legal, operational, and financial issues distracted leadership attention from the pressing difficulties confronting ORU. The HLC site team report expressed “concerns and confusion about current governance structures...and the institution’s leadership,” causing the HLC to include a review of governance and leadership in the required focused visit.

The 2007 HLC team report contained strongly worded positive comments about the “expectations that both students and faculty meet with respect to learning and scholarly development, physical discipline, and participation in faith experiences.” This comment from external accreditors demonstrated the continuing success of the ORU mission to develop whole persons in spirit, mind, and body. Still, the University needed to reconsider how to best promote the mission in response to the changing external environment focusing especially on leadership, governance, and financial sustainability.

In response to historic changes occurring at Oral Roberts University during and immediately following the time of the 2007 visit, the Higher Learning Commission amended the team recommendation of a **focused site visit to a required submission of a progress report** due in 2009 followed by a comprehensive visit in 2012.

On April 30, 2009, ORU submitted the *Progress Report on Governance, Leadership, and Financial Planning*, which the HLC accepted with the following comment.

The progress report documented several significant events at the University since the comprehensive visit. All of these developments appear to place Oral Roberts University in a much stronger position than it was at the time of the 2007 comprehensive visit.

In the **staff response to the 2009 progress report**, ORU’s staff liaison, Dr. John Taylor, advised the 2012-2013 site team to study in depth, among other issues raised by the 2012 self-study report, several continuing issues in governance, finance, and leadership. (Issues raised by staff liaison review of the 2009 progress report are indicated below by italics and then briefly addressed.)

Governance and the Attractiveness of Mission

Review the change/transition from Board of Regents to Board of Trustees (supported by a Board of Reference), including a review of new and old documents/bylaws to assure that the new documents are properly developed and approved

Alerted by the newspaper and media reports about ORU’s challenges and prompted by the Holy Spirit, David Green, founder of the Hobby Lobby retail chain and patriarch of the Green family, had a growing concern for ORU students and felt a call to help. While focusing on the University, David Green and his family began to see something more important and more difficult to achieve than running the business aspects of the institution. The family knew that

ORU students received a quality, whole-person education and recognized in the actions of the former president that **personal commitment to the success of the mission** was more important than personal reputation. The family designated Mart Green as their spokesperson, and he announced, on November 27, 2007, that “**We as a family have stepped in and said, ‘ORU is worth keeping.’**” Along with the announcement of support for the University, the Green family donated \$8 million to help the University through transition. It was the dedication of people within the University to the strong mission of producing transformed lives that attracted the very support required to sustain the mission.

In an **open letter published as an ad in the *Tulsa World*** on Sunday, December 2, 2007, the Board of Regents presented the first public indication that the role and functionality of the Board as formulated **under old bylaws** were not only in a process of re-examination but actually transforming into an engaged leadership model unique in the history of ORU.

The letter stated, among other things, that “the Board agreed to begin discussion with those individuals who have also expressed interest in making contributions to ORU that eliminate the long-term financial strain that ORU faces.” The reference to contributions included, among others, a reference to an offer by the Green family to **donate an additional \$62 million** with, according to Mart Green, “strings attached.” Those “strings” required (1) the replacement of the Board of Regents with a new **Board of Trustees**, chaired by Mart Green and supported by a **Board of Reference**; (2) the adoption of a **new set of bylaws** implementing a shared governance structure for the University; and (3) recognition of the responsibility of the new Board of Trustees for maintaining the University’s “mission with economic sustainability.”

Review the separation of ORU from OREA and the legal issues that accompany that separation

As of May 1, 2008, ORU and the Oral Roberts Evangelistic Association, Inc., (OREA) completed a full separation between the not-for-profit corporations concerning all financial, operational, and governance matters. A mutual release of claims agreement dated April 29, 2010, “fully and finally” resolved all outstanding financial issues.

Verify with the academic community the establishment and support of the new culture of transparency

One of the first actions taken by the Board of Trustees was to educate themselves on principles of shared governance. In response to this training and to take advantage of the opportunity to enhance the mission of the University by drawing on the strengths of professionals already within the University, the Board of Trustees established **defined leadership structures** including the Board of Trustees, an Office of the President, and the University faculty. Each of these leadership structures was given specific authority and responsibilities. The University faculty received functional authority to develop University curriculum, establish procedures for faculty appointments, and identify graduation requirements. The Office of the President received delegated authority to recommend strategic plans, coordinate policy formation, and implement policies in the day-to-day functioning of the University. The Board of Trustees received final authority to provide leadership through committees with established charters concerning

academic affairs, student affairs, resource development, and finance. By establishing focused authority, the new structure allowed for each of the groups to begin intentional reformation of internal governance structures. The **Board of Trustees** with its three-year rolling membership model chose to authorize its committees to take immediate action while continuing to report to the full board. The **Office of the President** established councils to gather information to facilitate decision-making. The University faculty chose to develop a **Faculty Senate** model of representation.

During the transition in governance, the Board of Trustees requested the faculty to reconsider fundamental policies of the University. Recommendations requested included a reconsideration of the **University policy on tenure and revised faculty hiring policies**, as well as a recommendation concerning the role of academic deans. In the assurance section of its 2007 *Report of a Comprehensive Visit*, the site team indicated that ORU needed to give attention to “tenured contracts that offer limited protection normally associated with tenure” and to specifically address a contract clause that allowed “for termination with or without cause.” The Board of Trustees removed the offensive contract clause and repeatedly indicated to the faculty that ORU policies on tenure did not align with commonly accepted practice. In response to the Board request and in light of their comments, faculty members coordinated a two-year-long process of policy re-evaluation. By the end of the process, faculty members chose to re-approve the “unique” structure of ORU tenure and voted overwhelmingly to retain **the rolling three-year tenure contracts** as a means of balancing protection of faculty academic freedom with concerns for maintaining the integrity of the University mission into the future. The process of defining the role of academic dean within the revised governance structure generated a significant amount of discussion within both the Office of the President and the University faculty. Following a rather lengthy process, the newly formed Faculty Senate produced a **list of recommendations concerning the role of academic deans** that was accepted by the University faculty, endorsed by the Office of the President, and approved by the Board of Trustees.

Faculty survey results indicate that the “culture of fear” noted by the site team in the 2007 report has dissipated and has been replaced with opportunities to vocally express concerns and be heard during policy development processes.

Mission with Economic Sustainability

Mart Green, chair of the Board of Trustees, championed the phrase “mission with economic sustainability” as a way to move the mission forward and secure the future of the University. When asked why the Green family would give to something that did not seem to be doing well, Mart Green’s response was always “ORU’s students and graduates.”

Review the appropriateness and effectiveness of the appointment of the donor of the \$70 million gift as chair of the Board

For the mission to be successful, leadership must create an environment capable of supporting the accomplishment of that mission. After reviewing the financials, the Board of Trustees, headed by Mart Green as chair, identified four problem areas threatening to disrupt the continuation of the mission. These included debt, deficit, declining enrollment, and deferred

maintenance. To address these issues, the Board of Trustees focused attention on debt reduction, student recruitment, improved fundraising, and more efficient operations.

The \$70 million donation labeled for convenience as “**Going Forward**” funding addressed immediate needs by reducing debt, providing financial assistance to new and returning students, promoting recruitment activities, increasing faculty and staff salaries, and upgrading the residence halls and academic departments. In spite of the very generous gift, the Board of Trustees understood that immediate assistance would not by itself create the environment of support required to financially sustain the mission long-term. Following the legitimate application of funds to address immediate needs, the overall debt level of the University decreased from \$55 million to \$25 million.

As donors themselves, the Trustees understood the difficulty in encouraging donors to contribute toward the remaining \$25 million debt. In response to this concern, the Trustees announced, in February 2008, a \$25 million matching campaign called “**Renewing the Vision.**” During the campaign, the University requested donations for scholarships, annual fund, and specific projects that the Trustees would match dollar-for-dollar in debt reduction. Under this plan, any donation would automatically double, and debt would decrease while scholarships or projects would increase. Donors would immediately see the fruit of their gifts and at the same time understand that the Trustees were actively reducing the debt. The Trustees understood this campaign was about more than just money, saying “We want the ORU family to be able to give to items that will strengthen the University, so they can see the results of their gifts. If they can step up and commit to helping ORU, the Trustees will take on the debt.” The Trustees also publicly stated on several occasions that the goal of engaging 20,000 donors was more important than the overall amount of the support. The Trustees believed that evidence of faithful support from the community would initiate a process of creating economic sustainability not only through donations but also through the community recognition of the value in developing students.

The Trustees announced the Renewing the Vision \$25 million campaign during the 2008 Alumni Homecoming Banquet, and alumni broke a giving record by making gifts and pledges in excess of \$240,000 in one night. As donations continued to arrive, a debt countdown calculator appeared on the website, publically celebrating the elimination of the University debt. By the end of the campaign in April 2009, more than \$22 million was donated by 15,796 donors.

On September 23, 2009, the chair of the Board of Trustees announced the **complete elimination** of the ORU long-term debt stating, “We are extremely thankful to all the donors who stepped up to support ORU. They know the value of this University, and they can see the product that ORU produces—excellent, whole-person graduates who are valuable to this community and to the world. ORU’s long-term debt was a major dragon to slay for future success. We can now move forward with confidence and continue to make this University the best it can be.”

Review the explicit and implicit conditions of the \$70 million gift—documented as well as “silent” conditions—and the impact of those conditions on the well-being of the University

With the \$70 million gift addressing the elimination of long-term debt, the University established relationships with a variety of consultants to address additional University concerns.

To strengthen student recruitment and retention policies and procedures, the University established a relationship with Noel-Levitz, a recognized higher education consulting group that specializes in strategic planning for enrollment and student success. **Noel-Levitz recommended addressing the following six major goals:**

1. “Widening the top” of the recruitment funnel
2. Implementing an enrollment management revenue system
3. Targeting a scholarship competition to attract new students
4. Redesigning external marketing tools
5. Reducing attrition through the use of an attrition risk factor analysis
6. Developing a master enrollment plan including marketing, recruiting, and retention

While considering the Noel-Levitz recommendation of developing a scholarship competition to attract new students, the Trustees received inspiration for a creative way to maximize mission and increase enrollment from a student response given during graduation concerning ORU’s whole person educational experience. The transformational effect of ORU’s mission, as evidenced by the student response, develops students spiritually, intellectually, physically, and socially. If a student already demonstrating these qualities could come to ORU, the program at ORU would maximize these attributes and graduate that student transformed and ready “to go into every person’s world.” The Trustees decided a scholarship competition based on the attributes ORU desires to develop could help attract and identify students with the greatest interest in enrolling in the University.

Announced in August 2008, the **Whole Person Scholarship** competition encourages church leaders, school officials, and ORU faculty, staff, students, and alumni to nominate emerging “whole person” students. To receive an invitation to participate in the competition, nominees must apply and be accepted to the University. Each invited participant in the competition receives some level of award, and the winners of the competition receive levels of scholarship ranging up to \$20,000, which is renewable for four years. During the competition, applicants interview with faculty and staff on-campus providing potential students an opportunity to experience the atmosphere and culture of the University. For academic year 2009-2010, 510 students completed the application process, attended the competition on one of two scholarship days, and interviewed with 118 faculty and 37 staff members resulting in 31 students receiving full-tuition scholarships. To help fund the scholarships, the Green family sponsors a matching program donating an additional \$4 million a year over a period of four years. While discussing the additional donations, Mart Green said “We are more excited about ORU today than we were a year ago.”

Evaluate rationale for the Deficit Reduction Plan and review the progress toward deficit reduction

On March 13, 2009, the **Evangelical Council for Financial Accountability** (ECFA) announced the accreditation of ORU reinforcing the goal of mission with economic sustainability. ECFA accreditation is based on standards of responsible stewardship, including financial accountability, transparency, sound board governance, and ethical fund-raising. “We are pleased to include in our membership this outstanding University, which strives to educate and equip students for successful careers, fruitful lives, and faithful service in the Kingdom of God,” said Dan Busby, ECFA president. This accreditation resulted in part from ORU’s adoption of a three-year Deficit Reduction Plan.

The **Deficit Reduction Plan**, adopted by the Board of Trustees prior to the installation of the new president in July 2009, demonstrated the new governing body’s recognition of the importance of deficit reduction combined with the dramatic debt reduction for the future health of the institution. The plan incorporated conservative assumptions concerning increases in student population, tuition, and donations. The goal of the plan was to generate a surplus by the end of academic year 2011-2012.

Shortly after becoming president, Dr. Mark Rutland commented during an open employee meeting that it did not make sense to create a budget that spends more than projected income. Through creative reallocation of spending in non-academic areas, by the end of the 2010-2011 academic year, ORU was **operating within a balanced budget**. This was a full year ahead of the Deficit Reduction Plan. Cuts in operations and staff, along with outsourcing various non-academic services, allowed the University to achieve an immediate financial goal of a balanced budget without affecting the quality of academic services.

Evaluate the effects of the reduction-in-force on finances, morale, operations, etc.

In November 2008, a reduction-in-force (RIF) announcement indicated that as expected a number of positions would be eliminated in January 2009. A requirement from the Trustees to operate under a balanced budget necessitated the elimination of 93 positions, 40 of which were unfilled. The RIF did not require the elimination or modification of any academic program as a majority of the eliminated positions were non-academic.

Over time, the financial benefit of the RIF allowed the University to reduce spending and include a balanced budget. By outsourcing various staff functions, the University continued offering services to students without excessively burdening remaining staff members.

A **staff survey** taken in 2010 demonstrated the overwhelming commitment of staff members to the mission of the University. The vast majority of the comments in the survey addressed recommendations on advancing mission by including staff voice and participation in the developing governance process. Staff members are currently included in the University Planning Council.

Leadership for the Future

Verify the installation and effectiveness of the new president of the University

Throughout 2008, Mart Green repeatedly said that the most important decision of the new Board of Trustees would be the selection of the next president of the University. Qualities required included excellent Christian character in addition to academic leadership experience. On January 28, 2009, the Trustees announced Dr. Mark Rutland as their selection for president. Dr. Rutland's reputation as an excellent orator—through his world-wide preaching and teaching ministry—clearly identified him as a strong Christian, reassuring many that the Spirit-based foundations of the University would remain secure. In addition, Dr. Rutland clearly demonstrated excellent academic leadership abilities through the results of his 10-year service as president of Southeastern University in Florida.

Oral Roberts had recommended Dr. Mark Rutland to the Trustees as his primary choice for president. His public endorsement continued to dissipate any concern about potential mission drift.

The *Tulsa World* reflected the atmosphere of growing expectancy with the following statement in an article appearing on January 31, 2009.

“But a pressing question remains: Can the school grow its enrollment and its fundraising to a level of long-term economic sustainability? For the first time in ORU's history someone who does not have the surname of Roberts is permanently in the president's office. Whether the school can go from its exuberant beginning to become a permanent fixture in the Christian education world will largely be determined by Rutland's efforts. The whole community stands hoping those efforts will be honest, effective, prayerful, and successful.”

On July 1, 2009, Dr. Mark Rutland became the third person to occupy the president's office at Oral Roberts University, saying, “The best is yet to come.”

Elimination of most long-term debt due to the efforts of the Board prior to the arrival of Dr. Rutland allowed the new president to focus on the three primary problem areas threatening the long-term health of the University, namely deficit, declining enrollment, and deferred maintenance.

While impressing the University community with his effective presence in chapel and his emphasis on promoting programs to enhance student spiritual formation, Dr. Rutland initiated a strong reformation of both the finance and development departments. A full review and development of financial and accounting policies and procedures forced the community to strongly reconsider all financial aspects of the University. Operating with a balanced budget and elimination of deficit spending ahead of the schedule established by the Deficit Reduction Plan demonstrates the effectiveness of the president's strategies. Changes in the area of development will continue to be a necessary focus of attention moving forward to ensure long-term financial viability.

As the immediate needs of the University are addressed, both the Board of Trustees and the President recognize the need for development of a multi-year strategic plan to address longer-term issues. Developed by the Trustees and chaired by the President, a renewed University Planning Council is continuing development of the *ORU Presiding Goals and Long Term Strategic Plan*. Planning supports the University governance structure as the University Planning Council consists of five Trustees, five representatives from the Office of the President, and five representatives from the University faculty. Currently, the Board has endorsed the “Draft 2” formulation of the strategic plan to be used as a “road map” for development of the final plan. Ideas under consideration may significantly change, but currently the three presiding goals are (1) articulation and fulfillment of mission, (2) integrated enrollment plan, and (3) effective economic model. The strategic plan separately directs implementation of the presiding goals in the areas of academics, finances, operations, and athletics.

In January 2012, the Board of Trustees approved various action plans submitted by the Office of the President initiating implementation of the strategic plan including a *Facilities Capital Action Plan*, a *University Advancement Plan*, and a *Faculty Compensation Plan*.

Shortly after arrival on campus, Dr. Rutland recognized that the University needed to leverage its strengths to create and develop additional revenue streams. The President recognized that in the past *Distance Learning* had been a successful academic unit of the University and could be revitalized. The academic unit formerly designated as the “School of LifeLong Education” promoted the mission of the University by providing learning materials to distant learners through a traditional correspondence format. While conversion of the correspondence courses into an online format had been previously initiated, a *change request* for HLC approval to offer fully online programs was submitted in the fall of 2010. Following a focused site visit in November 2010, the HLC site team in its approval of the requested four online degree programs and eight online minors reported that “The offering of online degree programs is consistent with the University’s mission and builds naturally from current areas of strength and a history of success.” The team also noted that “The infrastructure—human, technology, and capital resources—appear sufficient to support the proposed degree programs and may be expanded to accommodate planned growth.” This comment reflects the demonstrable changes in University leadership and finances that have occurred since the installation of the current president.

In the *assurance section* of the *Report of a Requested Focused Visit for Change*, the site team also made several recommendations concerning development of ORU’s capacity to develop online programming. (Issues raised by the 2010 HLC focused visit concerning Distance Learning indicated by bold italics.)

In the best practice area of curriculum and instruction, (1) ensure use of standard instructional materials such as syllabi, instructor introductions, and instructor contact information in every course and (2) use of synchronous interaction between instructor and students and among students within each online program.

While all ORU online courses contain instructor contact information and course information typically found in a standard syllabus, this information was formerly available in a variety of locations and styles within online courses. Starting with the 2011 Fall B online course offerings, all online courses contain standard syllabi. All ORU syllabi for residential courses are available online, and this resource now also includes online course syllabi.

Online course development continues to improve as faculty training expands. Several online curricula now require the use of chat rooms for synchronous interaction. As additional programs develop, specific attention will be given to the inclusion of a variety of synchronous interactions.

In the best practice area of faculty support, (1) monitor development of more formal, accessible, continuous, and scalable technical training and support as online programs grow and (2) training that addresses the needs of faculty (both full time and adjunct) at a distance.

To assist with faculty support and development, the University opened a **Center for Faculty Excellence**, led by a full-time faculty administrator. Charged with developing training opportunities for all faculty members – including online, distant, and adjunct faculty – the Center produces videos of all faculty training events and makes them available online for the asynchronous use of all faculty members. Specific attention has focused on training of **new faculty members**. This scalable form of training will be of particular interest to distance adjunct faculty members.

In the best practice of evaluation, ensure that online programs undergo the same institutional evaluation as on-campus academic programs, but also ensure that characteristics unique to electronically offered programs are addressed by implementing methods of evaluation (Quality Matters or other) specific to online learning environments.

Academic programming at ORU is assessed and evaluated primarily through **Whole Person Assessment** as presented in chapter 3. Distance Learning now fully participates in the Whole Person Assessment process. Just as all incoming ORU students are required to enroll in the Whole Person Assessment orientation course, **GEN 099**, all new distance learning students now enroll in the online version of GEN 099 that runs concurrently with their first online course experience. All online general education courses require the appropriate Whole Person Assessment evaluation assignments as do the corresponding on-campus courses. As directed by the assessment process, online courses in majors and minors include evaluation assignments when appropriate.

Two faculty administrators have received the **Quality Matters training** and are authorized to initiate in-house assessment of online courses and programs. As new online programs are developed, Quality Matters standards will be incorporated into course design.

In the best practice of student support, (1) monitor the use of methods to track usage and benefits of online student services, and (2) as ORU prides itself on the development of the Whole Person, monitor availability of distance student access to spiritual support, intellectual assistance, physical discipline, and social encouragement similar to services provided to on-campus students.

Distance learners tend to integrate the time required for completing online courses into their daily life, resulting in scheduling difficulties and inconsistent use of student services. With the assignment of Distance Learning staff to monitor use of online student services, Distance Learning now more rapidly identifies students who need additional assistance in completing academic programs, thus reducing the need for learners to “sit out” for a semester due to schedule conflicts. Distance learners have the same access to counseling, learning resources, and spiritual services as residential students, but distance learners have not always understood how to access these services effectively. Because of the focused attention of Distance Learning staff, students in need of specialized personal counseling are now more aware of available access to services and are successfully utilizing services as needed.

Streaming chapel services, availability of the men’s and women’s chaplains, and access to spiritually-related learning resources provide distance learners with resources to further their spiritual formation. While many spiritual, intellectual, physical, and social activities are integrated into the distance learning curriculum, Distance Learning staff members continue to develop opportunities to integrate Whole Person concepts into the student life experience of distance learners.

While students with disabilities are free to register with the Disability Service Center, the campus does not have (1) a plan for ensuring that online courses are ADA compatible, (2) personnel responsible for evaluating courses for ADA compliance, nor (3) faculty training in the proper procedures to ensure that courses adhere to federal ADA guidelines.

As indicated, the **Disability Service Center**, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual (online or residential) with a disability will be denied reasonable accommodations in modification of policies, practices, and procedures. As students self-identify through use of the online forms and contacts available through the Student Resources webpage, online course accommodations are provided as needed.

Review the deferred maintenance remaining on campus and the resources/timeline for completing the deferred maintenance program (Additional issues raised by staff liaison review of the 2009 progress report.)

Over the last five years, six separate \$10 million donations have been received and specifically targeted toward deferred maintenance. In the summer of 2008, the University initiated an extended period of **continuous improvement** in addressing the problem of deferred maintenance as construction tape appeared seemingly everywhere on campus. From the “Going Forward” funds, the University used \$10.4 million to address many physical and “curb appeal” issues on campus. Renovations and remodeling improved library accessibility. Restoration of the Learning Resources Center and Graduate Center porches enhanced safety. A long-awaited total renovation of Zoppelt Auditorium created a more inviting atmosphere for learning. Updating of the electrical infrastructure in the dorms allowed for microwave ovens and refrigerators to be placed in every dorm room. Replacement or repair of plumbing, furniture, paint, walkways, ramps, and

other structures provided a fresh look to campus. Other less visible maintenance occurred as well, including updates to the telephone system and relocation of utilities.

The Prayer Tower at the center of campus continues to inspire students, faculty, staff, and visitors by asserting that success in life can be found only by focusing on the work of the Holy Spirit interceding with the Father through the Son. Renovation of the Tower occurred in two phases. After completion of the first phase, Dr. Clarence Boyd, Dean of Spiritual Formation, said, “This will be a sacred place for prayer, emphasizing intimacy and communion with God, for the entire ORU community—faculty, staff, students, and alumni visiting campus.” Downstairs, newly renovated rooms embrace many styles of prayer. There is a large gathering place for corporate prayer, a partitioned area in the main room for small-group prayer, and four individual spaces for private prayer. A large cross created by the ORU art department placed in front of a map of the world reminds Christians of Christ’s obedience to view the world through eyes of love and sacrifice. Phase two of the renovation focused on redeveloping the second floor of the tower, transforming it from an observation platform to a space inspiring visitors to pray and listen. Quotes from Oral Roberts’ last book, *The Ultimate Voice*, create a path of prayer instructing visitors how to listen to the voice of God, and quiet prayer rooms reinforce the centrality of prayer in the quest for knowledge with various quotes including E.M. Bounds saying, “No learning can make up for the failure to pray.”

Excitement concerning change on campus continues as maintenance issues across campus continue to be addressed. The Green family donations have supported restoration activities in the Aerobic Center, Christ’s Chapel, Hamill Student Center, J.L. Johnson Stadium, Mabee Center, and various projects in each of the dorms. Significant remodeling plans have included academic areas in Business, Chemistry, Communication Arts, Counseling, Engineering, and Nursing.

Inspired by the changes occurring on campus, alumni Michael and Jacquie Cardone responded to the University need to build a facility dedicated to social interactions among students; thus they became co-chairs of a campaign to reinstate support for the building of the **Armand Hammer Alumni-Student Center**. After raising over \$12 million to build and furnish the student center, the University held a groundbreaking ceremony on January 25, 2012, prepared to pay for the building in cash with an anticipated opening in January 2013. The 28,000-square-foot student center is the first major building erected at ORU in over 27 years.

The New ORU

In April 2010, **ORU initiated a process of self-study** with the primary goal of evaluating the effectiveness of the University’s ability to fulfill its mission while continuing to support the Founding Vision – with specific attention to changes in leadership, governance, and financial stability. Secondary goals included providing sufficient information and analysis to the University (1) to develop a baseline body of data to begin addressing the goals of the 2011-2017 planning process and (2) to meet the needs of the Higher Learning Commission to complete the reaccreditation process, including federal compliance.

To accomplish these goals, a steering committee composed of faculty and administration organized six additional committees to collect appropriate documentation and to focus attention

on and assess the University based on each of the Higher Learning Commission's five self-study criteria. The resource committee consisted of staff and faculty including one faculty member from Learning Resources, while each of the criterion committees included faculty, staff, and at least one vice president. Each criterion committee evaluated strengths, challenges, and opportunities of the University in light of the core components as indicated by the Higher Learning Commission. Based on findings, each committee identified concerns for the University to consider as discussion of the strategic plan continues.

As indicated in a presiding goal of the **strategic plan**, the University strongly supports the mission of educating the whole person in spirit, mind, and body. To demonstrate commitment to the mission, the University chose to renovate the Prayer Tower at the center of campus—emphasizing the whole person concept—using the recently departed Oral Roberts' guiding words concerning hearing the voice of God. Inspired by the University commitment, this self-study intentionally integrates whole person concepts throughout the discussion of the five evaluation criteria. The chapter titles, derived from Oral Roberts' last book, *The Ultimate Voice*, recall his vision for the University and the promise for its future.

Spirit: We are to have the Character of Christ

Criterion One: Mission and Integrity

Oral Roberts University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the Board, administration, faculty, staff, and students.

Institutions seldom have the opportunity to fully transform. Typically, the challenges and issues that cause deterioration of institutional health also prevent institutions from making the significant changes needed to reverse the deterioration. In his book, *How the Mighty Fall*, Jim Collins argues that often at some point in the deterioration process many institutions attempt radical changes to stave off failure. Often these changes are developed from within the failing culture; the institution is, therefore, predisposed to reinitiate many of the same issues and challenges. At other times, radical changes take the institution far off its mission and into areas that the institution is neither prepared for nor equipped to manage. Either way the institution continues to fail.

Oral Roberts University has been given a third option—one that allows it to preserve the strong culture of mission and vision while at the same time fully redesigning the leadership, governance, and financial structures necessary to restore health to the University.

Core Component 1A—Mission Documents

Oral Roberts University's mission documents are clear and articulate publically its commitments.

In the midst of structural and administrative changes, the **founder's vision, mission, and core values** of ORU have served to unify the ORU community and to anchor the University in its historic purposes. The vision and mission of ORU are central to all its endeavors and are stated clearly in a broad spectrum of external and internal documents. The latter portion of the vision statement is even prominently displayed in the back of the chapel, so it can be recited during chapel services, especially when visiting speakers address students.

Ideas central to the mission and vision, such as “Whole Person Education” and “going into every person's world,” appear widely in recruiting materials and publications. The Founding Vision and the mission of ORU are stated in the **catalog, Faculty and Administration Handbook, Student Handbook**, and on the **University website**. Every academic year, students and faculty members sign the **Honor Code Pledge**, which highlights behaviors appropriate for living the mission. Within the first semester on campus, each new undergraduate student writes a reflection paper on the Honor Code and receives feedback from either the Dean of Men or the Dean of Women as appropriate. New staff members sign the Honor Code as they accept their positions, and Board of Trustees members sign a version of the Honor Code modified to **enhance the protection and integrity** of the University.

The Academic Mission Statement applies the overall mission to academic endeavors and appears in the *Faculty and Administration Handbook*. Further, each of the six colleges that make up the

University has a **mission statement** listed in the University catalog that aligns with and extends the University mission statement into that field.

University Learning Outcomes

The University learning outcomes are the expression of the mission and vision in the learning process and in the lives of the students. An inventory of the University learning outcomes is part of the syllabus in every University course, demonstrating which outcomes are addressed in that specific course.

Spiritually Alive

Students will grow in their relationship with Jesus Christ and their sensitivity to the Holy Spirit, expand their Biblical knowledge, and develop the ability to approach life from a Christian worldview so that they can act ethically in any situation and evangelize their world of influence.

Intellectually Alert

Students will expand their capacity to gather, retain, and apply knowledge and truth, using analytical problem-solving, critical thinking, and decision-making skills that they can utilize in their professional and personal lives. They will also develop global perspectives, including an appreciation for artistic expression in various historical and cultural settings.

Physically Disciplined

Students will develop an active awareness of the importance of living a balanced, healthy, and physically disciplined lifestyle.

Socially Adept

Students will develop the skills to communicate effectively in both spoken and written language and to interact within diverse cultures, professions, and social settings. They will gain an understanding of their obligations as service-oriented leaders who can make a positive impact on society—locally, nationally, and internationally.

Professionally Competent

These outcomes and their related proficiencies/capacities are discipline-specific. Each academic major program identifies appropriate outcomes with associated proficiencies/capacities.

Commitment to the vision and mission of ORU is very strong as demonstrated by concerns expressed by students, faculty, and alumni about the potential for “mission drift” as a result of the recent changes in University leadership. To demonstrate continuity of mission, the President initiated a **series of community-wide mailings** directly addressing mission. At the annual **faculty retreat** in fall 2010, faculty held discussions on vision and mission. In addition, the Trustees have hosted separate open forums—one **with faculty in April, 2011** and another with **alumni, former faculty, and former Regents in September, 2011**—to discuss the mission of ORU. It is instructive concerning the power of vision and mission at ORU to note that these three groups, Board of Trustees, Office of the President, and University faculty, make up the active policy-making bodies of the new University governance. Mission is important to all three bodies.

Concerns Regarding Mission

- The vision and mission statements are not only featured prominently in University documents but also serve as a very real guide to decisions regarding policy and curriculum. The meaning, application, and relevance of these documents must be a matter of ongoing, substantive discussion. The statements describe ORU as a “charismatic” University. Likewise the developing **long-term strategic plan** uses the term “Premier Charismatic University,” and the **brand strategy**, adopted in 2011, lists “charismatic” as a brand personality. However, some constituents continue to express concern regarding the use of the term “charismatic.” In 2009, the Board of Trustees hosted on the University campus a meeting of the international **Empowerment 21 conference** to facilitate discussion concerning the expression of “charismatic” ideals while allowing for a changing external environment. Participants in the conference identified the term “Spirit-empowered” as a variation of the “charismatic” term that may be useful in developing common language. The Board of Trustees has continued the discussion through separate meetings with faculty and alumni. These meetings confirmed the desire to support the vision and mission of the University while opening discussions with constituencies to help sustain the University’s spiritual culture.
- As noted in the **Assurance Section** of the 2007 HLC Team Report, a “culture of fear” among constituents severely limited open discussion of prominence, meaning, and effect of language used throughout the campus to implement and promote vision and mission on campus. Changes in both leadership and governance have begun the process of assuring constituents of their opportunity to express opinions and even recommend changes without fear of reprisal. While according to a **faculty survey** over 97% of faculty members feel the “culture of fear” has been eliminated, a few faculty members expressed concern about the acceptance of alternative denominational perspectives within the overall context of the original vision. Recent inclusions by University administration of **ecumenical Christian practices** during celebratory events provide direct evidence of administrative response to this faculty concern.

Core Component 1B—Recognition of Diversity

In its mission documents, Oral Roberts University recognizes the diversity of its learners, other constituencies, and the greater society it serves.

As stated clearly in its mission, ORU is committed “...to the Christian faith.” ORU, as a Christian university, tends to attract students with a Christian worldview, and the programs of the University seek to strengthen and enrich the students’ faith. ORU also acknowledges diversity within Christendom and seeks to serve students from a wide variety of backgrounds preparing them to serve in many settings. While, according to the catalog, “ORU exists to serve the whole body of Christ worldwide,” there is no entrance requirement that insists on the Christian faith.

Diversity on the ORU Campus

As affirmed in the core value of Caring Community, ORU is dedicated to providing a safe community encouraging unity in diversity. The vision statement speaks of students going “to the uttermost bounds of the earth,” and the mission calls for enabling “students to go into every person’s world.” Additionally, the **Caring Community core value** states, “We believe that all people have been created in the image of God and deserve to be respected.”

The indicators that ORU recognizes and values diversity include the demographics of the student body as shown in Figure 1.1, the activities of the **Multi-ethnic and Intercultural Relations Committee**, and the establishment of the **Hispanic Center**. In addition, the recently revived University radio station streams online in both English and Spanish.

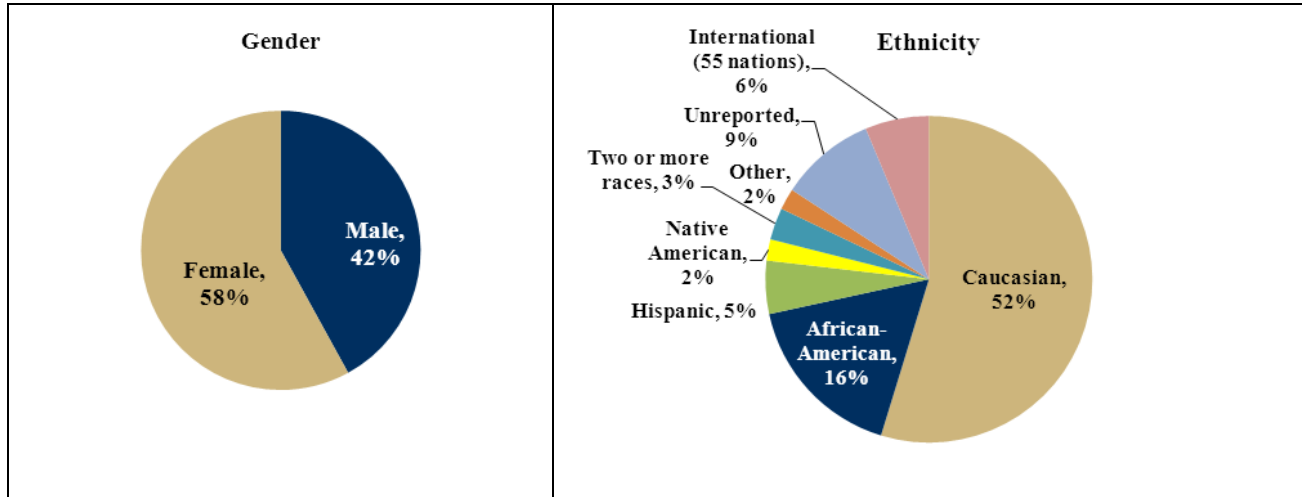


Figure 1.1: Student Diversity on the ORU Campus, Fall 2011

In contrast to student diversity, Figure 1.2 displays the diversity reflected in ORU’s current faculty. ORU’s 2007 self-study recommended developing “a faculty that more closely resembles the student body.” As indicated by the contrast between Figures 1.1 and 1.2, faculty diversity continues to be a long-term issue.

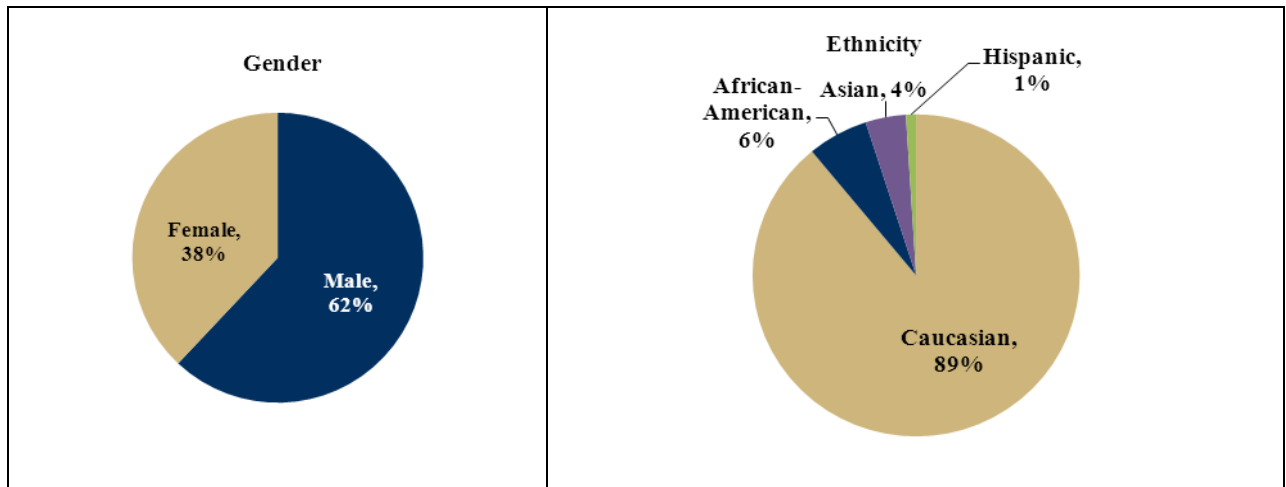


Figure 1.2: Faculty Diversity on the ORU Campus, Fall 2011

The *Faculty and Administration Handbook* describes the University’s commitment to professional development and diversity, stating: “A key priority for ORU is to enhance the diversity of the community. To fulfill the educational mission, as well as to ensure meeting the

educational needs of ORU’s constituencies, Oral Roberts University must persist in its efforts to diversify its community and its curriculum. The University does not seek to achieve quotas, but every faculty search should seek ways to find diversity among highly qualified candidates.” Accordingly, formal procedures regarding **faculty search committees** require diverse representation on the committees. Nevertheless, the level of overall diversity among the faculty continues to require diligent attention specifically during faculty search activities.

Diversity in ORU Educational Experiences

The **Multi-ethnic and Intercultural Relations Committee** consists of the Vice President of Student Development, Dean of Spiritual Formation, and representatives from faculty, athletics, the Student Association, International Student Office, and the student body at large. The committee seeks “...for ORU to be a community of reconciliation that raises up interculturally competent students to hear God’s voice and go into every person’s diverse world.” It promotes events to increase awareness of ethnic and cultural diversity and coordinates efforts to integrate diversity into student experiences through activities including, among others, celebrations associated with Black History Month, a chapel service dedicated to missions awareness, and community outreach programs in north Tulsa and in the 61st and Peoria district. Diversity issues are directly incorporated into student educational experiences through study abroad opportunities, College of Education practica, and social work internships.

Diversity in ORU Missions Programs

Inspired by the mission to “go,” ORU students often participate in **cross-cultural mission projects**. These projects usually require students to enter into new cultures with summer trips often involving international travel. For many students, domestic trips during fall and spring break increase awareness of the diversity of life experience within this country. As the mission experiences always involve a team effort, the interpersonal experience of close teamwork in a new culture increases the value of the experience for the student learner as well.

Core Component 1C—Support for Mission

Understanding of and support for the mission pervades Oral Roberts University.

ORU demonstrates understanding of and support for the mission and vision of the University through the commitments and actions of the community and through the multiple opportunities available to respond to the statements.

Board of Trustees Actively Endorse Mission

The **Amended and Restated Bylaws of Oral Roberts University** affirm the University mission and specify that a Board of Trustee member must, “demonstrate a commitment to and passion for the Mission of the University.” Trustees must also “acknowledge the University’s spiritual commitments as set forth in the *Faculty and Administration Handbook*,” which are aligned with the mission and vision. Board of Trustees members mirror the University learning outcomes and endorse the mission of the University by signing **an Honor Code Pledge** with a commitment to live as whole persons through the godly use of spirit, mind, and body while seeking to love others as they love themselves.

Commitment to the mission was demonstrated in April 2011, when the Board of Trustees initiated a **Trustee-Faculty Forum** to discuss the mission of the University. The letter of invitation to the faculty stated the following.

The purpose of our Trustee-Faculty Forum is to examine the purposes of the University along with the philosophy and values that guide the mission: Are we being true to the founding vision of Oral Roberts? How do members of the faculty employ the statement of mission in their teaching? And, in what ways do the Trustees incorporate the statement of mission in evaluating the budget, authorizing policies, and approving personnel recommendations? Is our ORU statement of mission worded in such a way that its relevance to the 21st century is clear? ... Questions and comments from the audience will help us all reach a stronger understanding of our existence.

Trustees, administrators, and faculty members attended this meeting held on April 5, 2011.

An **additional Trustees Forum on Mission** with the same agenda was held in September 20, 2011. The Board of Trustees specifically invited alumni, former faculty members, and former members of the disbanded ORU Board of Regents to attend and participate in the continuing discussion of mission.

President and Administration Publically Promote Mission

As with faculty, administrators are exposed to the mission and vision of the University in the application process, in the handbook, and in the Honor Code, which they must sign. The President has affirmed the mission and vision of the University multiple times during the campus chapel meetings. During the 2010-2011 academic year the President wrote and distributed to the ORU community and alumni a series of booklets, *From the President's Desk: Exploring the wholeness of ORU with the whole ORU community*. The booklets examine the learning outcomes that are central to the purpose of the University. The introductory booklet states, "My goal therefore is to renew that founding vision by uniting all of us who care so deeply about this University and its mission in the world." Subsequent booklets describe his perspective and how ORU is operationalizing the goal to produce students who are spiritually alive, intellectually alert, physically disciplined, socially adept, and professionally competent.

To publically demonstrate that mission of ORU did not change during the leadership change, the President asked the faculty to endorse a recommendation of an honorary degree for Rita Bennett in spring 2012. To the vast majority of the faculty and certainly to the constituencies of ORU, Rita Bennett is recognized as foundational to the historic Charismatic Renewal movement. Consistent with the **University governance model**, the President recognizes that faculty members are charged with curriculum and articulation of graduation requirements. While prior to the arrival of this President the ORU faculty had never officially endorsed honorary degrees, Dr. Rutland has repeatedly announced that he would never recommend an honorary degree to the Board of Trustees without the support of the faculty as he views the process of awarding honorary degrees as a community celebration of excellence. To formalize faculty participation in

the process, the Board of Trustees approved an official process for **selecting individuals to receive honorary degrees**.

Faculty Members Strongly Defend Mission

As a public endorsement of mission, the *Faculty and Administration Handbook* begins by quoting the vision, mission statement, academic mission statement, core values, and purposes of the University. All full-time faculty members sign the same **Honor Code** as required of students. **New faculty orientation** introduces new faculty members to the vision and mission of the University and how to incorporate Christian worldview into the academics of the classroom. Every year, the faculty update personalized **Professional Development Plans** emphasizing activities aligned to the **mission of the individual colleges**, which are also aligned with the University mission.

Promotion in **academic rank** and the granting of **tenure** require evidence of a candidate's commitment to the University. Faculty members being considered for promotion are evaluated on five criteria, each of which is tied to the mission: (1) spiritual commitments; (2) scholarship within the discipline; (3) professional activities; (4) instruction and advisement; and (5) faculty service and relations. Faculty members applying for tenure are evaluated on six criteria: (1) spiritual commitments; (2) University service, which includes support for the mission and vision; (3) instruction; (4) scholarship; (5) professional activities; and (6) physical activity and discipline. In addition, a panel of tenured faculty interview and assess applicants for tenure for "spiritual fit," i.e., alignment of personal philosophy and beliefs with the University vision and mission.

A series of faculty discussions on mission and vision were held at the **annual faculty retreat in fall 2010**. Notes from these sessions reflect a faculty with strong feelings in support of the mission and vision and with concerns as to how it is being communicated and carried out in all University activities. At the suggestion of one faculty member, documents from the University archive were distributed to faculty and administration. These included **addresses from founder Oral Roberts** in which he discussed the **original vision** and **purpose of the University**. In the **Trustee-Faculty Forum on mission**, held April 2011, faculty again expressed commitment to the mission and vision.

Students Respond to Mission

Among many other ways, students encounter the mission and vision through a required general education course, THE 103 Spirit-Empowered Living, which is taught by the University President and according to the **syllabus** "presents the theological roots of Oral Roberts University" from which the mission and vision proceed. To promote community understanding of mission, students, faculty, and administrators attend **chapel services** two times each week during the academic year. Chapel experiences and messages frequently emphasize the mission and vision. A portion of the vision statement is emblazoned on the back wall of the chapel, which often prompts guest speakers to quote it.

Student support for the mission and vision is indicated by **survey responses** and by student activities. In a spring 2011 survey of students, 93% agreed with the statement that "ORU is

achieving its mission in helping [me] become a whole person.” Activities demonstrating student commitment to mission include student-initiated days of fasting and prayer each month and participation in more than thirty outreach trips and international development projects every summer. Through the student-led **ORU Outreach Ministries**, students participate weekly in more than 15 different venues of service to the Tulsa area. Students also demonstrate mission commitment by giving money during chapel offerings that are specifically collected for non-ORU related foreign ministries. These offerings have yielded over \$100,000 each year for the past two years with the oft-repeated promise of the President that “not one penny of these offerings will be spent on any ORU-related activity.”

Staff Demonstrate Commitment to Mission

Employment application forms request applicants to respond to items that reflect a life consistent with the University Honor Code and ask for information related to spiritual commitment and lifestyle. The opening section of the *Employee Handbook* includes the University vision, mission, and core values statements and emphasizes the role of each employee in fulfilling the mission. Upon hire, every University employee signs the **Honor Code Pledge**.

Core Component 1D—Collaborative Leadership

Oral Roberts University’s governance and administrative structures promote effective leadership and support collaborative processes that enable the University to fulfill its mission.

As revised by the Board of Trustees, Oral Roberts University’s new **governance and administrative structures** promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

During the 2009-11 academic years, ORU publications and graphics declared the “**The New ORU**.” The purpose of this campaign was to signal that major changes had occurred in University governance, administration, and leadership. As the President stated, this was “not to suggest any departure from our founding vision, but rather to convey the idea of a *renewed ORU*” (emphasis his).

On January 30, 2008, the new *Bylaws of Oral Roberts University* went into effect, and a Restated Certificate of Incorporation was filed with the State of Oklahoma. Between January 2008 and July 2009, the new Board of Trustees was constituted, a new president was selected and installed, and a new model of University governance was implemented. ORU and the Oral Roberts Evangelistic Association (OREA) were fully separated both legally and financially, and ORU was accepted as an active member of the **Evangelical Council for Financial Accountability**. ORU began to implement financial policies and procedures to reduce both debt and deficit that—as discussed in the Criterion 2 chapter—have brought the University to a point of financial stability. To add clarifying language, the *Amended and Restated Bylaws of Oral Roberts University*, hereafter referred to as the bylaws, and an additional *Restated Certificate of Incorporation* became effective on September 23, 2010.

The bylaws describe a University governance model that divides responsibility between the Board of Trustees, the President, and the University faculty. The faculty has “jurisdiction over the educational program, including such matters as admission requirements, curricula,

instruction, schedules, and degree requirements.” The Office of the President provides leadership in “all University educational and managerial affairs,” including finance, operations, programs, athletics, development, enrollment, and academics. The Board of Trustees has the responsibility of final authority, fulfilling the purpose of the University, and providing oversight of the Office of the President and of the faculty.

Board of Trustees—Final Authority

The **Board of Trustees** is the governing body of the University with final authority. It establishes general, academic, and financial policy and is responsible for the financial health and welfare of the University. The bylaws allow for the number of Trustees to be between nine and thirty-three, each serving a three-year term and eligible, with limitations, to serve multiple terms. Qualifications include an acknowledgment of a set of core Christian beliefs, a passion for the mission of the University, a commitment to abide by a **Code of Ethics** and the Honor Code Pledge, and possession of the knowledge, experience, and skills necessary to discharge the duties of the Board. Trustees serve without compensation. While the bylaws require the Board to meet at least annually, the current Board is following a schedule of three meetings a year—in the fall, winter, and spring.

According to Section 5.2 of the **University bylaws**, the specific powers and responsibilities of the Board of Trustees include but are not limited to the following:

- Review periodically the University’s compliance with its purposes and mission
- Elect the President and set conditions of employment
- Ensure that sound institutional planning occurs
- Periodically review the educational programs of the University and recommend and approve changes consistent with the mission of the University
- Vote the granting of degrees to degree candidates
- Establish policies and procedures regarding salary schedules and appointment, promotion, tenure, dismissal, and retirement of faculty members
- Approve the annual budget and annual tuition and fees, regularly monitor the financial condition of the University, and establish policy guidelines that affect all institutional assets, including investments and physical plant
- Contribute financially to the fundraising goals of the University, participate actively in strategies to secure sources of support, and authorize University officers to accept gifts or bequests subject to Board Policy guidelines
- Authorize any need for debt financing and approve the securing of loans
- Authorize the construction of new buildings, capitalization of deferred maintenance, backlogs, and major renovations of existing buildings
- Authorize the purchase, sale, and management of all land, buildings, and major equipment
- Authorize officers or agents of the University to disburse funds and accept gifts or bequests on behalf of the University
- Serve actively as an advocate for the University in appropriate matters of policy in consultation with the President and other responsible parties as the Board shall determine
- Periodically undertake or authorize assessment of the performance of the Board and its individual Trustees

- Ensure that policies and procedures exist which meet the legal responsibilities of the University

The bylaws establish an Executive Committee, which meets at least three times annually and consists of the chairman, vice-chairman, secretary, treasurer, the chairperson of each standing committee, and two additional members of the Board. The Executive Committee has delegated authority from the Board to advise and assist the President to address routine business matters between regularly scheduled board meetings and may act for the Board in many areas of responsibility. The Board establishes additional standing and ad hoc committees as deemed appropriate. Current standing committees of the Board of Trustees include the following:

- Executive Committee
- Academic Affairs Committee
- Student Affairs Committee
- Leadership Committee
- Audit Committee
- Finance Committee
- Advancement Committee

The Board of Trustees may also establish advisory boards and a Board of Reference. The current **Board of Reference** has been established to facilitate effective service, communication, and information exchange among the public, University stakeholders, and the University.

Office of the President—Delegated Authority

As stated in the bylaws, “The President serves at the pleasure of the Board of Trustees for such term, compensation, and conditions of employment as the Board determines. The President is the chief executive officer of the University and the chief advisor to and executive agent of the Board of Trustees.”

The President

The President’s authority is vested through the Board of Trustees. As leader of the University, the President’s responsibilities include the following:

- Hiring, in consultation with the Board, the Provost and all vice presidents
- Implementing all Board policies while keeping the Board informed on appropriate matters, and consulting with the Board in a timely fashion on matters appropriate to its policy-making and fiduciary functions
- Serving as the key spokesperson for the University
- Executing all documents on behalf of the University and the Board of Trustees consistent with Board policies and the best interests of the University
- Serving as an ex-officio member of all Board of Trustees committees except the audit committee
- Maintaining effective direction and organization of the faculty while regarded as a member of the faculty with voting privileges
- Representing the faculty and other employees of the University in meetings of the Board of Trustees and its committees

As described in the *Faculty and Administrative Handbook*, the President chairs the **Executive Council**, which consists of the President, Provost, Executive Vice President and Chief Financial Officer, Executive Vice President and Chief Operations Officer, Executive Vice President for University Advancement, and Vice President and General Counsel. The Executive Council

meets frequently to consider matters that cross administrative lines and/or that affect the University as a whole.

The Provost

The Provost is the Chief Academic Officer and is responsible for academic affairs, curriculum, instructional budgets, faculty appointments, distance learning, accreditation, grievances and policy exceptions, student services, special events, student development, learning resources, institutional research, and policies and procedures relating to these areas.

The Executive Vice Presidents

The Executive Vice President and Chief Financial Officer is responsible for enrollment management, budget and finance, University relations and development, sponsored programs, administrative affairs, information technologies, human resources, and policies and procedures relating to these areas.

The Executive Vice President and Chief Operations Officer is responsible for facility services, public safety and security, auxiliary services, and contract services.

The Executive Vice President for University Advancement is responsible for marketing, advancement services, alumni relations, University media productions, Golden Eagle Broadcasting, and public relations.

University Faculty—Functional Authority

As stated in the bylaws, “responsibility for the instructional direction of programs shall be vested in the faculty, under the President. Subject to general University policy and regulations and to the powers vested in the President and in the Board, the faculty shall have jurisdiction over the educational program, including such matters as admission requirements, curricula, instruction, schedules, and degree requirements. The *Faculty and Administrative Handbook* is approved and authorized by the Board of Trustees and establishes procedures and guidelines for all faculty prerogatives.”

University Faculty Senate

The Faculty Senate considers and recommends to all faculty members (University faculty) formal proposals concerning curriculum, graduation requirements, faculty appointment procedures, and modifications to the catalog and the *Faculty and Administration Handbook*. Voting membership in the Faculty Senate consists of one dean from each college in the University (as well as the Dean of Learning Resources) and one senator from each academic department in the University with a second senator from departments with more than 10 full-time faculty members. Academic departments are defined as all undergraduate departments in the colleges and include graduate schools separately from the undergraduate departments of their respective colleges.

The University faculty puts approved formal recommendations to a vote. Any formal recommendation (including proposed amendments to the *Faculty Senate Bylaws*) receiving positive votes from greater than 50% of the participating University faculty is submitted, along

with vote tallies from the Faculty Senate vote and the University faculty vote, to the Vice President for Academic Affairs, who depending on the recommendation may implement desired changes when appropriate, return an inappropriate recommendation to Faculty Senate for modification, or submit the recommendation to the Board of Trustees for approval. Any recommendation that receives positive votes from 50% or less of the participating University faculty members returns to the Faculty Senate for further consideration.

The six academic committees that report to the Faculty Senate include the following: Awards; Christian Worldview; Faculty Activities; General Education Curriculum; Standards and Evaluation; and University Research. There are five faculty professional committees that report to the Vice-President for Academic Affairs or to a dean responsible for a specified subject area, which can, when appropriate, recommend proposals to the Faculty Senate. These committees are Faculty Excellence, Honors Program, SoTL-CHEd (*Journal of the Scholarship of Teaching and Learning in Christian Higher Education*) Editorial Board, University Tenured Faculty, and Writing Across the Curriculum.

College Faculty Assemblies

The six colleges that make up the University—Arts and Cultural Studies, Business, Education, Nursing, Science and Engineering, and Theology and Ministry—have each established a Faculty Assembly to address program, policy, and curriculum issues within the college. Though specific functions of the Faculty Assemblies vary somewhat by college, commonalities include the following.

- Membership consists of all full-time faculty members within the college.
- Functions include advising and making recommendations regarding programs, policies, and curriculum; facilitating communication within the college and with the University; and selecting representatives to the Faculty Senate.
- Standing committees include Promotion and Tenure, Professional Development, Curriculum, and others specific to the college.

Student Association and the General Assembly

The **ORU Student Association** (SA) desires to be “a valuable element of the ORU community—one that intends to further the founding purpose of the University by enhancing student experience with everything we do.” The Student Association provides services and service opportunities. To “bring the voice of the students to our University administration,” the SA established a “General Assembly to actively seek input and suggestions from the students and works diligently to find effective solutions that are within the mission and vision of the University.”

Collaboration within the University Community

The Oral Roberts University community is united by a deep commitment to the vision and mission of the University anchored in core beliefs central to the Christian faith. However, this fundamental unity of purpose is only realized when institutional structures facilitate communication in a climate of openness and mutual respect. Events occurring throughout the development and implementation of the new University bylaws and governance model indicate a desire of the community to work collaboratively with a new level of transparency and a

willingness, specifically of the Board of Trustees and administration, to communicate openly with the faculty and the student body.

This move toward openness and clear communication was evident during the transitional leadership of Dr. Billy Joe Daugherty as Executive Regent and co-acting president with Chancellor Oral Roberts. Beginning in November 2007, Dr. Daugherty and George Pearsons, chair of the Board of Regents, met with faculty and with students, invited comment by phone and email, and communicated to the public **in an open letter** published as an ad in the Tulsa World, December 2007.

The new leadership further established this pattern. On January 30, 2008, in an unprecedented action, the newly constituted Board of Trustees hosted a dinner for the faculty specifically to introduce the individual Trustees and to provide assurance that the vision and mission of ORU were not changing. Soon after, Dr. Ralph Fagin, Executive Vice President for Academic Affairs and longtime administrator at ORU, was chosen as interim president. The Board initiated a presidential search process that allowed the ORU community to reconsider the role of the president and the qualities necessary for serving the University successfully in this capacity. For the first time in the history of ORU, groups such as the University Tenured Faculty and the Alumni Association participated in institutional discussions on the scope and expectations of the presidential assignment.

The result was an *Institutional Audit and Presidential Opportunity Statement, 2008* submitted to the Board of Trustees on April 17, 2008. This report, created with input from students, faculty, staff, and alumni, outlined what ORU considers to be important qualities required in a new president along with additional comments on the state of the University. In support of the emerging culture of openness, the Board created a Presidential Search Committee consisting of five members of the Board of Trustees, the president of the University faculty, the chair of the Alumni Association Board, the president of the Student Association, and the director of Student Success and Retention, representing staff.

Meanwhile, a **Faculty Governance Task Force** was created to propose a structure for the Faculty Senate and related policies and procedures. Throughout the spring and fall of 2008, the Faculty Governance Task Force held meetings on faculty governance design, faculty development, faculty appointments, promotion, and tenure. Faculty convened the open meetings with the agenda and minutes of each meeting made available electronically. While voting on the developing proposals was restricted to faculty task force members, the final proposal was submitted to the entire faculty for an overall vote. Several of the development meetings included discussions with Dr. Russell Spittler, a Board of Trustees member on the Academic Affairs Committee with broad experience in University governance and leadership, and Dr. Robert Cooley, a consultant hired by the Board of Trustees to provide guidance concerning governance.

During the development of the faculty governance structure, Dr. Spittler guided a group of faculty members led by the Vice President for Academic Affairs to fully revise the *Faculty and Administration Handbook* to properly reflect all of the governance and leadership changes.

On January 28, 2009, the Board of Trustees hosted another dinner for the faculty to introduce Dr. Mark Rutland, the Board's selection for President. Dr. Rutland assumed the presidency on July 1, 2009, and met with the entire faculty at the first opportunity—the August faculty retreat. During fall 2009, the president met with the faculty of each college, attending a meeting of each college's faculty assembly and responding to questions. He met with the entire University faculty in November 2009 and in the following semester during regularly scheduled full faculty meetings. Immediately following every Board of Trustees meeting, Dr. Rutland hosts an open forum for faculty, students, and staff to report on the meeting and respond to questions. Reporters from the student newspaper, *The Oracle*, provide live Twitter feeds of each forum and publish a summary of the forum in the following edition of the paper. Openness in student journalism is new to ORU and is a significant indicator of change in University leadership.

In addition to regular interaction with the ORU community, Dr. Rutland presides over—and is the primary speaker—at twice-weekly chapel services attended by all students, faculty, and administrators. Though issues of policy are seldom addressed during chapel services, the president is continually before the University community, providing spiritual leadership and affirming the core values, mission, and vision of the University. Frequent exposure has enhanced a sense of his accessibility to students and all members of the ORU community.

The extensive amount of collaboration between Trustees, Administration, and Faculty attracted the attention of *In Trust*, an association of governing boards in theological education. As a result of the attention, the association published, early in 2010, a series of three articles in the journal *In Trust* discussing ORU's governance transition.

The Board of Trustees has continued to reach out to the faculty and has initiated dialogue on several occasions. Most recent was the *Trustee-Faculty Forum* on Mission in April 2011. The Board has also included a luncheon meeting with individual college faculties as part of the agenda during their tri-annual meetings in order to become more familiar with the faculty and the work of each college.

Results from an April 2011 *survey of faculty* provide a snapshot of institutional climate. Seventy-eight percent of faculty respondents agreed that “Faculty voice matters in decisions.” Ninety-five percent of faculty respondents agreed that “ORU is moving in the right direction,” and 88% agreed that the “Work environment at ORU has improved in the last three years.” Eighty-six percent indicated that they “feel valued as a professional at ORU.” Nearly all (99%) agreed that “We are basically accomplishing our mission at ORU” and most (98%) agreed that “I enjoy working at ORU.”

With its new governance structures established and functioning, ORU now has the stability to conduct business in a more traditional academic climate. It is well positioned to begin an academic *executive search process* now that both the President and Provost have announced their plans to retire in 2013. In addition, the long period of transition from announcement to retirement for both positions should allow sufficient time for an effective implementation of the search process.

Following the April 2012 Board of Trustees meeting and consistent with the executive search process previously approved by the Trustees, the Board chair **announced the development** and formation of a **presidential search committee** consisting of five Board members, the 2011-12 Faculty President, the 2011-12 Student Association President, the Women’s Chaplain representing staff, and the Chairman of the Alumni Board. At that time, he also described the development of a **Presidential Selection, 2012 statement** and asked for feedback to be sent to the Board through appropriate representatives on the committee. The Board continues to develop governance policies with sufficient openness for input and feedback to assure systems foster a culture of leadership based on healthy processes and not driven by personalities.

Core Component 1E—Integrity

Oral Roberts University upholds and protects its integrity.

The commitment to integrity at ORU is demonstrated by an honest presentation of the University in its documents, clear communication and assessment of academic goals, compliance with multiple accrediting agencies, policies to ensure fairness to students and employees, and transparency in finances.

Integrity of Documents

Through its documents, the University presents itself accurately to its students, faculty, alumni, and the public. The mission, vision, core values, and learning outcomes are presented in widely distributed documents and on the University website. The website also provides public access to the following documents:

- **University bylaws**
- **Roster of Board of Trustees members**
- **Roster of Board of Reference members**
- **Faculty profiles**
- **Academic catalog**
- **Course syllabi**
- **Student Handbook**
- **Faculty and Administration Handbook** (web access restricted to faculty)
- **ORU Employee Handbook** (web access restricted to ORU employees)

Academic Integrity

ORU is above all a learning community. University learning outcomes are clearly stated on course syllabi and assessment assignments. Course goals are aligned with the learning outcomes, the mission of the college, and the University mission. Every course syllabus includes a **Course Inventory for ORU’s Student Learning Outcomes** indicating to what extent the course addresses each outcome. These course inventories provide a basis for ORU’s overall curriculum map. In addition to individual course grades and the cumulative GPA, Whole Person Assessment (WPA) demonstrates student progress toward learning outcomes. The WPA electronic portfolio gives clear feedback to students and allows the University to evaluate the overall effectiveness of its programs. These measures enable the University to ensure that it is keeping its promises to students, parents, and the community.

Two of the **Student Learning Outcomes** are directly related to integrity. The first outcome, Spiritually Alive, contains the 1D—Ethical Behavior proficiency, and the fourth outcome,

Socially Adept, contains the 4D—Responsible Citizenship proficiency. The **Honor Code** includes statements regarding honesty in interpersonal and academic matters, including cheating, inappropriate assistance on assignments, and plagiarism. Each syllabus contains a **statement on plagiarism**. Faculty members have access to Turnitin.com software for electronic verification of the originality of written work. In a **2011 student survey**, 99% agreed that “I am aware of ORU’s definition of and policies regarding plagiarism.”

The **University Standards and Evaluations Committee**, consisting of faculty from every college and department, provides peer assessment of overall academic integrity. The committee recently presented the results of a multi-year grade inflation study to the University faculty and worked with the Registrar to produce a standard reporting format that enables department chairs to request additional information in the future as data accumulates. The committee was also instrumental in implementing the use of Turnitin.com, a web-based computer program designed to detect student plagiarism, and has developed plagiarism information webpages for both students and faculty. Currently the committee members are working with the Center for Faculty Excellence and the Multimedia Institute to produce a University video on plagiarism.

Individual programs and departments ensure professional integrity by maintaining accreditation with appropriate agencies organizations, including the following:

- **Commission on Collegiate Nursing Education (CCNE)**
- **Council on Social Work Education (CSWE)**
- **National Association of Schools of Music (NASM)**
- **Association of Theological Schools in the United States and Canada (ATS)**
- **Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)**
- **National Council for Accreditation of Teacher Education (NCATE) and the Oklahoma Commission for Teacher Preparation (OCTP)**
- **Association of Collegiate Business Schools and Programs (ACBSP)**

The ORU athletics program operates in compliance with the rules and regulations of the **National Collegiate Athletic Association**.

Policies and Procedures Protect Integrity

The **ORU Faculty and Administration Handbook** details the rights and responsibilities of the faculty and includes policies on academic freedom, discrimination, and harassment, as well as grievance and conflict resolution.

The **ORU Employee Handbook** details the rights and responsibilities of staff and includes policies on sexual and other harassment, resolving work-related problems, employee-vendor ethics, and conflict of interest.

The **Ethics and Whistleblower policy** as adopted April 2009 is included in the *Employee Handbook* and is also found on the ORU website. The handbook states, “The purpose of this Ethics and Whistleblower Policy is to foster an ethical and open work environment, to ensure that ORU has a governance and accountability structure that supports its mission, and to

encourage and enable trustees, officers, employees and volunteers to raise serious concerns about the occurrence of any actual or suspected improper actions prior to seeking resolution outside of the University.” The policy asserts the responsibility to report violations and prohibits negative consequences for the whistleblower.

The *ORU Student Handbook* details the rights and responsibilities of students as well as the resources available to them. It includes grievance procedures and the procedure for implementing policy change requests. The students’ right to privacy of information is ensured by University compliance with the Family Educational Records and Privacy Act (FERPA) described in the University catalog, the *Faculty and Administration Handbook*, and in the *Employee Handbook*.

Additional University policies related to transparency and ethical behavior are posted on the ORU website. Among others, these include policies on **Gift Acceptance**, **Prohibition of Private Benefit**, and **Executive, Officer, and Key Employee Compensation**.

Financial Reporting Validates Integrity

An independent auditor’s report of **ORU’s financial statement** is conducted annually and posted on the ORU website. In March 2009, ORU met the stringent accounting and transparency requirement and was accepted as a **member of the Evangelical Council for Financial Accountability**.

Concern Regarding Web Availability of Outdated Documents

While ORU, a private University, is not obligated to provide all of its information publically, many University documents have been made available through the University’s website. When searching for current documents through the website’s search tool, the search often returns links to older and often inaccurate documents. With new branding, the website continues to improve as one tool for student recruitment, but integrity suggests that alternative solutions need to be found for ways to eliminate older documents. Through the Marketing Department, programmers continue to restructure the University’s web presence.

Action Plans Addressing Mission

While there is significant evidence that Oral Roberts University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the Board, administration, faculty, staff, and students, the University continues to focus attention on the following improvement processes involving mission.

1. Monitoring Faculty Hiring Procedures to Increase Diversity

As the University faculty are now responsible for developing faculty hiring procedures, the Faculty Senate will continue to review faculty hiring procedures and consider appropriate mechanisms to support the continuing goal of increasing faculty diversity.

2. Implementing the ORU Brand Strategy

As a mission-driven institution, ORU emphasizes the mission and vision in every aspect of the University. Because mission is central, it elicits strong responses from the ORU community.

Faculty feedback from the **fall 2010 faculty retreat** and the **April 2011 trustee-faculty forum on mission** indicated concern about mission. The following statements summarize and quote from the faculty feedback:

- ORU must be diligent to remain true to the Founding Vision and mission and “avoid regression of spiritual heritage.” ORU must continue to emphasize the spiritual concerns that are central to the purpose of the University through “active checks and balances to see that the mission and vision continue to be adhered to.”
- ORU should be sure to communicate the mission and vision to all constituents and “articulate it in a practical way so all understand it and create an inclusive community.” In the past the mission and vision were “people based,” and communicated interpersonally, but not systematically; however, the “core of the mission and vision needs to be communicated throughout the community.”
- Employees (non-faculty) must be included in the “fleshing out of the mission.” It is particularly important that those employed in the areas now outsourced—including the bookstore, copy center, and others—understand and support the mission.
- ORU describes itself as a “charismatic” University, but many members of both the Board of Trustees and the faculty are not certain that this term has clear meaning in the current Christian culture, especially among current and potential students.
- The University mission statement is meaningful, but is also relatively long and detailed. A more succinct statement may be more effective for communication with external constituencies.

To address these concerns, the Board of Trustees authorized the University Planning Council to develop a **brand strategy** that would create a common understanding of the purpose of ORU. The University Planning Council—consisting of members from the Board, administration, faculty, staff, students, and alumni—worked with a consulting firm to identify a brand vision, brand promises, brand personalities, and a brand affiliation. Implementation of the brand strategy will reinforce the common goal of implementing mission throughout the University experience.

Open discussions concerning the term “charismatic” facilitate common understandings of the strategic purpose and outreach of the University. By listing “charismatic” as a brand personality within the overall brand strategy, the Board of Trustees along with University Planning Council ensure that constructive conversation concerning the effective development of the University’s spiritual culture will continue.

In January 2012, the Board of Trustees officially adopted the brand strategy and implementation of the strategy continues.

Faith: We are to do what Jesus did

Criterion Two: Preparing for the Future

Oral Roberts University's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Having addressed the significant challenges noted by the 2007 HLC site visit team—in leadership, governance, and finances—the ORU community must now enhance strategic planning processes to produce a much stronger ORU for future generations. It is understood, however, that being given additional resources does not in itself equate to success but rather the ongoing opportunity to develop successful strategic planning.

During the **2007 HLC comprehensive visit**, the site team identified, among others, the following challenges:

- In leadership, “The joint assignment of the University President with an evangelistic ministry reduces the opportunity for strong and engaged leadership, especially during the University’s extended period of financial difficulties.”
- In governance, “The Board of Regents [as constituted in 2007] needs to seek consultation on good practices in University governance.”
- In the area of financial planning, “Significant debt load, ongoing deficits in operations, and neglected deferred maintenance of infrastructure issues all divert attention away from core processes.”

These challenges reflected comments from earlier site team reports and highlighted the slow and steady deterioration of ORU’s institutional health. The deterioration, reflected in many areas of the University, was especially prevalent in resource management of both finances and deferred maintenance.

Fall 2007 was a historic season for ORU. Following the **resignation of the President**, the extent of the financial crisis faced by ORU became fully known both to the ORU community and to external constituencies. Very soon after this leadership change and financial disclosure, a patron from outside the Oral Roberts University community yet still very familiar with the ORU vision and mission offered to assist the University financially. Both a short (\$8 million) and long-term (\$62 million) offer of assistance was issued. The short-term immediate assistance came with no stipulations or conditions. The **additional assistance** was made available with the understanding that the University would address many of the same challenges and issues that the HLC 2007 site visit team had noted.

In response, the University began a process of significant change in leadership, governance, and financial planning. Subsequently ORU submitted a **required progress report** to the HLC in April 2009, detailing the changes. **Commission staff replied** to ORU in June 2009 with the following statement referring to the changes: “All of these developments appear to place Oral Roberts University in a much stronger position than it was at the time of the 2007 comprehensive visit.”

While cautiously encouraged, Commission staff recommended continued monitoring of the three areas of concern during the next comprehensive site visit in 2012-13.

While continuing to promote the founding mission and vision of the University, the new financial conditions and the new governance structure required the development of a new strategic planning model. The previous models reflected challenges that no longer existed and were supported by governance and leadership structures that had been replaced.

To better understand how the changes at ORU impacted the planning process, it is helpful to review the dramatic changes that ORU continued to experience in the very short period of time following the submission of the 2009 progress report. It is instructive concerning the rate of change to observe that the **Deficit Reduction Plan** submitted with the 2009 progress report anticipated a balanced budget by the end of the academic year 2011-12.

Summer 2009 Additional donation to address deferred maintenance projects

Following on the summer 2008, when an initial \$10 million donation was given to address immediate deferred maintenance needs, a second \$10 million donation given in summer 2009 targeted **deferred maintenance projects** addressing less visible facility needs. An extensive deferred maintenance assessment was completed by Operations. Additionally, faculty and staff members were given an opportunity to provide input into the prioritizing process.

Fall 2009 Out of debt

ORU announced the **elimination of long-term debt**. This addressed only the long-term debt of \$55 million.

Spring 2010 Proposed balanced budget

President Rutland announced that ORU had **developed a balanced budget** for 2010-11, which was earlier than expected based on the Deficit Reduction Plan created in 2009.

Summer 2010 A third donation targeting deferred maintenance projects

A third \$10 million donation targeted **deferred maintenance projects addressing academic needs**. During the proposal phase, faculty and staff members again had an opportunity to provide input in the prioritizing process.

Fall 2010 Good financial standing

President Rutland announced that ORU had paid the short-term debt incurred from operating expenses during the summer 2010.

Spring 2011 ORU completes the fiscal year on budget

A full year ahead of the Board of Trustees' Deficit Reduction Plan, the University (not including commercial real estate operations) completed the fiscal year on budget. The President announced a new goal of eliminating even the traditionally required annual summer line-of-credit.

- Summer 2011** **Deferred maintenance donation targets Information Technology**
To assist the University with enhancing the Information Technology infrastructure, \$3.9 million of a **fourth \$10 million donation** addressed deferred maintenance needs in Information Technology.
- Fall 2011** **Donation targets deferred maintenance projects in CityPlex Towers**
A fifth \$10 million donation announced for summer 2012 targeted deferred maintenance facility needs and short-term debt reduction for the CityPlex Towers.
- Fall semester ends with no line-of-credit borrowing**
For the first time in over 23 years, **ORU completed the fall semester without borrowing funds** against spring semester tuition payments for fall expenses. This is a significant step towards the goal of eliminating the need for a summer line-of-credit.
- Spring 2012** **A sixth deferred maintenance donation pledge addresses projects in 2012**
To further address the remaining deferred maintenance projects and enhance the University infrastructure a sixth commitment of \$10 million was made for deferred maintenance projects to be completed in 2012.
- Spring semester ends with no line-of-credit borrowing**
The University completed both the fall 2011 and spring 2012 semesters without any borrowing on the line of credit. The spring 2012 semester also ended with a healthy balance in the operating account to position the University for positive cash flow in the summer semester.

Today, Oral Roberts University has the same mission, vision, core values, focus, and character as it did in 2007 and even in 1967, but it has an entirely new operating philosophy. ORU has been given a renewed opportunity to develop strategic planning focusing the continuing development of its mission and vision.

In the assurance section of the 2007 site visit report, the team addressed two critical challenges that were preventing ORU from developing and implementing an effective strategic planning model.

1. ORU’s top-down leadership structure caused a “break down at the implementation phase.”
2. “The operations of the University do not reflect plans because the activities are funded on cash available basis with many units seeing a regular cut in their operating budgets after the [University] budget is announced.”

Additionally, the 2007 site team noted that ORU simply did not have the financial resources to fund budgeted plans. ORU was caught in a very dangerous cycle. Typically, the majority of a private university’s income comes from tuition revenue. To increase revenue, student enrollment must increase. However, the condition of the campus and long-term deferred maintenance challenges decreased the perceived value of an ORU education in the eyes of prospective students and their families. To mediate these challenges, revenue must be spent. From a combination of these and additional factors, ORU was experiencing a steady decline in student enrollment and tuition revenue.

The 2007 team pointed out that complicating the strategic planning process was the fact that ORU had a very poor record of estimating incoming enrollments. For years, leadership called for plans based on enrollment goals that would be presented to the faculty and staff as challenges; these goals would regularly prove to be unrealistic. Thus, the strategic plans that called for various University improvements that could have helped draw more students went unfunded or underfunded and were rendered ineffectual.

While enrollment, and consequently tuition, at ORU was declining, so were donations. Like the enrollment challenge, the planning process also suffered from exaggerated donation projections. Again, University improvements that could have helped draw more alumni support went unfunded. In the fall of 2007, ORU did have a major non-tuition/donation-based revenue venture that had previously generated income, namely rent from CityPlex Towers. However, occupancy had declined to the point that sustaining support for CityPlex Towers was drawing down University funds rather than generating finances for the University. The University had sold many of its assets prior to fall 2007, and it had attempted to refinance or sell the CityPlex Towers. However as the HLC 2007 team noted, the University's many failed attempts to sell the CityPlex Towers "may also show a lack of realism with respect to the value external constituencies place on specific University assets."

The combination of repeated exaggerated, hopeful projections, and inflated value assessments mixed with a top-down decision making process that did not address operational realities were significantly affecting ORU's ability to plan and develop.

In spring 2008, the Trustees, the executive leadership team, and the faculty each formed committees to implement the **University governance model** adopted for ORU by the Board of Trustees. The model defined lines of responsibility for various University operations separating and detailing responsibilities for the Board of Trustees, Office of the President, and University faculty. Additionally, the 2008 plan for governance included a design for the University Planning Council. Currently, the University Planning Council consists of five members of the Board of Trustees, five faculty members, and the five members of the President's Executive Council for the purpose of advising on specific strategic planning issues under consideration by the administration or the Board of Trustees.

In its quest to develop and maintain the highest quality leadership for the University, the Board of Trustees dedicated several board meetings and board retreats to train themselves with the help of consultants in the appropriate actions and responsibilities of an academic board.

By 2009, a three-year **Deficit Reduction Plan** had been developed, and procedures for the planning process were developing as referenced in ORU's *Progress Report on Governance, Leadership, and Financial Planning* submitted as required to the HLC. The progress report included the following description of the planning process.

A three-year model of total revenue and total expenditure projections, called the Deficit Reduction Plan, provides a standard for evaluation [...] Results from the analysis will guide planning to address attrition. As additional data is obtained

from both recruitment and retention and appropriately matched marketing goals develop, attention will focus on the development of a recruitment and retention master plan. [...] In anticipation of a new president, Dr. Ralph Fagin, Interim President, reformulated and utilized the University Planning Council to develop immediate and intermediate measurable tactical plans [...] The Planning Council also addresses fundamental principles that, under the direction of the new President, could develop into measurable strategic plans to guide the University into the future [...] By implementing a participatory University Planning Council, the University is addressing the need to develop prudent financial management practices.

Since that time, significant progress has been achieved and the goals of the Deficit Reduction Plan have been exceeded and are ahead of schedule. While this portion of the planning process was specific to controlling budgetary challenges, gaining control of the financial deficit was critical for the continued existence of the University and a key component in the success of future strategic planning.

Throughout 2010, the Board of Trustees evaluated proposed **planning documents** that used 1, 5, and 7-year outlooks and were submitted by the various vice presidents covering all areas of the University. Using measurable objectives, implementation strategies were developed by appropriate deans, chairs, and directors. As needed, faculty and staff also helped to shape the strategies. From the compilation of these documents, the Board identified three **Presiding Goals** to use as an initial framework for developing a strategic plan.

During the spring 2011 meeting, the Board of Trustees added additional clarifications to the overall planning document and approved the use of *Presiding Goals and Long Term Strategic Plan, Draft 2* document as the basis for a strategic plan. In September 2011, the Trustees approved a **comprehensive multi-year enrollment plan**, and in January 2012, the Board approved a **faculty compensation plan** and an **advancement plan**.

During the January 2012 meeting, the Board of Trustees entertained and approved a motion to endorse the entire compendium of plans as the Master Strategic Plan.

Core Component 2a—Evaluating Economic Trends

Oral Roberts University realistically prepares for a future shaped by multiple societal and economic trends.

The 2007 site visit team made reference to ORU's financial and enrollment forecasts as being "unrealistic." While this finding may have been accurate in fall 2007, it would not be accurate in 2012. Great effort has been made to assure the accuracy of information vital for effectual planning and to maintain fiscal responsibility in the daily operations of the University.

As a member of the Council of Independent Colleges (CIC), ORU annually receives Key Indicators Tools **Part A** and **Part B** (KIT) and **Financial Indicators Tool** (FIT) that use data from the Integrated Postsecondary Education Data System (IPEDS) to provide information divided

into 20 key indicators of vital importance for comparing nearly 800 small and mid-sized four-year, private not-for-profit institutions belonging to 2010 Basic Carnegie Classification categories that represent Baccalaureate and Master's institutions. Using the median values of reported IPEDS data, the KIT compares institutions both regionally and nationally.

The following sections contain data drawn from multiple sources as referenced in the title of the table or figure. Tables and figures containing only ORU specific financial data are drawn from ORU's Audited Financial Statements (AFS) for fiscal years 2008, 2009, 2010, and 2011. Tables and figures presenting enrollment data reference the **Trustees' Ledger** (TL) or the **Trustees' Ledger Graphs** (TLG) to provide faculty-related information and student enrollment numbers for academic years 2008 to 2012. Figures presenting KIT key indicator comparisons are presented with additional more recent ORU specific data drawn from either the financial statements or ledger as appropriate.

Understanding ORU's Current Capacity

In the Assurance Section of the 2010 *Report of a Requested Focused Visit for Change*—addressing a request concerning distance learning—the visiting team reported that the conditions at ORU had improved significantly from conditions noted during the 2007 comprehensive site visit.

The financial position has also been addressed with the elimination of \$30 million of deferred maintenance and significant reduction in long-term financial debt. Changes have been made in the budgeting process and policies established to provide financial stability into the future.

Following the change from a founder's model to an institutional model of governance along with the change from a founding Board of Regents to a more engaged Board of Trustees, the new **board chair identified four major challenges** to the effective and continuing operation of the University mission—(1) debt, (2) deferred maintenance, (3) deficit spending, and (4) declining enrollment. The board chair often reiterated the desire of the Trustees to promote “mission with economic sustainability.” He personified the four major challenges as the “four dragons,” and it became the primary goal of the new Trustees to “slay” these “four dragons” to return ORU to economic stability and promote a stable platform for the continuation of the ORU mission.

Eliminating Long-Term Debt

In 2007, the long-term University debt was \$55 million. In November 2007, the Green family offered ORU \$8 million with no conditions to address immediate financial needs. An additional \$62 million was offered, but receipt of this donation would require governance and operational conditions. On January 14, 2008, the ORU Board of Regents agreed to the Green family proposal. In addition to the initial \$70 million, the Green family has donated an additional \$50 million (2008-2011) to address deferred maintenance needs of the University and pledged yet another \$10 million for 2012 deferred maintenance.

In September 2009, **ORU announced that all long-term debt had been paid off**, and in August 2010, President Mark Rutland announced that ORU had paid off the 2010 summer line of credit.

Addressing Deferred Maintenance Needs

In 2007, the total estimated cost of accumulated deferred maintenance was \$50 million not including the Fred Creek flood control and landscaping project and the stalled Student Union project. In the five years since that time, the University has spent \$50 million on deferred maintenance as a result of the generous targeted donations from the Green family. While the list of completed projects is extensive, it is instructive to note the purposeful application of donations targeted toward deferred maintenance. Each summer, \$10 million has been directed toward projects that would address fundamental deferred maintenance needs while giving priority to visible projects that would help alleviate pressure on the challenge of declining enrollment.

During summer 2008, **projects directly affecting student life received priority**. For example, in May 2008 toward the end of the school year it was announced to great rejoicing that every residence hall room would receive a microwave/refrigerator unit. This announcement signaled to students that significant change was coming as this action reversed a long-standing unwritten policy of discouraging the presence of food in the residence halls. However, to realize this promise would require extensive investment to upgrade the electrical systems in each of the resident halls. Additionally, this maintenance was necessary to manage the expected electrical load usage increase that would occur as ORU increased and improved its wireless networking, another visible benefit for students. With this investment, ORU resident halls now have the electrical capacity to meet the needs of the students of today and into the future. The library received a new Library Instruction Laboratory to be used for information literacy classes, and a new Library Information Commons was constructed to house dozens of computers with Internet access to the numerous journal databases. While the library continues to add to hard copies of books and journals, since 2008 it has also added more than 55,000 electronic books to its collections. Additional projects in 2008 were related to infrastructure. While not visible, these maintenance issues are conspicuous in their absence. For example, over \$1.4 million was invested to replace fan coil units in two of the resident halls.

During summer 2009, the emphasis of spending on **deferred maintenance addressed visible symbols of culture** in addition to less visible infrastructure needs. Christ's Chapel is a focal point of ORU culture. Nearly a million dollars was invested to renovate the chapel so that it would continue to project the ORU mission to future generations of ORU students and through them into the world. Nearly \$2 million was invested in new carpeting and tile for the chapel.

As immediate deferred maintenance needs were beginning to be addressed, funds donated for summer 2010 were directed toward **deferred maintenance in academic areas**. Graduate classrooms housed in the CityPlex Towers were updated with additional technology including upgrades to wireless internet capacity. Chemistry laboratories, unchanged since the 1970's, were gutted and modernized. Training space dedicated to faculty development was developed to focus on all faculty including serving the needs of adjuncts. Of course, additional fan coil units and chiller units were replaced, and wireless capacity expanded, but the clear emphasis of summer 2010 was on addressing deferred academic needs.

As the attention of the Board of Trustees began to shift from crisis management to planning for the future, donations addressing deferred maintenance during summer 2011 focused on the desire

to increase ORU's participation with distance learning and the **need to support technological infrastructure** and training of faculty in the use of technology. In the Assurance Section of the 2010 *Report of a Requested Focused Visit for Change* focusing on distance learning, the site team found that the capacity of ORU Information Technology had greatly expanded from the reported 2007 levels.

The Team examined infrastructure documents and interviewed the Chief Information Officer relative to ORU's technological capacity to deliver distance education. Within the past two years the technology position at ORU has dramatically changed for the better. The hiring of a new Chief Information Officer and dedication of millions of dollars for infrastructure updates have resulted in increased efficiencies, updated procedures, and greatly amplified capacities. Specifically, through the use of virtualization the number of servers requiring maintenance has decreased from 125 to 6 while the processing and storage capacities have increased 500 and 300% respectively. This change affords ORU more computing power while simultaneously freeing IT personnel to address technology needs specific to distance learning. Additionally, network capacity was updated as all 78 switches across campus were replaced providing students and faculty network access to an internet pipe that is double the size of 2 years ago. This change along with the provision of a secondary backup internet provider enhances network stability and the ability to concurrently distribute and receive large amounts of information. In addition to network and capacity upgrades security and back up procedures have been enhanced over the past year to ensure data protection is in accordance with federal regulations. The financial, structural, and policy updates of the past two years have ensured that ORU technology systems are effective, modern, redundant, scalable, and efficient enough to support current and projected growth, including growth in online programs.

In the early days of the University, ORU was noted as a campus with **cutting edge technology**. Chancellor Oral Roberts understood the importance that advanced technologies played in giving students every opportunity to succeed and thrive in every person's world. As the University experienced declining enrollment and reduced revenues, remaining on the cutting edge of technology became less and less a priority, until the existing technologies were no longer even current. With \$3.9 million specifically targeted during summer 2011 to addressing serious deferred maintenance issues **in information technology (IT) infrastructure**, many of the major technology issues are being addressed.

While featured IT improvements in 2009-2010 included greatly expanded wireless networking capacity and the installation of Smart Podiums in many classrooms, the increased focus on academic technology in 2011 allowed the IT department to initiate two major technology initiatives. First, with the increased virtual server capacity, the University could fundamentally reform the persistent computer replacement maintenance issue. Prior to 2007, it was common practice to replace failed computers with refurbished computers. No standards existed on manufacturer or models purchased creating significant support service difficulties. During the

period from 2007-2010, 1,300 new Dell computers were purchased and a 4-year refresh cycle was established with standards created for software images significantly reducing the pressure for support management but creating a commitment to persistent technology development expenditures. Beta testing of a new virtual server system began in 2011, creating the possibility of eliminating the need for a majority of stand-alone computers on-campus. Routine maintenance would virtually disappear as terminal boxes replace computers. As of fall 2011, all of the student computer labs on-campus ran on the virtual servers, and plans to expand the use of virtual capacity were developing. The second major initiative focused on providing faculty development and training in virtual technology. During summer and fall 2011, every full-time faculty member received an iPad during an initial training session, and the Office of Faculty Excellence promised to provide monthly training sessions focusing on the use of technology in the classroom.

A fifth donation of \$10 million was given for use during summer 2012 with funds directed primarily towards **infrastructure improvements** in the CityPlex Towers.

A significant physical maintenance issue has plagued the University since its inception. Fred Creek was a small rambling creek that ran across campus. Doubling as a storm run-off for surrounding neighborhoods, the creek eventually flows into the Arkansas River. Due to drainage issues caused by city development upstream, the creek often became a flooding river causing significant damage to both the grounds of the ORU campus and to its physical structures. Often the University spent large sums for repairs, and multiple claims on flood insurance placed future coverage in jeopardy. Funds intended for use to build a Student Union were diverted to build an extensive bridge over the ever-expanding river. In 2007, the City of Tulsa took responsibility for the drainage issues and in 2008 invested \$15 million in the rehabilitation of Fred Creek, thus stabilizing the run-off issue and creating a park-like entrance for the University.

In 2002, a building known as the Classroom Center was demolished with the intent of building a new Student Union. Some of the early preparation phases were completed, but due to a number of financial challenges, the project stalled. In spring 2011, President Rutland announced that \$8 million of funding from the Armand Hammer Foundation and the Cardone Foundation had been received to reinitiate the building of the Armand Hammer Alumni-Student Center, “For almost a decade, the ORU community has dreamt of this new student union building. I am thrilled that dream is in hand. This new facility is a monumental step in the continued revival of the University.” Combined with alumni and other constituent giving, the Hammer building project received total gifts of \$11.3 million. Construction began in early spring 2012.

In January 2012, the Executive Vice President and Chief Operations Officer proposed a **Facility Capital Action Plan** (FCAP) to the Board of Trustees. The plan details a proactive approach for the following actions:

- Improving the accuracy of forecasting future capital renewal, capital improvement, and deferred maintenance needs
- Prioritizing capital projects and targeting funding against critical needs

The plan also reports on the status of deferred maintenance needs using nationally benchmarked indexes identified as the Facility Condition Index (FCI) and the Facilities Condition/Quality Index (FC/QI). The FCI is calculated by dividing current deferred maintenance needs by the

current replacement value of the assets. General guidelines recommend that the FCI should be held at or below 5%. The FC/QI is calculated by including capital renewal and capital improvement needs into the calculation.

Current Replacement Value	Deferred Maintenance Needs	ORU 2008 FCI	ORU 2011 FCI	National Average FCI	ORU 2008 FC/QI	ORU 2011 FC/QI	National Average FC/QI
\$292,906,310	\$9,348,852	12.6%	3.2%	6.4%	18.7%	6.4%	9.0%

Table 2.1: Facility Condition Index Indicating ORU’s Deferred Maintenance Needs (FCAP)

As shown in Table 2.1, ORU’s current FCI at 3.19% is significantly improved from the 12.6% figure in 2008 and favorably compares to the recommended value of below 5%. Also, ORU’s current FC/QI value of 6.39% is considerably lower than the national average of 9% and far below its own 2008 value of 18.7%. These values demonstrate that ORU continues to address deferred maintenance needs, and the plan details future maintenance needs and a strategy to meet these continuing needs into the future.

Reducing Deficit Spending

As noted in successive HLC comprehensive team reports, ORU has experienced a long history of budget challenges. The production of each year’s budget assumed that in the following year enrollment and donations would increase providing justification for deficit spending. ORU’s new governing board called for changes in the traditional budgeting practice and required the University leadership team to develop a plan to reduce and eventually eliminate deficit spending. The resulting **Deficit Reduction Plan**, as presented in the **2009 HLC progress report**, called for a steady reduction in deficit spending with a slight budget surplus projected for fiscal year 2011.

Through a variety of cost-saving strategies including a reduction-in-force, outsourcing of several operating functions, and increased recruitment activities, fiscal year 2011 concluded under budget for University operations (excluding CityPlex Towers). A balanced budget for University operations was presented by the Administration to the Board of Trustees for the 2011, 2012, and 2013 fiscal years. However, a deficit budget has been presented for fiscal years 2010 through 2013 for CityPlex Towers.

A combination of aggressive marketing of available rental space in CityPlex Towers and the expenditure of \$17 million specifically donated to address the buildings deferred maintenance needs has produced cost savings that continues to decrease net operating expenses.

Reversing Declining Enrollment

To address the 2007 HLC site team comment that ORU enrollment assumptions were “unrealistic and even contrary to the recent experiences of the University,” the Vice Provost for Student Services, Director of Institutional Research, and University Registrar proposed that ORU immediately abandon the practice of reporting the **number of students served** as required by the previous administration and begin reporting the actual number of students enrolled in for-credit programs only. This revised practice began in December 2007 with Table 2.2 providing recent enrollment numbers.

Fall Census Date	2008	2009	2010	2011
Total Enrollment	3,067	3,140	3,212	3,259
Full-Time	2,560	2,705	2,697	2,648
Part-Time	507	435	515	611

Table 2.2: History of Enrollment on Fall Census Dates 2008 to 2011 (TL)

In April 2008, the new governing **Board of Trustees approved** entering into a multi-year agreement with Noel-Levitz Higher Education Consultants for the purpose of forming a **strategic recruitment plan** and a leveraged financial aid strategy, conducting market analysis on key recruitment constituencies, and addressing content, navigation, and functionality of the University website.

While conducting market research throughout the fall of 2008, the recruitment team worked with Noel-Levitz to build a model for acquisition of prospective students' names with a propensity to be interested in ORU. The team also underwent a six-month review of recruitment tactics and developed strategies that resulted in a **recruitment plan** for use by the admissions staff. Through consideration of recruitment-related market research results, new merit scholarship levels were recommended by Noel-Levitz in December 2008.

The recruitment plan evaluated data based on a number of factors and enriched the evaluation by separating out the data based on students' geographical locations, educational rankings, and choice of departmental major. Additional data collected to assist in the development of projection goals included a competitor analysis of ACT and SAT scores from 32 schools and demographic trends of expected high school graduates from the 13 states that historically send the greatest number of students to ORU.

Whole Person Scholarship Program

To engage the recruitment plan, ORU launched a **Whole Person Scholarship Competition**. To target applicants who embrace the ORU mission, the University provides 25 full tuition awards to selected participants, along with secondary awards of \$3,000 and \$2,000. To qualify, participants must be nominated for the scholarship program and are required to be admitted to the University prior to the competition. Selected participants are invited to one of several Whole Person Scholarship event days throughout the year to interview with faculty or staff members in one-on-one sessions lasting about 30 minutes and to submit answers to a series of short essay questions.

During the fall of 2009, the program immediately exceeded expectations. Of the 534 students offered Whole Person Scholarships, 353 students (125 males and 228 females) matriculated into the University. These numbers indicate that this scholarship program directly affected the enrollment process of over a third of the 903 new undergraduate students entering the University in August 2009. As indicated in Figure 2.1, the total number of students attending the University continues to rise, and the Whole Person Scholarship competition and program remains an important part of the overall enrollment process.

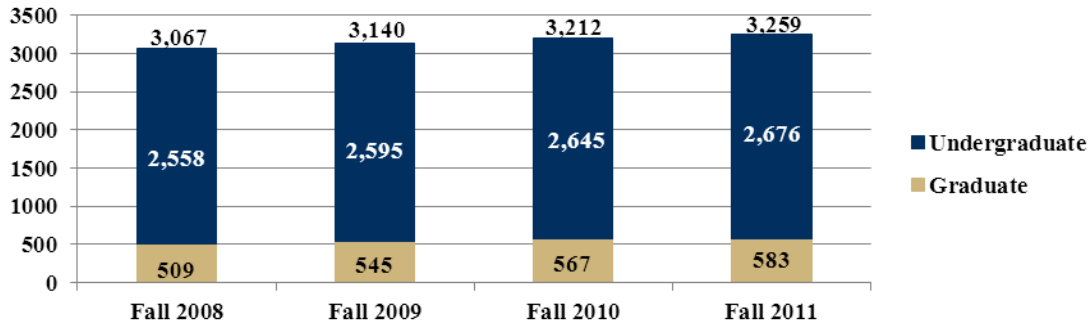


Figure 2.1: Graduate and Undergraduate Student Headcount on Fall Census Dates 2008 to 2011 (TL)

While the success of the Whole Person Scholarship program continues to support the University and individual students, long-term support for the program will depend on the efforts of the development office to identify donors who will faithfully participate in giving to students through participation with the program.

Table 2.3 indicates the results of additional efforts to reverse declining enrollment by supporting students currently enrolled through the monitoring of persistence and retention.

	2007-2008	2008-2009	2009-2010	2010-2011
Persistence (fall to spring)	93.2%	94.7%	93.1%	92.7%
Retention (fall to fall)	72.3%	75.4%	81.6%	80.1%

Table 2.3: Persistence and Retention Rates for Academic Years 2008 to 2011 (TLG)

Evaluating Trends

Student Enrollment and Progression

In addition to reporting the actual number of students enrolled in for-credit programs, ORU also reports student enrollment as Full Time Equivalencies (FTE). ORU's FTE, including undergraduate, graduate, and professional students enrolled between 2008 and 2011, appear in Table 2.4.

Fall Census Date	2008	2009	2010	2011
Student FTE	2,729	2,921	2,896	2,852

Table 2.4: Student FTE Enrollment on Fall Census Dates 2008 to 2011 (TL)

Prior to 2009, ORU had experienced a period of persistent declining enrollment. During 2001-2008 (data not shown in Table 2.4), ORU's FTE declined at a rate of 9.5%. This decline accelerated to 13.4% during the 2005-2008 period. However, FTE enrollment increased in fall 2009 following the change in University leadership. Since this sudden increase, the continued engagement of active enrollment practices has resulted in moderately stable but declining FTE numbers from 2009 through fall 2011.

While the overall FTE data for the recent 2009-2011 enrollment period does show a small rate of decline, Figure 2.2 demonstrates that the graduate FTE continues to grow throughout this period.

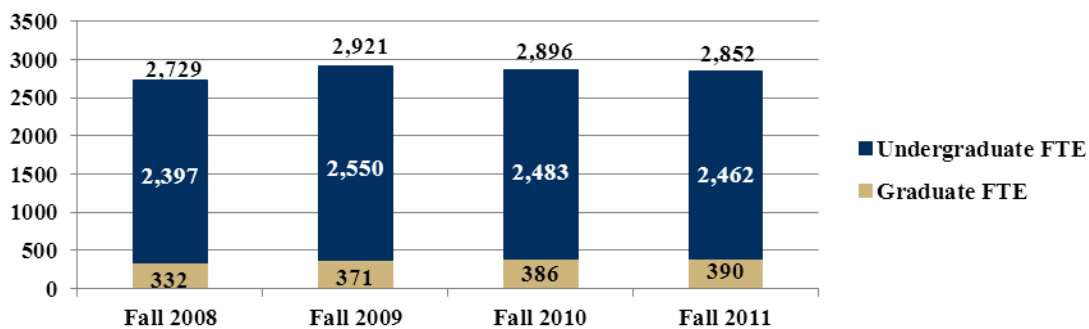


Figure 2.2: Graduate and Undergraduate FTE Enrollment on Fall Census Dates 2008 to 2011 (TL)

With the recent University focus on addressing declining enrollment, the President often reminds leadership of the slogan “it is easier to keep the customers you have rather than court the ones you do not.” The slogan reminds the University to focus on retention as a way to increase enrollment. Figure 2.3 demonstrates the increase in the retention of first-year students over the last few years compared to national and regional cohorts.

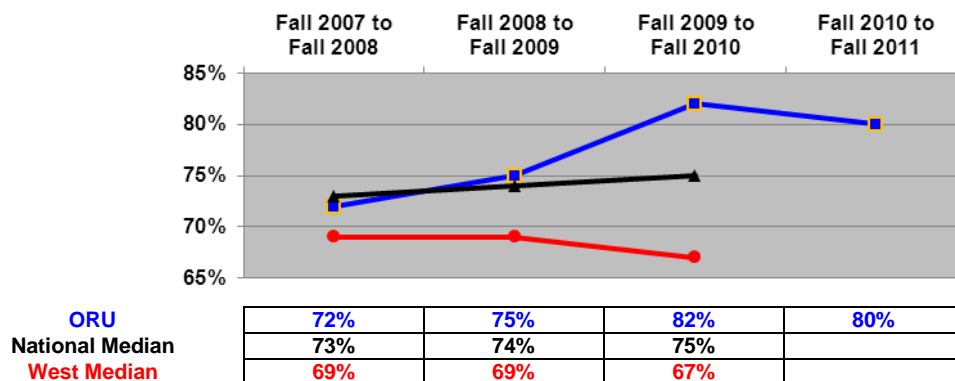


Figure 2.3: Retention Rate of First to Second Year Students for Fall 2007 to Fall 2011 (KIT)

President Rutland continues to encourage faculty and staff to work toward a consistent retention rate of over 80% for five years as the easiest, most affordable way to increase enrollment. Additionally, the **Office of Student Success and Retention** provides individual student success coaching for high-risk students and assists in developing satisfactory academic progress plans. The Office also has a proactive focus on students at risk for attrition, as defined by the College Student Inventory administered to new students each fall. The report of retention data from fall 2010 to 2011 as 80% completes the second year of this challenge. Awareness of the six-year cohort graduation rates from the KIT helps ORU compare the effectiveness of retention activities to regional and national peers.

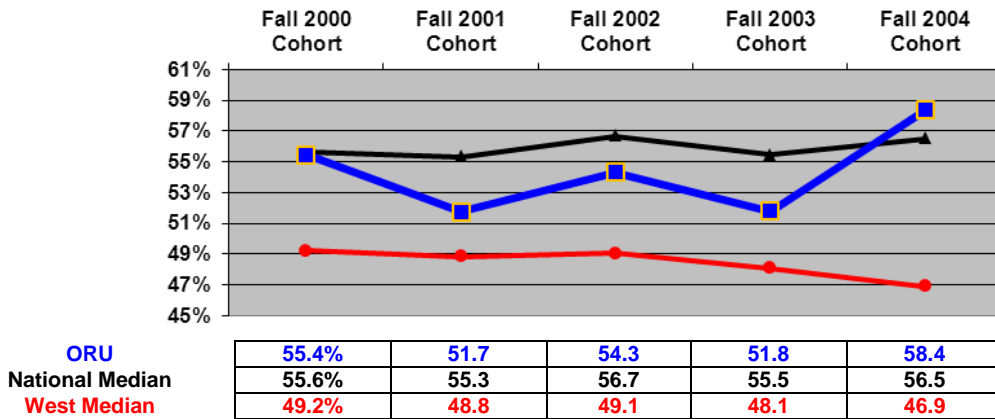


Figure 2.4: Comparative Six-Year Graduation Rates for Students Beginning in 2000 to 2004 (KIT)

As indicated in Figure 2.4, ORU’s six-year graduation rate fluctuated between 52% and 56% before significantly increasing to 58% as a result of the implementation of the enrollment plan. These rates indicate that ORU’s retention activities help to produce graduation rates greater than the median of regional and national comparison groups.

Faculty

By forming meaningful relationships with students, faculty members can have a significant impact on the ability of the University to retain students. While decreasing the student/faculty ratio increases the ability of faculty to form these meaningful relationships, this added value comes with added financial expense. To balance the competing interests of finance and faculty availability, President Rutland challenged the ORU community to set an undergraduate student/faculty ratio of 17.0 as a reasonable goal to help reconcile mission with economic sustainability.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Undergraduate Student/Faculty Ratio	14	14	15	15	15

Table 2.5: Undergraduate Student/Faculty Ratios for Academic Years 2008 to 2012 (TL)

As shown in Table 2.5, the undergraduate student/faculty ratio experienced an increase in 2009-2010 primarily due to faculty attrition. The *Audit of Academic Indicators* released in 2012 reveals additional information concerning the change in **undergraduate student/faculty ratios of specific departments** from fall 1999 to fall 2011.

ORU believes full-time faculty members provide added value to students and to the institutional culture, so the percentage of part-time faculty members at ORU remains consistently well below that of most comparison groups.

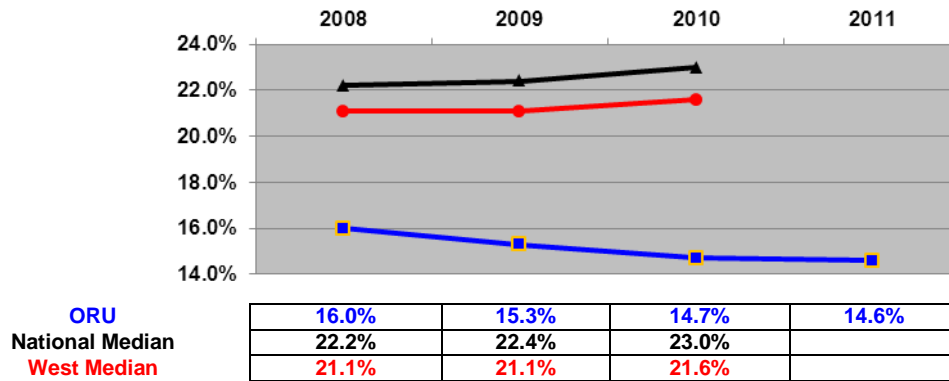


Figure 2.5: Percent of Faculty FTE due to Part-Time Instruction for Fall 2008 to Fall 2011 (KIT)

Percentages of faculty FTE due to part-time instruction at ORU from fall 2008 to fall 2011 appear in Figure 2.5 in relation to median percentages for regional and national and comparison groups. While increasing the FTE of part-time faculty could reduce personnel costs, ORU maintains a commitment to enhance student learning through the support of full-time faculty. The *strategic plan* calls for the initiation of a University discussion concerning the identification of “pedagogically and fiscally sound” percentages of part-time instruction with potentially differing recommendations based on college, department, or program needs. However, as the University continues to develop additional online programs, part-time faculty will begin to fulfill an increasingly important role in student learning. Distance Learning continues to develop procedures for identifying part-time online instructors dedicated to fulfilling the mission of the University.

Tuition Revenue and Financial Aid

The *CIC KIT analysis* of published tuition and fees from regional and national institutions over a four-year period shown in Figure 2.6 demonstrates that ORU consistently has lower tuition and fees than the national average and compares well with regional rates. While tuition and fees at ORU continue to increase, the low rate of increase compared with regional and national rates actually decreases ORU’s overall cost relative to these institutions.

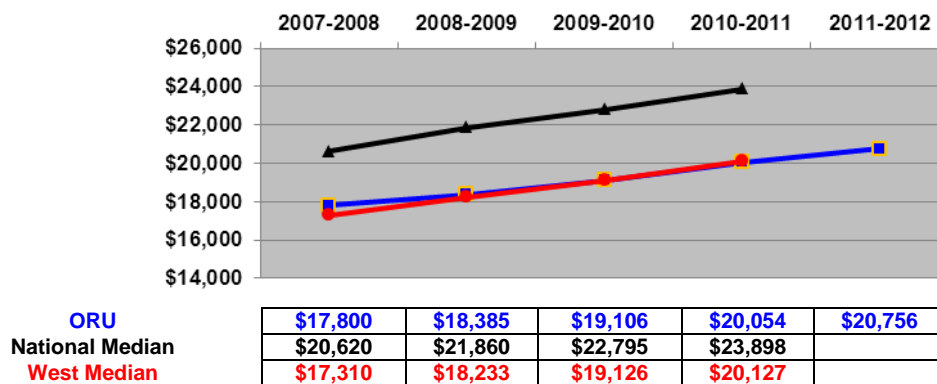


Figure 2.6: Published Tuition and Fees for Full-Time Students for Academic Years 2008 to 2012 (KIT)

As recorded in Figure 2.7, the total amount of ORU institutional aid as a percent of tuition and fees increased from 2008 to 2011. The **Whole Person Scholarship**, an enrollment program to increase the student population, accounts for the primary increase in ORU student aid.

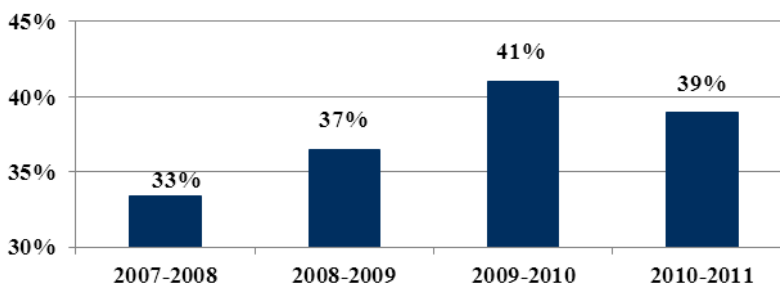


Figure 2.7: Institutional Aid as a Percent of Tuition and Fees for Academic Years 2008 to 2011 (AFS)

Significantly, donations supporting the success of the Whole Person Scholarship program directly fund student aid and decrease the level of unfunded aid. Overall, the scholarship program directly assists students while also supporting the institution.

Financial Resources and Expenditures

Related to institutional aid, the tuition discount rate for ORU—developed by dividing institutional financial aid by tuition and fee revenue as indicated in Figure 2.8—has significantly increased due to the additional student financial support.

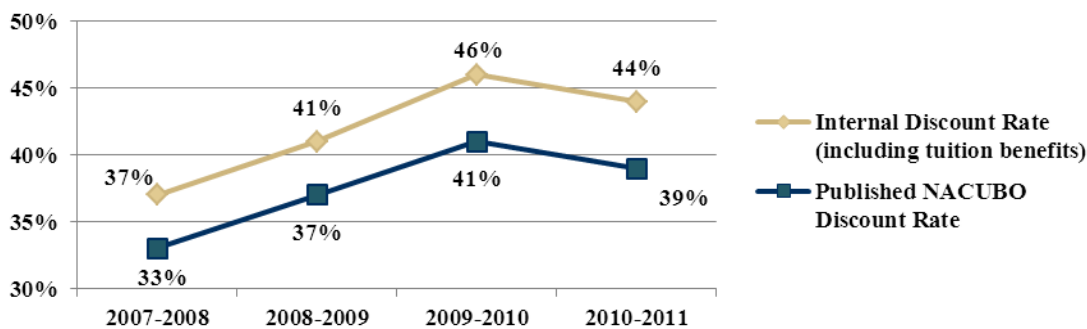


Figure 2.8: Tuition Discount Rates for Academic Years 2008 to 2011 (TLG)

As shown in Figure 2.9, spending on instructional expenses following the leadership transition in 2008 has remained relatively stable during 2009 to 2011. This figure uses instructional expense data drawn from the audited financial statements and ORU-defined student FTE values as stated on the Trustees' ledger. The ledger also contains additional instructional cost per student data calculated by using variables defined by the Oklahoma Regents for Higher Education.

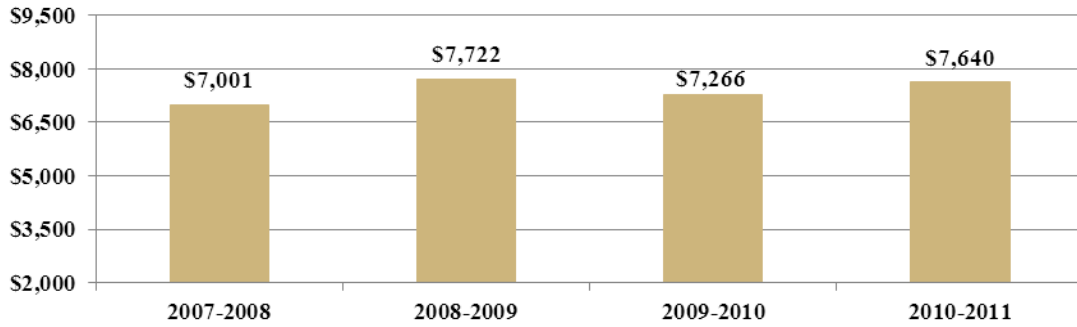


Figure 2.9: Instructional Expenses per Student FTE for Academic Years 2008 to 2011 (AFS)

While this financial stability in instructional expenses indicates fiscal responsibility, the results do not reflect the intentional attempt to increase faculty salaries with as minimal impact on program quality as possible. Figure 2.10 compares data on the changes in the number of full-time faculty members with the increase in faculty salaries.

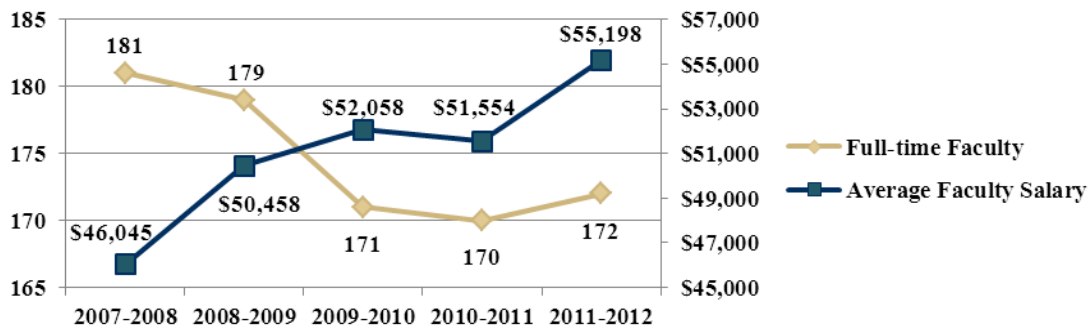


Figure 2.10: Changes in Full-Time Faculty and Average Salary for Academic Years 2008 to 2011 (TL)

While instructional expenses remained stable during 2008 to 2011, significant changes in institutional support expenditures, as shown in Figure 2.11, may represent the “cost” of transition during the 2008 to 2011 time period.

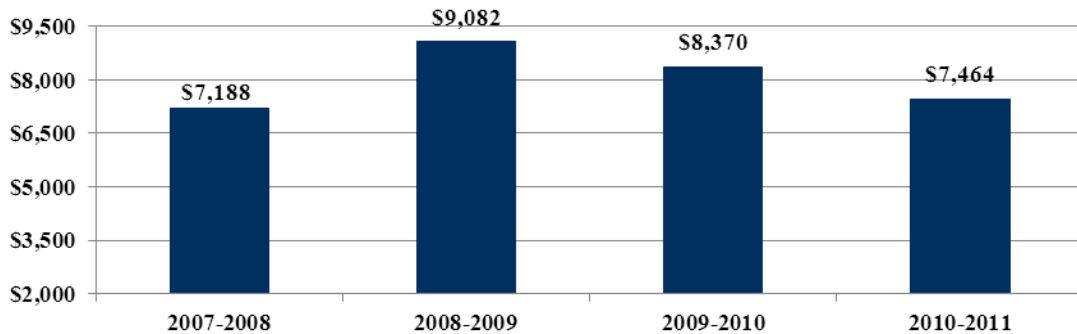


Figure 2.11: Institutional Support Expenses per Student FTE for Academic Years 2008 to 2011 (AFS)

Expenditures for student services during the 2008 to 2011 time period, as shown in Figure 2.12, demonstrate an intentionality to focus on student needs in line with the goals of increasing retention.

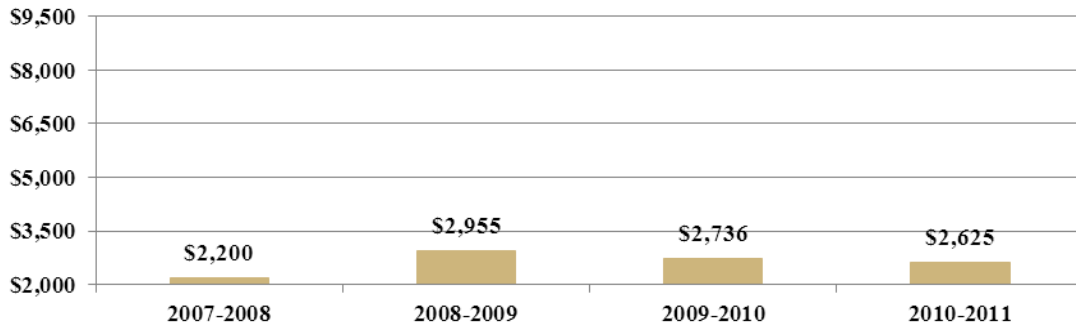


Figure 2.12: Student Services Expenses per Student FTE for Academic Years 2008 to 2011 (AFS)

ORU engages in Division I sports with the National Collegiate Athletic Association (NCAA). According to the [NCAA Financial Dashboard](#) for 2011, ORU athletic expenditures as a percentage of total University expenditures (13.6%) is greater than the average expenditure ratio for comparative private universities participating in Division I sports (9.1%), Summit League institutions (4.3%), and the average of national institutions (5.0%). These differences are accentuated due to the smaller size of ORU’s enrollment compared with other NCAA Division I schools. In contrast, the NCAA dashboard also indicates that in terms of total dollars spent on athletics ORU is on the low end of expenditures for comparable private Division I schools.

ORU prides itself on producing a significant number of Division I champions “going into every person’s world.” Figure 2.13 displays the dedication of the University to consistently fund and maintain a quality sports program, which demonstrates commitment to the “physically disciplined” student learning outcome.

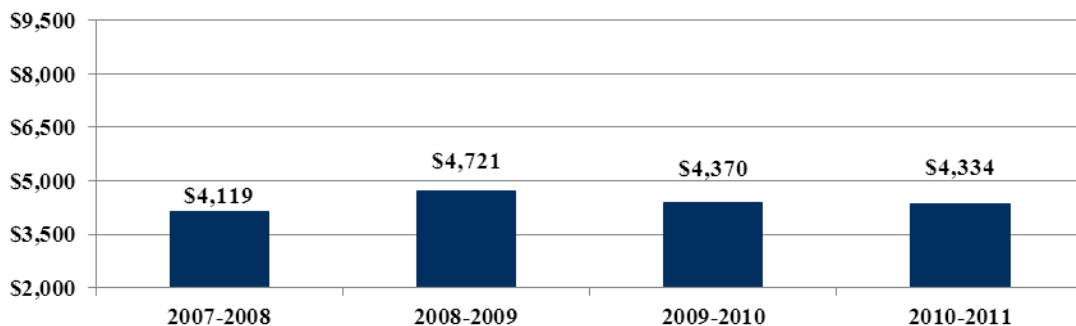


Figure 2.13: Total ORU Athletic Expenditures per Student FTE for Academic Years 2008 to 2011 (NCAA)

Many competing needs demanded attention throughout the transition process, but the goal of financial stability now guides financial decision-making. Figure 2.14 indicates that total

education and general expenditures may point to a potential period of financial stability in expenditures following an initial year of expenditures required to initiate financial changes.

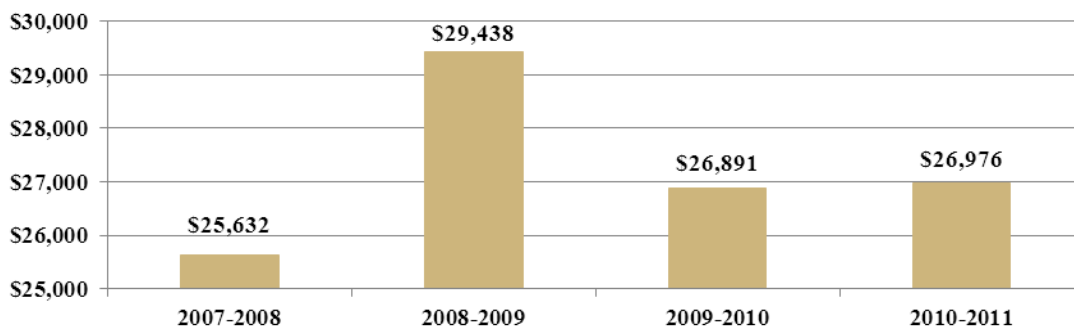


Figure 2.14: Total Education and General Expenses per Student FTE for Academic Years 2008 to 2011 (AFS)

Preparing for the Future by Increasing Capacity to Serve Students

To better serve student and the community in the future, ORU continues to develop and initiate new services and academic programs.

Development of Additional Online Degree Programs

Recognizing that it serves a global community of learners, ORU expanded its online program offerings and now offers two Bachelor of Arts degrees (Government and Organizational/Interpersonal Communication), four Bachelor of Science degrees (Business Administration, Christian Care-giving, Church Ministries, and Leadership Studies), and a Master of Education in School Administration fully online.

Offering a master's degree through a fully online format enables distant educators to continue developing skills while residing within the communities that they serve, and presenting the Leadership Studies major as a **degree completion program** permits working adults to participate in the ORU learning experience while continuing to provide for their families. These program enhancements directly address the mission and vision of the University by "raising up" students already living in the "uttermost bounds of the earth."

Core Component 2b—Resources for the Future

Oral Roberts University's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

The University (not including commercial real estate operations) completed the 2011 fiscal year on budget a full year ahead of the **Board of Trustees' Deficit Reduction Plan** announced to the HLC in ORU's 2009 progress report. By persistently maintaining a balanced budget, the University will begin to develop a solid resource base in support of academic programming. As an additional step toward that future, the President announced in fall 2011 a new goal of eliminating the need for a traditionally required annual summer line-of-credit.

Financial Resources in Support of Educational Quality

In the report of a comprehensive visit in 2007, the HLC visiting team expressed “the institution’s financial circumstances represent a very serious concern...as far back in the institution’s history as the team is able to look financial issues have been a serious concern.” In contrast, HLC staff in the 2009 *Staff Analysis of Institutional Report* commented concerning the dramatic changes occurring at ORU reported that “all of these developments appear to place Oral Roberts University in a much stronger position than it was at the time of the 2007 comprehensive visit.”

In support of the HLC staff contention that ORU is in a strong financial position, the Department of Education’s (DOE) **financial responsibility composite score** ranks ORU’s financial strength favorably in comparison with other non-profit, private educational institutions in Oklahoma. The DOE composite score reflects the overall relative financial health of institutions along a scale from negative 1.0 to positive 3.0. A score greater than or equal to 1.5 indicates the institution is considered financially responsible. As Table 2.6 indicates, ORU ended fiscal year 2010 with a DOE composite score of 2.7, which ranked it second when compared with all of the private, non-profit schools in Oklahoma. Following fiscal year 2011, ORU reported a DOE composite score of 2.2, well above the 1.5 score indicating financial responsibility.

Institution Name	City	State	Institution Type	School Fiscal Year End Date	Composite Scores
University of Tulsa (The)	Tulsa	OK	Private Non-Profit	06/30/2010	3.0
Oral Roberts University	Tulsa	OK	Private Non-Profit	04/30/2010	2.7
Southern Nazarene University	Bethany	OK	Private Non-Profit	06/30/2010	2.6
Mid-America Christian University	Oklahoma City	OK	Private Non-Profit	05/31/2010	2.2
Oklahoma Wesleyan University	Bartlesville	OK	Private Non-Profit	06/30/2010	2.2
Phillips Theological Seminary	Tulsa	OK	Private Non-Profit	06/30/2010	2.2
Saint Gregory's University	Shawnee	OK	Private Non-Profit	06/30/2010	2.1
Southwestern Christian University	Bethany	OK	Private Non-Profit	06/30/2010	2.1
Oklahoma Baptist University	Shawnee	OK	Private Non-Profit	07/31/2009	2.0
Oklahoma Christian University	Oklahoma City	OK	Private Non-Profit	05/31/2010	1.9
Oklahoma City University	Oklahoma City	OK	Private Non-Profit	06/30/2010	1.9
Family of Faith College	Shawnee	OK	Private Non-Profit	06/30/2010	1.2
Bacone College	Muskogee	OK	Private Non-Profit	07/31/2009	0.6
Hillsdale Free Will Baptist College	Moore	OK	Private Non-Profit	06/30/2010	0.5

Table 2.6: Comparison of the DOE Financial Responsibility Composite Score for Private Non-Profit Schools in Oklahoma for Indicated Fiscal Years

As of May 2010, the University had retired both the long term debt and began operating under a balanced budget (not including commercial real estate operations). Under the Deficit Reduction Plan of April 2009, the University projected a slight revenue surplus by the conclusion of fiscal year 2012. However, the University ended fiscal year 2011 with a surplus after short-term debt reduction a full year ahead of projections. Table 2.7 contrasts the Board of Trustees’ Deficit Reduction Plan projections with actual operating budget information.

Excess(Deficiency) of Revenues over Expenditures, from Operating Budget	2010	2011	2012
Deficit Reduction Plan Projection	(\$3,192,396)	(\$1,216,540)	\$644,504
Actual Operating Budget Year-End Results	(\$5,751,895)	\$411,107	(\$653,471)

Table 2.7: Comparison of Deficit Reduction Plan with Operating Budget Data for Fiscal Years 2010 to 2012

This financial turnaround resulted primarily from the University leadership making a serious and intentional effort to address both the revenue and the expense side of the budget process. While the University initially proposed a balanced budget for fiscal year 2012, the Board of Trustees, in April 2011, voted to increase the scholarship expense to provide a need-based room and board scholarship program to support recruiting and enrollment efforts. While the Board approved a \$1,192,533 planned budget deficit for fiscal year 2012, the actual deficit was substantially lower.

Figure 2.15 provides additional evidence of ORU’s financial strength and viability. A net increase in assets demonstrates activity within the University and increasing end-of-year net assets is one indicator of viability.

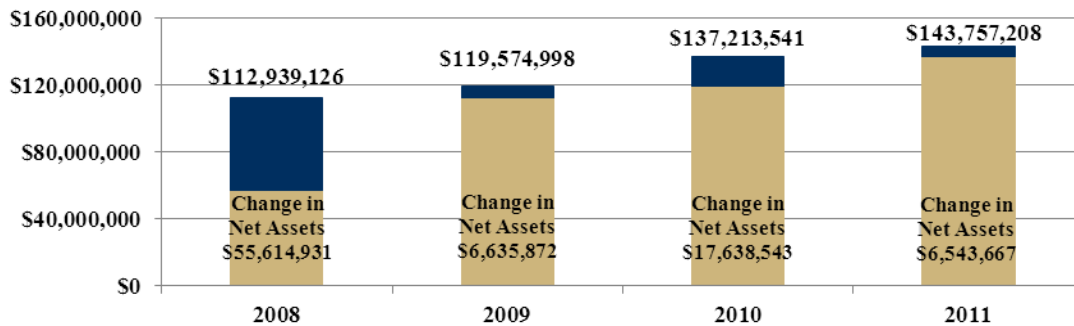


Figure 2.15: End-of-Year Net Assets with Change in Net Assets for Fiscal Years 2008 to 2011 (AFS)

As ORU continues to secure financial sustainability, resources dedicated to securing the future must be developed effectively.

Endowment and the CityPlex Towers

The University’s endowment trust consists of 240 individual funds established for a variety of purposes. For endowment purposes, the Board of Trustees requires the preservation of the fair value of original gifts (as of the gift dates) of donor-restricted endowment funds, unless specifically directed to the contrary by the donor. The University classifies as permanently restricted net assets (a) the original value of assets contributed to permanent endowment funds, (b) subsequent contributions to such funds valued at the date of contribution, and (c) reinvested earnings on permanent endowment when specified by the donor.

Permanently restricted net assets are composed of the University’s permanent endowments with earnings restricted for the purposes as indicated in Table 2.8.

	2008	2009	2010	2011
School of Business	\$ 272,437	\$ 281,295	\$ 227,311	\$ 267,061
School of Theology	2,498,755	2,517,825	2,298,764	2,316,075
School of Education	546,076	547,910	564,978	568,046
School of Arts and Sciences	1,474,361	1,485,617	1,144,343	1,234,271
School of Nursing	22,358,448	21,649,949	21,512,223	21,493,749
General Scholarships	7,920,555	8,783,010	9,862,011	9,924,996
General Activities of the University	2,880,650	3,923,178	3,848,751	3,966,278
Total Permanently Restricted Net Assets	\$ 37,951,282	\$ 39,188,784	\$ 39,458,381	\$ 39,770,476

Table 2.8: Permanently Restricted Assets on April 30 of 2008 to 2011 (AFS)

The endowment trust was established in 1973. After a period of inactivity, it was reactivated in 1988 by the creation of the Anna Vaughn Benz Trust Fund for the School of Nursing. During the 1990s, the University experienced periods of financial need that were met, in part, by borrowings from the endowment trust. In recognition of the University's obligations for borrowing from the endowment trust, the Board of Trustees adopted a **joint venture policy** in 2009 and then in 2010 amended the **Joint Venture Agreement**, originally effective May 1, 2008, between the endowment trust and the University to include the following agreements:

- CityPlex Towers ownership and operations will remain vested in and the responsibility of the University.
- The endowment fund's interest in certain promissory notes receivable from the University is contributed to the joint venture.
- All annual operating income of CityPlex Towers is split between the University and the endowment trust. The University guarantees the endowment fund will receive the greater of \$1,743,891 or 53.66% of the annual operating income of CityPlex Towers.

The CityPlex Towers, a 2.2 million square-foot structure providing medical and office rental space, continues to serve as the University's primary investment. The ORU Graduate Schools of Education, Business, and Theology and Ministry hold classes in the complex, and several ORU and ORU-affiliated organizations use the facility as office space. Expenditures of \$17 million of targeted donations to reduce deferred maintenance needs in the buildings have resulted in reduced costs, primarily through savings on utilities. The **2011 audited financial statements** indicate CityPlex Towers continues with a net operating loss in part due to the guaranteed return of \$1,743,891 to the endowment trust. Efforts to aggressively market the rental space have combined with cost savings to produce a decrease in the net operating losses as shown in Table 2.9.

	2008	2009	2010	2011
Commercial Real Estate Operations	(2,312,371)	(2,887,502)	(1,585,322)	(1,846,967)

Table 2.9: Net Commercial Real Estate Operations for Fiscal Years 2009 to 2011 (AFS)

Financial Reporting

During the transition of administrative leadership in 2009, the newly appointed Chief Financial Officer completed a full review of the accounting records and financial reporting practices to ensure accurate financial reporting procedures were in place. This internal review identified a financial reporting discrepancy, which resulted in an \$11 million restatement of audited financial statements from prior years. Upon this discovery, the Board of Trustees allocated funding and voted to hire Ernst & Young to assist with the financial restatement process. The **fiscal year 2009 Independent Auditors** report fully describes the results of the financial restatement. In an effort to demonstrate publically ORU’s intent to operate with fiscal transparency, the University posts the annual externally audited financial statements on the ORU website. Additionally, the University has established membership with the **Evangelical Council for Financial Accountability (ECFA)**. ECFA posts **ORU’s financial profile** on a publically available website.

Operating with a Balanced Budget

Through various cost-saving strategies including “right sizing” the number of staff members, implementing a temporary salary freeze, reducing budgets to align with spend rates, and increasing tuition revenue through the development of an enrollment management plan, the University has positioned itself to operate within a balanced budget. Further, the University’s Finance Department developed, documented, and implemented financial policies and procedures to establish prudent business practices regarding the financial stewardship of the University resources. As a result of these efforts, the Executive Council has presented balanced budgets to the Board of Trustees for the 2011, 2012, and 2013 fiscal years. While it approved the fiscal year 2011 balanced budget, the Board voted to increase the scholarship expense for fiscal year 2012 and approved a budget deficit for that year.

The “right sizing” initiative, a **comparison of ORU’s institutional support expenses** with the Department of Education Integrated Post-Secondary Education Data System (IPEDS) for private institutions that were similar in size, indicated that ORU had a much larger than average annual institutional support expenses. ORU implemented a two-stage reduction in force procedure to eliminate 99 staff positions and 4 faculty positions across the University. ORU hired an external outplacement company to assist affected employees in their resume writing, interviewing, networking, and job search. Attrition continues to allow for additional reductions when reasonable in faculty staffing numbers.

Compensation Plans

Freezing salaries for 2009-2010 and delaying salary increases due to advancement in steps, academic rank, and tenure for one year allowed the Board of Trustees time to fully assess the financial state of the University. With the one-year faculty and staff salary freeze, the University still awarded and recognized faculty advancements and promotions but without the corresponding salary increases. To assist with evaluation of faculty compensation, the Board

commissioned a task force to develop a **report on salaries** in comparison with a selected group of premier Christian universities within the CCCU. With the reinstatement of salary advancement in 2010-11, faculty members received compensation based on the step level or advancement assuming two years of change had occurred as originally planned. Also in 2010-2011, the Trustees approved a 4% salary increase on the first \$30,000 earned by every University employee who earned a salary less than \$100,000.

In January 2012, the Board of Trustees endorsed a faculty compensation plan, recommended by the Office of the President and based on the **faculty compensation study**, to increase faculty salaries to the median of a selected group of CCCU peer institutions within five years. The plan proposes to increase faculty salary increase steps twice every fiscal year while maintaining a balanced budget. Salary increases will be dependent on the success of moderate student enrollment increases and enhancement of University advancement activities.

Additionally, effective May 1, 2012, the University established an employer matching program for the University’s 403(b) retirement plan. Specifically, the University matches 50% of employee contributions up to 6% of the employee’s salary. For example, if an employee invests 6%, the University will match at 3%.

Developing Additional Financial Resources for the Future

Gracious generosity and a return to fiscal responsibility with responsive governance and leadership have secured the immediate future for ORU. By effectively administering donations given to the University—primarily from one generous family—the leadership of ORU has produced the healthy financial status previously indicated. The University acknowledges that continued reliance on this single family challenges the Trustee’s goal of fulfilling “mission with economic sustainability.” As the Green family donations to the University now exceed \$200 million, the total dollar amount of donations given to the University, as indicated in Figure 2.16, has dramatically increased from years prior to 2008.

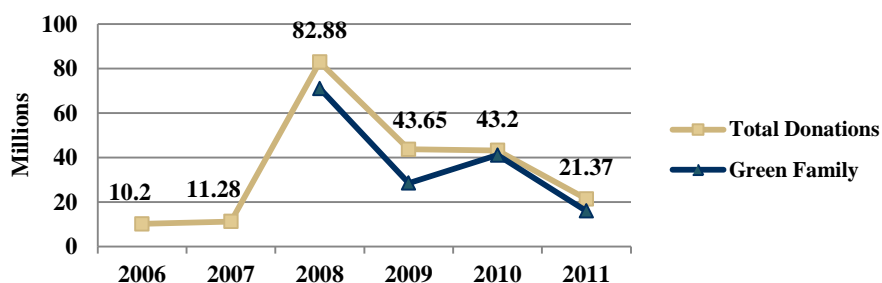


Figure 2.16: Total Donations Including Green Family Donations for Fiscal Years 2006 to 2011 (TLG)

When the gifts from the Green family are excluded, the total dollar amount of donations to the University has declined over this same period. Falling from over \$10 million donated in 2008, total non-Green family donations received by the end of **fiscal year 2011** only mildly exceeded \$5 million as indicated in Table 2.10. Additionally, the total number of donors making contributions to ORU has also declined substantially.

Fiscal Year	Year End Donation Amounts (excluding the Green Family donations)
2008	\$11,880,000
2009	\$15,140,000
2010	\$ 2,120,000
2011	\$ 5,370,000

Table 2.10: Total Donations Excluding Green Family Donations for Fiscal Years 2008 to 2011 (TLG)

While the University has experienced dramatic change in leadership and governance, several additional factors should be considered when speculating the reasons for the decline in non-Green family donations. These factors certainly include but are not limited to the general economy, the separation of ORU’s relationship with the Oral Roberts Evangelistic Association (OREA), and the emotional impact of the dramatic dollar amount of the Green family financial rescue on perceptions of the value of small donations.

- The Green family donation made to eliminate the long-term debt held by ORU and the University’s strategic steps to establish balanced budgets has significantly improved the financial ratios of the University, but prior to 2008-2009, OREA considered itself to be a “ministry with a University.” When associated with OREA, the University benefited from an extensive and long-established network of churches, ministries, and television partners that had helped build and fund the ministry as well as the University. As strongly recommended by the HLC, ORU separated from the ministry in 2009. The formal separation of ORU from OREA resulted in a loss of financial support from the previous network of ministry partners. As OREA currently operates as a separate ministry, this forces the community of donors to determine whether to support the ministry, the University, or both. With limited financial resources, donors must now choose how to divide their support between ministering to the world and educating students. ORU understands that it can never replicate the unique network of support that it had while associated with OREA, but as ORU works to restore prior relationships with alumni, financial support from this developing network continues to increase. As indicated in Figure 2.17, throughout the period of leadership transition, donations specifically from alumni increased significantly from levels given prior to the change, and as the crisis passes, ORU must continue to develop new efforts to maintain these relationships and encourage alumni to give not from a crisis mentality but to encourage student growth and development for the future primarily through the **Whole Person Scholarship program**.

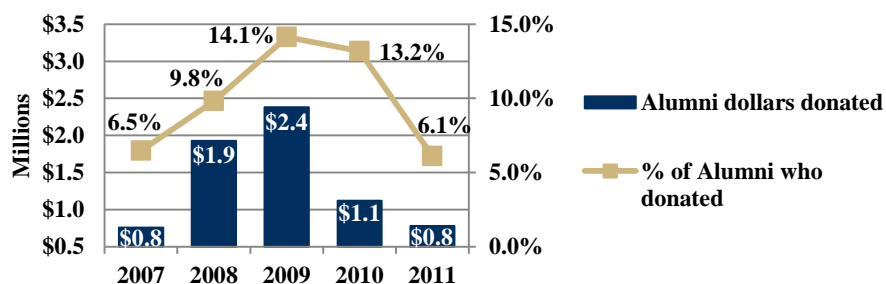


Figure 2.17: Alumni Donations Including Percent Who Gave during Fiscal Years 2006 to 2011 (TLG)

- In the fall of 2007, at the peak of ORU's financial and leadership crisis, the Green family extended an offer that rescued ORU from the financial crisis and began a process of addressing leadership. While the Green family has financially participated with the University in great humility by not demanding any external recognition through proclamations, name changing ceremonies, or often any individual recognition, both the internal and external ORU community recognize the enormous amount of the overall contributions given by the family. In contrast, many ORU supporters may feel that their seemingly small donations no longer have as much impact on student development. ORU leadership continues working to change this perception specifically with those who have donated in the recent past but not in 2009-2010 or 2010-11. Small but continuous donations given by thousands of alumni would enable the continuing financial stability that the large single-family donations have created. The University fully recognizes that the alumni alone cannot provide the contributions needed to sustain the University. Consequently, new initiatives in a formal advancement plan have been proposed and approved by the Board of Trustees in January 2012 to garner new donor constituents.

While difficult to quantify their overall effect, these variables certainly played a significant role in determining the amount of donations given to the University in the immediate past. To address the challenge of increasing both the number of donors as well as the total donation dollar amount, the Board of Trustees initiated a series of matching gift programs to encourage friends and alumni to participate with the Green family in reinvigorating the University.

To continue addressing the challenge of increasing both the number of donors as well as the total donation dollar amount, the Trustees installed new leadership in the development office in fall 2011 hiring an Executive Vice President for University Advancement, who has begun implementing the Board approved **University advancement plan** designed to enhance advancement fundraising efforts and increase the donor base through active marketing and the enhancement of underutilized media capacity.

According to an **April 2012 advancement report** to the Board of Trustees, profit from the recently renamed GEB America media network (Golden Eagle Broadcasting) is exceeding goals as revenue from the first quarter of 2012 surpassed expectations.

Developing Human Resources to Advance Educational Quality

To a large extent, faculty members determine the quality of a university's educational programs. Faculty professionalism directly supports and strengthens the quality of educational programs. The percentage of full-time faculty members at ORU remains consistently well above that of most comparison groups. ORU's percentages of FTEs for part-time instructional faculty from fall 2008 to fall 2011 appear in Figure 2.6 along with median percentages for national and regional comparison groups. While future development of the University may necessitate a reevaluation of the part-time to full-time faculty ratio, the University remains committed to faculty professional development.

During the transition in governance endorsed by the Board of Trustees, the faculty subcommittee on Development Design found that while some faculty members participated in supported

professional development activities, no formal University structure existed to ensure equal access to funding or information concerning available support. To provide a University standard concerning faculty development, the Development Design subcommittee developed a University-wide statement of support and recommended the creation of a Center for Faculty Excellence to provide consistency in mentoring faculty concerning development. The *Faculty and Administration Handbook* now contains the following Trustee-endorsed statement.

Faculty Professional Growth and Development

It is imperative that all members of the Oral Roberts University community understand that at a Christian university faculty development advances the cause of Christ-centered higher education and, therefore, is critical for the fulfillment of the Oral Roberts University mission.

The Oral Roberts University faculty development program aids faculty members in their pursuit of excellence in teaching, continued professional vitality through research, promotion of the creative arts and investigative sciences, service to the University and the greater community, and growth as Christian scholars.

Prior to the governance transition, the undergraduate School of Arts and Sciences distributed any funds made available for faculty development through a faculty committee. This system did not provide a formal source of funding for graduate-level faculty development. By distributing faculty development funds through the budgets of each of the colleges, administration now allows individual colleges to distribute available funds more equitably between undergraduate and graduate faculty as appropriate.

In addition, University administration created the recommended Center for Faculty Excellence, allocating financial resources, web resources, and physical space to support the program. The ORU faculty development program aids faculty members in their pursuit of excellence in teaching, professional vitality through research, promotion of the creative arts and investigative sciences, service to the University and greater community, and growth as Christian scholars. To facilitate faculty engagement with the program, **the Center for Faculty Excellence**—staffed by a faculty member, a full-time administrative assistant, and one student worker—collaborates with faculty members informing and mentoring them concerning development activities across the University.

In a Q&A session during the February 2011 homecoming alumni dinner, both the chairman of the Board of Trustees and the ORU President stressed that faculty members strongly committed to ORU's mission continue to be one of the ORU's greatest resources. Chairman Mart Green reiterated that it was the product of ORU—high quality Christian graduates—that first drew his attention to the University and that it requires a high quality Christian faculty to produce such graduates. Dr. Rutland pointed to the longevity of the faculty as an indication of commitment to mission, noting the steadfastness of the faculty through difficult years, leadership transitions, reduction in force, and continuing compensation challenges. Both leaders expressed their great appreciation for the faculty, and they committed to address the lack of a matching retirement plan, a long-term challenge directly affecting faculty.

Developing Academic Resources to Enhance Educational Quality

To be effective in increasing educational program quality, faculty members must have the proper tools for teaching available to them. To remain current with the latest technologies available for learning, the University continues to invest in academic resources. While the following represent a few of the technologies recently acquired by the indicated programs, an additional donation of \$10 million designated to continue improving University infrastructure during summer 2012 specifically included several additional academic **infrastructure enhancement projects**.

College of Arts and Cultural Studies

- The fine arts facility, Howard Auditorium, received a new stage and updated sound system.
- The donation of a fully functional television broadcast news desk and set from KJRH 2 *Works for You* valued at over \$250,000 allowed ORU to develop one of the premier high definition multimedia production studios in the state.

College of Business

- A redesigned lobby equipped with a stock market ticker and video screens provides students with continuously updated business information.
- A \$500,000 gift from ONEOK provided funds for the construction and technology of an executive boardroom known as the “Shark Tank” and resources to maintain it for four years.

College of Education

- The Graduate Education Learning Center received new paint and new furniture in the lounge and commons areas with new computers and Smart Boards placed in three classrooms.
- The Graduate Education Technology lab received 15 new computers along with an upgrade for the Smart Board and several new educational software packages.

College of Nursing

- Classroom space was renovated to create four simulation laboratories composed of two hospital rooms to allow students to gain hands-on experience before they work on actual patients in a clinical.
- The two hospital rooms contain a gurney, crash cart, intravenous pumps, and new computer-controlled simulation men who have the ability to go into cardiac arrest or have asthma attacks.

College of Science and Engineering

- A state-of-the-art engineering work space dedicated for use by senior-level students working on original projects collaborating with the community to address specific needs was developed using a grant from the Helmrich Foundation.
- Office space was converted into a laboratory for the biochemistry course with funding from the University while donations from alumni provided up-to-date biochemical instrumentation to equip the laboratory.

College of Theology and Ministry

- The Howard M. Ervin Preaching Lab received upgrades to enhance student sermon delivery experience, including new carpeting, chairs, curtains, artwork, microphone system, sound system, projection system, and video system with cameras, DVD recorder, and DVD duplicator.
- New multimedia equipment was installed in several lecture halls.

University Faculty

- New technology installed in all classrooms includes new computers and new projectors. The new equipment encourages faculty members to use more technology in their classroom presentations.
- Following on a successful implementation of iPad use in the College of Business classrooms, the University provided every ORU faculty member an iPad 2 along with monthly training opportunities to facilitate mutual transfer of knowledge and experience to incorporate novel learning experiences in the classroom.

Core Component 2c—Ongoing Assessment

Oral Roberts University's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Effective assessment processes provide critical data for evaluation of institutional success and need for improvement. ORU has adopted a **model of continuous improvement** and engages the Institutional Improvement and Student Learning (IISL) committee to evaluate data and recommend changes. The IISL, chaired by the director of Institutional Research, consists of faculty members; staff members from student services, enrollment management, and distance learning; deans of various colleges; the Vice President for Academic Affairs; and the Provost. This committee regularly reviews results from a variety of assessment tools by assigning subcommittees with responsibility to evaluate data and make recommendations.

Assessment of Financial Practices

During the transition of leadership and redesign of the governance structure, the Board of Trustees reconstituted the Audit and Compliance Committee into an **Audit Committee**. This committee engages and oversees the University's **external** and internal audits and evaluates the effectiveness of the University's financial reporting and internal control structure. This independent committee provides an objective monitoring function.

The Board also re-established a Finance Committee to approve the University's annual budget, adopt financial policies and procedures, and authorize any purchases requiring committee and Board of Trustees approval as specified in the policies and procedures. Policies and procedures recently adopted include **accounts payable, affiliated organizations, ethics and whistleblower policy, executive/officer/key employee compensation policy, fixed assets, gift acceptance policy, joint venture policy, political activities policy, private benefit resolution, purchasing, record retention and destruction policy, review of IRS form 990 policy, travel expenses, and University credit card usage procedures**. To facilitate the budget monitoring process and improve budget

analysis and reporting, enhanced programming changes were made to the reporting module to provide improved analytics.

As of May 1, 2012, the University implemented a new financial reporting module, Banner Finance, designed specifically for higher education financial reporting to replace the Oracle Financial System. The Banner Finance module engages with the previously implemented Banner Advancement, Enrollment Management, Financial Aid, and Student Accounts modules to provide the University with a fully interfaced financial reporting package. This new financial reporting tool provides University departmental users with real-time financial monitoring capability that will enhance financial accountability.

Assessment of Enrollment Practices

Responding to models of enrollment practices presented in *Student Centered Financial Services*, a NACUBO publication, Enrollment Services enacted changes to the registration experience in fall 2011. A newly developed Student Service Group with the assistance of the Office of Institutional Research has launched a staff, student, and parent survey concerning the fall 2011 registration experience and will gather additional information to develop focus groups concerning future changes.

ORU has terminated the outsourcing of service call management by a third party due to complaints received by the University concerning the quality of these calls. In December 2010, in an effort to provide better service to students and parents, ORU contracted with an outside firm—Presidium, Inc.—that could be on call 24/7, 365 days a year. At first, the new system worked well. After a few months, however, students and parents began expressing dissatisfaction with the service. Presidium had changed hands twice over a period of a few months. In August 2011, ORU decided to end the contract and bring the service back on campus.

In July 2012, ORU received the **Noel-Levitz Marketing and Recruitment Excellence Award** as one of four schools selected from among 600 colleges and universities. The recognition speaks to the progress made by ORU in developing a multi-year enrollment management strategy since 2008.

Assessment of Operational Practices

Confronted with the challenges of maintaining University services following two reductions in force that primarily reduced operational staff positions, the Executive Vice President and Chief Operations Officer has been instrumental in assisting the University to reduce operating budget expenses while maintaining and often improving on issues of student satisfaction. To assist with the conflicting issues of improving student services with significantly fewer staff but with a significant increase in funds to address deferred maintenance, many of the initial deferred maintenance projects selected for funding were projects highly visible to students. For example, an early promise of a microwave/refrigerator unit in every resident hall room as one of the first announced projects required a significant amount of electrical rewiring of the resident halls.

Along with the reduction in force, the University outsourced several former staff functions including word processing and development phone services. While current monitoring indicates

that the outsourced services are effectively meeting the needs of the University, the use of outsourcing requires vigilant evaluation of service effectiveness, as many institutions that rely on outsourcing tend to terminate services over time as quality diminishes.

Assessment of Curriculum

ORU has developed a University-wide process and culture of assessment. With the implementation of the *Assessment Catalog* in 2002, the University began a transition into a culture of assessment by identifying the various assessments collected throughout the University, both academic assessments and nonacademic. The annually updated and published *Assessment Catalog* chronicles the changes in academic assessment since 2002, including the initiation of the University-wide implementation of Whole Person Assessment.

Assessment of student learning occurs at the assignment, exam, and course level through Whole Person Assessment and additional assessment methods. Students assess faculty effectiveness in every University course through student opinion surveys. Assessment of colleges and programs occur either through specialized, external program accreditation or through ORU's internal program review process. Targeted student groups assess non-academic student service programs as well as those non-academic areas that are not in direct contact with students but still have an impact on campus life and operations. In all of this activity, ORU recognizes that the collection of assessment data only initiates the assessment process. Once available, assessment data must be analyzed with the goal of developing recommendations for continuous improvement. As evidence that ORU both understands and exemplifies a culture of assessment, one could look to the Council for Higher Education Accreditation (CHEA). ORU received the 2007 Award for Institutional Progress in Student Learning Outcomes. Student learning outcomes, by the CHEA definition, are "the knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences." CHEA judged program effectiveness on four criteria related to student learning outcomes including the articulation and evidence of outcomes; success with regard to outcomes; information to the public about outcomes; and using outcomes for improvement. While the CHEA award reflects outstanding achievement in the creation and implementation of a culture of assessment, it also reflects ORU's intentional evaluation of mission fulfillment.

Whole Person Assessment

The Whole Person Assessment process begins with the identification of student learning outcomes. The University faculty developed the student learning outcomes to better define the assessment of student achievement of the ORU mission. The five student learning outcomes—derived from Oral Roberts' address at the dedication of the University—consist of proficiencies and capacities defined to reflect qualities that ORU faculty believe a fully matriculated graduate from ORU should exemplify. Table 2.11 contains the outcomes and the accompanying proficiencies and capacities. Faculty and staff assess various assignments from academic and non-academic student activities through the Whole Person Assessment process to develop overall Whole Person Assessment (WPA) scores—note the similarity to GPA designation—that assist students in evaluating how well they reflect the desired learning outcomes. Examples of assignments eligible for evaluation through the Whole Person Assessment program can be found in the *General Education Whole Person Assessment Handbook*.

Student Learning Outcomes	Proficiencies and Capacities				
Spiritually Alive	Biblical Knowledge	Sensitivity to the Holy Spirit		Evangelistic Capability	Ethical Behavior
Intellectually Alert	Critical Thinking	Information Literacy	Global and Historical Perspectives	Aesthetic Appreciation	Intellectual Creativity
Physically Disciplined	Healthy Lifestyle		Physically Disciplined Lifestyle		
Socially Adept	Communication Skills	Interpersonal Skills	Appreciation of Cultural and Linguistic Differences	Responsible Citizenship	Leadership Capacity
Professionally Competent	Discipline-specific according to the outcomes of each student's major				

Table 2.11: Faculty-generated Student Learning Outcomes with Proficiencies and Capacities

A web-based tool called ePortfolio and hosted by Chalk and Wire allows individual schools, departments, and colleges to identify discipline-related competencies that align with the five student learning outcomes and other internal and external standards. Students submit electronic artifacts, documents, video, photos, etc. as evidence of gaining an understanding or developing skills, knowledge, or professional dispositions related to standards specifically associated with the assignment. The ePortfolio software allows students to track progress in meeting school, department, and college expectations. The software also allows the school, department, and college to aggregate and disaggregate assessment data related to the collection of student artifacts to assess student learning as well as unit effectiveness.

Since receiving the CHEA award in 2007, the University has improved its assessment system in the following ways:

- The Office of Institutional Research worked with the Information Technology Department to implement an application programming interface (API) that allows ORU and Chalk and Wire to exchange information. This feature allows students to not only view their GPAs online but also have access to their WPA scores, which are updated on a weekly basis.
- A second API will collect student demographic information, so students will not have to update their data every year.
- Through a collaborative rubric review process, the University made significant improvements to the rubrics and table of contents used in the ePortfolio programs from General Education, the College of Theology and Ministry, the Communication Arts Department, and the Social Work major.

Assignment Level Assessment

Every course has a capstone or final assignment that is comprehensive in nature. These assignments align to course goals and objectives listed in the [course syllabus](#).

Course Level Assessment

As indicated on the back page of [course syllabi](#), every course at ORU aligns to various standards including the ORU student learning outcomes and any additional standards as required for external accreditation.

Assessment of Faculty Effectiveness

At the end of every course, students have the opportunity to participate in online student opinion surveys concerning the effectiveness of the course faculty as they assist students in achieving course goals and outcomes. Faculty members may use these surveys to improve the quality of the course delivery. To apply for promotion or tenure, faculty members must submit the results of these surveys to appropriate promotion committees. To improve teaching effectiveness, faculty members may choose to participate with the programs and services in the Center for Faculty Excellence and may be referred to the center by department chairs or college deans.

Department or School Level Assessments

All but one of the ORU colleges are subdivided into schools or departments related to disciplines or degree programs. Every school and department has a specific assessment system as detailed in the *Assessment Catalog*. These assessment systems all reflect the student learning outcomes but vary by discipline and where applicable reflect respective accreditation standards. Several programs evaluate effectiveness through the use of national field tests. Many academic programs assess effectiveness through participation with external accreditation and all of the remaining programs participate with the internal program review process. In program review, individual programs conduct a self-study reflecting support and promotion of the student learning outcomes and demonstrate effective program assessment.

College Level Assessments

As with the schools and departments, every college has an overall assessment system as detailed in the *Assessment Catalog*. Each of these assessment systems may reflect alignments with multiple accreditation standards, licensing requirements, internal college level standards, recognized best practices, association expectations, and State and Federal requirements. Additionally, college assessment systems must reflect the student learning outcomes. Data collected by course and field experiences from each school or department within the college can be aggregated and disaggregated to study student improvement from a variety of perspectives to reveal misalignments that the college may want to strengthen.

Institutional Level Assessments

ORU's Office of Institutional Research works with the various administrative units to collect, analyze, and use organizational information in a manner that leads to institutional improvement. The Office of Institutional Research collects data from a variety of sources and prepares it for analysis by the IISL committee and produces the institutional profile. Some of the assessments coordinated through Institutional Research include the following:

- *Collegiate Assessment of Academic Proficiency (CAAP)*
- *Beginning College Survey of Student Engagement (BCSSE)*
- *National Survey of Student Engagement (NSSE)*
- *Noel-Levitz Student Satisfaction Inventory (SSI)*
- *Barrons reporting*
- *College Board reporting*
- *ORU Assessment Catalog*

Core Component 2d—Planning

All levels of planning align with Oral Roberts University’s mission, thereby enhancing its capacity to fulfill that mission.

In the past, ORU has had several planning models that often changed to reflect new realities. In 2007, the HLC site team immediately indicated why previous planning models required such frequent alterations. In their words, the “unrealistic and ineffective” models required “unjustifiable expectations.”

By addressing debt, deferred maintenance, deficit spending, and declining enrollment, the Board of Trustees began to turn the institution toward financial stability. The Green family specified donations to address debt, deferred maintenance, and declining enrollment, which provided “breathing room” for proper forms of University governance to form. Identification of clear roles for the University faculty, the Office of the President, and the Board of Trustees allowed for supportive relationships to develop indicating a unique change from the former governance model and permitted continued growth and development of the current planning model.

The new President, Dr. Mark Rutland, creatively engaged his leadership skills to focus on publically celebrating mission while rebuilding and reviving the University from within rather than coming from the outside and making wholesale changes. The President also worked closely with the Executive Council in coordination with the staff and faculty to develop a balanced budget and more importantly reverse the culture of deficit spending.

The significant contributions eliminated debt, significantly reduced deferred maintenance needs, and initiated the Whole Person Scholarship program. While these significant donations were specified only for the restricted purposes of debt-elimination, deferred maintenance, and the scholarship program, the University took significant steps towards the development of balanced budgets on an annual basis. As a result, enrollment numbers have stabilized even in the middle of a serious national financial recession, and as indicated by several key indicators, ORU’s financial health has been established. With the future of the University secure, the University Planning Council now has the resources and time necessary to effectively execute long-range planning.

Strategic Planning for the Enhancement of Educational Quality

As indicated earlier, the Board of Trustees charged the University Planning Council and the Executive Council to operationalize the *Presiding Goals and Long-Term Strategic Plan, Draft 2* document to develop strategies to advance educational quality throughout the University. The document establishes three presiding goals for ORU and presents primary objectives to assist with fulfilling each of the goals. While the document continues with ideas and plans for fulfilling the presiding goals, the Board of Trustees clearly desires that this “living document” only assist the University in the process of developing clear long-term planning documents.

The three Presiding Goals for ORU with accompanying objectives listed below provide assurance that core University values will be sustained and provides momentum to establish the long-term viability of the University.

Presiding Goal #1: Develop and maintain the premier charismatic university.

Objective 1.1—Attract and develop a faculty and staff appropriate for a premier university.

Presiding Goal #2: Actively recruit and retain students.

Objective 2.1—Manage enrollment through sustained growth cycles to a projected enrollment of 5,000 students by 2017.

Objective 2.2—Create and constantly improve an atmosphere of holistic student development.

Presiding Goal #3: Transition ORU from a position of economic sustainability to a foundation yielding fiscal responsibility and financial vitality.

These Presiding Goals established with input from the entire ORU community gave direction to the development of subsequent strategic planning. By reflecting the desire of the ORU community to retain vision from the past within a framework of sustainability, the presiding goals create hope for a future of growth and institutional improvement.

In approving the *Presiding Goals and Long-Term Strategic Plan, Draft 2* document, the Board of Trustees authorized the development of a planning process, which provided the foundation for subsequent additions. The Trustees approved a detailed **enrollment plan** and a conceptual faculty compensation plan in September 2011. Then, in January 2012, the Trustees approved a formalized **faculty compensation plan** and an **advancement plan**. After authorizing the plans, the Board of Trustees entertained and approved a subsequent motion to endorse the entire compendium of plans as the Master Strategic Plan securing an opportunity for the University to pursue “mission with economic sustainability.”

To aid in the intentional development of integrated life-of-learning experiences, the Provost established the following five educational goals linked to the Master Strategic Plan to coordinate planning within the ORU academic community:

Academic Goals Linked to Presiding Goal #1

1. Develop and document student growth and competence in whole person learning outcomes.
2. Provide a rich learning environment for diverse student populations through student life and academic programs.

Academic Goals Linked to Presiding Goal #2

3. Align academic programs and delivery systems to societal and economic trends that are consistent with ORU’ mission.
4. Attract and retain students.

Academic Goal Linked to Presiding Goal #3

5. Optimize academic and student life resources to support student learning.

Branding and Beyond

Under the direction of the President, the University Planning Council engaged with a consultant in a multi-day discussion concerning the branding of the University. The Council did not establish a color or format of a new marketing strategy, as has occurred multiple times in the not-

so-distant past. Instead, the Council, in collaboration with Student Association representatives and staff from various operational departments, discussed at length the University's vision, promise, target audience, compelling benefit, institutional personality, and student affiliation. In other words, the Council discussed what the University truly wants to become, establishing a target from which to develop strategic plans. The Board of Trustees endorsed this work as a basis for developing future plans.

In November 2011, the Council presented the results of the **brand strategy** to the entire University faculty in hopes of generating conversation concerning the implementation of the strategy. Of greatest concern to the faculty, the Council announced that no changes would be or should ever be recommended to alter the Founding Vision of ORU.

Founding Vision

The Founding Vision remains the over-arching vision for the University as stated by Oral Roberts reflecting the voice of God “Build Me a university; Build it on My authority, and on the Holy Spirit. 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.”

Brand Vision

The brand vision becomes a marketing tool to easily convey to the public the highest calling of the University. The Trustee-endorsed brand vision restates the Founding Vision as “Building Spirit-empowered leaders to impact their world.”

Brand Promise

A brand promise reminds the University of what to deliver every day through every decision made at every level. The Trustee-endorsed brand promise requires that “We *actively engage* students to *hear* God's voice, *excel* in academics, and *go* impact their world.”

Brand Personality

Brand personality describes various features that the University desires for students to notice from their interactions with University personnel. In other words, students love ORU because its employees strive to be “committed to excellence, spiritually alive, culturally rich, vision-driven, charismatic, and focused on the whole person.”

Response to the Brand Strategy

Participating in the process of developing the University brand strategy inspired the Athletic Director to reconsider how to align athletics more effectively with University branding for the improvement of the overall athletics program. As the planning process produced data identifying the current marketplace, the Athletic Director recognized that a planning process based on fundamentals could potentially cultivate new insights into ways of developing more effective student athletes while increasing attendance at events through new marketing. Using these insights, the staff in the Athletic Department revised the departmental mission statement through a process that closely resembled the University planning process—using committees, reports,

and analysis—to produce an **Athletics Brand Strategy** with a brand vision statement of “Developing Whole Person Champions.”

Action Plans Addressing Resourcing and Planning

In continuing to fulfill its educational mission through appropriate allocation of resources and effective processes for evaluation and planning, ORU will focus attention on the following.

1. Continuing the Whole Person Scholarship Program

To generate resources in support of the University’s continuous improvement efforts, ORU must strengthen and support development activities to diversify and increase donations to the University. ORU needs to increase the total number of financial donors giving to ORU as well as the total dollar amount donated. Donations should be included in the University’s budgeting process, but the University will not be able to maintain in the long-term a budget with such a large portion of donations coming from a single benefactor. The Board of Trustees and the Executive Council continue to address the challenges in this area.

2. Developing an Appropriately Resourced Marketing Department

To enhance the effectiveness of student recruitment, ORU will continue building a professionally staffed, appropriately resourced marketing department that will implement the developing marketing plan endorsed by the Trustees, which includes increased marketing activity in the Greater Tulsa area.

3. Engaging the University Planning Council to Enhance Planning

By continuing to engage the University Planning Council in planning efforts, the entire community will begin to understand the University’s challenges and opportunities and be able to participate in the development of solutions to advance the University’s overall vision and mission. To assist with envisioning the future physical structure of Oral Roberts University, the University Planning Council will facilitate discussions concerning the development of a Master Site Plan to continue the implementation of the Master Strategic Plan.

4. Investing in People

The University’s greatest resource is the faculty and staff committed to advancing the mission. Compensation strategies approved by the Board of Trustees will advance faculty salaries to match the median of an identified pool of peer institutions and provide a retirement matching program for all full-time employees. Additional funding will be required to provide additional professional development for faculty and staff and support for addressing staff salaries.

Mind: We are to have the Mind of Christ

Criterion Three: Student Learning and Effective Teaching

Oral Roberts University provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Faculty members at Oral Roberts University understand that the body of human knowledge is constantly expanding. Student future success depends upon the development of skills enabling critical evaluation of problems that are currently unknown. At ORU, student academic experience is designed to assist in the development of higher-level reasoning skills that will serve for a lifetime.

	ORU 2008		ORU 2009		ORU 2010	
	Import	Gap	Import	Gap	Import	Gap
Instructional Effectiveness (#1)	6.36	0.79	6.41	0.88	6.52	0.93
Content of courses in my major is valuable	6.63	0.90	6.70	1.04	6.74	0.86
Instruction in my major field is excellent	6.60	0.89	6.62	0.98	6.75	0.92
Academic Advising (#2)	6.30	0.78	6.33	0.89	6.47	0.91
My academic advisor is knowledgeable about requirements in my major	6.41	0.67	6.48	0.79	6.63	0.77
Major requirements are clear and reasonable	6.41	0.82	6.45	0.93	6.58	0.95

Table 3.1: Noel-Levitz Student Satisfaction Inventory

The Noel-Levitz Student Satisfaction Inventory (SSI) measures student satisfaction with a wide range of college experiences. Students rate each item by importance of a given expectation in comparison with satisfaction concerning how well that expectation is being met. **SSI results** indicate that ORU students expect to be engaged by their academic programs and place high value on relationships formed with faculty to produce scholarship and develop skills adaptive to changing environments. As indicated in Table 3.1, ORU students consistently rate items such as **Instructional Effectiveness and Academic Advising** as two top categories in terms of importance.

By monitoring instructional effectiveness through survey instruments including the SSI and results from ORU’s Whole Person Assessment Program, the **Instructional Improvement and Student Learning Committee** (IISL) consisting of faculty, students, staff, and administrators has the opportunity to “close the loop” on assessment with recommendations concerning continuous improvement.

Core Component 3A—Student Learning Outcomes

Oral Roberts University’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Through the implementation of a University-wide assessment model (Figure 3.1) based on faculty-generated student learning outcomes derived from the University mission statement,

every ORU program is assessed at the course level with data summarized into student learning outcomes for assessment at the program, college, and University levels.

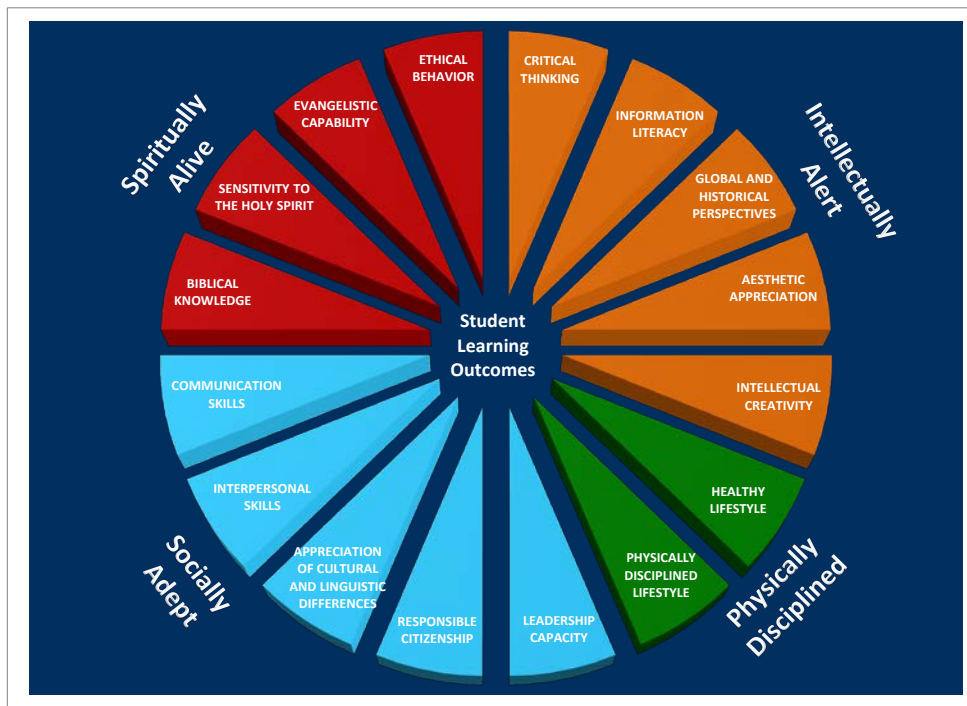


Figure 3.1: ORU Whole Person Assessment Model

Whole Person Assessment: The ORU Assessment Model

ORU’s choice of assessment model reflects a shift away from a focus on input data toward a model focusing on student learning. Through numerous assessment instruments and the distribution of results with appropriate entities, continuous improvements are proposed, approved, implemented, and reported.

A **six-stage assessment process**, administered through the Office of Institutional Research, assists ORU in the collecting, analyzing, and sharing of data and results. The **IISL Committee** oversees the flow of assessment results to specific programs and elicits appropriate responses. To contribute student feedback on data and responses, an officer from the Student Association is included as a member of this committee. While assessment data comes from a variety of sources, the richest data of direct evidence of student learning is generated within the Whole Person Assessment (WPA) data collection system—formerly called ePortfolio. This online assessment tool collects artifacts (written assignments, projects, quizzes, reports, etc.) that demonstrate how well students are fulfilling the learning outcomes. While every general education course requires at least one Whole Person assignment, many courses in the major content areas, and most graduate-level courses, also require these assignments.

Assessment of ORU’s learning outcomes (Spiritually Alive, Intellectually Alert, Physically Disciplined, Socially Adept, and Professionally Competent) is accomplished through the specific evaluation of **16 proficiencies and capacities** as presented in Table 3.2 and defined in the **General**

Education WPA Handbook. ORU’s curriculum map shows how every course at ORU contributes to student learning outcomes—also indicated on the back page of every course syllabus—and which courses have specifically-assessed artifacts, the map also includes how each artifact contributes to the achievement of specified outcomes.

Student Learning Outcomes	Spiritually Alive	Intellectually Alert	Physically Disciplined	Socially Adept	Professionally Competent
Proficiencies and Capacities	<ul style="list-style-type: none"> • Biblical Knowledge • Sensitivity to the Holy Spirit • Evangelistic Capability • Ethical Behavior 	<ul style="list-style-type: none"> • Critical Thinking • Information Literacy • Global and Historical Perspectives • Aesthetic Appreciation • Intellectual Creativity 	<ul style="list-style-type: none"> • Healthy Lifestyle • Physically Disciplined Lifestyle 	<ul style="list-style-type: none"> • Communication Skills • Interpersonal Skills • Appreciation of Cultural and Linguistic Differences • Responsible Citizenship • Leadership Capacity 	<p>Discipline-specific</p> <p>(Each academic discipline has its own proficiencies and capacities.)</p>

Table 3.2: ORU Student Learning Outcomes including Professionally Competent

Adoption of student learning outcomes that flow from the University’s mission indicate a shifting emphasis from primarily academic input—with its focus on what teaching faculty members do and how their work qualifies as academic achievement—to an emphasis on demonstrating what students produce during a course of study. This emphasis mirrors recommendations in a 2004 AACU report titled “Taking Responsibility for the Quality of the Baccalaureate Degree,” which states that a “purposeful educational program starts at the endpoint, with the desired characteristics of an institution’s graduates, and asks the faculty to reason backwards from outcomes to the implementation of an intentionally designed curriculum to cultivate the desired qualities.” ORU publicly committed to these specific student learning outcomes in 2004 by making the Whole Person Assessment activities a requirement in every general education course and academic program. This requirement is emphasized in the [ORU Catalog](#), on its [website](#), and in a variety of communications with both potential and current students.

Whole Person Assessment: The Data Collection (ePortfolio) Tool

The tool ORU uses to assess student learning outcomes is an electronic system called [ePortfolio](#), developed by Chalk and Wire Learning Assessment, Inc. Every undergraduate student constructs at least two electronic portfolios, one for general education and one for the major, and every graduate student creates an electronic portfolio specifically tailored to the appropriate graduate degree. Each electronic portfolio contains a personal library of artifacts (e.g., pre/post-tests, essays, analytical laboratory reports, speech video clips, service-learning reports, field tests, and/or music files) generated from predetermined course assignments, as well as various co-curricular aspects of student life, which focus on the attainment of [specific proficiencies](#).

These proficiencies, established by faculty members in 2003, are evaluated using [criterion rubrics](#)—also created by faculty—to serve as evidence for the achievement of student learning

outcomes. By providing the criterion rubrics directly to students in advance of expected performance, ORU applies principles of best practices in education. All students submit required artifacts to faculty members who assess the work using the electronic-based rubrics that interface online with the artifacts through a program called *RubricMarker*. Results are automatically entered into an assessment database. Once the results are submitted, students receive the provided feedback immediately. This additional best practice allows students to learn the extent to which they achieved the assignment-specific outcomes. By collecting artifacts, enabling assessment, and providing immediate feedback, the ePortfolio Whole Person Assessment tool facilitates and documents student achievement of the specified learning outcomes.

Whole Person Assessment: Assessing Academic Activities

While students receive the faculty-generated feedback from ePortfolio via email, they may also access their results through any web browser, including those in the offices of their advisors. As students receive specific assessment feedback, particularly when accompanied with appropriate advisement, they should begin to see connections among courses, curriculum, and the overall student learning outcomes. To support student understanding, individual assessment scores are combined to create composite scores, which students receive at the same time as course grades. Students receive their Whole Person Assessment average composite scores (WPA scores) along with average scores from all ORU students. Table 3.3 displays a representative view of the assessment results distributed to students through the Banner/VISION system enabling them to compare composite scores on each outcome—as well as each proficiency and capacity—with scores from their peers.

General Education Whole Person Assessment Scores					
	You	All ORU Students		You	All ORU Students
Spiritually Alive	2.7	2.9	Intellectually Alert	2.8	2.8
Biblical Knowledge	2.5	3	Critical Thinking	3.4	2.8
Sensitivity to the Holy Spirit	3.4	2.8	Information Literacy	1.8	2.6
Evangelistic Capability	1.9	2.6	Global and Historical Perspectives	3	3
Ethical Behavior	3.1	3.1	Aesthetic Appreciation	2.5	3
Socially Adept	2.5	2.8	Intellectual Creativity	3.4	2.8
Communication Skills	1.7	2.2	Physically Disciplined	2.8	2.7
Interpersonal Skills	3	3	Healthy Lifestyle	3	2.8
Cultural/Linguistic	2.5	3.2	Physically Disciplined Lifestyle	2.5	2.5
Responsible Citizenship	3.4	3		You	Chemistry majors
Leadership Capacity	1.9	2.6	Professionally Competent	3.0	3.1

Table 3.3: Example of Whole Person Assessment (WPA) Scores

In addition to general education, every academic program has an assessment handbook that includes a list of program goals, artifacts used to assess student achievement of the goals, and courses in which the assessments take place. In addition, every course syllabus contains a list of course goals and a table indicating the contribution of that course to University-level outcomes. This multi-level assessment ensures that ORU’s student learning outcomes are reflected in its courses and programs.

ORU’s Whole Person Assessment system supplies data from direct evidence of student learning. Interested groups (colleges, departments, IISL, etc.) can aggregate and disaggregate the data by

cross-referencing it with demographic information and other selected parameters in the database to make informed decisions for improvement of courses, programs, departments, and University improvement. Data collected since 2004 concerning the 16 proficiencies and capacities allows for evaluation of curriculum effectiveness. After evaluating data collected from 2004-2006 and in accordance with the AAC&U Greater Expectations model of continuous improvement, the faculty initiated **rubric revisions** in 2008, as shown in Table 3.4.

September 2008	October-November 2008	December 2008	Spring 2009
The Coordinator of General Education prepared a Rubric Evaluation Packet that included artifact assignments, rubrics, guidelines for rubric evaluation, and topics for discussion. Each department met to discuss the rubrics.	Meetings over the artifacts and rubrics took place in each department and/or between departments with a facilitator from the Rubric Evaluation Committee present.	All changes to artifacts and rubrics were submitted to the Rubric Evaluation Committee.	Faculty members were invited to make suggestions or add input to the rubric revisions.
Summer 2009	Fall 2009	Fall 2009	Spring 2010
The Rubric Evaluation Committee examined the revised rubrics, added comments, and asked questions. Departments had another opportunity for input or discussion at this time.	Final editing took place by the Editing Final Rubrics Committee.	Rubric Revisions were placed in Chalk 'n Wire.	The new <i>General Education Whole Person Assessment Handbook</i> was published with revised rubrics and artifacts.

Table 3.4: Timeline of Whole Person Assessment Artifact and Rubric Revision Process

As part of the process of revision, faculty members compared the **AAC&U VALUE** (Valid Assessment of Learning in Undergraduate Education) rubrics with those previously generated by Oral Roberts University. Table 3.5 indicates the considerable agreement noted between the two evaluative listings of desirable student outcomes. The revised rubrics were entered into the ePortfolio system prior to fall 2009 with the revised *General Education Whole Person Assessment Handbook* published in spring 2010.

Selections from ORU's Sixteen Proficiencies	Selections from AAC&U's Fifteen Outcomes
1D—Ethical Behavior	Ethical Reasoning
2A—Critical Thinking	Critical Thinking Inquiry & Analysis Quantitative Literacy Problem Solving
2B—Information Literacy	Information Literacy
2C—Global and Historical Perspectives	Intercultural Knowledge and Competence
4C—Appreciation of Cultural and Historical Differences	
2E—Intellectual Creativity	Creative Thinking
4A—Communication Skills	Written Communication Oral Communications
4B—Interpersonal Skills	Teamwork
4D—Responsible Citizenship	Civic Knowledge & Engagement—Local & Global

Table 3.5: Correlation of ORU Proficiencies with AAC&U Outcomes

Whole Person Assessment: Assessing Co-Curricular Activities

Since the initiation of the Whole Person Assessment program in 2004, co-curricular activities have been included as a part of ORU's assessment system. However, in 2010, ORU created a separate *General Education Whole Person Assessment Co-Curricular Handbook* to increase awareness of the value of co-curricular activities in the assessment process. The completion of the co-curricular handbook builds a strong connection between the academic and co-curricular components of the University through the use of a common assessment tool. As ORU students participate in co-curricular activities, they can select from over 100 assessment opportunities within the Whole Person Assessment program to record, evaluate, and assess their participation. Following is a list of some of the many co-curricular activities in which students can participate and be evaluated through the Whole Person Assessment program:

- Harbor (new student orientation)
- Clubs
- Chaplains program
- Chapel participation
- Resident Advisors program
- Student Association (leadership)
- Academic Peer Advisor program
- Ignite (leadership conference)
- Missions (outreach programs)
- International Development
- Community Outreach (service)
- Student Experience
- Honor Societies
- Career Services (strengths assessment)

The Role of Faculty in Whole Person Assessment

ORU faculty members are fully involved with and primarily responsible for the assessment process. From developing both the University-wide and program-specific student learning outcomes to correlating course syllabi with specific proficiencies and capacities, the faculty at ORU have been involved in the development of the assessment model from its inception. Having developed the assessment rubrics and then comparing them against the later-developed AACU rubrics has validated the experience for faculty members directly involved. In 2008, ORU reviewed all artifacts and rubrics in the Whole Person Assessment program. The Coordinator of General Education prepared a Rubric Evaluation Packet for various departments that included artifact assignments, rubrics, guidelines for rubric evaluation, and topics for discussion. Meetings over the artifacts and rubrics took place in each department and/or between departments with a facilitator from the Rubric Evaluation Committee present. After initial suggestions for improvement were solicited from the departments directly involved with each artifact/rubric, all faculty were invited to offer suggestions or provide input to the rubric revisions.

The Role of Administration in Whole Person Assessment

The Director of Institutional Research oversees assessment at ORU and is the primary administrator responsible for Whole Person Assessment. The director oversees training for faculty, facilitates the WPA student orientation course, and prepares University reports on student progress. In addition, each academic department has a subadministrator who oversees the Whole Person Assessment process in the department and is available to students and faculty who require assistance with tasks associated with electronic portfolio system.

The Role of the Board of Trustees in Whole Person Assessment

As the Board of Trustees recognized the value of Whole Person Assessment to be the “walking out” of the mission in terms of student learning, the Board developed a **comprehensive scholarship program** designed specifically around attracting students interested in whole person education. Supported in part by donations from the Board, the new scholarship program incorporates both administration and faculty in communicating with scholarship applicants—initiating personal relationships with potential students in a competitive but supportive atmosphere. The Board also reaches out into the external ORU community through a **call for donations** in support of the Whole Person Scholarship program.

The Role of Students in Whole Person Assessment

Educating students in the use of the Whole Person Assessment system is an ongoing effort that involves the faculty, administration, and support staff. The faculty developed a required 0-credit-hour, first semester seminar experience titled **Whole Person Assessment (GEN 099)** to provide new students with the philosophy behind the Whole Person Assessment initiative. In GEN 099, students also learn how to use the appropriate software, create their first portfolios, and upload several required artifacts. Students who have completed GEN 099 enter their general education and major courses prepared to upload artifacts assigned by professors for assessment. As they can access the Whole Person Assessment software at any time, students can track their learning progress as the electronic portfolios contain submitted artifacts, faculty feedback, and resulting assessment scores.

An annually updated, online *General Education Whole Person Assessment Handbook* provides students with a brief overview of Whole Person Assessment, all requirements for the GEN 099 course, instructions for obtaining web support, and the master artifact checklist for general education. The handbook also contains all of the rubrics used to evaluate student general education work.

As this comprehensive assessment system requires extensive student support, the University provides varied and numerous opportunities for students to access assistance.

Source for Assistance with Whole Person Assessment	Access to Information
Academic Computing Lab	2 nd floor Graduate Center, 8 a.m. to 10:30 p.m.
Telephone helpline	1-918-495-7356
Email helpline	eportfolio@oru.edu
Departmental WPA Subadministrator	Identified faculty members in major departments
Student Academic Peer Advisor	Trained students living in the dorms
Walk-in help at Institutional Research or Distance Learning	6 th floor Graduate Center, regular business hours

Table 3.6: Opportunities for Student Assistance with Whole Person Assessment

The Academic Computing Lab, centrally located in the Graduate Center, is staffed with personnel who can assist students to use the assessment system. In addition, students may request assistance through using a telephone or email helpline, contacting a WPA subadministrator or student academic peer advisor, or seeking walk-in help from staff in the Institutional Research or Distance Learning offices. As students are working on their electronic portfolios, virtually every page of the system has instructions to contact the administrator through email or phone.

Originally, ORU offered students targeted help during night-time WPA labs held four times each semester, but as students indicated through a survey that the help nights were no longer necessary as Whole Person Assessment has become a regular part of student life, the help nights were discontinued in 2010.

Whole Person Assessment: Sharing the Experience

After receiving the CHEA award for assessment in 2007, the ORU Whole Person Assessment program garnered interest from many different institutions. In an effort to share the experience and insights gained from the creation, implementation, and improvement of the Whole Person Assessment system, members from the ORU administration, faculty, and staff selected a range of audiences to address in order to report findings, as shown in Table 3.7.

Year 2008	Year 2009
<ul style="list-style-type: none"> • Higher Learning Commission Annual Meeting (Chicago) • Indiana Wesleyan University Adult Education Conference (Indianapolis) 	<ul style="list-style-type: none"> • AAC&U General Education, Assessment, and the Learning Student Needs Conference (Baltimore) • Association for Institutional Research (Atlanta) • Oklahoma Association for Institutional Research and Planning Consulting Visit at Oklahoma Wesleyan University (Bartlesville)
Year 2010	Year 2011
<ul style="list-style-type: none"> • Higher Learning Commission Annual Meeting (Chicago) • Association for Institutional Research (Chicago) • Southern Association for Institutional Research (New Orleans) • Oklahoma Association for Institutional Research (Oklahoma City) • Consulting Visit at Southwestern Christian University (Bethany, OK) • Consulting Visit at Southwest Baptist University (Missouri) 	<ul style="list-style-type: none"> • Oklahoma Association for Institutional Research (Oklahoma City) • North Carolina Association for Institutional Research

Table 3.7: Schedule of External Presentations of Whole Person Assessment System

Concern Regarding Use of WPA in Professional Programs

Through the coordinated efforts of the General Education Committee and the Institutional Improvement and Student Learning Committee, data derived from the General Education Whole Person Assessment results have informed continuous improvement discussions concerning general education. However, incorporation of Whole Person Assessment data has not yet been fully incorporated into curriculum improvement discussions in all professional areas of the University. While most professional areas publish **WPA handbooks** specific to their programs, only a few, including the College of Education and the engineering program can provide evidence of the intentional incorporation of WPA data into curriculum discussions. The inclusion of evidence from the use of WPA data for program development in departmental and college annual reports could provide such evidence.

Core Component 3B—Effective Teaching

Oral Roberts University values and supports effective teaching.

The revised **University governance structure** gives functional authority to faculty with responsibility for development of curriculum, graduation requirements, faculty appointment procedures, and modifications to the catalog and *Faculty and Administration Handbook*. This transfer of authority demonstrates the University's commitment to ensuring qualified faculty determine curricular content and strategies for instruction.

Significant increase in faculty morale over the past three years, as indicated in Table 3.8, appears to correlate with dramatic changes in University governance and leadership. According to a **faculty survey completed in April 2011**, faculty members agree that their involvement in decisions regarding student learning outcomes and assessment of programs is relevant and valued.

	Strongly Agree or Agree
ORU is moving in the right direction.	95%
I feel my voice matters in decisions that affect faculty and students.	78%
Work environment at ORU has significantly improved in past 3 years.	88%
We are accomplishing our mission at ORU.	99%

Table 3.8: Selected Faculty Survey Results

Oral Roberts University promotes effective pedagogy and academic instruction, and its faculty members are both proficient in the classroom and committed to mentoring students. To ensure that quality teaching remains an integral part of ORU, the University recognizes the quality teaching of its **faculty members** and provides them with opportunities to remain abreast of developments and advancements in their various fields, stay informed regarding new and innovative teaching techniques, learn about and discuss issues of importance to higher education, and receive updated training in the use of technology.

Awarding Teaching Excellence

ORU values teaching as demonstrated by the numerous awards it presents for teaching excellence.

Alumni-Sponsored Faculty Awards

The alumni-sponsored Faculty Awards for Professionalism in the Classroom recognize and reward effective teaching. In addition to a cash prize, each of award recipients receives a medallion and lunch with the President in the President's dining room. Award recipients are also honored during an all-faculty meeting in November.

During the fall 2010 semester, the **Faculty Senate Awards Committee** realigned the faculty alumni awards categories to match University outcomes and streamlined the application process. The revised award categories include teaching, Christian worldview teacher, mentor, student

engagement, and stakeholder engagement. Awards honor the accomplishments of faculty members in developing innovative teaching methods, explaining and demonstrating the value of Christian worldview in instruction, serving in various mentoring situations, encouraging and collaborating with students to do original research, and developing creating experiences with alumni.

In addition to the award for professionalism, alumni annually sponsor an award that highlights a faculty member who develops curriculum to improve student writing within a discipline. The Writing Across the Curriculum Committee administers the cash award through a competitive peer-review process.

Outstanding Faculty Awards

Every year, faculty members from each college select an outstanding faculty member. From the list of outstanding faculty members, the University faculty vote to select a Faculty Member of the Year. In addition, the academic deans recognize a faculty member who best demonstrates excellence in scholarship as the Faculty Scholar of the Year. All of these faculty award recipients receive cash prizes and recognition at the end of the academic year during the commencement ceremony. Service award recipients also receive cash prizes as each college recognizes a faculty member who has provided exceptional service to the college and its students.

Faculty Development

Each faculty member supports University goals by completing **an annual five-year professional development plan**, which includes individual goals and a timetable for completion. Faculty members are encouraged to interact through peer observations, sharing of talents, collaboration with other faculty members, and other acts of professionalism to enhance classroom performance. Having several options for fulfilling professional development obligations provides all faculty members with the autonomy to tailor professional development plans to fit advancement needs. The University also makes available a number of structured events to help faculty members reach their goals.

Opportunities for Faculty Development

The Oral Roberts University faculty development program aids faculty members in their pursuit of excellence in teaching, continued professional vitality through research, promotion of the creative arts and investigative sciences, service to the University and the greater community, and growth as Christian scholars. In 2009, ORU redefined the faculty development program by establishing a Center for Faculty Excellence with the following goals:

- Promotion of teaching effectiveness and faculty mentoring activities
- Advancement of new teaching and learning initiatives
- Fostering of excellence in teaching, learning and faculty scholarship
- Encouragement of professional involvement in community activities
- Fostering of the creative arts
- Coordination of new faculty member orientation, training, and mentoring
- Strengthening of a learning-centered campus culture that values and rewards teaching
- Assisting faculty through the promotion, tenure, and sabbatical application processes

The **Faculty Excellence committee** provides input regarding faculty development opportunities and oversees events with the guidance of the Director of the Center for Faculty Excellence—a faculty member who reports directly to the Vice President for Academic Affairs. Faculty members regularly participate with many of the following opportunities coordinated through Faculty Excellence.

1. Professional development workshops and seminars presenting various topics accommodating the many different academic needs across the University. Offerings have included assessment, Christian Worldview, leadership, the scholarship of teaching and learning, diversity, and technology. Presenters from both on and off campus add to the richness of the program.
2. A professional development lunch discussion series, currently called “**Lunch and Learning,**” provides opportunities for faculty members and administrators to enjoy fellowship and explore current issues and topics of professional interest. Past discussions have included topics such as faculty engagement, diversity (including veteran and international students), social networking in the classroom, and the ORU Honors Program. These lunch discussions have been in place since 2004 with approximately 10 luncheons per year. The discussions foster accountability and allow for self-reflection with a commitment to improving pedagogy.
3. All employees can participate in workshops presented by **library faculty**. Topics include timely information on the newest library capabilities, and individual colleges or groups can request specific training sessions regarding library tools. Approximately 40 employees participate each year.
4. The **Teaching Excellence Program** at ORU is designed to provide full-time faculty members an alternate path to promotion to the rank of assistant professor. The purpose of the program is not only to reward excellent teaching but also to help good teachers develop in all professional areas. It is designed for faculty members who choose not to pursue a doctorate but rather to dedicate themselves toward excellence in teaching. Moreover, the program demonstrates that the University values the common good by emphasizing leadership development and contributing to the ORU culture of service. During the fall 2011 semester, Faculty Senate re-evaluated the benefit of this program to the University and voted to continue the program with no changes.
5. Monthly opportunities to grow spiritually are provided through the faculty chapel program. Faculty chapels include music, sermons, lessons, and special programs directed specifically toward faculty. Faculty members also support student spiritual development by participating in University-wide chapels held twice a week.
6. Each August, the University holds a one- or two-day faculty retreat. Faculty members meet in plenary sessions and small workshops to consider academic and non-academic issues. Time is available for reflection, fellowship, and relaxation. The vice presidents and President participate in the retreat with reports and communicate a vision for the coming year.
7. Workshops on how to use **Desire2Learn** (D2L), the University online course management system, are available anytime online.

Sabbaticals

After serving the University for six years, faculty members may apply for sabbatical for either one semester or a full year. Faculty members use these opportunities to do in-depth research in their particular disciplines, to study and research abroad, or to develop courses and create

materials that are used in the classroom. By offering sabbaticals, the University demonstrates its support of academic scholarship.

The Eighth Floor

Oral Roberts University is one of the educational partners in **The Eighth Floor**, a technology and training consortium of 47 institutions in Tulsa and the surrounding area. As a founding member of the consortium, ORU helped to establish this model of offering technology instruction that centers not on the technology itself but on the use of technology to improve pedagogy and enhance learning. Housed in a modern facility with a large assortment of teaching technologies, The Eighth Floor offers training ranging from the use of word processing and data management to the development and teaching of online courses. During the past three years, ORU faculty and staff members **have received over 370 hours of instruction** and training per year. Consortium membership provides the University with an opportunity to collaborate with other area schools in this joint effort to enhance technology training for member institutions. Since the spring of 2007 enrollment has been open to any member of the ORU administration, faculty, or staff.

Core Component 3C—Effective Learning Environments

Oral Roberts University creates effective learning environments.

ORU enhances the student learning experience beyond the classroom by providing students with a wide variety of opportunities to interact and learn from each other, the University, and the external community.

Academic Peer Advisor Program

The Academic Peer Advisor Program trains students (APAs) to provide academic assistance to their peers as well as assist first-year students in transitioning to college life. The program is committed to its purpose of fostering a sense of excellence in all areas of student life, especially academics. Many activities provided by this group foster residential learning communities that reinforce learning and create partnerships that sustain students beyond any one scheduled event.

- *One-2-One Coaching Program:* Developed in response to a recognized need among students for personalized, focused tutoring, the One-2-One Coaching Program recruits APAs as volunteer coaches willing to tutor in specific subject areas. The names and email addresses of these volunteer coaches are available in a tutoring directory listed on the ORU website and organized alphabetically by subject code. Additionally, the One-2-One directory is a great tool for the ORU faculty as it provides a list of multiple names to use as a reference when consulting with individual students concerning a specific course.
- *Study Night Live:* Another tutoring opportunity sponsored by the Academic Peer Advisor Program, Study Night Live (SNL) meets in a location central to the dormitories every Thursday evening for group tutoring in various subjects. SNL fosters group study allowing students to learn from each other and identify strengths in each other. Each week different subjects are emphasized in an attempt to cover as many subjects as possible with preference given to subjects based on common exam schedules.
- *Study Stops:* Study Stops provide an opportunity to either break from studying, connect with impromptu study groups, or sometimes both. Hosted by APAs weekly on each dorm floor, Study Stops provide an opportunity to develop community and cohesiveness on dorm floors.

Career Services

ORU Career Services hosts a strengths-based assessment for all incoming students as part of the required GEN 099 Whole Person Assessment. This assessment helps students identify their strengths, interests, skills, and values. The information provided by the assessment enables students to make informed academic and career choices. Even though students write a two-page self-evaluation of the assessment results as a WPA submission requirement, follow-up consultation with a career counselor for further insight into the results is strongly encouraged.

Career Services provides a wide array of services to students to bridge academic course work with a solid career plan. These services include the following:

- Resume workshops enable students to create resumes and post them online through the ORU Golden Hire Network to be available for potential employers.
- Interviewing sessions allow for the demonstration and practice of successful interviewing techniques.
- Internships and volunteer opportunities made available to students through the ORU Golden Hire Network allow students to learn how to seek opportunities online and begin gaining professional experience.
- Fall and Spring Career Expos provide students face-to-face on-campus exposure to potential employers.
- Professional Career Mentoring provides students opportunities to job shadow in fields of potential interest.
- Career launching and re-launching services do not end at graduation but continue to be available to alumni.

Office of Student Resources

Student Resources is a multi-functioning office that helps students with the transition to college life. Along with new student academic advising, Student Resources provides many tools used by faculty to enhance student academic experience outside of the classroom.

Among other tutoring services, SMARTHINKING is an online program provided by University that is available to all students (residential, commuter, and distance) through Desire2Learn, the University's course management system. SMARTHINKING connects students with around-the-clock tutoring services provided by professional tutors, instructors, and professors. A student accessing the tool has the opportunity either to check for a time a specific tutor in a particular subject area will be available or to have a live chat with tutors currently available. This program focuses on helping students not only arrive at an answer to their problem but also to an understanding of how the answer is obtained enabling them to repeat the process in their future work.

Additionally, SMARTHINKING allows students to submit papers and receive feedback within a maximum 24-hour period. In this service, the tutor goes over a corrected paper line-by-line suggesting improvements and/or changes as well as reasoning for each.

Daily usage of the SMARTHINKING tool continues to increase as faculty and students become aware of potential benefits. Figure 3.1 shows the usage in two divisions during the 2010—2011 academic year.

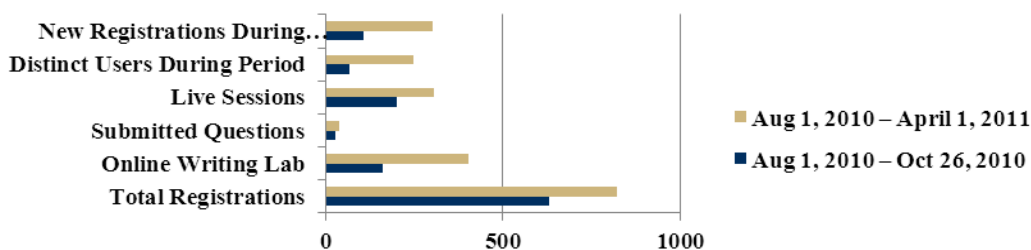


Figure 3.2: Usage of SMARTHINKING during the 2010—2011 academic year

Office of Student Success and Retention

The Office of Student Success and Retention with its open door policy allows students and parents to walk in and receive prompt and comprehensive resolution to questions, concerns, and needs in areas ranging from academics to campus life. Dedicated to helping students maximize their academic success and coordinate the multiple resources available to them on campus, this office provides students a safe place to ask for help and discuss difficulties. Support concerning study skills and steps leading to emotional and spiritual success are also available.

Diversity

At ORU, diversity is integrated into the learning community. With students from 49 states and 56 countries, ORU classroom experiences create opportunities for students to learn through a diversity of worldviews and to develop skills in appreciating other cultures while successfully working within diverse communities. Evidence from the [National Survey of Student Engagement \(NSSE\)](#), as shown in Table 3.9, demonstrates that students consistently find and engage with a more diverse learning community at ORU than reported by students associated with Carnegie and NSSE peer institutions. Central to the mission of ORU is the importance of students learning to engage with diverse cultures before “going in every person’s world.”

		ORU 2009	Carnegie Peers 2009	NSSE 2009	ORU 2011	NSSE 2011
Encouraging contact among students from different backgrounds	First Year	3.22	2.72***	2.72***	3.21	2.74***
	Senior Year	2.90	2.54***	2.55***	2.90	2.56***
Understanding people of other racial and ethnic backgrounds	First Year	3.17	2.72***	2.71***	3.12	2.69***
	Senior Year	3.00	2.67***	2.67***	2.96	2.67***
Contributing to the welfare of your community	First Year	3.16	2.46***	2.50***	3.08	2.49***
	Senior Year	3.17	2.46***	2.49***	3.16	2.51***

Table 3.9: NSSE Results concerning Diverse Learning Experiences

Hispanic Center

In April 2010, ORU established a **Hispanic Center** as a welcoming place for students from the Hispanic community. It serves as a recruitment center, fellowship hall for Latino students, and research and development wing for next generation Hispanic Spirit-filled programs.

Academics and ORU Outreach

Through a variety of academic opportunities, ORU provides an environment that supports all learners and seeks to enhance their learning experiences. During the August 2010 Faculty Connections event, faculty members posed questions concerning redundancies between student development and academics in the areas of co-curricular activities. As a result of stronger communication between academic departments and student development staff, additional opportunities to enhance student learning through experience have developed. For example, programs in the Behavioral Science Department now require students to participate in several hours of volunteer work for credit in courses throughout the major. In addition, faculty members in the department assisted Student Development's ORU Outreach Program in assessing volunteer participation through the creation of a form completed by students following individual outreach activities. Table 3.10 summarizes activities performed by behavioral science students as recorded by ORU Outreach during the fall 2010 semester.

ORU Outreach Activities	Number of Hours	ORU Outreach Activities	Number of Hours
Boys & Girls Club	67.5	International Connection	2
Children's Medical Center	155	Miscellaneous	65.5
Cypress Springs	24.5	Race for the Cure	39.5
Fall Outreach	121.5	Red Cross Blood Drives	17.5
Habitat for Humanity	254.5	Tulsa Dream Center	16
Homeless: Salvation Army	30	Tulsa Hope Academy	12.5
Hospitality House of Tulsa	12		
Total number of hours, fall 2010			818

Table 3.10: Hours of Community Outreach by Behavioral Science Students during Fall 2010

Additionally, ORU students take advantage of opportunities on- and off-campus to engage in developing servant leadership skills as reported through the NSSE data listed in Table 3.11.

***indicates statistically significant result differences		ORU 2009	Selected Peers 2009 ¹	NSSE 2009	ORU 2011	NSSE 2011
Attending campus events and activities	First Year	3.36	2.94***	2.85***	3.27	2.88***
	Senior Year	3.06	2.73***	2.63***	2.94	2.66***
Learned principles of Christian Leadership	First Year	4.16	3.89***	NA	NA	NA
	Senior Year	4.22	3.93***			
Community Service or Volunteer Work	First Year	0.57	0.55	0.39***	0.57	0.39***
	Senior Year	0.85	0.70***	0.60***	0.76	0.60***

Table 3.11: NSSE Results concerning Engagement with Community Service

Oklahoma Intercollegiate Legislature (OIL)

Every semester, the **Oklahoma Intercollegiate Legislature** (OIL) hosts a five-day mock legislative session at the state capitol in Oklahoma City. ORU received Best Overall recognition among delegations from more than 20 universities in seven of the last eight competitions. In addition to the legislature, the event also includes moot court, executive branch, and press corps presentations.

Participation in OIL promotes networking skills, provides students with firsthand experience with the workings of state government, provides the opportunity for students to meet current and future leaders in the state, requires students to present on issues before current state lawmakers, sharpens students' abilities to think and express ideas on paper and orally, and allows students to create new friendships with others from throughout the state.

Competitive Debate Squad

In fall 2011, the Communication, Arts, and Media Department initiated a competitive debate squad through the Communications Seminar: Debate/Forensics Club course. To participate, students have the option of simply joining the club or gaining academic credit through the course. According to the faculty club advisor, "The motivation behind the debate squad is for ORU students to go out into the world and to be able to give reasons why they believe what they believe." Students have the opportunity to participate in numerous tournaments throughout the fall and spring semesters.

Students in Free Enterprise (SIFE)

Students in Free Enterprise teams create economic opportunities by organizing outreach projects that focus on market economics, entrepreneurship, personal financial planning, success skills, and business ethics. Some of the recent projects include the following.

- Working with Dominion Farms, Ltd. to help develop the agricultural sector in sub-Saharan Africa
- Traveling to Argentina and Paraguay to teach workshops on various business-related topics
- Teaching students about the stock market through a virtual stock exchange game
- Developing a leadership conference
- Teaching basic financial literacy to students at an alternative school
- Partnering with Eagle Sky Foundation to develop a state-of-the-art youth camp in Kenya
- Offering online, student-written curriculum to empower contacts on 6 continents and then partnering with an organization called mPOWR to send those contacts micro-loans to empower them to operate and own their own businesses
- Working with local and global contacts to raise awareness, money, and canned goods for those in need

Composed of over 200 students from 15 different majors, the ORU SIFE team ranked as one of the top 12 teams in the nation during the 2011 SIFE USA National Exposition held in Minneapolis, Minnesota.

Honors Program

The **Honors Program**, founded in 2001, provides academically gifted students opportunities to participate in learning experiences that challenge their abilities. Students can apply to either of two defined levels in the Honors Program that may provide scholarship assistance based on program engagement. The Honors Program enables students to pursue **research opportunities**, participate in discussion-based courses, design their own learning experiences in cooperation with mentors, and engage in meaningful activities that complement their academic program. The ORU Honors Program is a participating member of the **National Collegiate Honors Council**.

First-year applicants with an ACT score of 31 to 36 or an SAT I score of 1360 to 1600 and a cumulative high school GPA of 3.5 may apply to be Fellows. Each applicant must provide one academic and one spiritual letter of recommendation, demonstrate leadership skills, and provide evidence of church and community service. As Fellows are appointed annually and receive a 100% tuition scholarship, participants selected as Fellows must maintain a cumulative GPA of 3.5 and remain active members of the Honors Program with good standing.

To be considered as a Scholar, applicants must have a minimum ACT score of 28 or minimum SAT I score of 1250 SAT I and a cumulative high school GPA of 3.5. Scholars participate in the Honors Program and may receive scholarships up to \$1,000 annually based upon an initial application, maintaining a cumulative GPA of 3.45, and remaining an active participant in the Honors Program.

To graduate as Honors Fellows or Scholars, participating students must complete 24 hours of honors-level general education courses, meet specific requirements for their major departments, and complete specified service-learning projects. Additionally, Honors Fellows must replace 15 hours of general education with cross-disciplinary seminars.

The Fellows seminars are intensive, interdisciplinary courses combining two subjects taught by professors from different departments. The six courses have been in place for 11 years and include Artistic Expression, Principles of Leadership, Philosophy of Science, Faith and Civilization, History of Quantitative Thought, and Science and the Imagination.

Regular assessment of the Honors Program verifies that the strategies, activities, and processes continue to enhance student learning. A recent review by an external honors program administrator identified several positive aspects of the program including the following:

- The Director and Associate Director of the Honors Program are both well regarded and active in the national honors community.
- The Director and Associate Director display devotion to the program and are well qualified.
- Team-taught interdisciplinary seminar courses provide quality curriculum.
- Honors Program students speak highly of the honors courses and faculty.
- Honors students express appreciation for the freedom given by professors to explore topics in an intellectual manner.

Concern Regarding Excessive Use of Honors Contracts

ORU's Honors Program requires students to take 24 hours of honors-level general education courses, but there are only a limited number of honors course sections available. To fulfill requirements, honors students enrolled in traditional courses may request that course instructors design **honors contract agreements** by modifying assignments in the regular course to enhance the students' experiences as honors activities. Increasing program dependency on honors contracts decreases honor students' opportunities to develop through the intended cooperative learning environment of traditional honors course sections.

Additional Location—Livets Ord Theological Seminary

ORU offers a New Testament major through an additional location at **Livets Ord Theological Seminary** (LOTS) in Uppsala, Sweden. The academic mission statements of LOTS and ORU—while not identical—are complementary. The additional location in Sweden provides opportunities for students and faculty from both institutions to participate in cross-cultural experiences while continuing to earn an ORU degree.

Expanding Mission through Distance Learning

As an extension of mission, online degree programs enable curriculum from ORU to literally "...go into every person's world." As technology changed over the past several years, enrollment in ORU correspondence courses declined. Distance student enrollment began to recover as Distance Learning converted course offerings to an online format. Figure 3.2 captures the downward trend in enrollment due to the continuing use of correspondence courses and the recovering upward trend as Distance Learning began to offer courses online.

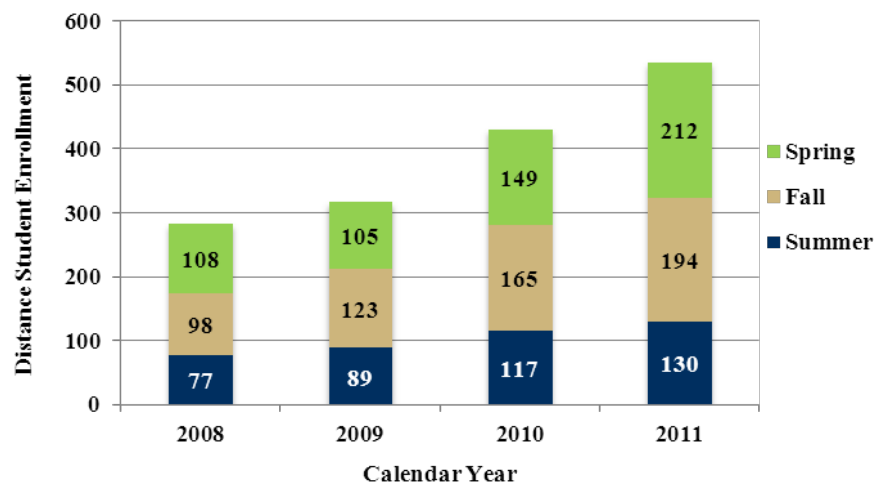


Figure 3.3: Enrollment in Distance Learning from 2000 to 2010

Responding to the **University's change request concerning distance learning** in fall 2010, an HLC focused visit site team recommended approval for ORU to offer online degree programs. While recommending approval of the online programs in a **Report of a Focused Site Visit**, the site team listed a number of findings in support of the recommendation summarized by the following:

- Online distance learning is an appropriate fit with ORU's mission.

- Online distance learning is recognized by faculty, administration, staff, and students to be a natural expression of ORU’s mission.
- ORU has the technology and computing power required for distant delivery of online courses.
- ORU has moved Distance Learning administration into existing campus support systems and organizational structures allowing Distance Learning to be an integral part of the institution.
- Distance Learning programs have appropriately parallel academic expectations to residential programs.
- Academic decision-making concerning programs delivered through Distance Learning moved from a centralized administrative unit back to the individual colleges where the specific curriculum is located.
- Colleges and their faculty members are responsible for course content and revision.
- ORU has an impressive CHEA award winning assessment program effectively implemented into the online programs.
- Online students have access to a wide array of student services. These services include advising, library, tutoring, and the bookstore.
- Distance Learning has three levels of student authentication: the written Honor Code, student ID’s and passwords in D2L, and verification by faculty members in written assignments.
- Distance Learning’s financial planning has been extensive and inclusive.
- Online distance learning is not limited to distance students. While there is no limit to the number of international students, residential students may also take online courses by paying for the courses outside of the block tuition amount (12 to 18.5 hours).

The demographics of ORU distance students vary widely with an average age of 39.4 years. Females represent 61% of the online student body, and males represent 39%. The largest three majors are Church Ministries (34.5%), Christian Caregiving (30.9%), and Business Administration (20.5%). Students come from a variety of Christian denominations including Nondenominational, Pentecostal, Assembly of God, Interdenominational, and Charismatic. Students enrolled are located in 34 states and six countries.

Concerns noted by the team during the focused site visit reinforce the University’s desire to continue developing policies and procedures to strengthen the structure and rigor of Distance Learning and its programs.

Syllabi, Instructor Introductions, and Contact Information

At the time of the focused visit, every ORU online course included syllabus information in component sections with separate links within the D2L course. However, a complete syllabus specific for the online course was not included within D2L, which was concerning to site visitors and clearly made it more difficult for students to conveniently find information. Beginning with the fall 2011 semester, an additional link in every D2L course provides student access to the syllabus specified for that course. Importantly, the academic content of each online course syllabus mirrors the academic content of the equivalent residential course syllabus. Starting with the spring 2012 semester, access to **all ORU course syllabi**—for both online and residential courses—are available through the ORU website.

While every online course has clearly labeled professor contact information, Distance Learning staff members are examining the faculty introduction/biography sections of every course in an effort to ensure that they are personable.

Faculty Training

Concerns expressed by the focused site team about faculty development training for online learning have helped to identify a potential long-term issue concerning distant adjunct faculty. According to a recent survey of residential faculty concerning **learning management systems**, approximately 65% of ORU faculty members use D2L to some capacity within their courses. In addition, residential faculty members have the opportunity to participate in online technology training through the Eighth Floor's Online Teaching and Learning Instructional series. This indicates that residential faculty members interested in teaching online courses have more than sufficient access to training for online learning. Following the HLC focused site visit, the Center for Faculty Excellence began to focus on faculty training in instructional design and pedagogy specifically for adjunct faculty hired to teach online courses. While residential faculty currently teach a majority of ORU online courses, the probability exists that as online programs expand additional adjunct faculty will begin to teach a greater percentage of the courses. Consequently, the Center initiated a process for the development of training videos available online for use by all residential and distant faculty members.

Interactive Learning

To assist faculty members in the creation and delivery of effective online instruction, ORU initiated a process to become an Oklahoma affiliate institution of the **Quality Matters** (QM) program. This association provides opportunities for certified peer-reviews of online and blended courses, training for faculty who wish to become peer reviewers, and the opportunity to conduct official and unofficial online course reviews that carry QM's stamp of approval. Seven faculty members have already completed the initial training in Applying the Quality Matters Rubric, which is offered through the Eighth Floor Technology Consortium. Two faculty members pursued additional training during the academic year 2011-12 and became certified QM course reviewers. In addition, the Eighth Floor plans to coordinate with the ORU Center for Faculty Excellence to train additional groups of faculty members to apply the QM rubric to online courses.

Concern Regarding Synchronous Learning

The HLC focused site visit team indicated that ORU online courses do not intentionally use available opportunities for synchronous communication. Through D2L Chat and LiveRoom tools, online students have the opportunity to communicate synchronously based on the needs of the online course and instructor-perceived educational value. Currently all of the College of Business online courses now require a synchronous learning component and other programs including those in the College of Education continue to develop these components in online courses. Advanced and continuing training in the use of the available synchronous communication features continues to be promoted.

Student Services

With the ever-increasing use of web-based technologies to provide student services, distance students have virtually identical opportunities to access services as residential students. Full-time

faculty members serve as academic advisors to distance students, and an Academic Programs Representative—a Distance Learning staff member—provides general program information on request. Distance students have daily access to these individuals and to all student services by phone, email, and/or interactive webpages.

Distance students work with their academic advisors to determine which courses offered each online session will best serve the students' academic needs. In addition, student workers contact distance students multiple times each semester both by phone and email to encourage the distance students to continue participating in their courses and ask if they have encountered any difficulties in the online learning process.

Distance Learning staff also provide assistance to students regarding any required paperwork, such as petitions, withdrawals, and course substitution requests. As distance students near graduation, they work closely with their advisors and the University Registrar to ensure that all requirements have been met and individual accounts are in order.

Additional services available to distance students include—but are not limited to—the University bookstore, technical/computer assistance, tutoring, Whole Person Assessment, career services, and counseling.

Concern Regarding Tracking the Use of Student Services by Distance Learners

As noted by the focused site team, ORU does not track usage and benefits of support services available to distance students. With the recent campus reorganization, the processes and administrative tasks once handled by Distance Learning staff have been reallocated to individual service departments responsible for serving all students. To increase availability, these departments serve all students through multiple formats (phone, email, web forms, walk-up, etc.). This flexibility makes the separate classification of the student being served as a residential or distant student difficult and complicates the tracking of support services for distant students alone.

Concern Regarding ADA compliance of Distance Learning Courses

Comments from the focused visit team indicated a need for ORU Distance Learning to have a plan for ensuring that online courses are ADA compliant with specific personnel assigned to evaluate courses for such compliance. Quoting from the **assurance section of the team report**, “proper policies, procedures, training, and personnel must be put in place to assure that ORU is in a position to address needs that may arise, and demonstrate the University is actively adhering to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.”

While not every ORU Distance Learning course is currently ADA compliant, ADA compliance is a major part of the Quality Matters rubric for evaluating online courses. When Disability Services contacts Distance Learning concerning an enrolled student who requires accommodations, faculty and staff members work to implement all required accommodations into every course taken by the specified student. As ORU continues converting correspondence courses into fully online courses, as Table 3.12 shows, Distance Learning faculty and staff work to include accommodations into newly developing courses limited only by available technology.

Academic Term	Correspondence Courses	Online courses	Total Courses Offered
Spring 2008	101	3	104
Fall 2009	95	15	110
Summer 2009	87	21	108
Spring 2009	20	37	57
Fall 2010	14	45	59
Summer 2010	12	56	68
Spring 2010	11	56	67
Fall 2011	3	79	82

Table 3.12: Transition of ORU Correspondence Courses into Online Courses

Whole Person Assessment and Distance Students

ORU’s Whole Person Assessment program focuses on developing the whole person—spirit, mind, and body. Distance Learning as an integral part of the University participates in promoting the student learning outcomes by offering and requiring learning activities that develop spiritually alive, intellectually alert, physically disciplined, and socially adept student learners. All distance students participate in the Whole Person Assessment program through specified assignments in general education and major courses. In addition, Distance Learning staff members assist students with development outside of the online courses.

For spiritual development, distance students have access to ORU chapel services through a variety of online courses, the ORU website, **Golden Eagle Broadcasting**, and Direct TV. ORU also broadcasts several other programs hosted by the President of ORU accessible through all of the media outlets. Every week, ORU emails a video message, “A Word for You,” from the President directly to all students, including distance learners. Many online courses have special threaded discussion areas in their D2L course websites for students to post prayer requests and spiritual reflection papers.

For intellectual development, distance students have opportunities outside of their online courses to seek assistance during their academic journeys. As distance students continue to lead busy lives while participating with online learning—balancing responsibilities for their careers, families, churches, and communities with their academic pursuits—online program academic advisors can provide assistance by recommending study skills and strategies, learning resources, and tutoring services.

For physical development, the required HPE courses introduce distance students to skills that can be used with a variety of athletic activities that are age-appropriate and adaptable to the health needs of a diverse population by taking advantage of access to activities and events in the students’ local communities. By investigating or developing a useful method to document physical activities, Distance Learning demonstrates a desire to enable students to quantify and benefit from the documentation of a series of physical successes.

For social development, distance students have opportunities for social interaction in their jobs, churches, and local communities in addition to those provided in online courses. Many students

become familiar with their online classmates and contact them outside of class through social networks and other modes of communication. Some have even traveled to central locations to meet with classmates.

Core Component 3D—Learning Resources

Oral Roberts University's learning resources support student learning and effective teaching.

In addressing academic deferred maintenance needs, ORU chooses to enhance learning resources that support student learning and promote effective teaching. Through ORU's web-based Vision program, students may enroll online, access transcripts, view and edit both personal information and course registration, review and retrieve financial aid documents, view course information including course descriptions, see the final exam schedule, and review the academic calendar. Faculty may use the same system to post grades, review student information, obtain student opinion surveys, review detailed class lists, and peruse their faculty schedule. To facilitate use of Vision and meet other computer-based needs of students and faculty, administration supports 16 different computer labs located throughout campus for individual or collaborative use. With an extensive listing of technological resources sorted by disciplines, the library aids both students and faculty by providing access to online databases. Recent improvements in classroom technologies and laboratory infrastructures along with enhancements of library acquisitions demonstrate commitment to the continuing development of learning resources.

Technology in the Classroom

As technologies continue to advance and change, the University remains committed to using them to develop new and innovative ways to promote student learning in the classroom.

Apple iDevice Integration and Distributed Education Committee

ORU formed an Apple iDevice Integration and Distributed Education Committee to address continuing technology needs of all ORU students. Information Technology staff and various members of the faculty and administration constitute the committee. To facilitate the intentional incorporation of educational technologies in the classroom, the committee distributed iPad devices to all faculty members through a training process developed to demonstrate novel uses of technology and to create learning groups centered on the sharing of information and ideas concerning the use of the devices in the classroom. **Ongoing discussions** in the committee evaluate several current technology projects including the virtualization of technology to allow any ORU student with web access the ability to use any course-specific software used in residential or distance courses. In addition, the committee conducted an extensive evaluation of learning management systems (LMS). After considering finances, technologies, implementation, and faculty opinion concerning alternate LMSs, ORU decided to retain D2L as the University course management system.

College of Business "Shark Tank"

ORU received a \$500,500 grant from Tulsa-based ONEOK, Inc., a diversified energy company, to build the **ONEOK Executive Boardroom**, a high-tech, executive-style boardroom that serves as a teaching lab for the College of Business and hosts the Shark Tank program. The Shark Tank is a program that affords individual students an opportunity to pitch business and project ideas to actual investors as the terminal event in a senior paper project—a final project that includes the

development of a business plan for an idea. If the student convinces investors that the project is worthy of support, the investors will award money to the student toward the fruition of the idea. With an initial gift of \$260,000 given towards the construction of the ONEOK Executive Boardroom, the remaining funds will support the Shark Tank over the next several years.

Television/Multimedia Production Studio

By combining funds dedicated to academic deferred maintenance with the donation of a fully functional television broadcast news desk and set from KJRH 2 *Works for You* valued at over \$250,000, ORU developed one of the **premier high definition multimedia production studios** in the state. The studio includes high-definition video and audio as well as new cameras, switchboards, control boards, and racks of other new equipment. Design/Video, Multimedia Production, and Convergence Media students use this studio to actively learn while producing newscasts that are distributed on campus cable television and by streaming media through *The Oracle* website.

Laboratory Improvements

In addressing deferred maintenance needs in academics, the University continues to focus on increasing levels of student engagement in the learning process by developing new laboratory resources and restoring older laboratories.

New Engineering Work Space

Through a grant from the Helmerich Foundation, the College of Science and Engineering developed a state-of-the-art **engineering work space** dedicated for use by senior-level students working on original projects as they collaborate with the community to address specific needs.

The machine shop includes 5,000 square feet of workspace filled with a variety of tooling instruments and computer lab facilities. The shop also provides additional space for classes to use during collaborative learning experiences. One of the projects under development by students in the new machine shop is a formula SAE racecar. This car is a multiyear project that will later be sent to competition.

Two additional engineering labs also received renovations. Each lab received new instruments, furniture, computers, tables, projectors, white boards, floors and countertops.

Improved Nursing Simulation Laboratory

The Anna Vaughn College of Nursing renovated classroom space to create four simulation laboratories composed of two hospital rooms, a control room, and an instruction room. The simulation laboratories allow students to gain hands-on experience before they work on actual patients in a clinical.

The two hospital rooms contain a gurney, crash cart, intravenous pumps, and additional equipment found in a typical operating room. Each lab hospital room also contains new simulation men. With the simulation men, students can perform various procedures including starting IVs, practicing defibrillation treatments, and taking a pulse. While students work, a

computer monitors the health progress of the simulation men, who also have the ability to go into cardiac arrest or have an asthma attack during procedures.

Cameras installed in each lab hospital room allow working students to be monitored by instructors inside the control room. From this room, instructors can video record the students while providing instructions, when necessary, from a distance. Instructors are also able to talk through the simulation men while students are working. The instruction room is composed of a smart board, computers, a pharmaceutical cabinet, gurney, and another simulation man. In this room, students watch previous procedures performed in the hospital room while instructors critique them.

In addition to laboratory development, the College of Nursing supports student learning through a scholarship grant program awarded to ORU by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA) for Nurse Education, Practice, and Retention (NEPR). The grant award of \$977,792 disbursed over a three-year period promotes the recruitment of minority students, primarily Hispanic, as well as implementation of a retention program to promote their completion of the program and then return to their communities as registered nurses.

Biochemistry Laboratory

To facilitate student-engaged learning of new biochemical techniques, the College of Science and Engineering collaborated with the College of Business to convert office space into a laboratory for the biochemistry course. While the University provided funds for the conversion, donations from alumni provided up-to-date biochemical instrumentation to equip the laboratory.

Restoration of Chemistry Laboratories

Beginning in 1965 when ORU first opened, three laboratory classrooms located in the Learning Resources Center have served every science, engineering, nursing, and general education science student taking chemistry. In 2009, the University used academic deferred maintenance funds to remodel the three original labs into **two larger labs**. Students taking chemistry at ORU now benefit from the following improvements:

- Lab instruction and explanations are now given inside the lab with access to demonstration equipment rather than in a separate classroom.
- Improved safety features include a new emergency gas and electric shut off system to increase safety along with additional fire blankets, first aid kits, eye wash stations, safety showers, and spill clean-up kits.
- Additional convenience features such as deionized water available at every sink, new adjustable lab stools and lab equipment located at assigned work spaces, multimedia equipment for instructional and student use, facilitated glassware management, open space feel of classroom for easy and safe maneuvering, and cubbyholes for safely storing personal items increase student productivity, satisfaction, and safety.

Library Resources

The **ORU library** supports the University mission by **providing library services** to both residential and distance students as well as to faculty. Library expenditures averaged \$1.27

million per year for the last three years, demonstrating the University's financial commitment to enhancing available learning resources.

Instructional Facilities

The library has superior facilities for information-literacy instruction and access to electronic resources. The entire library, including faculty and staff office areas, offers both wired and wireless Internet access. The Library Instructional Lab is equipped with 30 tabletop computers, an electronic notebook, and a laser printer along with an LCD projector and speaker system in a centrally located room for classes and private research assistance. The Electronic Resources Center serves primarily students who are completing research for term papers and other assignments. It contains 37 computers for student use with two multifunction photocopier/scanner/printers and two laser printers located in the Library Information Commons adjacent to both the reference and periodicals collections.

Patron Space

The library, which is open 88 hours per week and provides a spacious environment for study and research, encompasses the fourth and fifth floors of the Learning Resources Center. Individual study carrels and tables provide seating for 738 students. A glass-encased stairwell seals off the library entrance from general student traffic, and a glass enclosure separates the reference area, promoting a quiet atmosphere. The library has more than ample space for students to study and research, and was recently redesigned with more comfortable chairs, and space to provide for group study sessions.

Online Databases and Journals

Students and faculty can access more than 28,000 full-text journals (print, microform, or electronic) in the library. The online databases comprise the vast majority of journals (approximately 23,000) and are accessible to students and faculty on and off campus at any time. The library continues to increase online acquisitions based on faculty and student feedback. One of the most recent acquisitions includes ProQuest's Dissertations and Theses: Full Text, allowing the ability to search abstracts of some 2.7 million dissertations and theses. In addition, 1.2 million of the dissertations and theses are available for immediate download. In the past three years, the library has acquired several online subject reference works including the following:

- *Gale Virtual Reference*
- *Encyclopaedia Judaica*
- *Encyclopedia of Political Science*
- *Encyclopedia of Philosophy*
- *Encyclopedia of Religion*
- *Encyclopedia of Science, Technology, and Ethics*
- *Encyclopedia of Sociology*
- *International Encyclopedia of Marriage and the Family*
- *International Encyclopedia of the Social Sciences*
- *The Gale Encyclopedia of Science*
- *New Catholic Encyclopedia*

Library materials not available online or in the physical collection are generally available through interlibrary loan.

Library Collections

The library contains a physical collection of approximately 400,000 items with an electronic book collection of over 80,000 volumes. Besides the main collection, the library has two non-print media collections—one for audio books and videos and another for DVDs. Additional resources are located in the Holy Spirit Research Center, the Curriculum Media Center, and two smaller special collection rooms. The Timko-Barton music building houses a collection of music scores and recordings.

Library Faculty and Staff

The professional and support staff represents a diversity and breadth of skills, training, education, and experience. Seven-and-a-half library faculty members, seven library support staff, and eight full-time equivalent work-study students provide technical services and assist faculty and students with research. Two of the learning resources faculty members have doctoral degrees, seven have master degrees in library science, and two have two master degrees each.

The increasing complexity of technical services required for information literacy and distance learning continues to add additional workload pressure on library faculty and staff. As library faculty continue to participate with students in formal and informal one-on-one discussions, the University will continue to monitor the personnel needs in the library through the normal budget and planning cycles.

Responsive to Patron Needs

In response to several comments related to library resources in the sciences submitted through the **2011 Faculty Survey**, the Library Faculty Liaison sent requests for more detailed input to the biology, chemistry, computer science, mathematics, and engineering faculty. Using feedback provided, the library will subscribe or provide access to as many of the titles requested as the current budget allows and use the remaining titles as a basis for requesting an increase in the science and engineering journal budget.

Following the extension of student curfew hours, library faculty and staff recorded regular informal feedback from students requesting longer library hours. In response, library faculty formally surveyed students concerning library hours and extended library hours during the last three weeks of each semester to the extent that the budget allows.

Distance Learners and the Library

The library continually seeks to provide greater student access to materials for scholarly research. Students are encouraged to use library resources while on campus and to contact the library about individual needs and library services while off campus. To serve distance students effectively, ORU has created **Distance Learner Library Services** and has designated a specific librarian to help off-campus students with research and other needs. All students may contact the reference desk during library hours or access “Library FAQs” and “**Ask-A-Librarian**” on the library webpage to find answers to most of their questions.

Contributions to Teaching, Learning, and Research

The library provides a dynamic program of information literacy that meets the library research needs of students and faculty by offering appropriate reference services, **library instruction**, and

electronic and paper research guides for library orientation, research training, and distance learning. These guides and other forms of instruction provide evidence that the librarians train students in the use of library resources so they can better perform the assignments and research required in their coursework.

The reference desk is staffed by library professionals and supported by trained student assistants. Online and in-person reference services are available not only to current students and faculty but also to alumni and special guests of the library. Library instruction for students is coordinated through a bibliographic instructor who regularly holds general and course-related, hands-on instruction at the request of faculty members, in addition to presenting information-literacy workshops for students. Instruction focuses on how to find, evaluate, and use information in both electronic and print formats. A library information/faculty facilitator also provides information-literacy instruction for faculty by offering workshops and individual research consultations.

Training for both students and faculty includes the use of the online catalog, electronic databases, and other electronic tools that enable book and journal retrieval. The Library Catalog, A-to-Z Journal List, OneSearch, and eBooks search links facilitate access to electronic resources. The combination of in-person and online assistance enables the library to meet the research needs of all students.

Whole Person Scholarship Program

Educating the whole person—spirit, mind, and body—is foundational to ORU. Seeking well-rounded students focused on advancing their education and emerging as spiritually alive, intellectually alert, physically disciplined, socially adept and professionally competent servant leaders prompted the establishment of the Whole Person Scholarship Program. This program reinforces the ORU brand and has exceeded expectations in its first three years in terms of increasing applications for admission, visits to campus, and scholarships offered and accepted.

To be considered for a Whole Person Scholarship, a student must first be nominated by a school official, church official, community leader, or a member of the ORU faculty, staff, or alumni. Incoming freshmen students must have a 2.6 cumulative high school GPA and a 20 ACT or a 940 SAT (math and critical reading only). Incoming transfer students must have a 2.6 cumulative college GPA. Once a nominee has been selected, he or she receives an invitation from the University to participate in the on-campus Scholarship Day Event. The nominee is also given the option to provide a Participant Profile, a type of resume that provides the opportunity to learn of a student's accomplishments.

At the on-campus event, students begin the second phase of the scholarship process by participating in an interview, typically with faculty members in their chosen fields of study. Success of the program requires that faculty members engage with the students about their accomplishments and passions for future study. Interviewers report that they often receive communication from students after the on-campus event. The on-campus event also provides students with a challenge of responding to a series of short essay questions centered on different aspects of the Whole Person concept.

After receiving the results from the on-campus event activities, a Scholarship Committee, composed of faculty members and an Enrollment Management representative, evaluates results and determines final recipients for scholarship awards. Recipients demonstrate through their nominations, applications, participant profiles, interview scores, and essay responses that they model the Whole Person concept and exhibit the following characteristics:

- Christian Worldview
- Lifestyle of Service
- Academic Achievement
- Leadership Ability
- Vision to Make a Life-Changing Impact on Others
- Healthy Lifestyle

Though a few telephone interviews are granted each year to students—primarily for those overseas—the vast majority of students must attend the on-campus event to participate in the program. As a result, visits to campus have increased markedly since the inception of the Whole Person Scholarship. A total of 509 students participated in 2009. Participation increased in 2010 to 613 students, and in 2011 participation climbed to 789 students. The success of the program is linked to the Whole Person Scholarship program bringing students to the ORU campus for the reason the campus exists—to educate the whole person.

All students participating in the Whole Person Scholarship Program events receive a scholarship award. The offers have been linked to overall financial aid strategy and have been adjusted over the three years of the program. For fall 2011, the awards granted ranged from a minimum of \$6,000 to 25 top awards of \$20,000, all renewable annually for up to four years.

Continued development and success of Whole Person Scholarship recipients is monitored through ORU's Whole Person Assessment, an assessment tool that measures the progress of all students toward goals. Artifacts submitted by students into an ePortfolio provide evidence of educational and growth objectives being met. Students receive a Whole Person Assessment evaluation score as well as specific assessment feedback and advisement on areas where improvement is needed to achieve the desired outcome for each assignment submitted. Whole Person Scholarship recipients are required to maintain a 3.0 Whole Person Assessment score, reviewed annually. Winners of scholarships greater than \$15,000 must maintain a WPA score of at least 3.5. Additionally, Whole Person Scholarship recipients are required to maintain a 3.0 GPA.

The first group of students receiving full tuition Whole Person Scholarship awards has organized into a group called the Core, and in year two, the top winners of 2010 joined them. The Core group is known for its service mindset. The group encourages all ORU students in the pursuit of intellectual alertness, physical discipline, spiritual life, social adeptness, and service to the ORU community. The Core has served as hosts and hostesses for the Oklahoma Hall of Fame event, presented the main dinner program for the ORU Board of Trustees, volunteered as speakers, hosts, and guides for all of the Whole Person Scholarship events, and served at the Empowered21 Congress. The Core is also active with the academic community. A group of Core

representatives meets as needed with academic administration to provide feedback on selected issues for the enhancement of the Whole Person Assessment program.

Action Plans Addressing Learning and Teaching

Oral Roberts University—in an effort to continue to fulfill its educational mission through continuous improvement in student learning and teaching effectiveness—is focusing attention on the following improvement processes.

1. Developing Active Learning Experiences for Honors Credit

To facilitate the continuation of honors sections of various general education courses, the Honors Committee will consider developing a template of active learning experiences that could easily be incorporated by faculty into traditional course sections. The intentional incorporation of honors activities into traditional course sections would allow enrolled honors students to earn honors credit by corporately engaging in active learning while not necessitating an entire section of a course to be labeled as honors or requiring individual student use of honors contracts.

2. Improving the Tracking of Distance Learning Student Use of Support Services

To begin tracking distance learning student usage of support services and benefits, ORU will consider utilizing websites dedicated to distance students that include embedded tracking systems such as counters. The actual usefulness or effectiveness of such a method has not been confirmed. Learning Resources staff members currently use self-identification as a tracking method to isolate distance learning student use of library resources delivered through the phone from residential use, but they continue to consider additional methods for collecting the information.

3. Acquiring ADA-Compliant Technologies for Distance Learning

Distance Learning plans to acquire additional technology to allow close captioning of videos and voice recognition software for transcription of audio files to enhance ADA compliance within online courses.

4. Complying with Regulations Concerning State Authorization

To demonstrate a good faith effort in complying with requirements concerning state authorization, the Board of Trustees approved a full-time Director of State Authorization. Responsibilities of the director include creating a listing of the states in which ORU distance learning students reside and maintaining contact with the appropriate state departments. ORU has received specific authorization from several states and continues to engage with the authorization process. ORU has not yet made any decisions to restrict access to ORU curriculum from any specific state based on these regulations.

5. Integrating Academics into the Facilities Capital Action Planning Process

To assist with prioritizing capital expenditures for improvement projects and deferred maintenance needs, the Executive Council of the Office of the President facilitates communication between Operations and Academics, resulting in improved communication to address priorities directly aligned with mission fulfillment as addressed in the **Facilities Capital Action Plan**.

Knowledge: We are to say what Jesus said

Criterion Four: Acquisition, Discovery, and Application of Knowledge

Oral Roberts University promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Upheld by its mission and propelled by a commitment to excellence, the Oral Roberts University community—including faculty, administration, staff, students, and alumni—fosters intelligent inquiry, supports creativity, exemplifies professional practice, and demonstrates social responsibility by continuing to promote lifelong learning.

The University mission recognizes four broad outcomes representative of expected student learning experiences: Spiritually Alive, Intellectually Alert, Physically Disciplined, and Socially Adept. Respondents to a **2011 alumni survey** reported that ORU programs effectively address the student learning outcomes. Table 4.1 indicates the percentages of alumni indicating that ORU programs either contribute or significantly contribute to the specified learning outcome.

Student Learning Outcomes	Percentage of Alumni Indicating Program Contribution
Spiritual Alive	70%
Intellectually Alert	68%
Physically Disciplined	81%
Socially Adept	74%

Table 4.1: Alumni Recognition of Student Learning Outcome Effectiveness

Examining the results from several **NSSE surveys** as shown in Table 4.2 provides evidence that ORU students recognize value in activities that develop a life of learning by contributing to both academic growth and personal enrichment. ORU students reportedly value these growth and enrichment activities beyond the importance given to these activities by students from a variety of peer institutions.

	2006				2009				2011			
	ORU 2006	NSSE 2006	Selected Peers	Carnegie Peers	ORU 2009	NSSE 2009	Selected Peers	Carnegie Peers	ORU 2011	NSSE 2011	Selected Peers	Carnegie Peers
Acquiring a Broad General Education												
Freshman	3.45	3.12***	3.09***	3.05***	3.32	3.16*	3.25	3.12**	3.33	3.18***	3.22*	3.17***
Senior	3.46	3.24***	3.28**	3.23***	3.38	3.25**	3.37	3.21**	3.36	3.24**	3.26*	3.24**
Writing Clearly and Effectively												
Freshman	3.16	2.95*	3.00	2.97*	3.13	3.02	3.08	3.03	3.13	3.03*	2.98**	3.08
Senior	3.20	3.07*	3.12	3.07	3.25	3.11*	3.22	3.08**	3.21	3.11*	3.11*	3.15
Speaking Clearly and Effectively												
Freshman	3.10	2.75***	2.83**	2.81***	3.13	2.84***	2.90***	2.84***	3.15	2.87***	2.82***	2.93***
Senior	3.10	2.96*	3.03	2.98	3.18	2.99**	3.09	2.96***	3.13	3.01*	2.99**	3.07
Thinking Critically and Analytically												
Freshman	3.37	3.16*	3.16*	3.11**	3.39	3.23**	3.29	3.19**	3.44	3.25***	3.24***	3.23***
Senior	3.45	3.33*	3.33*	3.27**	3.42	3.36	3.47	3.32*	3.46	3.37	3.37*	3.37*
Learning Effectively on One's Own												
Freshman	3.10	2.85**	2.82**	2.80***	3.10	2.99	2.98	2.97*	3.08	2.98*	2.98*	2.98*
Senior	3.26	3.00***	3.01***	2.98***	3.15	3.05	3.10	3.02*	3.18	3.07*	3.07*	3.08*
Understanding Oneself												
Freshman	3.30	2.71***	2.74***	2.70***	3.20	2.83***	2.99**	2.83***	3.19	2.84***	2.84***	2.89***
Senior	3.32	2.78***	2.88***	2.81***	3.26	2.82***	3.08**	2.77***	3.16	2.85***	2.85***	2.89***
Solving Complex Real-World Problems												
Freshman	3.00	2.58***	2.59***	2.55***	3.07	2.72***	2.74***	2.71***	2.99	2.73***	2.71***	2.74***
Senior	2.94	2.72**	2.77*	2.71**	2.94	2.80*	2.85	2.77**	2.88	2.84	2.83	2.84
Developing a Personal Code of Ethics												
Freshman	3.50	2.59*	2.64***	2.58***	3.42	2.72***	3.06***	2.70***	3.44	2.75***	2.74***	2.75***
Senior	3.52	2.65***	2.77***	2.66***	3.41	2.72***	3.18***	2.67***	3.35	2.76***	2.76***	2.77***
Developing a Deepened Sense of Spirituality												
Freshman	3.73	2.05***	2.16***	2.09***	3.59	2.17***	3.21***	2.15***	3.59	2.14***	2.11***	2.17***
Senior	3.57	1.92***	2.14***	2.00***	3.58	1.96***	3.14***	1.91***	3.46	1.95***	1.96***	1.95***

Statistical significance: *(<.05), **(<.01), ***(<.001)

Table 4.2: Student Perceived Importance of Indicated Concerns from NSSE Means

In addition to the Alumni and NSSE self-reported data, **Whole Person assessment data** provides direct assessment of student experience with the Spiritually Alive, Intellectually Alert, Physically Disciplined, and Socially Adept student learning outcomes.

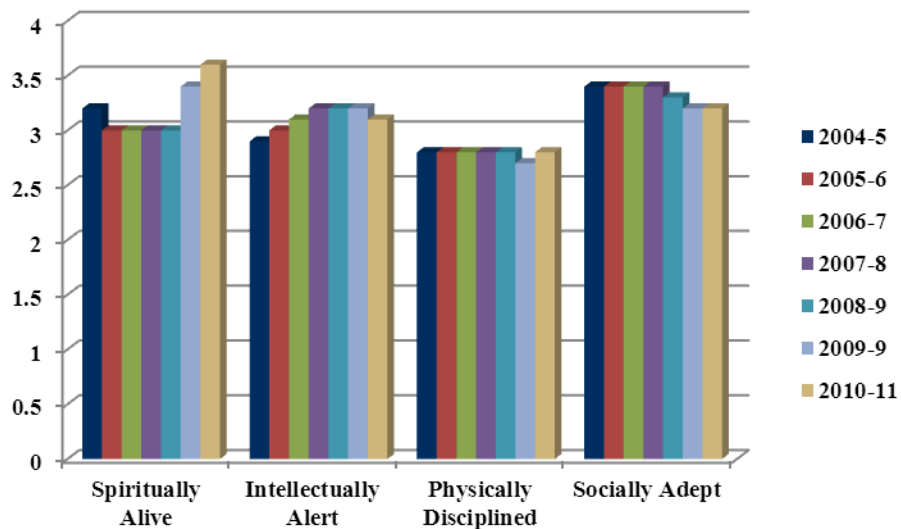


Figure 4.1: Mean Scores of Student Learning Outcomes Covering Seven Years of Whole Person Assessment

In Figure 4.1, a score of 2 reflects average performance, so the displayed results from students enrolled in general education courses over the last seven years indicate an above average understanding and application of learning outcomes.

The evidence suggests that both alumni and current students recognize that ORU fosters an atmosphere of inquiry through the acquisition of a breath of knowledge that prepares them for professional practice, further study, and social responsibility.

Core Component 4a—Valuing a Life of Learning

Oral Roberts University demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

With a mission statement that defines learning through a broad, multi-dimensional perspective, ORU encompasses a commitment to a life of learning as a major component of its culture.

Support for Intellectual and Academic Freedom

Academic freedom has been a hallmark of Oral Roberts University from its beginning. In comments made during the first ever **Founder’s Day** celebrated at ORU on January 23, 2008, Dr. Nathan Meleen, a faculty emeritus recipient, recalled a letter he wrote to Dr. Oral Roberts in which he reflected upon the early days of ORU and the qualities of scholarship, academic freedom, and diversity. The centrality and importance of academic freedom is clearly stated in the following quote from the *Faculty and Administration Handbook*.

In the tradition of institutions of higher education, no principle of corporate life holds a higher place than that encapsulated in the words “academic freedom.” This phrase indicates the right of teachers and students to pursue truth without restriction of thought or doctrine. Academic freedom suggests the right of all persons to arrive at beliefs that they defend as truth.... The University is an

interdenominational institution, endeavoring to discern in its corporate life and teaching that which unites us all. Thus, the spirit in which ORU seeks truth is, in the words of John Wesley, “Unity in the essentials, diversity in non-essentials, and love in all things.”

Oral Roberts University is philosophically committed to the promotion of human excellence spiritually, intellectually, physically, and socially—in a Christian environment.... Recognizing that Jesus Christ Himself is the Truth, the University holds that freedom in a search for truth and its exposition are fundamental. Academic freedom allows faculty members to fairly present major scholarly and theological positions. While academic freedom demands a fair hearing of all positions, some are not necessarily consistent with the University’s mission. It is, however, beneficial for students to consider controversial issues in an environment of faith rather than to encounter them in an environment of doubt. Faculty members may present non-Christian ideas, practices, and worldviews with the understanding that they do so to present information, prepare students, and provoke thought and discussion, and without the assumption that the faculty members advocate those ideas, practices, and worldviews.... Teachers shall have freedom in the classroom and through publications to discuss their subjects of expertise without harassment.... Any faculty member who feels that academic freedom is being abridged may appeal through the grievance procedures stated in the section titled “**Grievance and Conflict Resolution Procedure.**”

The University library maintains an explicit policy regarding the continuation of academic and intellectual inquiry within the realm of scholarly resources. The *University Library Collection Development Policy* indicates, “The University library strives to collect materials representing all points of view. Materials are not excluded or removed from the collection because of partisan or doctrinal disapproval...The University library subscribes to the American Library Association (A.L.A.) Library Bill of Rights.”

The colleges and their specific disciplines comprehend the fundamental connection between the acquisition and dissemination of knowledge and intellectual freedom. Two recent self-study reports for specialized accreditation contain the following examples of this commitment:

The **School of Theology** provides faculty members academic freedom to teach within their special fields of discipline. The graduate program has an eclectic faculty, allowing students to select courses taught from various theological and philosophical perspectives and areas of expertise. Faculty members have freedom in the selection of all teaching materials used in their classes.

The performance standards adopted by the **Faculty Assembly of the College of Education** support the development of the student who (1) “understands the central concepts, tools of inquiry, and structures of the discipline(s)...”; (2) “uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and supportive interaction in demonstration of a

love for continuous lifelong learning.”; and (3) “uses research findings and contextual information to foster active inquiry, collaboration, and supportive interaction in the school environment.”

Actions of the Board of Trustees

In 2008, the University Planning Council (UPC)—established by the Board of Trustees—began a process of re-evaluating and modifying the **University’s long-term strategic plan**. By incorporating the strategic and operational plans from the various colleges and administrative offices throughout campus, the UPC generated a developing strategic plan that the Trustees officially adopted in April 2011 as a template for what would eventually become the Master Strategic Plan.

Actions of Administration

In cooperation with the Board of Trustees’ strategic priorities, long-term planning within the Office of the Provost incorporates Academic Affairs, Learning Resources, Institutional Research, Spiritual Formation, and Student Development in a coordinated effort to continue developing ORU into a learning University. By recognizing the effect of “living” experiences combined with academic activities on whole person formation, the Provost authorizes the development and implementation of intentional learning lessons in areas such as missions, community outreach, career services, and leadership to complement classroom opportunities.

By developing and supporting both programs and infrastructure to enhance opportunities for creative learning experiences, administration helps to create an environment conducive to an organizational life of learning.

Hispanic Center

Oral Roberts University aligned with the National Hispanic Christian Leadership Conference (NHCLC) in 2009 to position ORU as their senior educational partner. The general objectives of the **Hispanic Center** include student transition, student involvement, leadership development, and collaboration with other University departments. Along with the National Hispanic Christian Leadership Conference, the following associations endorse the University as the school of choice for their youth: Hispanic National Association of Evangelicals, the Hispanic Mega Church Association, and the National Hispanic Pentecostal Congress. Although the specific focus at this time is the Hispanic culture, the center serves as a model for all ethnic cultures represented as a part of the ORU community. Thus, learning at ORU includes a wide range of cultures and embraces diversity.

Student Leadership Initiative

ORU teaches that all students are potential leaders. Good leadership can foster change and healing within people and organizations, so ORU assists with the development of effective leaders by encouraging students to practice Biblically-based servant leadership within the community. The **Student Association**, Resident Advisor, Chaplain, **Academic Peer Advisor**, Missions, and Community Outreach programs create for students a variety of campus leadership opportunities, mentoring relationships, and workshops. All of these programs lead to a deeper awareness of the many facets of learning.

All Steinway School

Oral Roberts University is an **All Steinway School**. As the first university in Tulsa to achieve this distinction, ORU is one of only 120 schools worldwide recognized as All Steinway institutions. Using Steinways or Steinway products, ORU is equipped to train students using the highest quality pianos. Thirty-seven new Steinway pianos were recently purchased for the Music Department, thanks to \$130,000 in donations and a \$10 million gift given for campus renovations.

Technological Resources

All full-time faculty members have been issued an iPad and have been trained to optimize its use in the classroom. The training provides faculty with aid in the development of in-house content for residential and online use and help in the development of an **iTunesU** site for non-residential class content. The technology and required training provide an opportunity for the ORU teaching community to explore options available for implementing iDevices (e.g., iPad, tablets, smart phones etc.) into the classroom and distance-learning environments.

Financial Support for Student Learning

The University provides various financial scholarship awards—scholarships, grants, loans, and work-study programs—for students at all levels. Examples of significant scholarship support include the following:

- The Health Resources and Services Administration (HRSA) **Workforce Diversity Grant Award** for \$1.1 million over a three-year period provides \$40,000 in scholarships and \$60,000 for stipends for students in the College of Nursing.
- The College of Nursing continues to receive an annual \$100,000 gift from the Cancer Treatment Centers of America.
- The College of Education receives a grant for the IMPACTS '10 project through the Oklahoma Regents Minority Teacher Recruitment Center (MTRC) Grant Program, which is an outreach program designed to attract students from minority or low-income schools to consider teaching as a career choice.
- The University received a \$25 million “Renewing the Vision” matching challenge from the Board of Trustees, which matched every dollar alumni gave to the University.

Financial Support for Faculty and Staff Learning

Within the **2009-2010 budgets** from the colleges and academic departments, approximately \$204,181.73 was provided for faculty professional development, \$79,890.65 for institutional memberships, and \$5,857.00 for faculty professional memberships and fees. Several colleges and departments derive additional funds for faculty professional development and research from directed alumni giving. The receipt of funding to attend professional conferences normally requires faculty members to be actively participating (e.g., presenting papers, giving recitals, or serving as session chairs or officers of professional organizations) at the conference. Professional development funds also assist faculty in earning advanced degrees by providing tuition support in return for a specified commitment of continued faculty service. Staff members also may receive tuition benefits. Investments in staff education improve the performance and flexibility of the workforce and familiarize staff with the workings of the classroom side of the University.

Awards and Recognitions for Students

ORU publically acknowledges the accomplishments of its student scholars. Every semester, published awards include both the President's and the Vice President for Academic Affairs' honor rolls. The President's Honor Roll recognizes undergraduate students who carry at least 12 hours for credit in a semester, exclusive of pass/no-pass courses, and who attain a grade point average (GPA) of 4.00. The Vice President for Academic Affairs' Honor Roll recognizes undergraduate students who carry at least 12 hours for credit in a semester, exclusive of pass/no-pass courses, and who attain a GPA of 3.50 or higher with no grade below "C." Additional honors that are presented during the **spring honors reception** and recognized during chapel services include the following:

- Outstanding undergraduate student in each major
- Outstanding undergraduate student in each college
- Outstanding paper or project within each department
- Outstanding graduate student in each college
- National Deans' Honor Role
- Overcomer of the Year
- Who's Who Among Students at American Colleges and Universities

During commencement exercises, undergraduate students who earn the following GPAs and also receive either A's or B's on successfully defended senior papers or projects receive the appropriate designations:

- For GPA 3.80-4.00, Summa Cum Laude
- For GPA 3.60-3.79, Magna Cum Laude
- For GPA 3.40-3.59, Cum Laude

Graduate students completing a master program with GPAs of 4.00 receive the distinction "With High Honors," and those with GPAs between 3.80 and 3.99 receive the distinction "With Honors."

Individual colleges and departments hold **hooding ceremonies** before graduation at which they honor outstanding students and recognize outstanding senior projects within their own areas. Other notable achievements are recognized at that time.

Scholar athletes are a vital part of ORU's campus community, and many student athletes receive academic awards. Following is a partial list of awards given to student athletes at ORU:

- ORU-sponsored Academic Super Scholar Athlete for those student athletes maintaining at least a 3.80 GPA
- ORU-sponsored Academic Scholar Athlete for those student athletes maintaining at least a 3.00 GPA
- Summit League Awards
- National Academic All-American Scholar Award for student athletes with a GPA of at least 3.30

At Oral Roberts University, student athletes are students first. The successful graduation rate of ORU student athletes compared to that of all other ORU graduates indicates their commitment to this ideal as indicated in Table 4.3.

	All ORU Students	All Student Athletes
Graduation rate (six year statistic)	59%	64%
Four-Class Average	54%	59%
Student-Athlete Graduation Success Rate		73%

Table 4.3: Graduation Rates for the 2004-05 Cohort of Students

Awards and Recognitions for Faculty

Faculty awards presented annually during the Honors Reception and recognized during a spring chapel service include Faculty Member of the Year and Faculty Scholar of the Year. To select the Faculty Member of the Year, each academic department nominates a faculty member, and from this pool, each college names an outstanding faculty member who competes for the honor of Faculty Member of the Year. For a separate award, a committee of faculty and students selects a faculty member who, based on research, publications, and a nomination by an academic department chair, best exemplifies excellence in scholarship to receive the Faculty Scholar of the Year. Monetary awards accompany the college and University Faculty Members of the Year and the Faculty Scholar of the Year.

In addition, each college dean annually presents a Faculty Service Award to a faculty member who provides exceptional service to the college.

Actions of Students

While students at many universities desire to learn, faith seems to motivate ORU students to have purpose in life, and when directed effectively by faculty that motivation can become a faithful and purposeful desire to develop a life of learning.

Honorary and Professional Societies

Honor societies recognize the academic excellence of ORU students through an election process. Membership in an honorary society indicates that a student has demonstrated a professional disposition and scholarly level sufficient to gain recognition from the society. Honor societies within disciplines recognize achievements within those areas based upon specified national requirements.

Honor societies with ORU chapters include the following:

- Alpha Epsilon Delta—National Pre-Medical Honor Society
- Alpha Lamda Delta—Freshman Honor Society
- Alpha Psi Omega—Drama Honor Society
- Beta Beta Beta—National Biological Honor Society
- Iota Sigma Pi—National Honor Society of Women in Chemistry
- Kappa Delta Pi—International Education Honor Society
- Kappa Mu Epsilon—Mathematics Honor Society
- Mu Phi Epsilon—International Music Fraternity

- NuDelta Alpha Society—Dance Honor Society
- Pi Delta Phi—National French Honor Society
- Sigma Delta Pi—National Collegiate Hispanic Honor Society
- Sigma Tau Delta—International English Honor Society
- Sigma Theta Tau—International Nursing Honor Society

In addition to honor societies, student involvement in **professional societies** demonstrates a desire to stay abreast of research and activities in specified fields of study. The 26 professional societies that have ORU chapters involve students from every college and support scholarship within various areas of study.

Research-Based Learning for Students

ORU embraces the goal of a life of learning. The first article in the **ORU Honor Code** calls for faculty, staff, and students to pledge “to apply myself wholeheartedly to my intellectual pursuits and to use the full powers of my mind for the glory of God.” Through research studies, recitals, and presentations, students learn how to organize, analyze, and present information. Producing graduates who are intellectually alert—as called for in the mission statement—requires training students as active scholars. Faculty members encourage students to create and present original works and then accompany them when the students present or showcase their papers or projects. An important aspect of being intellectually alert and satisfying a quest for knowledge includes the creation and use of scholarship.

The **doctoral programs at ORU** require a dissertation as the capstone experience. The dissertation process includes original research conducted by the candidate. Many master’s programs require a thesis as the capstone experience, while a thesis is an option in others. After graduation, many graduate students continue to use their knowledge in order to impact their world. Examples of these students with books they have written include the following:

- Dr. Bill Gordon, *Game, Set, Match. The comprehensive guide of tactics and strategies for winning tennis*
- Dr. John Mead, *Who Moved the Cloud?*
- Dr. Clive Wilson, *No One Is Too Old To Learn: Neuroandragogy: A Theoretical Perspective on Adult Brain Functions and Adult Learning*
- Frank Damazio, *The Attitude of Faith*, among many others

The University sponsors Honors Program research assistantships that enable students admitted to the Honors Program to do personal research and to collaborate with faculty members. These internships provide stipends for students, needed research assistance for professors, and the promise of excellent collaborative learning experiences. Any student or faculty research involving human subjects requires approval of the Institutional Review Board (IRB) before the project begins in order to ensure protection of the subjects involved.

Actions of Faculty

ORU faculty find purpose in serving God through discovering His Truth though the unity found in the diversity of learning.

Promotion and Tenure

ORU recognizes and rewards faculty academic achievement through advancement in rank. Following required periods of service, ORU awards **faculty promotions** through a process that generates composite evidence of sustained and quality research, teaching, and service. An application for promotion must be submitted to initiate the process.

According to the *Faculty and Administration Handbook*,

The granting of **tenure** is one of the highest honors the academic community of Oral Roberts University can bestow upon its faculty members. Tenure is a mutual sign and commitment that assures the continuity of the educational goals of the University. By granting tenure, ORU publicly affirms a person as reflecting the University's purpose and exemplifying its values; by accepting the status, the faculty member publicly affirms a commitment to the University's goals. Tenure is normally granted to one who, in the estimation of peers, has made significant contributions in the area of service to the University, exhibits strong spiritual commitments, and demonstrates excellent teaching abilities. Tenure is not generally given to one who lacks the terminal degree in an academic field.

Writing Across the Curriculum

The **Writing Across the Curriculum** (WAC) Faculty Committee assists students and faculty members by providing techniques for improving writing efforts throughout the curriculum. Faculty workshops covering topics such as Technologies for Assessing Writing Skills (Turnitin.com), Combating Plagiarism, Helping Students Write within Their Disciplines, and discussions on How Well ORU Students Are Writing (Its Time For Some WAC Therapy) aid faculty in planning and assessing writing assignments. Faculty may apply to receive the Writing Across the Curriculum Excellence Award given each spring, based upon effective design and implementation of student writing assignments that develop students' abilities to think critically and write well.

Honors Program

Established for those students with exceptional gifts, the **Honors Program** gives faculty members opportunities to assist these students in developing their talents while benefiting the faculty through the research assistance provided by the students. With 27 faculty members across campus participating in the Honors Program, the two-tiered Honors Program, includes Fellows (who apply with an ACT of 31 or an SAT of 1360 minimum, demonstrate service leadership, provide letters of recommendations, and maintain a GPA of 3.5 or above) and Scholars (who apply with an ACT of 28 or SAT of 1250 minimum and maintain a GPA of 3.5 or above). The ORU Honors Program is a member of the National Collegiate Honors Council.

Assessment Program

Winning the **2007 CHEA AWARD** (Council for Higher Education Accreditation) confirmed ORU's recognition as a national leader in assessment. As the highest award possible for an assessment program in Higher Education, the CHEA AWARD acknowledges the work of the faculty in developing and maintaining an academic assessment system that monitors academic quality throughout the University. The ePortfolio system at the center of ORU's assessment

program allows for faculty assessment, student self-evaluation, and a continual comparison of data used for both research and program improvement. Faculty members may also use the ePortfolio as a means of presenting their own academic professional development, thus providing an opportunity to assess themselves with regards to academic growth.

Development Activities

The **Center for Faculty Excellence** implemented a new University process to facilitate faculty promotion, tenure, and sabbatical leave. On May 4, 2010, an inaugural workshop—offered to 21 faculty applicants as well as to administrators who would assist the facilitation of this process within their colleges—provided guidance concerning the various processes. The Center offers oversight and mentorship to any faculty member needing assistance with these application processes. Eighteen of the 20 applicants completed the first year-long process in 2011, resulting in the granting of five sabbatical leaves, four tenure acknowledgements, five promotions to associate professor, and four full professor promotions.

The technology and learning center for educators owned and operated by Tulsa Technology Center and Tulsa Community College, known as **The Eighth Floor**, provides ORU faculty and staff extensive opportunities to take courses to improve technological skills with an emphasis on enhancing student learning. ORU is a participating consortium member and has a representative on the center's advisory committee. Membership in the consortium affords the University technical training on a variety of topics such as PowerPoint, Camtasia, Smart Boards, podcasting, grant writing, Skype, Multimedia Moviemaker, Dreamweaver, blogging, Photoshop, digital photography, and wikis in the classroom. During 2011-12, the Eighth Floor provided 40 faculty and staff members with 265 hours of professional development training, activities, and classes through the **coordinative efforts of the Center for Faculty Excellence**.

Research-Based Learning for Faculty

As a learning-focused organization, ORU values discovery and creation of knowledge by both faculty and students. Although ORU prides itself in being an excellent teaching institution, faculty are active in many areas of research that lead to publications, conference presentations, workshops, and performances. For faculty, research and scholarly publication are important components of professional growth. During the academic year 2009-10, faculty members produced a total of 169 publications and presentations. Among these, the College of Education was strongly represented with 58 publications and presentations, and the College of Arts and Cultural Studies produced 45 publications and presentations, including extensive collaboration among faculty members and students.

Grants financially support many of the research and academic activities at ORU that often lead to publications and presentations. For example, in the College of Science and Engineering, a professor received a grant of \$194,146 from the National Science Foundation to carry out collaborative research with Duke University focusing on vehicular ad-hoc networks to improve vehicle safety for the future. In addition, a group of Science and Engineering faculty received a grant of \$31,168 from the Oklahoma State Regents for Higher Education to host a summer academy for mathematics, science, and multi-disciplinary studies. In the College of Arts and Cultural Studies, a professor was awarded \$6,115 from the Tulsa Performing Arts Center Trust for a children's playhouse theater production, which was co-sponsored by ORU Theatre. The

Anna Vaughn College of Nursing received a \$50,000 grant from Oklahoma City-based Butterfield Memorial Foundation over a two-year period to provide scholarships for junior and senior-level nursing students. Nursing faculty members have also applied for three grants totaling over \$900,000 that have received a proposal score of 94% from an external review committee that recommended funding. Papers, articles, and presentations—as well as further collaboration with both colleagues and students—emerge from these types of research opportunities.

To facilitate faculty members in the identification and acquisition of financial resources supporting research, the University established an Office of Sponsored Programs. With this administrative and staff support, faculty members receive training for writing grant proposals and administering received grants. As the University develops the area of sponsored research, policies and procedures sustain the University's commitment to integrity. In fall 2012, Sponsored Programs noted a potential discrepancy between the purpose and use of a specific research grant and initiated procedures to clarify the situation. Providing oversight that is blended with faculty support enhances integrity while removing undue pressure on faculty members to administer grants, freeing them instead to focus on research.

Faculty members are involved in a wide range of national and international professional organizations and professional development activities. In these organizations, faculty members serve as officers, plan and participate in conferences, and promote student involvement. ORU actively supports faculty involvement at professional conferences and workshops. Nearly all requests for financial support for faculty members presenting at conferences have been accepted in the last five years.

The online *Journal of the Scholarship of Teaching and Learning for Christians in Higher Education*, created by Oral Roberts University faculty, published its first edition in the fall of 2006 and continues to present teaching and learning scholarship produced by ORU faculty and by faculty from other universities. This blind, peer-reviewed journal provides a forum for Christian educators in higher education to discuss scholarship-related to teaching and learning with a primary purpose of inspiring faculty members to exchange research, ideas, and expertise. In addition to the journal, ORU recognizes and applauds additional scholarly achievement of the faculty through a periodically produced *Faculty Newsletter*.

Alumni-Sponsored Awards for Teaching Excellence

The faculty Awards Committee receives nominations and honors teaching excellence through a process of distributing **alumni-sponsored awards** for teaching excellence. Faculty members receive these awards based upon their pedagogical creativity, enhanced teaching methods, and exemplary performance in the classroom. Teaching excellence award recipients receive medallions and monetary awards for achievements in the areas of Teaching, Christian Worldview, Mentor, Student Engagement, and Stakeholder Engagement.

Actions of Staff

By creating an environment conducive to learning, staff members facilitate the development of learners.

Whole Person Scholarship Program

To facilitate the foundational mission of educating the whole person in spirit, mind, and body, the staff of ORU created a **Whole Person Scholarship Program** seeking to provide funding to well-rounded students focused on advancing their education. The application process, coordinated and assessed by staff members, attempts to identify candidates who already demonstrate aptitude for becoming spiritually alive, intellectually alert, physically disciplined, socially adept and professionally competent servant leaders. To be considered for a Whole Person Scholarship, a student must first be nominated by a non-family member who is a school official, church official, community leader, or a member of the ORU alumni, faculty, or staff. Incoming first year students must have a cumulative high school GPA of at least 2.6 and an ACT score of 20 or an SAT score of 940 (math and critical reading only). Incoming transfer students must have a cumulative college GPA of at least 2.6. Recipients demonstrate through their nomination, application, participant profiles, interview scores, and essay responses that they model the whole person concept and exhibit the following characteristics: Christian Worldview, Lifestyle of Service, Academic Achievement, Leadership Ability, and Vision to Make a Life-Changing Impact on Others. A total of 509 students participated in 2009, the first year of the program. Participation increased in 2010 to 613 students, and in 2011 participation increased to 789 students. All students participating in the Whole Person Scholarship Program events receive some level of scholarship award. For fall 2011, the awards granted range from a minimum of \$6,000 to 25 top awards of \$20,000, all renewable annually for up to four years. Whole Person Scholarship recipients must maintain a Whole Person Assessment score of 3.0 reviewed annually to renew their scholarship awards. Winners of scholarship awards greater than \$15,000 must maintain a WPA score of at least 3.5 reviewed annually. Additionally, Whole Person Scholarship recipients must maintain a GPA of 3.0.

Merit Scholarships

ORU recognizes academic achievement by awarding Premier Merit Scholarships and Merit Awards to incoming students. Based upon ACT and/or SAT test scores along with current or expected high school or cumulative college GPA (on a 4.0 scale), the amount of scholarship award varies from \$2,000 to \$7,000. Merit Scholarships are renewable for four years. Acceptance into the Honors Program provides additional scholarship award funding with Fellows receiving up to \$20,000 per year and Scholars with up to \$1,000 per year.

Additional scholarships and grants awarded and processed by staff include the President, Trustees, Dean, and Founder award programs. Transfer students are also eligible for these programs. Many departments also award scholarships based on talent or achievement. Students also receive scholarship awards for providing services to the University that require special skills, such as cheerleading, residential advisement, and athletics. Alumni grants are available for dependent students whose parents received an undergraduate or graduate degree from ORU. The Graduate School of Business awards academic and professional scholarships within the MBA and Master of Not-for-Profit Management programs. The Graduate School of Theology and Ministry awards academic scholarships that range from \$700 to \$1,700 with additional scholarship opportunities ranging from need to Chaplain Candidacy scholarships. The Graduate School of Education offers graduate scholarships as available.

Core Component 4B—Exercising Intellectual Inquiry

Oral Roberts University demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

ORU has a commitment to the education of the whole person, fostering an environment of independent inquiry and a life of learning. This focus is reflected in mission-driven initiatives that offer a breadth of knowledge and skill development in the undergraduate, graduate, and co-curricular programs. This acquisition of knowledge and skill in order to support inquiry, practice, creativity, and social responsibility is echoed throughout the very essence of the University.

Departmental Mission Statements

ORU colleges, schools, departments, and many programs design curriculum and research opportunities based on **faculty-developed mission statements**. These college, department, or program-level mission statements specify how each specific area contributes to the overall University mission. The following sample mission statements exemplify intentional program development implementing University mission.

Mathematics Programs

“The primary purpose of mathematics is to educate students in the classical fields of mathematics, to define a problem at hand, use inductive schemes and deductive schemes to effect the solution of the problem, and acknowledge the importance of the assumptions made in arriving at those solutions.”

College of Nursing

“The College of Nursing contributes to the University’s mission by preparing graduates whose ministry is nursing. Using the theory of nursing for the whole person as a theoretical framework for clinical practice, nursing graduates address the physical, psycho-social, and spiritual needs of individuals, families, and communities through the profession of nursing.”

The Journal of the Scholarship of Teaching and Learning for Christians in Higher Education

“Christian educators allow their faith to influence (either directly or indirectly) all that they do in and out of the classroom. They transform their students by inspiring love for God and others and by stimulating intellectual curiosity and creativity. The ability to teach is a gift from God, and those who are truly called to teach have a desire to see learning take place. It is this desire that inspires the Christian educator to be innovative, striving to continuously improve lectures, labs, assignments, or other aspects of classroom instruction.”

College of Education

“The **College of Education’s mission** includes training and developing professional educators with a Christian worldview who will go into every person’s world as transformed educators who will impact society for the purpose of transforming the next generation.”

Learning Resources

“The mission of the **library** is to be a major center of learning and teaching in the University as well as the major information gateway. The library provides the information resources and services that support the academic programs and meet the learning, teaching, research, and other informational needs of the faculty and students.”

Alpha Epsilon Delta

“**Alpha Epsilon Delta** is the national Pre-Health Professions Honors Society dedicated to the encouragement and recognition of excellence in pre-professional health scholarship.... AED offers opportunities for intellectual and professional development, provides a forum for students with common interests and extends a program for service to benefit the University community.”

Social Work Club

“The Oral Roberts University Social Work Club.... members also involve themselves in other kinds of service outreach to communities. This may range from serving meals to indigent populations at various holidays throughout the year to sponsoring two or more needy children at Christmas. Guest speakers from a variety of agencies and organizations are invited in to the meetings to share with the group their experiences, expertise, and services they provide to communities. This serves to assist students in integrating knowledge learned in the classroom and in the application of such learning to real life situations.”

General Education

From its inception ORU has placed a high value on intellectual inquiry and growth. Founder Oral Roberts emphasized this in **an address to the first student body** in 1965 when he said, “...There’s an education here for your mind, for without the development of your intellect, you cannot be a complete person.”

Commitment to knowledge acquisition and intellectual inquiry are further evident in ORU’s **vision, mission, and core values**. Learning outcomes, tied to these, are highlighted in all course syllabi. According to the academic mission statement, the University seeks to “synthesize the best practices of liberal arts, professional, and graduate education with a charismatic emphasis to enable students to go into every person’s world with God’s message of salvation and healing for the totality of human need.”

As ORU seeks to educate the whole person, with balanced emphasis placed on the development of the spirit, mind, and body, the undergraduate curriculum encompasses significant areas of science and liberal arts knowledge, including Biblical studies, fine arts, humanities, languages, literature, mathematics, natural sciences, and social sciences. The **general education core** provides a common bond of knowledge for all students; encourages the synthesis and integration of that knowledge into a unified whole; sharpens the skills of communication, computation, and critical analysis; develops appreciation for differing cultures; and promotes a lifestyle of physical wholeness. University faculty, who are in charge of the curriculum, believe that such a broad based curriculum encourages the formation of analytical and computational skills as well as those skills used in speaking and writing.

Ensuring a wide breadth of knowledge and skills requires a **high number of general education courses**. ORU requires 61 semester hours of general education for the Bachelor of Arts degree and 55 semester hours of general education for the Bachelor of Science degree. Consistent with ORU's distinctive mission, five of these credit hours are for physical development, and nine are for spiritual development.

In addition to the traditional framework of liberal studies, the general education curriculum provides students with a Biblical foundation for faith, a charismatic dimension for service, and promotes a lifestyle of physical wholeness, not only through coursework in health, nutrition, and physical activities, but also through a well-rounded program of intramural sports. ORU demonstrates—by its distinctive general education curriculum—that it operates with integrity by staying true to its mission.

Honors Program

The ORU **Honors Program** provides academically gifted students an educational experience at a level that transcends both the rigor and scope of the general curriculum. Servant-leadership is a central theme that runs throughout the program. Available to honors students are six interdisciplinary seminar courses. These seminar courses are intensive interdisciplinary experiences intended to bring together two subjects taught by professors from different departments. These six courses replace up to 18 credits of general education requirements and provide unique opportunities for honors students to investigate the interplay of two disciplines as noted in the following course listing:

- Artistic Expression (English and art)
- Philosophy of Science (theology and chemistry)
- Principles of Leadership (various disciplines)
- History of Quantitative Thought (history and engineering)
- Faith and Civilization in Context (humanities and modern languages)
- Science and the Imagination (English and mathematics)

In addition to these seminar courses, Honors students also benefit from the following opportunities:

- Increased one-on-one exposure to professors, often including the opportunity to participate in scholarly research projects
- Exposure to professional conferences and national events
- Involvement in the process of inviting visiting speakers to campus
- Greater consideration for prestigious scholarships and study abroad opportunities
- Honors sections of approximately 24 general education courses that challenge students to discover the boundaries of their current thoughts and push beyond them

Departments and schools set course and project requirements for honor students that elevate their educational experience adding quality to their honors degree. Being a connected organization, as demonstrated through its interdisciplinary courses that span most general education offerings, enables ORU to offer an enhanced learning experience for its honors students.

Writing Across the Curriculum

As success in all professions requires the ability to write well, ORU developed a **Writing Across the Curriculum** (WAC) committee supported by directed alumni donations to encourage the use of writing assignments in all courses. To assist faculty with the development of writing assignments, the WAC committee developed the following recommended goals to support assignment clarity useful in all disciplines:

- Written assignments should be logically organized.
- Written assignments should use clear and exact prose.
- Written assignments should be free from persistent errors in grammar, punctuation, and sentence structure.

In addition to providing support for faculty interested in developing writing, the committee championed the development of writing intensive courses. Faculty members wanting to create writing intensive sections of their courses attend workshops that help them to better understand the purpose and importance of academic writing and to develop potential writing assignments. Writing intensive courses required at least seven writing assignments, evaluated with prompt and extensive feedback, all based on specific evaluation rubrics. Due to the amount of feedback required to make the courses effective, academic administration agreed to limit the enrollment in writing intensive courses to 12 students with 1 faculty member. By 2003, ORU supported seven different sections of writing intensive courses from a variety of disciplines.

However, between 2006 and 2009, institutional support for writing intensive courses diminished, yet the Writing Across the Curriculum committee expressed little concern for this loss of focus on writing. With the implementation of ePortfolio, faculty—including WAC faculty—assumed that as ePortfolio often relied on the use of writing assignments for assessment the overall number of writing assignments experienced by ORU students must be increasing. As ePortfolio became institutionalized, the assumption of increased student writing led WAC faculty to believe that the committee goals had been institutionally achieved.

NSSE data shown in Table 4.4 indicates that in 2006 students reported writing similar numbers of assignments of all size lengths as peers at other institutions with one obvious exception. Every student at ORU writes a senior-level paper as a graduation requirement. The requirements for the senior paper vary considerably among degree programs, but the length of every paper exceeds 20 pages. The NSSE results for 2006, 2009, and 2011 indicate this senior experience as ORU students report writing a significantly greater number of long papers relative to peers at other institutions, as Table 4.4 shows.

	2006				2009				2011			
	ORU 2006	NSSE 2006	Selected Peers	Carnegie Peers	ORU 2009	NSSE 2009	Selected Peers	Carnegie Peers	ORU 2011	NSSE 2011	Selected Peers	Carnegie Peers
Number of written papers or reports of 20 pages or more												
Freshman	1.17	1.28*	1.27	1.25	1.20	1.24	1.32*	1.30	1.11	1.23***	1.29***	1.27***
Senior	1.87	1.74*	1.68***	1.64***	1.92	1.66***	1.64***	1.65***	1.86	1.60***	1.68***	1.62***
Number of written papers or reports between 5 and 19 pages												
Freshman	2.18	2.58***	2.40**	2.29	2.26	2.31	2.30	2.28	2.09	2.23***	2.23***	2.20**

Senior	2.71	2.79	2.67	2.59	2.62	2.83**	2.54	2.55	2.64	2.52*	2.59	2.54
Number of written papers or reports of less than 5 pages												
Freshman	3.27	3.19	3.03*	3.05*	3.19	3.34	3.07	3.05	2.98	3.02	2.96	2.97
Senior	3.15	2.99	2.97	2.98	3.12	3.46***	2.99	3.00	3.01	3.03	3.07	2.99
<i>Statistical significance: *(<.05), **(<.01), ***(<.001)</i>												

Table 4.4: NSSE Data Summarizing Feedback Concerning Student Academic Writing

Concern Regarding the Amount of Student Writing

Unfortunately, the 2011 NSSE results indicate that faculty members may be wrong in the assumption of increased student writing due to ePortfolio. According to the data, students in 2011 report writing significantly fewer assignments of every length than reported by ORU students in 2006. Instead of increasing the amount of student writing, the amount of writing has seemingly decreased. When compared with students from peer institutions, ORU students report writing significantly fewer assignments of both long and medium length, and while compared with peers ORU students write similar number of short assignments, they do write considerably fewer short assignment than reported by ORU students in both 2006 and 2009. As another possible interpretation of data, if ORU students do not equate written ePortfolio assignments with class assignments, they may not consider ePortfolio assignments when responding to the NSSE questionnaire concerning writing.

Beyond the Classroom

As a connected organization, the faculty and staff recognize that the acquisition of knowledge is not the sole responsibility of the classroom instructor. Professors teach beyond the published curriculum bringing their expertise to **clubs and other campus activities**, often working alongside campus staff members that share their passion for learning.

Co-Curricular Programs

A variety of co-curricular offerings provide additional opportunities for expanding student knowledge and developing the capacity to exercise intellectual inquiry. For example, recently more than 30 mission teams traveled across the United States and around the world trained and equipped to minister to those in need. Trips were scheduled from one week to two months. **Spring break trips** included destinations such as Argentina, El Salvador, Puerto Rico, New York, and St. Louis. Trips lasting one month traveled to China, India, Japan, Kenya, Kosovo, Romania, Tanzania, Uganda, and Ukraine.

In addition, academic programs often provide instruction useful for students to use when meeting the needs of those in various communities. For example, a group of ORU senior nursing students traveled to Roca Blanco Clinic in Oaxaca, Mexico, to dispense medications, teach local families about health, and distribute supplies such as ibuprofen, toothpaste, toothbrushes, and multi-vitamins. Community Outreach teams work locally week after week to reach the city of Tulsa with the hope of the Gospel. **ORU Community Outreach** teams help organizations like Habitat for Humanity, Big Brothers & Sisters, Hope for the Homeless, Adopt-a-Block, and Children's Medical Center. Offering students a wide array of co-curricular programs prepares them to live and work in a diverse society. Table 4.5 describes the contributions of various co-curricular

offerings to the acquisition of knowledge and development of inquiry through student experience.

Activity	Description	Student Experiences
Student Association	Provides practical experience in leadership and service	Active and meaningful role in both the decision-making processes of the University and in promoting the founding purpose of the University
Missions and Community Outreach	Exposes students to others in diverse cultures and lifestyles usually distinctly different from their prior experience	Involvement in diverse cultures and lifestyles both in inner-city and overseas ministries
Off-Campus and Study Abroad Programs	Prepares students for a diverse society by offering opportunities to integrate faith with cross-cultural living	Opportunities to gain great breadth in academic disciplines and geographical locations offered in conjunction with the Council for Christian Colleges and Universities
Chaplaincy Program	Teaches students to build community and encourage others in their spiritual development through relationship, wing devotions, and prayer	Experience working in cooperation with the resident advisors and the academic peer advisors to meet the spiritual and practical needs of students
Student Clubs	Encourages student exploration and inquiry in a variety of out-of-class settings	Extensive cross-discipline involvement in more than 40 organizations
On-Campus Speakers and Conferences	Challenges students to examine current thought processes and expand them based on intellectual experiences	An extensive array of offerings ranging from current issues and literary conferences to scientific conferences
Performances and Exhibits	Entertains and involves students while broadening their worldviews	Many opportunities to participate in a wide variety of roles in numerous musical, artistic, and theatrical productions
Intramurals	Encourages student physical, mental, and social well-being	Involvement in one of the most extensive intramural programs at the college level for institutions of comparable size
Resident Advisor Program	Assists with the development of residents living in a dorm wing by providing daily support and accountability	Experience in working with the Chaplain and Academic Peer Advisor programs to build community and create friendships
Academic Peer Advisor Program	Provides tutoring to students who desire assistance with a particular class or skill set	Opportunities to help campus and commuter students overcome the barriers to academic success

Table 4.5: Student Learning Experiences in Co-curricular Programs

An additional co-curricular program enabled students to serve communities while discovering how to work as a team. As the overall winners of the Campbell’s Let’s Can Hunger Challenge, the **ORU Students in Free Enterprise** (SIFE) team donated a total of 158,910 pounds of nonperishable food items, the majority of which went to children in need in Japan. “The most exciting aspect of winning the ‘Let’s Can Hunger Challenge’ is that it clearly demonstrates our business students can excel in business while actively delivering the ORU difference,” said Dr. Steve Greene, dean of the ORU College of Business, adding “For some students across the United States, it’s a once-in-a-lifetime experience to reach out to the hungry. We know our ORU students will have a lifetime of world-changing experiences. What a joy it is to mentor such a generation of difference makers.” The team donated 137,700 pounds of nonperishable food items to feed 444 Japanese children for a year after the country suffered a major earthquake, and 13,210 pounds of nonperishable food items were distributed to Tulsa and international charities such as Tulsa Day Center for the Homeless, John 3:16 Mission, The North Tulsa Dream Center, and African Orphans.

As part of their campaign, the ORU SIFE team also provided online training to help people learn their way out of poverty conditions. As Dr. Greene points out,

One of our focal points of the **Let's Can Hunger Challenge** was to certainly provide immediate hunger relief to people in need in Japan. But we also wanted to help the hungry sustain the change. Sustained change means the people we feed will not need to comeback for more food in six months. We made progress by providing curriculum to help people. The curriculum was delivered online and through Skype meetings. The ORU SIFE team wrote and delivered the curriculum and maintains consistent contact with the people who have been served in order to sustain the change.

NSSE results attest to the value students place on programs outside the classroom, programs designed to augment knowledge acquired in the classroom. As Figures 4.2, 4.3, 4.4, and 4.5 demonstrate, ORU students participate at higher levels than do all peer groups in co-curricular, athletic, and spiritual activities. The data may suggest that ORU students perceive out-of-class activities as more worthwhile than do their peers at other institutions and may indicate acceptance by students of the whole person ideal of engaging spirit, mind, and body throughout life experiences. The results may also be simply indicating that because ORU students receive extra credit in general education courses for attending cultural events and are required to attend chapel and maintain weekly exercise logs, they automatically participate in more extra-curricular events.

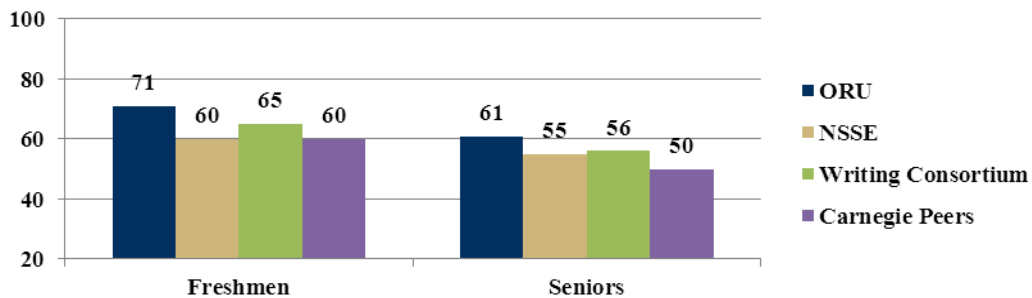


Figure 4.2: Percentage of NSSE respondents who participate in co-curricular activities at least one hour per week

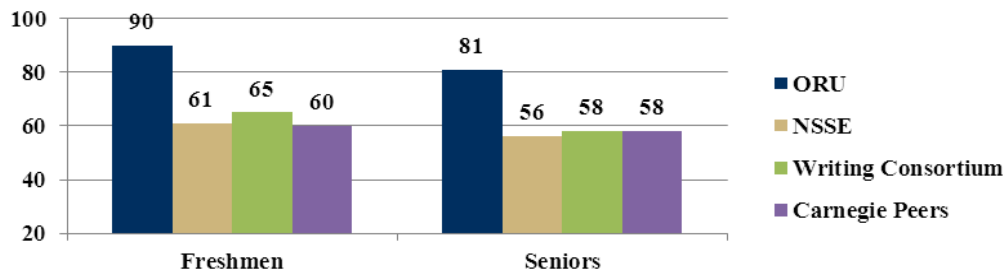


Figure 4.3: Percentage of NSSE respondents who participate in physical activities “often” or “very often”

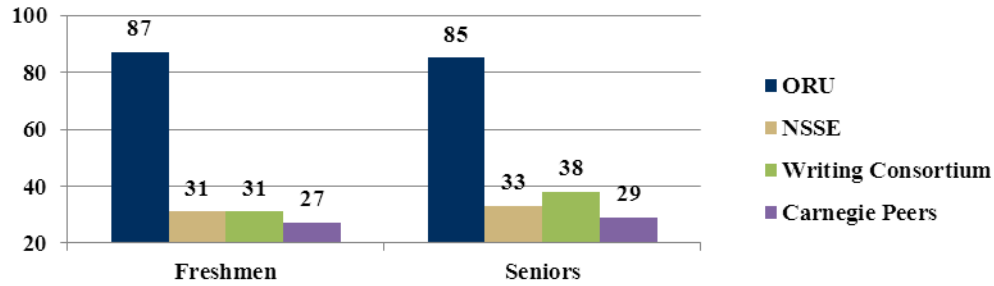


Figure 4.4: Percentage of NSSE respondents who participate in activities to enhance spirituality “often” or “very often”

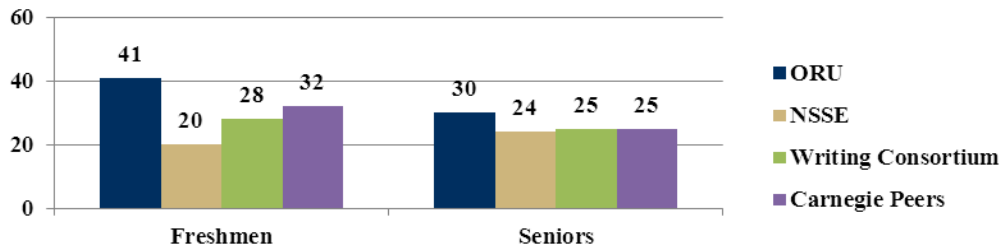


Figure 4.5: Percentage of NSSE respondents who attend an art exhibit, play, dance, or theater performance “often” or “very often”

Student Leadership Opportunities

Organized in a manner that allows all ORU students to take an active and meaningful role in both the decision-making processes of the University and in promoting the mission of the University, the **Student Association (SA)** reaches out to the student body to assure opportunity for students to fully engage in learning. From activities to student representation, SA desires for students to participate in the visionary development of the new days at ORU. Led by a president, a vice president, a chief financial officer, a chief programs officer, a chief operations officer, and a chief communications officer, SA continues to create, facilitate, and coordinate various opportunities for student involvement and service.

The following examples describe various service-oriented leadership activities in which ORU students have demonstrated success:

- ***The Communicative***, the Communication, Arts, and Media Department alumni magazine, was entered recently into the Public Relations Student Society of America’s national competition called the Zenith Awards and ranked second in the nation (honorable mention) in the publication category. The publication consists of articles written by ORU students who interview and write about ORU alumni, creating a mentor-like learning experience for the students and an opportunity for alumni to participate with current students.
- The **ORU Golden Eagle Cheerleaders** finished third at the 2011 National Cheerleaders Association National Collegiate Cheer Championship competitions in Daytona Beach, Florida. The co-ed cheer team has earned several collegiate awards including a First Place in Rally Routine at the NCA 2010 cheer camp.

- ORU's student newspaper, *The Oracle*, won the Sequoyah Award from the Oklahoma Press Association (OPA) in 2011. The award distinguishes *The Oracle* as the best college or university newspaper in the state of Oklahoma. *The Perihelion*, the student yearbook, along with *The Oracle*, together received 25 awards and seven honorable mentions at the Oklahoma Collegiate Media Association (OCMA) awards ceremony in 2011.
- Six students from the ORU Behavioral Sciences Department attended the annual Oklahoma Psychological Society conference in April 2011 finishing in first place in a statewide competition.
- Souls A' Fire Gospel Choir, an ORU music ministry group, celebrated its 40 year anniversary by holding a reunion concert titled, 'Unquenched' in Christ Chapel in February 2011. Souls A' Fire is the longest running music ministry group on campus and was commissioned by Chancellor Oral Roberts in 1971 to minister in the Tulsa Community, throughout the nation, and around the world.

Department of Intercollegiate Athletics

The mission of the Athletic Department is to provide a competitive intercollegiate athletic program consistent with the NCAA rules and regulations and to further the mission of the University by educating whole person student-athletes in spirit, mind, and body to be professionally competent servant-leaders who are spiritually alive, intellectually alert, physically disciplined, and socially adept. The University is committed to providing opportunities for minority and female students to enrich their collegiate experience through athletic participation. The Athletic Department strives to instill in its student athletes an appreciation for hard work, pride in accomplishment, and a commitment to the historic Christian faith. To accomplish its mission, the athletic department developed the following goals:

1. Create an atmosphere in which a student athlete can be competitive both academically and athletically
2. Assist the University in developing the spiritual qualities upon which the institution was founded
3. Develop group loyalty, self-esteem, and pride of accomplishment that will assist the student-athlete to be successful upon graduation
4. Field teams in all sports that offer competitive opportunities of championship caliber that will serve as a ministry of the University
5. Provide equity for female and male student athletes through the finest athletic facilities, equipment, and coaching instruction possible within the financial means of the University
6. Adhere to the literal meaning and spirit of the regulations set forth by the National Collegiate Athletic Association

ORU was a member of the Summit League (previously known as the Mid-Continent Conference) from 1997 to 2012. During those 15 years, ORU won 140 regular season and tournament championships. In 10 of the 15 years, the total number of championships won by ORU teams in a single year tied or exceeded the conference record for most championships. ORU won the conference's Commissioner's Cup in 9 of the 15 years and finished as a runner-up for the award four times. During its 15-year membership, ORU student athletes earned 337 individual championships at conference tournaments, 126 conference players of the year, 931 all-

conference awards, 1,244 academic all-conference designations, and 4 conference student-athletes of the year. Sponsored sports include basketball, cross country, golf, soccer, tennis, indoor track, and outdoor track for both men and women; baseball for men; and volleyball for women. As of summer 2012, ORU competes in the Southland Conference.

According to ORU's **NCAA Report of Academic Compliance**, ORU student-athletes, in 14 of the past 15 years, earned a combined grade point average above 3.0. Part of the reason for the success of athletes in the classroom can be attributed to the ELI Center. As a hub of academic services, the ELI (Education, Learning, Integrity) Center provides both academic support and career advice to student-athletes. The ELI center also tracks each student-athlete's progress toward earning a degree from ORU and helps monitor students' athletic eligibility. The required standards not only include NCAA and Summit League requirements but also higher academic standards set by ORU. Structurally, the **ELI Center** features study and research aids to assist student-athletes with their academic progress including study hall hours, tutor programs, a computer lab, group study rooms, and individual study areas.

Graduate Programs

ORU's graduate programs offer students quality education for establishing a strong knowledge base and depth of expertise. All graduate degrees require the completion of extensive, faculty-guided research projects as well as courses that prepare candidates for advanced research projects, such as theses and dissertations. Graduate degrees at ORU are available in business, education, and theology.

Graduate School of Business

The **Graduate School of Business** offers a Master of Business Administration degree (MBA) with seven concentrations to fit student's interests and career goals and a Master of Not-for-Profit Management (MNFP) degree. Beginning in the 2012-2013 year, the Graduate School of Business is offering a Master of Management degree online. The graduate school also has a fast-track program that allows undergraduate business students to attain a master's degree within one year following the completion of their undergraduate degree.

By equipping students to make intelligent and ethical decisions and to communicate those decisions in a clear and concise manner, the faculty members in the Graduate School of Business teach students to think strategically and to function effectively in both the short- and long-term. The Graduate School of Business not only prepares students to be outstanding business leaders but also prepares them to be ethical and purpose-driven members of the business community, so each graduate student is encouraged to develop a vision for his or her life.

Graduate School of Education

Advanced degrees in the **Graduate School of Education** provide students with a theoretical foundation in education based on current research and a practical application in order to serve others in the U.S. and around the world. This two-fold approach enables students to refine their critical thinking and pedagogical skills throughout their professional life.

Faculty members in the Graduate School of Education replicate themselves by developing well-trained, dynamic educators who can articulate education from within a Christian worldview. The international make-up of the close-knit graduate student population gives the program a broad, multicultural perspective. The Graduate School of Education believes that by offering a program that transforms educators, its graduates will ultimately transform society. The graduate-level programs include a Master of Education in curriculum and instruction and school administration, a Master of Arts in Teaching with licensure, and a Doctor of Educational Leadership with concentrations in higher education administration, Christian school administration (K-12), and public school administration.

Graduate School of Theology and Ministry

The faculty members in the **Graduate School Theology and Ministry** focus on developing men and women of God for service in churches and mission throughout the United States and the world. By immersing students deeply in the teachings of the Bible, faculty members equip students with the theological training needed to confidently lead others through life as directed by the Holy Spirit.

The Graduate School of Theology and Ministry offers a Master of Divinity, both academic and professional Master of Arts programs, and a Doctor of Ministry degree. The Master of Divinity degree is a balanced program that integrates the fields of Biblical literature, theological/historical studies, and the practices of ministry. The academic master's programs are in Biblical literature and theological and historical studies; the professional master's programs are in Christian counseling, missions, and practical theology. The Doctor of Ministry degree, designed for professionals in full-time ministry with an earned Master of Divinity degree, provides advanced professional training for practical ministry.

Faculty and Staff Support of Students

To better serve the needs of students and prepare them for lifelong learning, administrators, faculty, and staff understand that they must demonstrate a life of learning; they serve as both models and mentors. In modeling learning behaviors, faculty members **engage in research**, often collaborating with students, and publish findings. In addition, faculty host and participate in campus events that feature visiting professors, lecturers, and artists.

Through Student Services, staff members assist students in developing capacity for intellectual inquiry. The Student Resources Office is a multi-functioning office consisting of the Comprehensive Advisement Center, the Academic Peer Advisement Program, and the Disability Service Center.

Staff members in the **Comprehensive Advisement Center** (CAC) assist all new students entering ORU in developing their first semester schedules and continue to monitor the academic progress of students with undeclared majors. Student facilitators in the **Academic Peer Advisor** (APA) Program are committed to fostering a sense of excellence in all areas of student life, especially academics, through peer advising. Staff members in the **Disability Service Center**, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assure that no qualified individual with a disability will be denied reasonable accommodations in modification of policies, practices, and procedures.

Through **Student Counseling Services**, professional counselors informed by a Christian worldview assist students as they strive to realize their full spiritual, emotional, and academic potential.

Officers within the Department of Public Safety and Security establish a relationship of trust, respect, and professionalism within the University and adjoining community. These staff members also provide information concerning policies and procedures for responding to emergencies, including eAlerts—an emergency information distribution system using mobile devices—and an **Annual Security & Fire Report** available to the campus community.

All currently enrolled students may use the **Student Health Services Center**. A registered nurse is on duty full time at the center to administer services such as dressing of minor injuries, consulting about medical problems, dispensing non-prescription medication for minor illnesses, and answering questions concerning immunization requirements for students.

Staff members in **Career Services** assist incoming students to identify personal strengths related to learning and ultimately to career path through the administration of a required strengths-based assessment. Following the assessment, Career Services staff members meet with every student to review the results and initiate a relationship that may encourage the student to participate with Career Services again. Staff members also hold mock interviews and help students write resumes and cover letters and compile portfolios in preparation for careers after graduation.

Core Component 4C—Assessment of Curriculum

Oral Roberts University assesses the usefulness of its curriculum to students who will live and work in a global, diverse, and technological society.

Faculty members at ORU believe in the importance of a curriculum that is both current and relevant. ORU seeks and welcomes input from all constituents, especially concerning academic content. Through interactions with professional accrediting agencies, comparative assessments, alumni, employers, and its own internal processes, ORU gains valuable insights into how to modify academic programming to adapt to constantly changing external environments in order to prepare students most effectively for the challenges of the future.

The University engages external accreditation and internal program review to periodically examine academic programs for content, quality, and effectiveness. As a future-focused organization, ORU endeavors to assess and continuously re-evaluate academic quality through an online University-wide assessment ePortfolio program that combines the evaluation of single assignments in specified courses into an overall measurement assessing student acquisition of desired learning outcomes.

Curriculum Evaluation through External Accreditation

In addition to the HLC, ORU engages with nationally recognized accrediting associations to validate several programs within ORU. These professional accrediting agencies send site visitors to ORU as part of a regular cycle of peer review. Accreditation relationships help to assure

external constituents that ORU provides students with high quality instruction. Most accrediting agencies operate with a criterion-based set of standards, and ORU imbeds these standards into the student learning experience. Students graduating from accredited programs should be able to perform, practice, articulate, and manifest the appropriate standards. Table 4.6 specifies the most recent and future site visit dates for particular agencies that review ORU colleges, departments, and schools.

School/Department	Accrediting Agency	Last site visit	Next site visit
University-Wide	Higher Learning Commission of the North Central Association (HLC)	2007	2012
Music	National Association of Schools of Music (NASM)	2009	2018
Theology	Association of Theological Schools in the U.S. and Canada (ATS)	2008; Report on governance accepted Sept 2011	2018
Social Work	Council on Social Work Education (CSWE)	2009	2019
Engineering	Accreditation Board for Engineering and Technology (ABET)	Fall 2011	2017
Nursing	Oklahoma Board of Nursing (OBN) Commission on Collegiate Nursing Education (CCNE)	OBN 2011 CCNE 2011	OBN 2016 CCNE 2021
Education	National Council for Accreditation of Teacher Education (NCATE) and the Oklahoma Commission for Teacher Preparation (OCTP)	2006	2014
Business	Association of Collegiate Business Schools and Programs (ACBSP)	2007	2017

Table 4.6: Accreditation Schedule for Various Oral Roberts University Program Evaluations

The Council on Social Work Education (CSWE) accredits the social work program and prescribes much of the content for the courses in the degree. The ORU program made substantial changes to accommodate CSWE standards presented in the policy known as Educational Policy and Accreditation Standards 2008 (or EPAS 2008) in preparation for a **2009 reaffirmation visit**. Foundational changes to the program involved a shift from goals and outcomes to competencies. CSWE identifies 10 required competencies for students, and the ORU program added an eleventh to accommodate the spiritual distinctiveness of ORU.

The shift to competencies prompted faculty members in the program to identify courses that address each of the competencies. After identifying appropriate courses, faculty members adjusted specific assignments (papers, tests, presentations, etc.) within the courses to assess the competencies. Assessment of certain competencies required a substantial shift in the procedure for evaluating field practicums. By requiring students to develop action plans to demonstrate the specific competencies required in each practicum, students form mentoring relationships with practicum field instructors and social work faculty to negotiate the action plans and consequently increase the value of the practicum for the student and enable effective assessment.

Curriculum Evaluation through Comparative Assessment

Several accredited programs at ORU require candidates to take state or national examinations. These examinations allow for comparison of the performance of program’s candidates to the performance of candidates from other comparable programs either statewide or nationally.

Graduate School of Theology and Ministry

In the Graduate School of Theology and Ministry, students enrolled in a Master of Arts program in Christian Counseling must pass an objective competency examination to prepare for the state licensure examination before enrolling in practicum and internship courses, and students enrolled in the **Master of Divinity** program must pass three assessments at selected times during their studies. In addition, students enrolled in certain programs in the Graduate School of Theology and Ministry must pass proficiencies in theological research and Biblical languages. Students passing the Theological Research Proficiency examination during their first-semester orientation with a minimum score of 70% fulfill the requirement. Others are required to enroll in GTHE 517 Seminar in Theological Research Methods. To demonstrate language proficiency, a student must achieve greater than 70% on either the language proficiency examination or the final examination of the second semester of a language course.

When entering a program in the Graduate School of Theology and Ministry, all students enroll in PRF 056 Entry-Level Assessment. The assessment includes student participation in a peer group experience called Koinonia, where students reflect on their personal identity and calling. At the culmination of the Koinonia group experience, students write a self-reflection paper. Students also take the Myers Briggs Type Inventory, and after receiving training by a certified MBTI administrator to understand the interpretive report, the students write a paper analyzing their particular type and its impact on their ministry and leadership style.

The PRF 057 Mid-Program Assessment Audit provides opportunities for students to discuss their degree program progress with their advisors. During the mid-program audit, students discuss how their personal calling has become more defined and reflect on their achievement of degree program goals. Students review their progress in accomplishing the personal and professional goals identified in the PRF 056 Entry-Level Assessment.

During the final semester of enrollment, students enroll in PRF 058 Candidacy-Level Assessment. This assessment provides opportunities for professors, students, and community/church leaders to meet as a group to analyze how well the seminary students are achieving the degree program goals.

College of Education

Prior to receiving a degree, every undergraduate candidate in the College of Education takes certification examinations including the Oklahoma General Education Test (OGET), the Oklahoma Professional Teacher Examination (OPTE), and the Oklahoma Subject Area Test (OSAT). Table 4.7 includes the results for ORU candidates compared to candidates statewide for 2005-2010.

	2005-06		2006-07		2007-08		2008-09		2009-10	
	ORU	State	ORU	State	ORU	State	ORU	State	ORU	State
OGET	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
OPTE	96	98	100	99	100	99	100	98	100	99
OSAT	100	99	100	99	100	99	100	99	100	100
Pass Rate	96	97	100	98	100	98	100	97	100	98

Table 4.7: Results from Education Professional Examinations for ORU versus Statewide Aggregates

In the Graduate School of Education, students who reside in Oklahoma take the **Certification Examinations for Oklahoma Educators** (CEOE). From 2008 to 2011, eleven graduate candidates took the CEOE and nine passed the exam. Overall, the National Council for Accreditation of Teacher Education (NCATE) accredits the College of Education programs while the Oklahoma Commission for Teacher Preparation accredits the teacher/administrator programs designated for licensure or certification. Standards from these accrediting associations are embedded within the core courses required of all master and doctoral candidates. As an additional example of continuous curriculum assessment, required internships strongly emphasize assessment of skills and knowledge necessary to be successful administrators.

Engineering Programs in the College of Science and Engineering

Students in engineering programs at ORU take the Fundamentals of Engineering Examination (FEE) administered by the Accreditation Board for Engineering and Technology (ABET). For ORU students taking the examination during the years 2001-2005, the pass rate was 89% compared to 84% nationally. In response to student survey indicators, the department stopped offering a required review course for the FEE in 2005. However, data collected for this HLC self-study demonstrated that in 2006-2011 the ORU pass rate fell to 56% compared with a national pass rate of 76%. As a direct result of this self-study, the department is reconsidering offering the review course.

College of Business

As of fall 2010, all business undergraduates take the Educational Testing Service (ETS) national field test. Data for 2010-2011 results are in Table 4.8. Field test data can be helpful for evaluating program effectiveness.

	Percentile Scores	
	Fall 2010	Spring 2011
Total Score	85%	80%
Accounting	85	80
Economics	95	90
Management	75	75
Quantitative Business Analysis	85	80
Finance	80	70
Marketing	75	75
Legal and Social Environment	70	90
Information Systems	40	40
International Issues	85	80

Table 4.8: Percentile Scores for the Business ETS National Field Test

Concern Regarding Effectiveness of Business Communication Curriculum

While the majority of the results from the Educational Testing Service national field exam for the College of Business demonstrate the remarkable effectiveness of the business programs, faculty in the Undergraduate Business Department need to address the student scores on the information systems subtest. A number of years ago, the faculty member responsible for teaching Business Communication retired. For a while, the College of Business relied on the general

education oral communications course to teach the required content; however, the College of Business has hired a faculty member to teach Business Communication.

Anna Vaughn College of Nursing

All nursing students take the National Council Licensure Examination (NCLEX) for registered nurses. For the last five years the pass rate for ORU nursing students averaged 89% while the national average was 87%. Table 4.9 includes results from the past five years.

	2007	2008	2009	2010	2011
ORU	76.32%	90.32%	100.0%	86.11%	91.67%
Oklahoma	82.07	85.65	86.67	86.77	86.36
National	85.47	86.73	88.42	87.42	87.90

Table 4.9: Pass Rates for National Council Licensure Examination for Registered Nurses

Curriculum Evaluation through Institutional Program Review

The **academic program review** process at ORU fulfills a threefold purpose: (1) to encourage program improvement and innovation; (2) to demonstrate accountability for the academic programs; and (3) to provide information to assist University-level decisions about program revisions, program deletions, and resource allocation. Every academic program that is not accredited by an outside agency participates in the academic program review process, including the general education and Honors Programs.

Program review is a three-year process: year one a self-study, year two a site visit, and year three a response. As a comprehensive program examination, the self-study process encourages faculty members to review a program's history, mission, students, and resources according to an evaluation rubric. When assessing curriculum and courses, program review faculty members consider tools such as ePortfolio data, results from subject area tests, and surveys of students, faculty, alumni, employers of alumni, and graduate program advisors of alumni. Following completion of the self-study, a team of ORU faculty peers assisted by off-campus readers evaluates the study, conducts a site visit, and makes recommendations. Following a site visit report, the program's faculty members have one year in which to respond should they disagree with any of the findings or recommendations.

After the completion of the academic program review cycle in 2009, the Office of Institutional Research initiated a full **academic audit**, which was completed in fall 2012. During spring 2012, the Office of Academic Affairs evaluated and **responded to the academic audit** with a report to the Trustees. Following the completion of this audit process, the cycle of academic program review will resume.

Curriculum Evaluation through University-Wide ePortfolio Assessment

Through the collection and evaluation of **ePortfolio data**, the University can assess not only individual student progress but also effectiveness of individual programs across a large number of demographic factors. Several colleges now use ePortfolio data to assess learning outcomes to address external professional accreditation criteria. A recent professional accreditation **self-study report from engineering** included extensive use of ePortfolio data as did the **College of Nursing**. The **College of Business** used ePortfolio results to demonstrate its success in measuring and

improving student learning as well as in identifying program weaknesses in a recent accreditation self-study through the Association of Collegiate Business Schools and Programs. Through the use of ePortfolio data, the **College of Theology and Ministry** fulfilled the requirements for its professional accreditation, as have the **music** and **social work** programs. When reporting to internal and external constituencies, all six colleges within the University supplement student learning data with other evidence of the soundness of operation and overall effectiveness of their programs. These data include graduation rates; professional certification pass rates; field test results; job placement rates; expenditure per credit hour, per student FTE, and per faculty FTE, student/faculty ratios; diversity data; community service hours; and employer survey results.

Results from student learning assessments drive curriculum, pedagogy, and academic policy changes at ORU. At the conclusion of each semester, a variety of performance data is collected from ePortfolio and analyzed in light of course objectives and University outcomes. The results reveal areas of instruction to be strengthened or modified in terms of content and pedagogy. Necessary modifications are implemented in subsequent semesters, and additional information is evaluated on the effectiveness of the alterations. Thus, ePortfolio data are utilized in a cycle of continuous course improvement. For example, several programs have implemented pre- and post-tests in courses to objectively measure the extent to which student learning is taking place. Most courses now utilize evaluation rubrics where they did not exist before. Rubrics communicate instructors' high expectations of student performance and the ePortfolio system provides a vehicle for rapid feedback to students.

As an example, when the Social Work program incorporated the ePortfolio process, faculty members designed rubrics to assess the competencies in each course as required by CSWE and used the process for program evaluation and renewal, the program received reaccreditation.

Curriculum Evaluation through Additional Assessments

University assessments include *The Delaware Study*, which is a national cost comparison data system. It is an analytical tool that allows universities to benchmark their teaching workloads, instructional costs, and productivity by academic discipline and then compare the institutional data with national benchmarks arrayed by Carnegie institution type, highest degree offered, and undergraduate/graduate program mix within a discipline. It aids by addressing certain academic program analysis questions including the following:

- How do the teaching loads of tenured faculty in your academic programs compare with national benchmarks?
- What proportion of undergraduate teaching at your institution do regular faculty members deliver, and how does that compare with other colleges and universities?
- Does it cost more to deliver a student credit hour of instruction at your institution than comparable costs at peer institutions?
- How well does the amount of externally funded research and service within your academic departments compare with amounts received by peer institutions?

In 2008, the College of Arts and Cultural Studies assessed programing information using ORU data in comparison with peer institutions from *The Delaware Study* along with additional information to make a **curriculum decision** to discontinue the German major.

The College of Education and the academic departments within the College of Arts and Cultural Studies and the College of Science and Engineering share the task of teacher preparation. At the end of a candidate's student teaching experience, cooperating teachers complete **evaluation forms**, which assist in the evaluation of ORU's education program, especially in the design and assessment of clinical practices.

Through interactions with the **Southeastern Association of Advisors for the Health Professions**, faculty members from the Biology and Chemistry Department remain aware of trends in all areas of the health professions including upcoming changes in requirements, application processes, current research in the field, numbers of students entering the field, beginning salaries, and employment prospects. By using this information to modify curriculum delivery, faculty members maintain timely and effective pre-health academic programs.

Curriculum Evaluation by External Constituencies

Through focus groups and surveys of external constituents, many colleges and departments gain valuable insight for assessing their programs. Also, staying connected with colleagues and peers beyond the campus enables faculty members to better maintain and improve courses of study.

Alumni Surveys and Advisory Boards

In the summer of 2011, Oral Roberts University launched an **alumni survey** sent electronically to 22,338 potential respondents. The 1,328 alumni respondents, 6% of the total, provided candid and honest responses, primarily complimentary of their educational experience and the University. The survey provided valuable insight into the effectiveness of ORU's curriculum—the general education program in particular—as perceived by alumni. Of all respondents, 70% agreed that the General Education requirement prepared them adequately for their work and life outside the University, and 80% claim to have the information, expertise, and research abilities needed to function successfully in their jobs and in the pursuit of further education. The following comments relate to knowledge acquisition, primarily concerning the general education curriculum:

- “Statistics was a [general education] requirement for my major, which has assisted me in understanding the research that I have often needed to consult as a part of my graduate studies. In addition, the honors general education options [honors seminars] were the most beneficial, as they allowed me to learn in a collaborative environment of discussion. The seminars were vital to my growth as a student at ORU because they encouraged me to open my mind and think in new ways. They helped me to expand my worldview and to realize that I will be learning my entire life.”
- “Humanities, because I interact with people on a daily basis and the studying of aspects of history and how people have evolved has come in handy when interesting facts are needed in the classroom and in understanding interaction with other colleagues.”
- “Walking for Fitness. As an adult graduate student I had gotten out of shape and overweight. The fitness class required even of Masters students got me exercising again and I am still

walking regularly 8 years later, and I have lost weight, lowered my blood pressure, improved my energy and stamina, etc.”

- “English Grammar and Usage. Writing is a part of most people's career experience, and this course helped me the most in my writing. It also helped me in teaching Spanish (which I did for 5 years), because it gave me such a good understanding of grammar and how words work together, and I believe it has also impacted my everyday speech.”
- “The General Education courses that were beneficial to me are Humanities, English, New and Old Testament survey. These courses help me understand who I am and what I am capable of achieving.”
- “My basic Bio class was excellent, and when I finally got the good instructor for Math & Society, that was good too. In both of these situations I had positive interactions with enthusiastic people from other disciplines. Government was good too; we wrote a policy proposal aimed at a local gov't entity. I give a similar assignment in my classes today. Foreign language, too—I ended up with a double major in ENG and GER.”

Most ORU colleges, schools, and departments keep their curricula current and ensure that students are provided with enriching experiences in part by keeping in close contact with alumni through **advisory boards**. Many alumni boards meet during Homecoming and the members also serve as guest lecturers in various courses.

- The Engineering, Computer Science, Physics, and Mathematics Department has both an Alumni Board and an Industry Advisory Board composed of leaders in the selected fields who provide valuable input to the department regarding recent developments in engineering, physics, and physical science.
- The College of Education has a Community Advisory Task Force with positions for 21 individuals including superintendents, teachers, school administrators, parents, alumni, current teacher candidates, and representatives from the business community. The task force advises on curriculum, current practices in the field, and issues related to the community. It also provides candid evaluations as to the strength of the teacher preparation program.
- The College of Business has an Advisory Council that meets periodically. Past recommendations of the council included integrating “real world” business scenarios into courses at both the graduate and undergraduate levels; establishing a closer relationship between current students, alumni, and the business community; and exposing accounting students to a greater diversity of accounting software packages.
- Once a year, the College of Education hosts a **luncheon for alumni** to engage in dialogue regarding the college's programs. These annual forums provide an opportunity for the College of Education to communicate the content and implementation of the college's conceptual framework and institutional plan aligned to institutional, state, national, and professional standards.
- The Anna Vaughn College of Nursing during its 2011 **accreditation evaluation** of the baccalaureate degree program in nursing invited students, alumni, faculty, and the practice community to provide input to the Commission on Collegiate Nursing Education (CCNE). Written and signed comments were forwarded directly to the Commission who considered the comments in their review of the College's programs.

Employers of ORU Graduates

After asking alumni during the summer 2011 survey—in an optional question—to provide email addresses of current employers, ORU emailed a [survey to the employers of the alumni](#) asking them to assess ORU graduates concerning a number of factors using a scale of “strong,” “average,” “below average,” and “not applicable.” Table 4.10 summarizes the questions and the percentage of respondents indicating “strong.”

Paraphrased Questions to Employers	Strong
Graduate has the ability to maintain and abides by ethical standards	100%
Graduate has the ability to use the techniques, skills, and tools necessary for competent employment	92%
Graduate recognizes the need for and an ability to engage in lifelong learning	88%
Graduate has the ability to function on multi-disciplinary teams	86%
Graduate has the broad education necessary to understand the impact of decisions in a global and societal context	78%
Graduate has the ability to analyze and interpret data	71%

Table 4.10: Percentage of “Strong” Responses from Employers of Alumni

When asked to evaluate the graduates as to their ability to demonstrate the University’s major outcomes of Spiritually Alive, Intellectually Alert, Physically Disciplined, and Socially Adept using a scale of indicators of “significant development,” “moderate development,” and “no way to assess,” employers generally marked the “significant development” category at a percentage evaluation level twice as high as the “moderate development” category.

Some general comments regarding the graduates included the following:

- “Strong work ethic.”
- “Very disciplined.”
- “High moral standards.”
- “More than anything, ORU students exhibit a high degree of positivity and teaming that are difference-makers in the work place.”
- “In general the quality of the ORU graduates whom I have supervised equals or surpasses that of graduates of other universities in our state.”

Oklahoma Regents for Higher Education State Equivalency Initiative

As an institution of higher learning in the state of Oklahoma, ORU participates in the [Oklahoma Regents for Higher Education State Equivalency Initiative](#), which provides for the seamless transfer of courses among Oklahoma colleges and universities. The State Regents maintain a website to help students determine if a course taken at any state institution will transfer as equivalent to a course at another state institution. Every year, ORU sends 10-12 faculty members from various program areas to the equivalency conference to assure ORU courses qualify for transferability between colleges and universities in Oklahoma. Public colleges and universities are required by the State of Oklahoma to participate, but the participation of private universities is optional. ORU participates with the program as it affords the University an opportunity to evaluate curriculum offerings in direct comparison with other Oklahoma institutions. Most of the courses under discussion include introductory/first-year courses. Partly in response to the equivalency conferences, ORU developed several bridge-type introductory courses to promote

student learning and success in several areas including chemistry, nursing, biology, and math. Additionally, participation with the equivalency initiative inspired significant modification of the English general education courses scope and sequence.

Curriculum Evaluation Guidelines

Charged with oversight of the assessment process, including ePortfolio, the Institutional Improvement and Student Learning Committee (IISL) edits and maintains the University's *Assessment Catalog*. Updated annually, the *Assessment Catalog* provides a summary of all academic assessment activities in the University. As a tool contributing to the continuous assessment of academic programs in the University, the *Assessment Catalog* demonstrates ORU's appreciation for improving curriculum through the application of best practices. By grouping the various assessment efforts by academic and service departments, the catalog fosters a cross-flow of assessment ideas between and among colleges, departments, and schools. Various constituencies can see how other academic areas assess and can replicate or adapt the assessment techniques. The *Assessment Catalog* identifies internal and external sources of assessment data, both qualitative and quantitative assessment methods, and most importantly, decisions based on the assessment data.

The University, through the *Assessment Catalog*, seeks to continually improve student learning by ensuring that ORU's student learning expectations, practices, and development objectives align with the University's vision and mission. The University continues to adopt best practices in every academic program to ensure that the design and delivery of student learning prepares students to live in a diverse world.

Core Component 4D—Responsible Use of Knowledge

Oral Roberts University provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The University clearly defines expectations for faculty, staff, and students to act with honor and integrity. ORU believes that internal and external constituents can best be served in an atmosphere of integrity that is grounded in a Christian worldview and defended by personal honor. Demonstrated in the text of an **Honor Code**, ORU commits every internal constituent to the responsible use of knowledge communicated through policies, procedures, and a supportive environment. The University recognizes social and economic trends that shape society and responds when necessary with appropriate resources.

Honor Code

ORU administration, faculty, and students annually reaffirm their belief and support of the ORU Honor Code and the foundational principles that the code represents by signing the **Honor Code Pledge**. The Board of Trustees members also acknowledge and **support the Honor Code Pledge** as part of their service to the University. Central to ORU's criterion of conduct and based on principles of integrity, common sense, reverence for God, esteem for humanity, and respect for social and spiritual laws, the Honor Code assumes that a person desiring to participate with the University values these integral facets of Christian character. Internal constituents accept the responsibility to grow morally and spiritually while participating with the University as a

student, faculty, or staff member. ORU believes that such qualities should be an inherent part of the ethical code held by an educated individual. A valued distinctive of ORU is that the Honor Code demonstrates the University's mission-driven core values.

As student learning occurs through academic programs and student life, responsibility for training students concerning ethical behavior must integrate throughout all student experiences. Faculty members teach students to embrace academic lifestyles that promote integrity in knowledge development while the Student Development Office teaches students about skills and attitudes that demonstrate integrity in relation to the ethical application of knowledge. Training of ethical conduct in research and practice integrates throughout student coursework, co-curricular activities, and University policies.

Academic Programs

ORU's academic programs encourage ethical and moral development. The last page of every course syllabus indicates the centrality of ethical conduct and the responsible use of knowledge across the curriculum. Faculty members address issues of copyright and fair use within University-wide committees. The [official University policy is found online](#) and in the *Faculty and Administration Handbook*. In addition, the [University library resources](#) contain literature on the topic of fair use available to both faculty and students. Also, first-year students must attend library training on fair use and demonstrate their knowledge of fair use on an online quiz.

In research courses and in writing courses, students receive instruction in the principles of copyright and the ethical use of intellectual property. In addition, several undergraduate departments have specific courses that introduce majors to research methods and issues. Graduate programs have similar courses in preparation for advanced research projects, such as theses and dissertations.

Students enrolled in the [Oklahoma Intercollegiate Legislature](#) (OIL) internship course learn skills and attitudes needed to apply knowledge in a socially responsible manner. As a student-run mock government that replicates all three branches of the state government of Oklahoma, OIL provides students from higher education institutions across the state an opportunity to write, debate, and pass legislation about important issues. Besides the mock legislature, OIL also contains a mock executive branch, moot court, and a newly formed press corps. OIL provides practical experience in cooperation, leadership, and respect, which will prove invaluable later in life whether pursuing politics or not. Recent issues have ranged from laws governing murder to a debate over when life begins.

Accomplishments of ORU OIL students in 2011 included winning Overall Best Delegation, Best Senate Delegation, and Best House Legislation. Additionally, ORU students won first place Best Senate Delegate; third place Best Senate Delegate; second place Best Senate Freshman; first place Best House Legislation; first place Best House Freshman; third place Best House Freshman; third place in court competition; and third place in journalism.

Co-Curricular Programs

Many co-curricular activities emphasize ethics and integrity including the following:

- The **Student Chaplains Program** encourages spiritual growth in students. Chaplains assist in chapel services, lead devotions, hold wing prayer and host outreach events such as mentoring groups and events specifically for men or women allowing for ministry to gender specific needs. Through the program, a student chaplain is placed on every wing to minister to the spiritual and emotional needs of his or her peers. There are 90 chaplains who lead and mentor their fellow students.
- The **Community Outreach** and the **Missions** programs encourage student involvement in inner city and overseas ministries. Recruited, trained, sent with the message of God’s love, and with practical skills to help missionaries, churches, and the local populations, ORU students contribute over 20,000 volunteer hours during every school year, go to over 30 countries, and serve in over 40 ministries in the Tulsa community.
- The **International Worship Center Music Ministries (IWC)** leads worship in campus chapel services and in additional venues throughout the school year. The IWC also sponsors leadership opportunities for students through its domestic and international music missions. Opportunities for worship ministry at ORU include programs of mentorship, training, worship leader camps, and **Music to the Nations (M2M)** “focused on spreading the sound of hope through powerful music, passionate worship, and extreme acts of love.”
- **Worship services** held every Wednesday and Friday in the ORU Chapel provide an excellent avenue to educate the community concerning moral and ethical behavior both in and outside the classroom. While ORU requires both students and faculty attend, the chapel services provide a community event that helps to support an environment of excellence and high integrity.

University Policies

Every ORU syllabus contains a section titled “University Policies,” which states “students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others’ materials, whether it is in the form of print, video, multimedia, or computer software.” The **library** and the **Writing Across the Curriculum** websites have electronic documents addressing plagiarism and the proper citation of sources in written work.

The **Honor Code Pledge**, signed by every student, contains the words “I will not cheat or plagiarize; I will do my own academic work and will not collaborate inappropriately with other students on assignments.” To assist faculty and staff in modeling responsible use of knowledge and professional ethics, explicit policies and procedures are communicated through faculty support programs and the *Employee Handbook*.

Institutional Review Board

The **Institutional Review Board (IRB)** reviews plans for all research to be conducted by any individual (student, staff, or faculty) under the auspices of the University that involves human subjects with the responsibilities of the IRB outlined in the *Faculty and Administration Handbook*. The IRB reviews research plans and has authority to approve, require modifications in (to secure approval), or disapprove all research activities. Designated materials must be submitted for all studies regardless of the reason for doing the research (e.g., research projects, surveys, tool testing, dissertations, and theses). Specifically, any research that proposes to involve students, faculty, staff, or administration of ORU must be submitted for review.

Concern Regarding Outdated IRB Policies

Recently, the Biology and Chemistry Department reinitiated research projects using animals, specifically zebra fish. As the University has not engaged in animal research for a significant period of time, and during that time, federal policies concerning the use of animals for research have significantly changed; IRB responsibilities and policies may need to be revised.

FERPA Tutorial

Ethically and legally required to protect the privacy of employees and students, ORU has a responsibility to secure all personal records. The University has established appropriate safeguards. The University catalog presents the Family Educational Rights and Privacy Act (FERPA), and a web tutorial provided to faculty and staff explains FERPA. According to the *Employee Handbook*, faculty and staff must understand and comply with FERPA regulations.

Copyright and Patent Policies

ORU recognizes that a part of its educational mission is to encourage the production of creative works of literature, art, instructional material, and research on the part of its faculty. It is the policy of the University to recognize the interests of its faculty members, sponsors, and other cooperating or participating agencies and to recognize that inventions and patents may arise from investigation and research undertaken that affect the equities of the participating parties. The policy of the University equitably protects the rights of all involved. The **copyright** and **intellectual property** (patent) policies are detailed online and in Appendixes E and F of the *Faculty and Administration Handbook*. Committees are in place to review both copyright and patent issues and their responsibilities are outlined in the handbook as well.

ORU's library has instituted copyright policies for all patrons. Guidelines to facilitate copyright compliance are provided with the library's reserve policies and procedures. The **Library Collection Development Policy** details copyright policies as they pertain to library materials.

Software License Policies

ORU supports strict adherence to license agreements with software vendors. Copying of software or any vendor product in a manner not consistent with the vendor license is strictly forbidden. Reproducing works posted or otherwise available over the Internet, particularly copyrighted materials, may be done only with the permission of the author/owner. Copyright infringement or non-compliance with ORU downloading policy is equivalent to plagiarism and is subject to disciplinary action, including fines and termination. Users may not sell, transfer, or transmit to any outside source any ORU information, including ORU software, documentation, and copyrighted materials without the specific written approval of the ORU administration. In support of this policy and additional confidentiality and security requirements, the Information Technology Department provides security between ORU information and outside access, monitors ORU computer systems usage, and maintains accounts for all authorized users.

Academic Standards Committee

The ORU Standards and Evaluation Committee, as part of its continuing review, made available a **final report** in fall 2011 regarding issues relative to grade inflation. The report made the following suggestions:

- Create a clearinghouse/network among faculty to handle information relative to students who plagiarize
- Develop specific procedures on ways to combat plagiarism
- Provide tools and workshops to help faculty to provide instruction on ways to avoid plagiarism
- Disseminate and discuss plagiarism survey results

Action Plans Addressing the Acquisition, Discovery, and Application of Knowledge

Oral Roberts University—in an effort to continue to fulfill its educational mission through continuous improvement in acquisition, discovery, and application of knowledge—is focusing attention on the following improvement processes.

1. Funding of Intramural Grants for Faculty Research

ORU supports a peer-reviewed intramural grant program based on available funding to assist faculty in establishing new research projects. However, according to a **2011 faculty survey**, 44% of faculty members report that they have not applied for University funding for research, scholarship, or professional development in the past five years. Faculty note lack of funding (67% of responders) and lack of release time (69% of responders) as the primary causes. To promote faculty participation in research, the Faculty Senate requested that the budget of the Center for Faculty Excellence be increased by \$15,000 annually to provide more consistent funding for the faculty research intramural grant program. While the Center for Faculty Excellence will provide administrative oversight for the grant program, the Faculty Senate Research Committee will continue to evaluate research proposals, award grants, and monitor the use of funds.

2. Developing Strategies to Improve Student Writing

Based on the NSSE results, students need more opportunities to write papers of significant length in order to thoroughly investigate topics in sufficient detail to demonstrate abilities in research, use of language, and critical thinking. It is recommended that departments consider program curriculum and identify opportunities within specific courses to implement longer writing assignments.

Also, the Writing Across the Curriculum (WAC) Committee might consider investigating the number of writing assignments included in ePortfolio courses. Assumptions made by the WAC committee need to be investigated with consideration of encouraging more writing intensive courses. Budgetary efficiency efforts need to be reviewed so that the number of writing intensive courses can be increased perhaps with a small increase in the recommended student/teacher ratio in the courses elevated to 16-to-1.

The Standards and Evaluation Committee initiated a review of current department policies concerning plagiarism with a goal of implementing new initiatives to better train faculty to teach students strategies to recognize and avoid plagiarism. Newly developed webpages facilitate communication of these training strategies to both faculty and students.

3. Reinitiating the Fundamentals of Engineering Examination Review Course

Students in the engineering programs take the Fundamentals of Engineering Examination, administered by the Accreditation Board for Engineering and Technology (ABET). Due to the identified lower than national average score by ORU students, the department will reinstitute the previously offered course that prepares students for the exam.

4. Revising Institutional Review Board Policies

By reviewing previous University policies concerning the use of animals in research and comparing the policies to current federal guidelines, the IRB will develop revised policies and procedures for the use of animals in research. The faculty member researching the animals initiated the IRB review process motivated by a desire to protect the University and ensure the integrity of University research.

Body: We are to have the Compassion of Christ

Criterion Five: Engagement and Service

As called for by its mission, Oral Roberts University identifies its constituencies and serves them in ways both value.

ORU's **Founding Vision, Mission, and Core Values**, as well as other principle documents, demonstrate the University's commitment to serve its constituents and to respond to their perceived needs. Every ORU student understands the ORU mission "to go into every person's world." Recognizing that students are its primary constituents, the University furthers its mission by cultivating and nurturing relationships with them.

Nowhere is it more evident that ORU is meeting the expectations of and is valued by its students than in the results of the **student reported National Survey of Student Engagement (NSSE)**. NSSE results reflect student perceptions and can be summarized in five dimensions: Level of Academic Challenge, Active and Collaborative Learning, Faculty-Student Interaction, Enriching Educational Experiences, and Supportive Campus Environment. Using 2011 NSSE results, Table 5.1 compares ORU students with three peer groups.

NSSE results indicate ORU students believe they are being served by the institution better than students in the peer groups believe they are being served by their institutions. The majority of the comparisons demonstrate statistically significant differences with strong differences in the areas of Enriching Educational Experiences and Supportive Campus Environment. Data concerning the Level of Academic Challenge indicates that students believe they are challenged at levels consistent with levels of student opinion at the peer institutions.

	ORU	NSSE 2011	Writing Consortium	Carnegie Peers
Level of Academic Challenge				
Freshman	53.6	53.7	53.8	52.9
Senior	59.0	57.4 *	57.1 *	58.4
Active and Collaborative Learning				
Freshman	47.3	43.1 ***	42.0 ***	44.3 **
Senior	53.8	51.3 *	50.7 **	53.6
Student-Faculty Interaction				
Freshman	37.5	34.4 **	33.1 ***	36.2
Senior	46.5	41.9 ***	41.5 ***	44.7
Enriching Educational Experience				
Freshman	32.0	27.8 ***	28.2 ***	26.9 ***
Senior	49.3	40.4 ***	41.4 ***	41.7 ***
Supportive Campus Environment				
Freshman	71.1	62.7 ***	62.9 ***	63.6 ***
Senior	67.2	59.1 ***	58.9 ***	60.7 ***
Statistical significance: * (p<0.05), ** (p<0.01), *** (p<0.001)				

Table 5.1: Comparisons Using NSSE Means of ORU Students with Three Peer Groups for 2011

Over 96% of students responding to the **student HLC Self-Study Survey** agree or strongly agree that ORU is achieving its mission in helping students become whole persons. These results are consistent with the student survey results from 2006.

In addition to students, the University serves a broad range of constituents, including the following:

- faculty
- staff
- administration
- alumni
- Board of Trustees
- parents of ORU students
- local communities
- schools
- churches/ministries
- community organizations
- national organizations
- accreditors
- international communities
- public officials
- employers of students
- employers of alumni
- donors and potential donors
- campus visitors
- prospective students
- homeschool students
- suppliers/vendors
- service providers

In serving faculty, the University makes professional development opportunities available and regularly plans training and enrichment activities through the newly developed **Center for Faculty Excellence**. The Center acts as a resource for all faculty—including distant adjunct faculty—providing training videos, facilitating “Lunch and Learning” seminars, and guidance concerning promotion processes.

To promote life-long learning, the University makes a deliberate effort to provide **financial assistance** to faculty members completing advanced degrees and educational opportunities for staff.

The University communicates with alumni through the **alumni website**, **alumni magazine**, regular **eNewsletters**, an annual Homecoming weekend, and monthly networking luncheons for alumni living locally. In September 2011, the Board of Trustees held an **open meeting** with alumni to discuss mission continuity and curriculum development, and the President hosted one of the alumni luncheons to display the building plans for the **Armand Hammer Alumni-Student Center**.

ORU is proactive in including parents in the University experience. Parents participate in **Harbor**, the student-led orientation program for new students, and they have web access to all **chapel services** and **The Oracle**, the student newspaper.

ORU recognizes the importance of being active in the community, whether that community is Tulsa, Oklahoma, the United States, or the world. At the local level, students take part in **community outreach** volunteering their time throughout the academic year to serve in churches, schools, and nonprofit organizations. On the national level, students travel to a number of cities during fall and spring breaks to take part in mission activities, such as working with troubled teens, evangelizing, and assisting with social services. Internationally, students travel during the summer to countries throughout the world assisted by **ORU Outreach Ministries** hosted in the Office of Spiritual Formation.

Core Component 5a—Learning from Constituencies

Oral Roberts University learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

In preparing students to “go into every person’s world,” the University understands the importance of creating learning experiences for students to interact with external constituencies prior to graduation, but for the experience to be truly valuable, the interaction must be beneficial for all parties—especially for the external constituent. By understanding external needs and analyzing capacity to meet those needs, the University can facilitate mutually beneficial learning experiences.

In the **2007 Self-Study Report**, ORU faculty recognized and chronicled abundant evidence that ORU faithfully acknowledges constituencies and serves them in ways both value, yet ORU faculty identified several ways to continuously improve the effectiveness of ORU’s external service. Analysis of the successful implementation of these recommendations demonstrates that ORU continues to intentionally integrate service-learning experiences with academic training to increase the value of an ORU education while simultaneously meeting needs of external constituents.

Learning through Communication

To promote effective communication of needs matched to action, President Rutland initiated a tradition of publicly celebrating ORU student service during chapel services. In celebrating the service activity, the President carefully and clearly articulates the need and specifies how the service activity will meet that need.

2007 Faculty Recommendation: Conduct environmental scanning of currently unsurveyed groups that ORU serves. Input from the leadership of social agencies, non-profit organizations, and missions agencies would help ORU determine if its outreach programs are meeting needs identified by the groups rather than those perceived by the University.

The faculty recommendation cited above from the 2007 self-study suggests obtaining specific feedback from constituency groups to determine if mutual benefit exists between need and service. ORU’s most effective means of collecting and synthesizing feedback exists within the departments that specifically interact with stakeholders.

ORU Missions Council Responds to Requested Needs

To personify the act of service, President Rutland initiated the **collection of chapel offerings** in every chapel service. This bold initiative by a new president confronted the attitude that students have no money and therefore no ability to serve. By initiating a challenge to give with the often repeated promise that “not one penny of this offering will go to any program or project at ORU and will only go to the project announced,” the President confronted the ORU community to question their level of personal wealth relative to the level of need presented.

By reporting on specific externally requested needs and indicating ways that students could meet those needs, the President began to change the culture of giving for personal gain to giving for the **benefit of meeting specified needs**. When students or the community met specific goals, the public celebration in chapel encouraged the community to generously donate toward the next announced need.

The ORU Missions Council was charged with identifying potential needs that chapel offerings might address and began a process of soliciting requests from the external community. This action of requesting how the University **might best serve constituencies** rather than simply provide potentially unneeded service begins to address the faculty recommendation through a fundamental change in the University's culture of service. International projects hosted by alumni—who demonstrate the mission of ORU through their professional lives—receive priority consideration for funding, but domestic projects associated with immediate need also receive consideration. Project values tend to remain close to \$5,000. Funding levels of this size keep the targeted goal within the ability of students to serve through money collected during chapel offerings. The act of giving even one dollar provides students an opportunity to move past themselves and begin addressing global needs. Amazingly, over the past two years, University students, faculty, staff, and chapel visitors have donated over \$300,000 to global ministries through this program.

ORU Outreach Ministries Communicates to Evaluate Needs

ORU Outreach Ministries, which oversees both local **community outreach** and international **missions** beyond the Tulsa community, relies on a network of contacts locally, nationally, and internationally to determine the need for student volunteers. ORU students are invited annually to participate in approximately 40 ongoing community outreach ministries and 30 international mission efforts. Outreach Ministries then **debriefs the students** who serve in foreign mission fields and filters the **findings** to more effectively prepare students for future trips and projects.

Institutional Research Surveys to Assess Needs

The Office of Institutional Research collects quantitative and qualitative data about students, faculty, staff, and other stakeholders including **NSSE**, **BSSE**, **Faculty Senate surveys**, **staff surveys**, and **alumni surveys**. Institutional Research also serves as the source for information on curriculum and learning outcomes through its collection, compilation, and analysis of data through the **academic audit**, the **Program Review** process, and Whole Person Assessment. A **recent survey of employers** who hire ORU graduates revealed a strong recognition of the learning outcomes as expressed by recent graduates and a strong favorable impression of the quality of an ORU education.

Concern Regarding Data Collection Efficiency

The total amount and quality of data received, compiled, and analyzed by the Office of Institutional Research defines the limits of the institution's ability to learn about itself and respond to areas of concern. While the Office of Institutional Research provides valuable service, data, and analysis, the limited number of staff assigned to duties within the office reduces the speed of data analysis and potentially the quality of the data processed. Effective decision-

making requires good quality information, and the development of quality data requires time and validation.

Office of Public Relations Facilitates Communication

The Office of Public Relations works to enhance ORU's image in the media, community, and among various University constituents through increasing awareness of the **University's history, record of accomplishments, recent achievements**, and vision for the future. Working with local, national, and international media outlets, the Office of Public Relations facilitates communication not only through press releases but also by mediating access to faculty with specified expertise of interest to various media outlets.

Social networking has become a primary mechanism of information transfer for many of ORU's constituents. Through an implementation of a program called *Basecamp*—a document management and sharing system—the Office of Public Relations coordinates communication concerning announcements, events, and other University news and posts the information on multiple social media sites including Facebook, Twitter, and the ORU website.

While the Office of Public Relations continues to effectively use these new technologies, many faculty members still require specific instruction and training regarding engaging with social media. As a result of the iPad initiative, faculty members now have the opportunity to explore the technologies and could benefit by learning from the Office of Public Relations experiences.

Requesting Feedback from ORU Staff Members

Since 2007, ORU has significantly reduced the number of staff positions through two separate reductions in force (RIF). While these reductions have assisted with establishing financial stability, remaining staff members have increased their responsibilities to adjust to the new work conditions. By outsourcing various tasks, staff received some relief from the additional workload.

2007 Faculty Recommendation: *Survey support staff on a regular basis.*

While staff members continue to strongly support the mission of ORU, comments expressed on **staff surveys** collected following the second RIF reflect concern about the additional workload and lack of opportunities for communication. Sample staff comments include the following:

- “I love ORU and know it fairly well. While it has many excellent and unique features, I feel that it does not treat its staff fairly in regards to pay or service. Many people literally spend and give their life and service here, on paychecks that are often just over the poverty level (truly), and then are fired for no reason. This is just wrong.”
- “The staff is overworked and underpaid but continues to provide good to excellent services to the school and the students. At the same time the staff does not seem to have a ‘voice’ and I believe staff feels intimidated to speak up. I believe most of the staff would not be affected as much by being underpaid and overworked IF they were included in the so-called ‘processes’ of the University and the administration.”
- “Please don't discount your staff. They are faithful and loyal to ORU and what it stands for. Treat them with respect and encouragement and you will reap the benefits.”

- “The effort made in the past two years to update the school and upgrade information technology has been a tremendous plus and helped so much even with customer service.”

Data-Driven Changes

Listening to constituencies provides the University opportunities to enhance its ability to serve by completing the assessment process through implementing changes in response to the feedback. The following reflect changes initiated by constituency feedback.

College of Arts and Cultural Studies

- Developed COM 315 Forensics, Debate, and Tournament Directing course to facilitate the development of a competitive intercollegiate debate team
- Began a degree completion program in Leadership Studies with many evening classes
- Reinstated the B.A. in English Education major
- Developed three-year degree plans for many of its bachelor’s degree programs
- Began a prelaw minor

College of Business

- Phased out the Master of Management with concentrations in Organizational Dynamics and Sales Marketing and initiated a Master of Not-for-Profit Management (MNFP) degree
- Initiated online delivery of the MNFP degree
- Strengthened the academic suspension policy with more rigorous standards
- Increased frequency of core graduate business courses from being offered once-a-year to every semester

College of Education

- Streamlined the pedagogy course sequence to free up six credit hours to allow for increasing subject area content in secondary/K12 subject areas
- Increased number of practicum hours in pedagogy courses
- Created opportunities for teacher candidates to experience practicums in online classrooms
- Developed three-year degree plans for Elementary with Early Childhood certification and Elementary with English Language Learner Certification programs
- Developed a directed studies dissertation-level writing course to assist candidates to improve writing skills
- Reinstated a regular luncheon program for teachers to provide networking opportunities for local Christian schools

College of Science and Engineering

- Developed a laboratory course for biochemistry to match developing medical school entry requirements
- Included participation with the annual AbilityOne Network Design Challenge into the Principles of Design course to develop assistive technologies to empower people with disabilities
- Added a collaborative programming experience into the engineering graphics course

Enrollment Management

- Appointed staff in Admissions and Financial Aid as dedicated to providing service to Distance Learning students
- Created the Student Service Group to provide direct “one-stop” customer service to students and parents

Core Component 5b—Engaging with Constituencies

Oral Roberts University has the capacity and the commitment to engage with its identified constituencies and communities.

Reaching out and serving others is central to ORU’s mission. With a campus environment that encourages communication and service in a variety of venues, students learn to serve and be served. This mission engages students, faculty, and staff as they serve others through providing information, educational opportunities, co-curricular activities, and the University’s resources.

Engaging through Information

Printed materials offer up-to-date information on the University for internal and external audiences. Examples of these materials include the *Student Handbook*; the *Faculty and Administrative Handbook*; the *Employee Handbook*; *University Catalog*; *Excellence* (the alumni magazine); *The Oracle* (the student newspaper); and many informational brochures.

Among the many new social networking methods for communication, *The Oracle* student reporters’ use of Twitter (@ORUOracle) has proven to be very effective in communicating with the entire campus community. During important and informative events, **student reporters send live tweets** of particular student interest. These events include Presidential forums, Q&A sessions with University staff, and other information-filled events that students may wish to learn about but may not be able to attend. This use of student journalism serves the University well as it allows for information distribution along with some journalistic commentary permitting student-to-student interaction with real-time data releases. Student journalists are careful to correct errors in reporting immediately following the end of each event. With the release of the **ORU smartphone app**, students can receive updated information concerning financial aid, enrollment, schedule, Eagle Bucks balance, various food menus, and campus maps. Through the app, students can also make bill payments and submit reports to various University officials, including security and student deans. The **Eagle Bucks** program allows students, parents, or other supporting individuals to make online payments from anywhere in the world, and specified students receive instant credit on a card that may be used on-campus and in many stores and restaurants around town.

Use of social media to provide information to external constituents continues to develop as a result of the implementation of the **advancement plan** with participation with both Facebook and Twitter continuing to expand.

The **faculty resources page** on the University website provides a one-stop location for information and resources. Information available on the site includes Faculty Senate voting records, the catalog, faculty development aids, forms, handbooks, and newsletters. A similar

[resources page](#) for staff includes links to services such as the IT Help Desk, Business Center, and the campus Safety and Security Office. The *Faculty and Administration Handbook* provides access to information of concern to faculty, including committee structures, job descriptions, and procedures for promotion and tenure. The *ORU Employee Handbook* contains information on topics relevant to University staff and faculty such as benefits and policies.

The University remains in contact with alumni, friends of the University, and the public through the website, publications, Facebook, and the news media. ORU Athletics uses a [website](#), direct mail, and television, radio, and newspaper advertising to publicize sporting events and camps.

Engaging through Educational Opportunities

To increase the number of service-learning experiences for ORU students, the University engages with numerous educational opportunities for students at pre-college levels. Popular programs include an annual summer math, science, and engineering academy (supported by grants from the Oklahoma Regents for Higher Education), summer sports camps, special performances of University plays for area students, and youth symphony orchestra. Hundreds of students from across the nation descend on campus each May to participate in competitions across the curriculum—from spelling bees and art shows to science fairs and speech contests. The University also houses the Elsing Museum, an extensive collection of gems, minerals, natural art, and Indian and oriental artifacts, which attracts students from local schools on field trips as well as visitors who desire to view the beautiful displays.

Academic programs in the Behavioral Sciences Department require students to participate in service-learning projects as a part of the curriculum. In 2010-2011, [behavioral sciences students](#) performed over 850 hours of community service.

Through SPA 451 Spanish Internship, students majoring or minoring in Spanish serve as interpreters for patients and their families at St. Francis Hospital. Each semester, these students donate dozens of hours in this beneficial service-learning opportunity.

As a capstone learning experience, media students during the final year of the program interact with non-profit organizations to [develop advertising strategies](#) to help the organization more effectively promote the mission of the organization. This real-life exercise allows students an opportunity to experience the research and difficulties experienced in producing such advertising while the non-profit benefits from a complete mission analysis along with free advertising.

As these expanded learning opportunities often entail additional costs, ORU faculty made the following recommendation in the 2007 self-study.

2007 Faculty Recommendation: Increase grant proposals to help fund service-learning activities.

Several new programs have received funding—in particular due to increased efforts of the Office of Sponsored Program—including the [Schoolhouse Science Project](#), a community-oriented

project in which students visit local, primarily low-income schools to give engaging science demonstrations.

ORU also hosts many learning activities that invite local pre-college students on-campus. Some examples of these activities include the following:

- Hosting of an annual Lego Robotics competition with students from local public and home schools
- Hosting an Engineering Summer Academy day as part of the Tulsa Engineering Alliance summer camp
- Hosting elementary, intermediate, and secondary school students to special matinee theater performances

Community Educational Opportunities

ORU faculty members in their roles as academicians interact professionally off-campus in many forums. For example, 12 faculty members from the College of Science and Engineering participate with the **Union High School Collegiate Academy** where local college professors spend an hour lecturing on a local high school campus to advanced-level students and challenge them to deeply investigate specific topics in science and engineering. Additionally, a faculty member in social work along with junior- and senior-level students volunteer with the South Peoria Neighborhood Connection Foundation, a neighborhood organization that provides services to low-income, primarily Hispanic, residents.

Two live town hall events were held with GOP Presidential Candidates Rick Santorum and Newt Gingrich in February 2012. Both events garnered a great deal of regional and national media attention. In particular, a live interview with Santorum from the floor of the Mabee Center with students in the background inspired a live shot from campus for the *NBC Nightly News* and a live shot of the Mabee Center for *The Today Show*. Over 4,000 people from the community participated with the ORU College Republican-sponsored Santorum event, and over 3,500 people participated with the Gingrich event. Both of these town hall events were excellent educational opportunities for students and the community with thousands more participating by watching the forums online.

Engaging through Co-Curricular Activities

As students engage with the mission of ORU, co-curricular activities tend to reach out beyond the campus into the surrounding or even international community with the objective of “going into every person’s world.”

Ministry Opportunities

Local ministry opportunities include participation with **Community Outreach**. These student-generated and student-led programs usually require weekly volunteer hours reaching out to the Tulsa area through service, tutoring, or ministry. International outreaches including International Community Development, business-related mission fall and spring break trips, College of Nursing trips, and College of Education trips usually involve international travel during breaks or summer to work or minister with communities in developing nations.

Students in Free Enterprise (SIFE) compete with other university teams in initiating and developing sustainability projects in various settings. ORU SIFE teams have won awards as one of the top 10 teams in the nation for the past two years.

Academic Opportunities

Students studying for the Drama, Television, and Film major work with a local drama troupe and the community in a local theater called Playhouse Tulsa.

In the 2007 self-study, faculty members made the following recommendation concerning co-curricular activities.

2007 Faculty Recommendation: More fully integrate co-curricular activities into the University assessment program.

All entry-level students participate in a zero credit GEN 099 course called Whole Person Assessment (also called the ePortfolio class). This first-year experience course introduces students to the Whole Person concept through instruction concerning entering academic assignments and data into the ePortfolio website that faculty use to perform Whole Person Assessment (WPA).

Students learn through academics, but education does not end at the classroom door. Faculty members noted that by incorporating the help of staff members in Student Development, students could benefit by cataloging co-curricular experiences as a part of their whole person development. This activity became increasingly important as the Whole Person Scholarship became integrated with the assessment program. Allowing students a greater number of assessment opportunities provides an increased number of opportunities to grow and retain scholarship awards.

The diversity of co-curricular activities eligible for WPA required the development of an additional handbook, the *Co-Curricular Whole Person Assessment Handbook*, to fully define and delineate the assignment opportunities for students. Students can write reflection papers describing and responding to a variety of experiences usually with the external community to receive WPA credit.

Athletic Opportunities

With the emphasis on whole person development, ORU students also have athletic opportunities to engage with the community. Many of the sports teams hold sport camps open to local youth, and several of the teams formulate mission trips to minister through playing international sports.

Career Development Opportunities

Golden Hire Network—ORU's online job database and recruitment system—provides students, off-campus employers, alumni, and parents online space and opportunity to post resumes, advertise available positions, and increase networking effectiveness.

Engaging through University Resources

With ORU's long history of residential requirements for students, the architecture, use of space, and student services at ORU tend to favor residential students. The increasing percentage of graduate, commuter, and online student populations requires the University to intentionally focus on providing services directed towards non-residential students. By converting **enrollment, registration, financial aid**, and other student services into online processes, ORU not only assists commuter students but maximizes services for online students as well.

As noted by President Rutland, the use of space at ORU does not provide sufficient open leisure areas to foster community. To partially address this issue and to create areas of space dedicated to commuter students, the President has intentionally designated centers and lounges to facilitate collegiality.

Opening of the Hispanic Center

As the first of its kind in Oklahoma and the first in the nation at a Christian university, the ORU **Hispanic Center** opened in spring 2010 and serves as a model for all ethnic cultures represented in the ORU community with the specific focus at this time on the Hispanic culture. With bilingual staff ready to assist students with any language barriers, the Hispanic Center assists the University in fulfilling its mission of educating the whole person while embracing ethnic diversity in the context of a Christ-centered culture. Designed to help current and prospective Hispanic students feel welcome, the Center facilitates an environment that allows students to build community at ORU.

Endorsement of ROTC and Veterans' Lounge

With support for **ROTC on-campus** and the creation of a **Veterans' Lounge**, ORU seeks to develop relationships with veterans who desire to initiate or complete a University degree. Specific training assists faculty members to effectively serve those who have served the nation. The Veterans Lounge—dedicated in March 2011—provides space for veterans to congregate and use between classes.

In a special chapel on Veterans Day 2011, ORU renamed the Veterans Lounge in honor of alumnus Captain Ryan Iannelli, and now, in the **Iannelli Memorial Veterans' Lounge**, a plaque hangs in honor of his service to our country. Captain Ryan Iannelli, a 2006 ORU graduate and baseball player during his time at ORU, served as a Marine Super Cobra pilot with Marine Light Attack Helicopter Squadron 269. On Sept. 28, 2011, he was killed during a combat operation while flying his helicopter in Afghanistan.

Additionally, the ORU Student Veteran Association partners with Blue Star Mothers to send care packages to Oklahoma National Guard Soldiers currently deployed overseas.

Commitment to Quality as an All Steinway School

ORU as an officially recognized **All Steinway School** became the first university in Tulsa and one of only a handful of Christian universities in the world to achieve this prestigious mark of distinction. With this prestigious status, ORU will be recognized for its ability to offer the highest quality piano instruction for those students who are applying for advanced study to

prestigious schools of music. Piano students are able to develop their technical skills and a discriminating ear for producing musical sounds that are indigenous to Steinways. All Steinway Schools demonstrate a commitment to excellence by providing their students and faculty with the best equipment possible for the study of music. Students will be inspired to practice for longer periods of time on these pianos, which are superbly crafted for durability and resilience in a properly-maintained environment. Consequently, with higher quality of practice, students can progress more quickly toward advanced piano literature and gain necessary knowledge to prepare them for even better jobs in the music profession.

Creating through University Media Productions

University Media Productions (UMP) produces live productions of ORU Chapel, the weekly *ORU Sports Report*, and *The Gathering*, as well as numerous video productions and web broadcasts to engage students in the process of engaging constituents through media.

Establishment of Armand Hammer Alumni-Student Center

To establish a University “living room” dedicated exclusively to creating community, ORU announced that the **Armand Hammer Alumni-Student Center** would be a place dedicated to food, fun, and fellowship for ORU students and alumni. The center will be just over 30,000 square feet. With \$12 million in gifts and pledges, the Hammer Center has sufficient funding to ensure the completion of the project and is being erected in the empty field just east of the Prayer Tower. Ground was broken for this project on January 25, 2012.

The second floor of the center, about 3,200 square feet, will house the ORU alumni and Career Services offices as well as a lounge for alumni. The center’s lower level will contain ORU Student Association offices, food services, a game tech zone, large main lounge, living room area with a fireplace, and seating available both inside and outside of the building.

Inspiring through the Prayer Tower

Serving as a symbolic reminder of mission for years at the center of campus, the newly refurbished **Prayer Tower** motivates a new generation of students. Starting in 2009, a student-led prayer initiative continues a tradition of students seeking after God through prayer, guided by the Holy Spirit, and learning to “hear His voice.” Facilitated and guided by the Office of Spiritual Formation, this prayer initiative continues holding Friday night vigils joined by, led by, and **celebrated by students**.

An icon recognized throughout the world, the Prayer Tower symbolizes the importance of prayer at ORU. At the base of the tower, one space houses the offices of the men’s and women’s chaplains while another large space embraces many styles of prayer. In addition to a large gathering area for corporate prayer, the space also provides four areas for individual prayer with an additional area for small-group prayer. The large gathering area includes a map of the world facing a large cross that was created by ORU art students and faculty and fostering global awareness while reminding supplicants of Christ’s sacrifice and encouraging them to see the world through the cross. In this space, students have opportunities to pray for individual requests submitted to the University by people from throughout the world.

The Prayer Tower's location at the center of the campus underscores that communion with God must always be the focus of life. From the ground, a view of the observation deck represents the Crown of Thorns with red tips denoting the blood of salvation. An aerial view of the Prayer Tower reveals a Star of David with an eternal flame burning on top of the tower, which symbolizes the baptism of the Holy Spirit. The Reece Memorial Gardens surrounding the Prayer Tower contain bronze statues of Jesus and two ORU students sitting at His feet. Designed by Beverly Paddleford, the statues remind observers that "hearing God's voice" begins by sitting at the feet of Jesus.

Core Component 5c—Responding to Constituencies

Oral Roberts University demonstrates its responsiveness to those constituencies that depend on it for service.

ORU believes that learning from those it serves and basing decisions upon well-documented evidence make for effective programs that contribute to the real needs of constituents. Responding to identified needs connects the University with its surrounding community while providing excellent learning situations for students who will become part of the community.

Collaboration with Students

The most important constituents—ORU students—provide an excellent resource base for feedback on the effectiveness of academic and non-academic programming. While student feedback often focuses on immediate impact, the University requires this feedback to provide the contemporary student with interesting and meaningful instruction.

Student Association

ORU students carefully watched and listened throughout the transition in University governance. In response, the students decided to reform their own governance system to closely match the new faculty governance system, the Faculty Senate.

While **Student Association** (SA) has been active for many years, students proposed a transition to what they call the General Assembly (GA). Students elect 20 representatives to the GA through an "at-large" process. The GA acts as a legislative body that produces recommendations and submits the recommendations to the elected SA officers, the executive body. The SA vice president, who also serves as the president of GA, directly communicates with University administration through the Office of Student Development. This large body (GA) to small body (SA) procedure allows for a greater number of students to be involved in the process of making recommendations and helps promote more open communication among students to address issues of concern. Any feedback provided by the Office of Student Development returns to the GA to evaluate and potentially strengthen the proposal.

To increase student input into the GA process, the SA provides an **ORU Speak Up** feedback form directly on the student association website. Prior to the development of a recommendation, the GA assigns student input to one of several committees for consideration. These committees include Academic Affairs, Rules and Review, Multi-Ethnic and Intercultural Relations, Funds

and Appropriations, Sodexo Dining, Student Life Committee, Student/Faculty Relations, and the Building, Grounds, and Technology Committee.

As an example, a proposal to house a Rent-A-Car program on-campus started as a recommendation by a single student, proceeded through the entire process, and received approval from campus administration. Although the program did not materialize due to third party regulations, students and University staff considered the communication process to be successful.

Office of Student Development

Staff members in the Office of Student Development engage students to provide communication concerning academic and non-academic policies and events. At the beginning of every year, first-year students participate in a student-led orientation event called Harbor. Harbor leadership comes from a group of returning students trained in providing peer-to-peer mentoring called the Crew. To become a part of Crew for the following year, 30-35 first-year students apply for a mentoring leadership program called Blueprint. Each of these interaction groups provides opportunity for Student Development staff to engage with students developing relationships and trust. All of these activities produce co-curricular artifacts that students can upload into Whole Person Assessment to receive credit toward scholarship renewal.

University Planning Council

Students have the opportunity to participate in the planning process through multiple venues. Student Association enables students to express concerns, questions, and provide feedback on any item of interest. Through the General Assembly and the Office of Student Development, students may submit proposals and receive information regarding the progress of those proposals throughout the decision-making process. Students also participate with the University Planning Council through the intentional incorporation of student representation on the Council. In addition, the President holds regular press conferences for students, faculty, and staff following every Board of Trustees meeting to assist with clear communication.

Collaboration with Universities through Agreements and Partnerships

The University collaborates with many universities, consortiums, and organizations that support and promote common values relating to education.

Articulation Agreements

Articulation agreements ease the transfer process for students transferring from one educational institution to the other. Oral Roberts University has several articulation agreements to help provide a seamless transition for students transferring into ORU as well as ORU students transferring out to enroll in programs not offered at ORU.

In the assurance section of the 2007 HLC report, the site team recommended that ORU increase the number of articulation agreements with community colleges as a means of supporting enrollment. Since that time, ORU has entered into an articulation agreement for 18 programs with Tulsa Community College, an articulation agreement for five programs with the University of Oklahoma, two early assurance programs with Oklahoma State University, and five

articulation agreements with Bible institutes and academies. Table 5.2 displays the articulation agreements that ORU has entered into with additional HLC accredited institutions. ORU has established a memorandum of understanding to **accept students from Bethany University** as it ceases operation. Also, ORU has entered into a special **relationship with OSU medical school** to guarantee qualified students acceptance into the interview application process.

Institution	Programs	Effective Dates	Status
University of Oklahoma	<ul style="list-style-type: none"> • Social Work 	November 2001	Active
University of Oklahoma, Health Science Center in Oklahoma City and Schusterman Center in Tulsa	<ul style="list-style-type: none"> • Communication Sciences and Disorders • Nutritional Sciences • Occupational Therapy • Physical Therapy • Radiologic Technology 	April 2007	Active
Southwest Baptist University	<ul style="list-style-type: none"> • Physical Therapy 	April 2004	Active
Tulsa Community College (TCC)	<ul style="list-style-type: none"> • Human Services (Social Work) 	November 2001	Active
	<ul style="list-style-type: none"> • Honors 	October 2006	Active
	<ul style="list-style-type: none"> • Umbrella 	October 2006	Active
	<ul style="list-style-type: none"> • Biochemistry • Biology • Biology (Biotech courses taken at TCC) • Biology (Premed) • Business Administration • Chemistry • Early Childhood Education • Engineering (Biomedical) • Engineering (Computer Emphasis) • Engineering (Electrical—Options 1 and 2) • Engineering (Mechanical) • English Literature • ESL • French • Nursing • Physics • Spanish • Writing 	April 2009	Active
Oklahoma State University—College of Osteopathic Medicine (Center for Health Sciences)	<ul style="list-style-type: none"> • Early Assurance Program—All Pre-med Students • Early Assurance Program—Honors Students 	April 20, 2011	Active

Table 5.2: Active Articulation Agreements with HLC Accredited Institutions

The 2+2 articulation agreements between Tulsa Community College (TCC) and ORU assist students with an associate’s degree from TCC obtain a bachelor’s degree at ORU. These agreements allow students from TCC to transfer to ORU and receive the maximum allowable credit towards a bachelor’s degree. Students transferring from TCC to ORU under these articulation agreements must meet the following requirements:

- Apply for admission to Oral Roberts University

- Achieve ORU’s minimum academic and admissions transfer requirements
- Complete all TCC courses before taking any ORU courses
- Transfer between 60 and 72 credit hours
- Understand that only courses with a grade of “C” or better can be transferred
- Understand that no remedial or developmental courses can be transferred

ORU has also initiated articulation agreements with Bible institutes and academies, as shown in Table 5.3, that share a similar mission of preparing students to reach their world with the Gospel of Jesus Christ and to demonstrate God’s healing power through the Holy Spirit.

Institution	Programs	Effective Dates	Status
Christ for the Nations International (CFNI)	Advanced Diploma in Practical Ministry (3 years) Diploma in Practical Theology (2 years) Certificate in Biblical Studies (1 year)	August 2009- August 2012	Three-Year Review
Teen Mania	Honor Academy (1 st year) Graduate Intern (2 nd year)	October 2009- October 2012	Three-Year Review
Victory Bible Institute (VBI)	School of Ministry (2 years)	May 2010- May 2013	Three-Year Review
Victory World Missions Training Center (VWMTC)	Missions (2 years)	May 2010- May 2013	Three-Year Review
National Institute of Christian Leadership (NICL)	Seminars	March 2011- March 2014	Three-Year Review

Table 5.3: Reviewable Articulation Agreements with Bible Institutes and Academies

Accreditation Relationships

Numerous professional organizations examine University programs to ensure they maintain integrity and meet the stated standards of the organization. Organizations accrediting University programs include the following:

- **The Higher Learning Commission**
- Commission on Collegiate Nursing Education
- **Oklahoma Board of Nursing**
- Council on Social Work Education
- **National Association of Schools of Music**
- Association of Theological Schools in the United States and Canada
- **Accreditation Board for Engineering and Technology**
- National Council for Accreditation of Teacher Education
- Oklahoma Commission for Teacher Preparation
- The Association of Collegiate Business Schools and Programs
- National Collegiate Athletic Association

Professional Partnerships

Professional partnerships provide opportunities to share knowledge and experience between institutions providing mutual benefit.

- As a member of the Oklahoma Independent Colleges and Universities (OICU), ORU has a voice in policy issues, such as financial aid for students, and participates in Oklahoma initiatives related to higher education, such as recruitment, retention, and teacher education.

- ORU's relationship with the **Council for Christian Colleges and Universities (CCCU)** provides a voice at the national level in federal issues pertinent to Christian higher education. Assessment, faculty development, leadership development, and scholarly initiatives are a few of the projects that ORU participates in through the CCCU. ORU annually sends administrators to meet with peer groups, such as institutional research, public relations, and student affairs to share ideas and ensure that the University remains well informed on current issues of importance.
- The **Association of American Colleges and Universities (AACU)** provides the University information on best practices across the profession.
- Membership in the **Council of Independent Colleges** provides ORU's leadership team opportunities to learn from and collaborate with other professionals from small and mid-sized, independent, liberal arts colleges and universities discussing ways to improve educational offerings, administrative and financial performance, and institutional visibility.

Collaboration with Professional Organizations

Academic departments have **representation in a wide array of major professional organizations** such as the Modern Language Association, the Mathematical Association of America, Christians in Theatre Arts, and the Institute of Electrical and Electronics Engineers. The College of Education is a member of both the American Association of Colleges of Teacher Education and the Association of American Colleges.

ORU also permits the use of its facilities to host professional conferences. Some of the conferences that ORU has hosted include the following:

- The Oklahoma Society of Physiologists in June 2011 encouraged undergraduates to present posters along with the professional program.
- The International **C.S. Lewis and the Inklings Society** in April 2011 drew participants from 13 colleges and universities joining with ORU faculty and students in various activities promoting the advancement of scholarship, teaching, writing, and other professional activities related to the life and works of C. S. Lewis and the Inklings.
- The 2012 ORU **Science and Science Fiction Conference**, "When Worlds Collide: Science, Faith, and the Imagination," explored the relationship between science and science fiction in a two-day interdisciplinary event.
- The College of Science and Engineering and The Blyth Institute hosted on the ORU campus the Engineering and Metaphysics 2012 Conference on June 15-16, 2012. The conference explored ways in which non-reductionist views of humanity influence and impact engineering and design disciplines.
- The College of Education hosted educators in Homecoming Conferences in both 2011 and 2012, encouraging continuing development of education through a Christian worldview.
- The American Society of Mechanical Engineers (ASME) student chapter from the Engineering Department hosted the 2010 ASME Student Professional Development Conference (SPDC) and the Early Career Technical Conference (ECTC) on the ORU campus March 26-27, 2011. The SPDC is an annual gathering of students from Arizona, Arkansas, Colorado, Louisiana, New Mexico, Oklahoma, Texas, and Mexico competing in a series of contests designed to expose students to the engineering profession.

- ORU hosted the 2012 IEEE Green Technology Conference on April 19-20, 2012. Green technologies focus on reducing the use of non-renewable energy sources, reducing carbon emissions, and protecting the environment.

As a founding member of the **Eighth Floor** technology center, ORU provides the center with instructors and has forged an agreement that allows faculty members from any of the member institutions to earn graduate credit through the ORU College of Education for selected courses completed at the Eighth Floor.

Core Component 5d—Providing Valuable Service to Constituencies

Oral Roberts University provides service that internal and external constituencies value.

Evidence indicates that ORU constituents use and appreciate the services and resources the University provides. Examples of this evidence range from survey results to awards, recognitions, testimonials, and letters of appreciation.

Students report through 2011 NSSE data that they value ORU as an enriching educational experience. Figure 5.1 summarizes survey items addressing community service, co-curricular activities, and diversity of experiences among others.

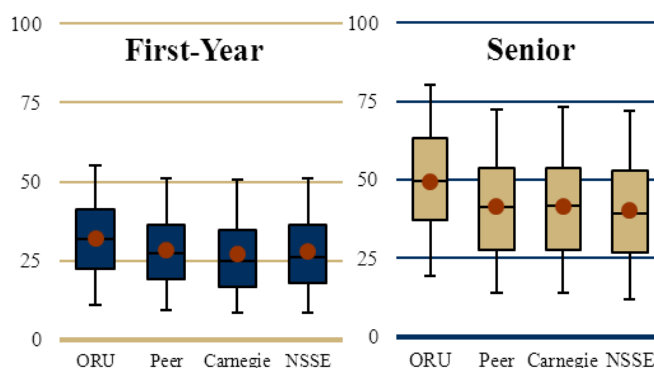


Figure 5.1: Distribution of NSSE Enriching Educational Experience Benchmark Scores for 2011

Surveys

Through the frequent use of the anonymous online survey tool Zoomerang, the University conducts surveys concerning a variety of issues. An additional anonymous online survey tool linked through Desire2Learn, the University’s learning management system, allows students enrolled in courses to complete opinion surveys evaluating instructors and course material.

In preparation for the self-study, ORU staff, students, faculty, alumni, and alumni employers received surveys with an opportunity to respond to questions concerning changes in the University.

Staff Survey

In spite of internal changes significantly altering staff job descriptions, many staff members remain committed to the University mission and voice continuing support as expressed in the following sample comments from a 2010 staff survey:

- “I appreciate the Tuition Benefits program made available to me and my family. That is the primary reason I am at ORU. I also greatly appreciate my boss’s willingness to accommodate my use of these benefits through allowing flexibility with regard to class time.”
- “ORU has done a tremendous job of engaging our students with programs like OIL, SIFE, etc., and getting our name out there to highlight our accomplishments in these arenas.”
- “I love ORU and what it stands for. I am not thoroughly convinced that our students do, but it grows. Businesses know that hiring an ORU grad is a good investment. We have a lot of areas to grow, but we are getting there.”

Student Survey

As the University continues to develop, students continue to watch, grow, and change. Table 5.4 tabulates student survey results from 2006, received before the significant University changes, in comparison with results received in 2011, several years following the changes. The results indicate no residual impact from the changes on student opinions. These surprising results demonstrate the persistent value students receive from the ORU experience.

	2006				2011			
	#	Yes	No	% Yes	#	Yes	No	% Yes
Do you believe ORU is achieving its mission in helping you become a whole person?	319	297	22	93%	362	335	27	93%
Do you believe that you are given sufficient opportunities for international study and learning experiences?	318	260	58	82%	361	291	70	81%
Do you believe your responses in the Student Opinion Survey lead to subsequent changes in a course for more effective learning?	321	200	121	62%	364	228	136	63%
Do you believe the ORU library resources are adequate for your research and studies?	322	223	99	69%	365	251	114	69%

Table 5.4: Comparative Student Survey Results from 2006 to 2011

Faculty Survey

According to the 2011 faculty survey, faculty members strongly value the opportunity at ORU to express opinions and make recommendations concerning continuing changes. Table 5.5 indicates the responses by faculty to several prompts concerning the ORU workplace experience.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I enjoy working at ORU.	66%	32%	2%	0%
I feel valued as a professional at ORU.	35%	51%	11%	3%
I feel my voice matters in decisions that affect faculty and students.	19%	59%	16%	5%

We are accomplishing our mission at ORU.	41%	58%	1%	0%
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Table 5.5: Faculty Survey Results Concerning Value of ORU’s Workplace Environment

Alumni Survey

Alumni survey results clearly indicate that alumni value their ORU education. As indicated in Table 5.6, alumni consistently report that the quality of their education continues to train them for professional life and benefits their personal experiences. When responding to a question concerning the naming of a general education course that most directly adds value to their lives, alumni overwhelmingly select humanities; the same course that current students tend to vilify.

	2006		2011	
	#	% Strongly Agree or Agree	#	% Strongly Agree or Agree
ORU prepared you to interact with others in your environment.	1277	82%	1234	75%
General education prepared you for work and life.	1256	78%	1218	70%
Did you complete your degree with strong writing skills?	1269	80%	1235	81%
After graduation, did you have sufficient professional skills to function successfully in your job or pursuit of further education?	1273	80%	1236	79%

Table 5.6: Comparative Alumni Survey Results from 2006 to 2011

Alumni Employer Survey

To evaluate the effectiveness of the integration of Whole Person concepts into the professional lives of alumni, a **survey of employers**—identified by voluntary alumni responses—requested feedback concerning specific abilities as applied in the work place. Overwhelmingly, employers ranked alumni with strong ability in working on teams, solving problems, using ethical standards, communicating both orally and through writing, knowledge of contemporary issues, and decision-making with a global awareness. Some of the responses given when asked to contrast graduates from ORU to those from other universities include the following:

- “Very strong work ethic and demonstrates the highest level of integrity. I just wish I could duplicate a few more like her!”
- “Our ORU grad gets along great with others, thinks independently, and is responsible and focused.”
- “She has a very strong Christian outlook and demonstrates this in all areas of her work.”
- “In general, the quality of the ORU graduates whom I have supervised equals or surpasses that of graduates of other universities in our state.”
- “One big plus is his moral fiber.”
- “More than anything, ORU graduates exhibit a high degree of positivity and teaming that are difference-makers in the workplace.”

Awards and Recognitions

External constituents value ORU as evidenced by participation with the University to encourage continuing student development. The following events highlight some of the recognitions awarded to ORU:

- To encourage students who regularly participate with Habitat for Humanity every Saturday during the academic year, the organization awarded ORU with a “Team Volunteer” award.
- KJRH Channel 2 *Works for You* in Tulsa donated their old TV news set worth \$750,000 to the ORU Multimedia Institute in September 2011 to encourage training of students in convergence journalism.
- The Alpha Beta Lambda Chapter of the International Kappa Delta Pi Honor Society in Education received the Professional Development Award for the third consecutive time in 2011. The award recognizes chapters who demonstrate excellence in the planning and execution of exceptional programming in community service, professional development, communication of education ideals, and the emphasis of membership affiliations in professional education.
- After stating that “We are proud to support the ORU College of Business Shark Tank program, a unique hands-on learning experience that allows students to apply what they have learned in the classroom to a real-world business plan,” ONEOK donated \$500,500 toward creating the facility.
- The Tulsa chapter of the Public Relations Society of America awarded ORU an Award of Merit in the Audiovisual-External Program category for “A Word for You with Dr. Mark Rutland.” The objective of the Silver Link Awards is to recognize the most outstanding public relations and marketing communication efforts in the Tulsa area and to provide a constructive critique by a distinguished panel of judges for each entry.

Action Plans Addressing Engagement and Service

In fulfilling its educational mission through continuous improvement in serving constituencies, ORU continues to focus attention on the following improvement processes.

1. Enhancing the Office of Institutional Research

As the effective monitoring of programs including the academic audit, Program Review, and Whole Person Assessment produce quality data for curriculum development, the Provost will consider the most effective deployment of personnel to accomplish these tasks. Currently, one director coordinates all of these tasks with the help of an administrative assistant and occasional assistance from a few faculty members.

2. Promoting the Use of Social Media

The Office of Public Relations collects, analyzes, and responds to internal and external stakeholders through aggregated social media. To enhance effectiveness of communication through social media, Public Relations will provide training and practice using the various social networking platforms for faculty and staff and establish University guidelines for social media management to reduce concern of faculty concerning inappropriate use of these technologies.