Assurance Argument

Oral Roberts University - OK

9/28/2016

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

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. As God's commission to Oral Roberts, this statement remains as the vision of Oral Roberts University.

Oral Roberts University (ORU) is a Spirit-empowered University, founded in the fires of healing evangelism and upon the unchanging precepts of the Bible. The University was founded as a result of the evangelist Oral Roberts' obeying God's mandate to build a University on God's authority and the Holy Spirit. In 2011, the Board of Trustees, called the faculty together to discuss focusing the University mission statement and support the University's student learning outcomes by reinforcing the concept of "whole person education" and reigniting the community's passion for healing. Based on feedback, the Board of Trustees, while maintaining the vision statement, revised the mission statement.

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

In keeping with the vision, President Wilson, within a few days of taking office in 2013, called together a shared governance task force to refocus attention on the portion of the vision referring to "the uttermost bounds of the earth." The Globalization Task Force developed a Globalization Case Statement drawing attention to the changing environmental demands on higher education with recommendations on how ORU might address the concerns. To engage with the recommendations, the Board of Trustees reformed the University Planning Council (UPC) from an advisory group into a shared governance committee including members from the Board of Trustees, Administration (specifically including the CFO), and Faculty to develop, implement, and sustain an adaptive plan to provide the strategic direction for the future of the

University. Membership on the UPC rotates annually while retaining some members for continuity.

As developed by the UPC in collaboration with the campus community, the Board of Trustees adopted a Five-Year Adaptive Plan on March 15, 2015. The Five-Year Adaptive Plan consists of eight goals linked to the budgeting process through the Five-Year Business Plan and implemented using objectives and key performance indicators (KPIs). The KPIs provide one-year indicators of success and are evaluated by the UPC annually every March for potential revision or adaptation to remain focused on the goals. The assumptions in the Five-Year Business Plan are based on the consistent enrollment growth over the last eight years.

The Five-Year Adaptive Plan as adopted remains consistent with the stated mission of the University. The University Bylaws, reaffirmed by the Board of Trustees on November 12, 2015, state the following.

"The University is founded upon and shall forever be dedicated to the promulgation and preservation of Biblical Christianity and academic excellence. The University is a Christian institution with the distinctive Charismatic dimension of the Holy Spirit. The expression of the gifts and fruit of the Holy Spirit is to be encouraged.

The University seeks to educate the whole person with balanced emphasis placed on the development of mind, spirit, and body, harmonizing knowledge, skills, and attitudes with faith in, and commitment to, Jesus Christ as Lord and Savior, believing Him to be the only perfect, whole person who has lived. The University is committed to the historic Christian faith of the eternal Godhead: Father, Son, and Holy Spirit who, through the new birth and indwelling of us as believers by His Spirit, is Lord of our lives now and forever.

The University is committed to assist students in their quest for knowledge of their personal relationship to God, to mankind, and to the universe in which we live. Dedicated to the realization of truth as it is totally embodied in Christ and the achievement of one's potential life capacity, the University seeks to graduate an integrated person: a person spiritually alive, intellectually alert, physically disciplined in His work on earth, and living at all times in expectancy of the Second Coming of Christ."

While endorsing the bylaws, the *Faculty and Administration Handbook* frames the mission in academic terms stating that "Oral Roberts University's academic mission is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spirit-filled healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit." In addition, each academic department further clarifies mission implementation by articulating a specific departmental mission statement.

Every departmental mission statement supports the University in its mission to build Holy Spirit-empowered leaders who agree to abide by a certain code of conduct while attending ORU. The Honor Code Pledge is a way of life and acted on through a commitment from every ORU community member. According to the Student Handbook, the Employee Handbook, and the

Faculty and Administration Handbook and as demonstrated by the actions of ORU's student body and staff, the students and leadership of Oral Roberts University affirm that all members of the University community must agree to uphold the Honor Code and the rules governing ORU.

In signing the Honor Code Pledge, each community member fully recognizes that Oral Roberts University was founded to be and is committed to being a leading academic institution serving the interdenominational Body of Christ, offering a lifestyle of commitment to Jesus Christ of Nazareth as personal Savior and Lord, and further recognizes that the University's ministry is that of providing a whole person education with a Spirit-empowered distinctive. The Honor Code is the central criterion of conduct for all who are a part of the ORU community. It is a concept of personal honor based on the principles of integrity, common sense, reverence for God, esteem for others, and respect for social and spiritual laws. Members of the Oral Roberts University community respect the vision and mission of the University throughout every aspect of University life, even to the inclusion of a shared commitment to personal behavior.

While ORU students share a common commitment to personal behavior, they do not all come from a common background. The diversity of students on the ORU campus is recognized by the Council of Christian Colleges and Universities (CCCU). This diversity supports ORU's mission "to impact the world" by modeling an inclusive environment.

From the moment people set foot on the campus of Oral Roberts University, they realize it is a one-of-a-kind place, with an array of faceted gold and glass buildings surrounding a modernistic cross-shaped Prayer Tower. Every building, program, and even the mascot celebrate the whole person living in the presence of God. The ORU athletic program exemplifies mission through Golden Eagle Pride. ORU's mascot, the Golden Eagle, is named Eli. His name stands for Education, Life skills, and Integrity. The University colors are navy blue, gold, and white as blue symbolizes faith in God; gold stands for the riches of heaven; and white represents wholesome living and purity.

Improvements made since 2012 Comprehensive Visit

Since initial accreditation in 1971, ORU has enjoyed continuous accreditation. On May 30, 2013, following the last comprehensive visit in 2012, Oral Roberts University received notification that the Institutional Actions Council (IAC) had "continued the accreditation of Oral Roberts University with the next Reaffirmation of Accreditation in 2022-23." However, the notification also informed the University of the requirement of a focused visit in spring 2015 addressing (1) "a comprehensive, integrated business plan that is aligned with a financial model that generates realistic and sustainable revenues" and (2) "a hiring strategy that outlines a strategy for the hiring of faculty in areas where the current faculty do not hold degrees one level above the students they are teaching." Also, a monitoring interim report would be due on December 1, 2014 to communicate "data and findings from assessment to the program directors and administration where the results of assessment directly affect the program changes for the future. This report should include the assessment data from the on campus and online programs showing how this information is formally communicated and influences change throughout the University." Since that time, the Higher Learning Commission (HLC) has transitioned ORU to the Standard Pathway model of accreditation. In 2014, the Commission informed ORU that the

outstanding monitoring report originally assigned to the University should be embedded into the 2016 Comprehensive Evaluation. The focused visit in 2015 addressed the financial model and faculty hiring concerns to the IAC's satisfaction. Throughout this comprehensive evaluation, information regarding ORU's action steps taken to address the comments from the 2012 HLC review team labelled as "evidence that one or more specified core components need institutional attention" will be highlighted at the end of each appropriate Core Component section. These highlighted sections will also contain ORU's embedded interim report as required concerning "communication of the data and findings from assessment ... where the results of assessment directly affect the program changes for the future." In addition, "assessment data from the on campus and online programs showing how this information is formally communicated and influences change throughout the University" will also be highlighted at the end of each appropriate Core Component section by listing the HLC Review Team comment followed by ORU's responsive action.

Review Team comment needing institutional attention

"The evidence of steady and successful achievement of the strategic plan should be among the University's highest priorities to assure continued improvement."

ORU action to address comment

Following the first year of the strategic Five-Year Adaptive Plan , the UPC met on March 10, 2016, to review progress made on the annual Key Performance Indicators (KPIs) developed for each of the 44 objectives addressing the eight overall goals. Based on progress made on the annual KPIs during the Fiscal Year 2016, new KPIs were developed for Fiscal Year 2017, the second year of the Five-Year Adaptive Plan.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

Oral Roberts University celebrates its 50th anniversary with a renewed commitment to its historic vision. Thousands of graduates who have traversed the globe and gone 'to the uttermost bounds of the earth" bearing witness to the impact of this far-reaching vision. In order to fulfill the mission that has emerged from the vision, the University requires a faith-focused, hope-bearing, and wisdom-filled strategic plan that is both dynamic and adaptive to carry ORU successfully into the 21st Century.

As a first priority, the Board of Trustees called for an intentional renewal of a global culture, publicly confirmed by converting a current building on-campus into a Global Learning Center, that will drive the ORU identity of whole person education. The primary concern is the development of a campus culture that will fully transform students by the power of the Holy Spirit in spirit, mind, and body, empowering them to carry the message of God's healing through Jesus Christ to the uttermost bounds of the earth. A second priority requires developing an integrated whole person education learning system that physically and functionally assists with the transformation of global learners. The learning system should engage students at all learning levels and create a community of learners who are developing into Holy Spirit-empowered leaders. A third priority is to reshape ORU's business plan to reflect institutional excellence with economic sustainability.

The Board of Trustees called on the UPC to develop a Five-Year Adaptive Plan to implement these priorities. The UPC committed its work to developing a mission-based, futuristic, and robust plan that has the capacity for adaptive course correction and motivational momentum. The plan was developed with prayer, faith, and hope and in a context of dynamic exchange on hard questions. Intentional efforts were made to develop goals and objectives that are realistic, action-oriented, measurable, and with considered input from all who are affected by the plan. It is expected that the plan is to be assessed annually by the UPC and will be utilized in directing the Board of Trustees, administration, and faculty in making effective decisions for the continued pursuit of God's vision for the institution. The Five-Year Adaptive Plan remains true

to the University's legacy of whole person education and healing and is worthy of its founder's exhortation to "make no little plans here."

The goals in the Five-Year Adaptive Plan, as listed below, reach across the University and address issues in instruction, scholarship, research, public service, economic development, and ORU's religious purpose.

1. Expand access throughout the world to Spirit-empowered whole person education.
2. Create a thriving global culture within the University.
3. Improve the quality and value of the academic education received by ORU students.
4. Adapt quickly to opportunities and challenges while maintaining mission and purpose.
5. Serve the global Spirit-empowered movement as ORU's primary constituency.
6. Teach and demonstrate the healing power of Jesus Christ.
7. Enhance economic sustainability leading to financial vitality.
8. Strive to become the premier Spirit-empowered University.

Each of the eight goals is further identified through measurable objectives, and each of the objectives is quantified through an initial baseline followed by one-year Key Performance Indicators (KPIs). For example, under Goal 6, Objective 6.1 provides a five-year objective engaged through a one-year KPI to help preserve the mission of the University as constituent participation changes over time.

Objective 6.1 "Incorporate the founding vision and history of ORU into new student, faculty, and staff orientations."

- Produce a contemporary video available online and in DVD format for use in orientation of all new students, faculty, and staff.

The Five-Year Adaptive Plan goal to "expand access throughout the world to Spirit-empowered whole person education" increases the scope of ORU's educational programs, while the goal of serving "the global Spirit-empowered movement as ORU's primary constituency" helps to define this expansion in a targeted and manageable way. While the Five-Year Adaptive Plan will guide the University into "mission with financial sustainability" as called for by the Board of Trustees, ORU currently engages mission across all areas of the University including, among others, instruction, scholarship, research, and public service.

Instruction: The general education core, listed in the University Catalog and required in all undergraduate programs, supports the mission to build Holy Spirit-empowered leaders by seeking to educate the whole person with balanced emphasis placed on the development of the spirit, mind, and body. 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; promotes a lifestyle of physical well-being; and establishes a Scriptural foundation for a vital faith. To enable this quality instruction, faculty members must be mission-focused. Identification of mission-focused faculty begins with the faculty application process that recognizes faith integration into curriculum requires faculty dedicated to the mission.

Scholarship: The student learning outcomes based on whole person education (University mission) have inspired the development of the Quest Whole Person Scholarship program. The Quest scholarship provides students who demonstrate "whole person" characteristics with $20,000 in annual scholarship money. Institutional financial assistance for students based on University mission and student learning outcomes not on input indicators such as GPA or SAT scores demonstrates ORU's high engagement and commitment to mission. Additional scholarships available to new and continuing students acknowledge a variety of academic merit levels. Opportunities to engage in study abroad programs through the Council for Christian Colleges and Universities (CCCU) encourage students to earn "a whole person education within a whole-world context."

Research: Passion for mission-based scholarship and research pushes faculty members to create student-engaged research and learning experiences throughout the curriculum. From research into the power of the Holy Spirit through research partnerships providing access to supercomputers and collaboration with industry, ORU faculty members remain dedicated to mission-based learning.

Public Service and Economic Development: ORU's mission to build Holy Spirit-empowered leaders to impact the world with God's healing requires creating opportunities for students to test skills and ideas and to develop understanding through experiencing world cultures and assisting them to create solutions to real problems. By guiding students through hands-on training, ORU students become the Holy Spirit-empowered leaders that the world requires learning to serve the public good through engaging in research and participating in community service.

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

ORU's vision "to go…to the uttermost bounds of the earth" and mission "to impact the world with God's healing" embeds the importance of the diversity of society into the fabric of the University. Expanding on these themes, the Five-Year Adaptive Plan dedicates one of the eight University goals to celebrating diversity and understanding of the role of the University in a multicultural society.

Every goal in the Five-Year Adaptive Plan contains objectives that are assessed by regularly reviewing the primarily quantitative key performance indicators (KPIs). The UPC reviews the data collected concerning the KPIs twice every academic year. The first review of the data monitors the collection process and the second review assesses the collected data and evaluates the KPIs for potential realignment to remain focused on the objective and goal. The updated KPI data from October 2015 concerning diversity provides insights into how the adaptive planning process influences processes and activities within the University.

Goal 2. "Create a thriving global culture within the University."

Objective 2.1 "Demonstrate that the International Center regularly interacts with international students to assist in cultural adjustment, academic progress, and spiritual growth." The purpose of the International Center is to increase international student awareness of available University services and to increase University awareness of the needs of international students particularly concerning the "language" of University and its culture.

- During the month prior to the start of academic year, the International Center
    - trains all student Resident Advisors (RAs) on culture shock to foster an understanding to help international students.
    - holds a comprehensive training for all student Academic Peer Advisors (APAs) to assist international students to thrive academically.
    - conducts an international training session for all chaplains to promote sensitivity to cultural differences.
- During the first month of the academic year, the International Center conducts orientation programs for international students.
- The International Center provides an orientation handbook to every international student.

Objective 2.2 "Host at least two international cultural events for the entire Tulsa campus community each year."

- ORU now hosts four international cultural events every academic year.
    - ORU Annual Cultural Event
    - ORU Christmas Celebration
    - Martin Luther King, Jr. (MLK) & Diversity Week
    - Missions & International Emphasis Week

Objective 2.3 "Increase the number of international faculty and staff."

- In 2015-2016, there are 26 full-time international ORU faculty members compared to the 2014-2015 baseline of 21.

The recent increase in the number of international ORU faculty members may be due to an implementation of intentional faculty hiring practices focused on increasing diversity.

- In 2015-2016, there are 23 international ORU staff members compared to the 2014-2015 baseline of 20.

Objective 2.4 "Develop academic programs and services to improve the experience of English as a Foreign Language (EFL) students."

- A pilot program with the University Language Institute (ULI) was initiated in 2015 with 55 new international students to evaluate their use of English as an academic language and provide resources to assist them in developing language skills.
- College of Education developed a cross-cultural communication course to assist students in learning interpersonal communication for the multicultural classroom.

Objective 2.5 "Provide global cultural competency training and development opportunities to 100% of faculty and full-time staff members."

- Use hiring opportunity statements to target staff with cultural competency and evaluate global cultural competency development in current faculty and staff.
- Work with Human Resources (HR) and academic teams to provide a certificate program in global cultural competency training for faculty and full time staff.

Objective 2.6 "Increase the percentage of graduating students who have participated in an intercultural experience to 100%."

- Of the 515 seniors who graduated in May 2015, 237 seniors participated in ORU missions.
- Of the 515 seniors who graduated in May 2015, 47 seniors participated in study abroad.
- Of seniors who graduated in May 2015, 55% participated in intercultural experiences.

- ORU athletes have a tradition of engaging in outreach at home and abroad. Before the 2015-2016 season started, the men's basketball team traveled to the Dominican Republic on missions.

Inspired by the mission, the adaptive plan, and the new emphasis on globalization, ORU has renewed attention to human diversity in its programs and activities. New academic offerings include the following globally-focused programs and courses.

- Ethnomusicology
- Global Ministry and the Marketplace
- Social Justice
- Global Studies
- new courses in Mandarin Chinese

To assist the community to remain engaged with the needs of the global community, the University participates in the following activities.

- Actively recruits students from diverse backgrounds and multiple countries
- Facilitates social experiences in the International Student Center located near the student dormitories to foster a community of inclusiveness that models respect and belonging.
- Gives special attention to recognizing the needs of students who are veterans, and adult learners engaging with ORU graduate programs
- Focuses special times of prayer during the required weekly chapel services on different areas of the world or specific people groups.
- Recognizes globally successful ORU alumni and University partners with Lifetime Global Achievement Awards in celebration of their going "to the uttermost bounds of the earth."

Perhaps two of the most dramatic—yet significantly different—evidences of how the emphasis on globalization and diversity has altered the activities of ORU are the creation of the new state-of-the-art Global Learning Center and the development of ORU marketing materials written in Chinese. The Global Learning Center enables world-wide virtual communication while the Chinese marketing materials enhance the community's self-perception, yet both of these expand access to whole person education while creating a thriving global culture in the University.

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

For over 50 years, Oral Roberts University has remained committed to the vision of raising up students "to hear God's voice and to go where His light is dim, His voice is heard small, and His healing power is not known." This commitment to the public good provides the foundation for the vision, mission, and core values of the University. Awareness and discussion of changes in the external environment influence the actions and decisions of the University in terms of new curriculum offerings, recruitment, retention, and outreach. Annual assessment of the recruitment plan by Noel-Levitz along with multi-year comparisons of student enrollment profiles provide feedback on the effectiveness of recruitment strategies. The Five-Year Adaptive Plan intentionally addresses commitment to the public good.

Goal 6. "Teach and Demonstrate the Healing Power of Jesus Christ."

The goal to "teach and demonstrate" links student learning with community outreach by encouraging for-credit courses to link community service with theory and skill development. For example, MMC 489—Campaign Strategies teaches multi-media students to develop marketing strategies by engaging them with non-profit organizations that are not able to afford to promote their own community work. Currently, every student takes a course called Spirit-empowered Living during the first semester at ORU. This course provides a common experience for all students to begin learning about the healing power of Jesus Christ. In addition, the University developed ORU Quest, a program to develop certificate offerings of known interest to ORU constituencies to enhance academic community outreach efforts. To focus student learning through teaching, the Five-Year Adaptive Plan calls for the following objective.

Objective 6.2 "Create a new general education, multi-disciplinary course specifically focused on healing." Healing as taught at ORU reaches into every area of human experience creating compassion and desire for active intervention.

Objective 6.3 "Create and send 150 short-term mission teams throughout the world." Students experience demonstrations of healing while on-campus and by serving on short-term mission

teams. To enhance these experiences, ORU continues to investigate ways to integrate academic course work and compassionate outreach work more effectively.

- Develop new academic-based mission trips involving instructors and providing academic credit for participating students.

During the academic year 2015-2016 and accompanying summers, 52 teams were sent out internationally through ORU missions. Mission-based community involvement enhances the ORU academic experience by providing students with opportunities to learn about external constituencies and to use the students' academic learning experiences to meet needs. Several different types of discipline-based mission teams have been sent out including the following.

- College of Nursing trips to Ghana and Mexico
- College of Education trips to Thailand
- Study trips through the Empowered21 outreach to Israel and London

In addition to learning through international community involvement, students learn through applying academic knowledge to address domestic issues. In 2015, ORU initiated or continued participation with the following domestic academic outreaches.

- ORU received a $1.14 million National Science Foundation (NSF) grant to address the national need to increase the number of Science, Technology, Engineering, and Mathematics (STEM) teachers by providing scholarships to STEM majors who are willing to invest years of their lives to teaching STEM in high-need public schools.
- Students in the Music Therapy program provide the community with free music therapy services through a newly opened clinic. This collaborative effort enables students to gain professional experience supervised by faculty while benefiting the community.
- The College of Business collaborates with the Tulsa Youth Symphony Orchestra to develop marketing and enhance the expansion of the orchestra.
- The Music Department performs many public performances including a Christmas Concert, which is free to the public and a highlight of the season for the Tulsa community.
- During every chapel service, students are provided with an opportunity to give to charities in the United States and around the world selected from agencies sponsored by ORU alumni. The response to this invitation is overwhelming with students freely giving over $100,000 during 2014-2015. This celebration of alumni serving and students giving demonstrates the power of the ORU mission.
- During ORU's Global Celebration Week, one of the 50th anniversary events, the University gave back to the community by forgiving the debts of ten students randomly selected from those present in the chapel service.
- University publications including the Excellence magazine and the Communique regularly celebrate alumni by sharing stories of alumni who demonstrate commitment to the mission as evidenced by their careers and life choices.

Often in collaboration with students, ORU faculty members also engage with the community by developing creative academic experiences including the following as a few of many examples.

- Discussions over multiple academic years during the annual faculty retreat, renamed and now called Faculty Connections, allow faculty members to consider ORU's academic and external environment and respond with recommendations for change.
- Faculty members in the Christian Worldview Committee hosted an anti-human trafficking multi-day conference for the Tulsa community.
- ORU professor Dr. Andrew Lang was designated as a "Champion of Change" by President Obama and the White House for his support of open science by making research available to the public in a more immediate fashion.
- Supported by a grant, ORU STEM faculty members host a free residential summer academy for 8th and 9th grade students.
- ORU's Elsing Museum contains unique and beautiful rock and mineral artifacts and enables ORU faculty members to host local schools and the community with free, interactive learning experiences.

Improvements made since 2012 Comprehensive Visit

Review Team comment needing institutional attention

"Additional attention should be given to addressing the academic content of international service projects and internships where students can be taught to bring information and skills from their academic programs into their for-credit and not-for-credit projects on site in the global community."

ORU action to address comment

For the past two summers, ORU students have received academic credit for participating in service projects during international conferences in Jerusalem and in London through the Empowered21 outreach. In Jerusalem, students served in predominately Jewish and then in predominately Palestinian neighborhoods with the goal of addressing a variety of needs. In London, students served in internationally and racially diverse neighborhoods to assist a local church in addressing community issues.

Consistent with the renewed focus on the global perspective within ORU's vision and mission, faculty members from multiple colleges starting in 2012 began to collaborate on various interdisciplinary courses to discover ways to incorporate students more effectively and "impact the world with God's healing." To learn how to bring healing, the academic community of healers study international business issues and explore the development of human groups to prepare for involvement with a host community where they identify primary issues of concern and promote healing in a culturally sensitive way. While in the process of learning how to blend various academic disciplines to address community change, the faculty members re-discovered an idea fundamental to the original purpose and design of ORU: "cross-pollination." In ORU's early years, "cross-pollination," which is now referred to as "interdisciplinary studies," was a means of developing what at the time were called "Healing Teams" or groups of students from multiple disciplines—Nursing, Theology, Science, and Business, among others—to bring healing to international communities. Based on the

recognition of the re-emerging dream of the University, Objective 6.4 was added into the Five-Year Adaptive Plan.

Objective 6.4 "Develop five multi-disciplinary, incarnational healing development projects to transform communities for the glory of Jesus Christ."

- Organize a healing development project commission to develop a framework for creating and facilitating development projects.
- Send an exploratory team of faculty and students to Carrilho, Brazil, to evaluate the effectiveness of the framework.

During summer 2015, ORU launched the first of the re-envisioned multi-disciplinary, incarnational healing development projects called the Brazil Healing Team to initiate the process of learning about an international community. This new format requires intentional interaction and coordination between the hosting community, faculty members, and students with both for-credit and not-for-credit opportunities. During spring 2016, the Brazil healing team pilot training course included students from the following listed academic areas in a cross-pollination healing team development experience in preparation for summer 2016. Students in the course formulated a development proposal that was presented to business and nursing faculty members for evaluation. The following lists the participating academic areas along with the assigned projects.

- Nursing (community health plan)
- Engineering (cookstove project)
- Environmental Sustainability, Bio/Pre-Med & Engineering (sanitation)
- Business (marketing plan for cashews)
- Education (educational needs assessment)
- Social Work (youth assessment and empowerment)

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

The vast majority of the ORU community understands and can even quote the University vision. More than understanding, the ORU community relies on the vision as internal motivation to empower decision-making for both personal and corporate operations. As a natural growth from the vision, whole person education as defined by the student learning outcomes—spiritually alive, intellectually alert, physically disciplined, socially alert, and professionally competent— provides the structure for academic assessment, student scholarships, student life outreach experiences, and even the physical design of current and developing buildings.

"To build Holy Spirit-empowered leaders" requires focusing student attention on the work of the Holy Spirit, so during every student's first semester at ORU, the student enrolls in the Spirit-Empowered Living course, which meets in the ORU's Christ's Chapel. Prominently mounted on the back wall of the ORU chapel is the vision that continues to inspire the ORU community. The vision is so prominently displayed that almost every visiting speaker remarks on and often quotes the vision by reading the statement during his or her presentation. While the vision serves as the foundation for the University's endeavors, the Board of Trustees recently revised the mission of the University by shortening the wording and focusing the mission statement on the University's primary action of "building Holy Spirit-empowered leaders through whole person education to impact the world with God's healing." The three emphases—Holy Spirit-empowerment, whole person education, and globalization—direct the current intentional actions of leadership, but the ideas have served as the foundation of the University throughout the 50-year history of the institution. Even though the new mission statement is less familiar to the ORU community than the vision statement, its principles inform all aspects of University life.

Opportunity for Improvement

- The University community requires continuing education concerning the wording of the new mission statement.

With the change of the University mission wording to focus on globalization, University leadership continues to enable the community to engage with the vision and mission. With student teams reaching out to the world through discipline-specific missions projects and the development of new globally-focused academic programs, the University continues to develop the role of the University within the diversity of society. To further support continued improvement, Objective 2.6 in the Five-Year Adaptive Plan calls for an increase in the percentage of graduating students who have participated in an intercultural experience to 100%. In response to this objective, a committee has been formed to consider how to enhance student participation in intercultural experiences.

Opportunity for Improvement

- Propose adding participation in an intercultural experience as a graduation requirement.

As a result of the University focus on globalization, the number of international students attending the University continues to increase. To provide services for international students, academic committees continue to meet and discuss opportunities to serve students through facilitated academic programming. Through developing partnerships with programs similar to the University Language Institute, the University will continue to consider how best to serve students in an increasingly diverse student body.

Opportunity for Improvement

- Continue to develop academic programs and services to improve the experiences of international students.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Oral Roberts University is committed to operating with integrity in its financial, academic, personnel, and auxiliary functions and responsibilities, and it has established processes to ensure all policies and procedures are implemented with fidelity. In light of its Christian mission, the governing board, administration, faculty, staff, and students are expected to consistently exhibit behaviors that are both fair and ethical.

According to the University Bylaws, ORU is governed by a Board of Trustees who is responsible for establishing the policies and procedures that govern the University. The Board of Trustees establishes in the Bylaws that its "ultimate authority is affirmed through its general, academic, and financial policy making functions and its responsibility for the financial health and welfare of the University. The Board of Trustees shall exercise ultimate institutional authority as set forth in the University's Certificate of Incorporation, in these Bylaws, and in such other policy documents it deems to be appropriate." As documented in an organizational chart listed in the *Faculty and Administration Handbook*, the divisions of the University, both academic and non-academic flow from the Board of Trustees.

The Board of Trustees policies are posted on the Board of Trustees' webpage on the ORU website, and are readily available to the general public, demonstrating a commitment to accountability and transparency. Finance-related policies and procedures and policies and procedures related to personnel are accessible to those who are in need of this information. Policies and procedures regarding academic standards and regulations for the University are detailed in the University catalog, which is available on the ORU webpage. Any time ORU constituents feel that policies or procedures have not been appropriately applied, web access provides a continuously open opportunity for compliant submission that initiates an official complaint process. Additionally, policies and procedures that directly apply to students are found in the Student Handbook available on the student information website along with a variety of other types of student information, including syllabi, catalog, and plagiarism prevention. The Student-Athlete Handbook supplements the *Student Handbook* with additional policies and procedures specific to student athletes.

The Board of Trustees sets the example for the rest of the University by establishing and following policies and procedures that govern their conduct to ensure their behavior is fair and ethical. The Board of Trustees organizational chart provides evidence that the Audit Committee is an independent committee that reviews the actions of the other Board committees. Additionally, the Finance Committee is responsible for the review and approval of IRS Forms 990 and 990T that are filed on behalf of the University, and to implement procedures to enforce the Policy on Prohibition of Private Benefit per the University's IRC 501(c)(3) status.

All employees (administration, faculty, and staff) are required to read, consider, and acknowledge understanding of and commitment to a variety of policies during the new hiring training process. A packet of combined materials includes the following policy acknowledgements: Honor Code Pledge; Drug Free Policy; Confidentiality Agreement; FERPA acknowledgement; Computer Software and Systems Policies; Employee-Vendor Ethics Policy; Conflict of Interest Disclosure; Campus SaVE; and the Prohibition of Sexual Harassment Policy.

There is an expectation of those employed by the University to support the University's mission. As stated in the employee handbook, "essential to Oral Roberts University's Christian mission is the requirement that every employee exemplify its lifestyle and Code of Honor. Therefore, every employee must sign and abide by the Code of Honor Pledge when hired." In addition to care for the University's mission, "each member of the ORU community has the responsibility to treat colleagues and coworkers considerately and fairly." Assessment of employee alignment with the mission in terms of wholeness, integrity, servanthood, excellence, and respect is recorded on annual staff performance evaluations.

The ORU Board of Trustees has established the following policies and procedures for the safety and protection of those working for and/or attending the University.

- The Whistle Blower Protection Policy states that all trustees, officers, employees and volunteers of ORU have a responsibility to report any knowledge or information of conduct or communications which are illegal, unethical or violate any adopted policy of ORU ("Report").
- The Campus Sexual Violence Elimination Act (Campus SaVE) policy assists ORU with providing a safe learning and working environment in which its employees, students, and visitors are treated with courtesy, respect, and dignity. Harassment on the basis of race, color, national origin, disability, sex, age, genetic information, or any other protected status under federal, state, or local law applicable to ORU is a violation of this policy.
- The Title IX and Sexual Misconduct policy documents ORU's commitment to prevent sexual misconduct, identifies the steps for recourse for those individuals who assert their rights have been violated, and defines the procedures for determining if a violation of ORU policy has occurred.
- According to the ORU Policy for the Privacy and Release of Student Information (FERPA), all employees of ORU "hold a position of trust and must recognize the responsibility entrusted to him/her in preserving the security and confidentiality of student information." All ORU employees are expected to participate in an online FERPA tutorial to better understand this policy.

- The Child Protection Policy provides guidelines for maintaining a safe and secure environment while children are participating in community-oriented activities on the ORU campus.
- The Political Activities Policy "supports the involvement of its administrators, faculty, staff and students in their right, as individuals, to participate in the political process. However, under the Internal Revenue Code, as a section 501(c)(3) organization, ORU is absolutely prohibited from directly or indirectly participating in, or intervening in, any political campaign on behalf of (or in opposition to) any candidate for elective public office."

Fair and ethical policies and procedures as applied to the employment and practice of administration and faculty members are found in the Faculty and Administration Handbook, which is updated annually and approved by the Board of Trustees. The handbook is designed—as specified in Section 9.4 of the Bylaws of Oral Roberts University—to provide information to the faculty and staff of Oral Roberts University concerning the procedures and guidelines for all faculty prerogatives and the authority and duties of faculty and administration. The handbook includes policies regarding integrity based on fair and equitable processes, such as the faculty hiring process and the faculty appointment evaluation process. Faculty promotion guidelines found in the handbook are assessed annually through professional development plans. While the university makes available a general professional development plan, colleges have the opportunity to develop college-specific professional development plans, especially if specified by external accrediting bodies as demonstrated in the College of Education's professional development plan. Specific policies related to faculty and administration can be found on the following pages of the handbook.

- Faculty Appointment (pages 9-16)
- Tenure (pages 33-41)
- Academic Freedom (pages 47-48)
- Faculty Credential Maintenance (pages 55-57)
- Grievances and Conflict Resolution Procedures (pages 57-59)
- Faculty Governance (pages 68-73)
- Administration – Personnel, Policies and Procedures (pages 136-142)

To provide additional clarification for adjunct faculty, new adjunct faculty guidelines are under development and will be presented to the Board of Trustees for approval in November 2016. The proposed guidelines will provide both on-campus adjuncts and online adjuncts easier access to statements of policy regarding their role and responsibilities.

The Board of Trustees has established the following policies and procedures for fair and ethical behavior concerning the development and use of information within the campus community.

- According to the Records Retention and Destruction Policy, the University is committed to effective record retention to preserve its history, meet legal standards, optimize the use of space, minimize the cost of record retention, and ensure that outdated and records that are no longer useful are discarded responsibly.

- The Copyright Compliance Policy ensures that ORU operates in compliance with the Copyright Act (Title 17 of the United States Code) which grants copyright holders some exclusive rights to uses of their works. ORU directs faculty, staff, and students to comply with the Copyright Act and provides information and clarification on the restrictions imposed by copyright laws on the use of creative works, as well as the exceptions for uses permitted under the Fair Use Clause.
- The Intellectual Property Policy reflects the Board of Trustees' respect, recognition, and encouragement of the publication of scholarly works and advancement of technology and engineering as an integral part of the educational mission. The policy defines the scope of intellectual property created and used by ORU employees and students, establishes ownership and rights of discoverer(s), creator(s), inventor(s), and author(s) of intellectual property and provides the framework to administer the policy.

The Board of Trustees has established the following policies and procedures for fair and ethical behavior in developing relationships with external organizations.

- The Affiliated Organizations policy governs business transactions between ORU and any affiliated organization including (a) corporations, partnerships, limited liability companies, or other organizations in which ORU owns (directly or indirectly) more than 50% of the ownership interests in the entity; (b) non-profit organizations in which ORU has the power to appoint or elect a majority of the organization's directors or trustees, or where a majority of the organization's directors or trustees are trustees, directors, officers, employees, or agents of ORU; and (c) organizations that conduct joint programs or share facilities or employees with ORU. Currently, ORU is actively involved with University Broadcasting Inc. (UBI), a for profit television station that the University owns. In addition, the University is involved with the Alumni Foundation and the Golden Eagle Club, both organizations exist solely to support the mission of the University.
- The Joint Venture Policy applies to all ventures involving ORU including any joint ownership or contractual arrangement through which there is an agreement to jointly undertake a specific business enterprise, investment, or tax-exempt purpose activity. All joint ventures or arrangements be approved must by the ORU Board of Trustees.

Oral Roberts University is committed to operating with integrity regarding all financial operations including the distribution of finances, and has established and follows policies and processes for fair and ethical behavior on the part of its Board of Trustees, administration, faculty, and staff relating to all financially-related functions.

The Board of Trustees has established the Policy on Executive, Officer, and Key Employee Compensation, which describes its responsibility to review and approve compensation based on comparable compensation from similar organizations with contemporaneous documentation and record keeping. According to the ORU Title IV Aid School Code of Conduct Policy, ORU strives to educate, counsel, and provide financial resources to all students so that they may achieve their higher-learning goals and fulfill the vision of the University. In compliance with the federal law [HEOA § 487(e)], ORU officers, employees, and agents maintain exemplary standards of professional conduct in all aspects of carrying out responsibilities, including all

dealings with any entities involved in any manner in student financial aid, regardless of whether such entities are involved in a government sponsored, subsidized, or regulated activity.

ORU operates with integrity in its financial operations as demonstrated by its policies of ethical behavior that promote proper stewardship and fiduciary responsibility. As an external validation of financial integrity, ORU is accredited by the Evangelical Council for Financial Accountability (ECFA). ECFA provides accreditation to institutions that maintain integrity in (1) doctrinal issues; (2) governance; (3) financial oversight; (4) appropriate use of resources and compliance with laws; (5) transparency in financial reporting; (6) appropriate compensation for leaders and appropriate reporting of related party transactions; and (7) stewardship of charitable gifts given to the institution.

ORU annually submits financial statements for external audits conducted by an independent CPA firm. ORU continues receive unqualified opinions from the CPA firm confirming that ORU has presented all material facts appropriately. The following statement is found in the 2015 audit report.

"In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the University as of April 30, 2015 and 2014, and the changes in their net assets and their cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America."

Similar statements can also be found in the audit reports for all of the 2009-2014 financial statements.

As indicated by the audited consolidated financial statement, the University continues to operate with "no outstanding balances under the advancing term loan or line-of-credit." In addition, ORU's 2015 Composite Financial Index (CFI) score of 2.47 indicates that implemented policies are helping the University to develop "mission with financial sustainability" as called for by the Board of Trustees. Financial departments such as Accounts Payable, have policies to process financial documents in a timely and accurate manner and provide fiscal controls through its procedures. Accounts Payable also provides customer service regarding all facets of the payment process, assists with corrections, and works with the Purchasing Department to ensure compliance with University policies and procedures. ORU acquires, records, inventories, maintains, and disposes of fixed assets. Each operating unit is responsible for following University procedures to achieve accurate fixed asset reporting. The Fixed Asset Accounting policies and procedures outline how the University complies with government regulations and accounting industry standards, and how it supports accurate reporting of the physical assets used to conduct its mission. In addition to the policies and procedures controlling purchase requisitions, the Cash Handling Policy establishes strong internal controls over cash handling necessary to provide management with a reasonable degree of assurance that cash and cash related transactions are properly accounted for, controlled, and reported. The University Credit Card policy provides systematic control of fund commitments that do not require the issuance of purchase orders. The Cell Phone and Data Service with Voice Policies and Procedures enable the University to comply with Internal Revenue Service (IRS) rules regarding the taxability of employee cell phones and devices. Finally, travel is essential for ORU to further its mission and

purpose, and ORU has established cost effective travel reimbursement practices that are consistent with regulatory requirements and fair to both the traveler and the University.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Oral Roberts University (ORU) strives to operate with transparency and integrity as it presents itself to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. It does so through the use of the University website, social media, and the University catalog, as well as other communication methods. Each college is responsible for providing accurate and updated information about its programs, policies and procedures. Students have access to an enrollment and registration system that gives them access to needed information. External accrediting agencies also provide assurance to the public that the university maintains integrity in all of its programs and services.

ORU is committed to providing a clear, easy-to-read, and consistent presentation of the University through an engaging and relevant internet presence. Information, including its programs, admissions requirements, cost of its various components (tuition, room, board, fees, etc.), and accreditation relationships can be found on the website, including the IPEDS data, which is reported annually by the Office of Institutional Research. Also available to students is online information regarding faculty members. Online listings of faculty members include at least one picture, a brief biographical sketch, and a curriculum vitae

 for each faculty member. These are available by college, department, or name. In addition to the traditional webpages, ORU persists in its high rankings of schools effectively using social media.

The ORU academic catalog contains all of the available academic information pertaining to current program information. The catalog is updated annually, and all catalogs dating back to the year 2000 are available online. In the 2015-16 ORU catalog, full information related to the costs of attending ORU are found in the section entitled "Financial Information." More conveniently, the public may access ORU student costs online directly. Undergraduate, graduate, housing, and meal plans are all accessible online. In addition, a net price calculator provides students greater access to financial planning.

Oral Roberts University consists of six colleges: College of Arts and Cultural Studies; College of Business; College of Education; College of Nursing; College of Science and Engineering; and College of Theology and Ministry. Course requirements for every available academic program (degrees, majors, minors, etc.) are available in the catalog and online organized alphabetically by the college in which the program resides. In addition, degree plan sheets listing both the courses required and a recommended semester-by-semester track for each program for the past four years (2012-13, 2013-14, 2014-15, and 2015-16) can be found online.

ORU's Vision Enrollment and Registration system allows students to have access to a significant number of University resources including housing selection, financial aid assistance, academic calendars, and course schedule information. Available courses may be accessed online by term (fall, spring, summer, online, etc.) and sorted by a variety of factors. Course listings include the date and time the class is offered, instructor, prerequisites, and assigned course textbooks. The assigned textbooks may be ordered online directly from the course listing. The Vision system allows students to look up classes which have been offered at ORU since the academic year 2007-2008.

External accreditation provides value to an ORU education as accreditation provides assurance of quality to the public. ORU has been continuously accredited by the Higher Learning Commission since 1971. Since 2009, ORU has been accredited by the Evangelical Council for Financial Accountability (ECFA). Several of ORU's academic programs have external accreditation. The following table presents the academic program, the accreditation body, and the year of the next accreditation cycle.

Academic Program	Accreditation Body	Year of Next Cycle
Business	Accreditation Council for Business Schools and Programs (ACBSP)	2017
Education	Council for the Accreditation of Educator Preparation (CAEP)	2022
	Office for Educational Quality and Accountability (OEQA)	2021
Engineering	ABET	2018
Music	National Association of Schools of Music (NASM)	2018
	American Music Therapy Association (AMTA)	2021
Nursing	Commission on Collegiate Nursing Education (CCNE)	2021
	Oklahoma Board of Nursing (OBN)	Approved school
Social Work	Council on Social Work Education (CSWE)	2019
Theology	Association of Theological Schools (ATS)	2018

To ensure that ORU continues to present itself clearly and completely with transparency, the Five-Year Adaptive Plan includes several objectives under Goal 4. "Adapt Quickly to Opportunities and Challenges while Maintaining Mission and Purpose." The objectives included in this goal attempt to refine policies and procedures to enable staff to clearly and completely interact with constituents quickly but with accurate information. Procedural clarity helps to minimize misunderstandings from both staff and constituents concerning policy applications.

Objective 4.1 "Empower staff to resolve most constituent concerns to satisfaction without needing to obtain multiple approvals."

- Evaluate impact of employee empowerment training by monitoring the number of responses in the top tier "Highly Satisfied" category of student satisfaction surveys.
  - In response to this objective, staff members have been offered multiple training opportunities under the overall topic of "Exceeding Customer Expectation with Purpose."
  - The 2015 SSI Satisfaction Rating increased to 5.45 from the 2013 value of 5.43.

Objective 4.2 "Streamline University policies and procedures."

- Review the 30 remaining policies identified as requiring streamlining and select six for immediate assessment.
  - The six policies reviewed and streamlined during FY16 include (1) Accounts Payable; (2) Child Protection Policy; (3) Educational Assistance Plan Policy; (4) Gift Acceptance; (5) Qualified Tuition Reduction Policy; and (6) Travel Policy.
  - In FY17, six additional policies will be reviewed and streamlined.

Objective 4.3 "Increase lines of communication through a variety of interactive formats."

- Implement two new communication vehicles in FY16.
  - Added Mandarin to the list of languages used to review ORUGlobal.com.
  - Added Snapchat and Periscope to the available slate of social media platforms.

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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

Oral Roberts University is operated under the direction of a strong, independent Board of Trustees, per Article VI of the Second Amended and Restated Certificate of Incorporation of Oral Roberts University. According to Article IV,

"the Corporation is formed to establish, maintain, and conduct a University for the promotion and advancement of education and higher learning and to confer such degrees and grant such honors as are usually and customarily conferred in accredited institutions. The Corporation is founded upon and shall forever be dedicated to the promulgation and preservation of Biblical Christianity and academic excellence. The Corporation is a Christian institution with the distinctive Charismatic dimension of the Holy Spirit. The expression of the gifts and fruit of the Holy Spirit is to be encouraged. The Corporation seeks to educate the whole person with balanced emphasis placed on the development of mind, spirit, and body, harmonizing knowledge, skills, and attitudes with faith in, and commitment to, Jesus Christ as Lord and Savior, believing Him to be the only perfect, whole person who has lived … To accomplish this purpose, the corporation seeks to synthesize, by means of interdisciplinary cross-pollination, the best traditions in liberal arts, professional, and graduate education with a Charismatic concern of the Holy Spirit himself to enable students to go into every man's world with God's healing power to help meet the totality of human need."

To preserve and enhance the institution, the Board of Trustees reflected these priorities in 2012 through a review and reformation of the ORU mission statement "to build Holy Spirit-empowered leaders through whole person education to impact the world with God's healing."

As established by the Amended and Restated Bylaws of Oral Roberts University as of November 12, 2015, in Article V—Powers and Duties of the Board of Trustees, "the Board of Trustees shall have the ultimate powers and final responsibility for fulfilling the purpose of the University." Autonomous to make decisions in the best interest of the institution and to assure

its integrity, the Board of Trustees is also required by Article V to ensure that sound institutional planning occurs, which establishes specific goals for the University, with concrete ways in which such goals can be reached.

The Board of Trustees reviews and considers the interests of ORU's internal and external constituencies during its decision-making deliberations. The diverse backgrounds of the members of the Board of Trustees allow them to consider University issues from a variety of perspectives. Several of the Board of Trustees members have been or are currently in academic administration at other universities. Many of the Board of Trustees members are alumni of ORU. Their professional responsibilities include a president of an international non-profit organization, chief financial officers of large for profit corporations, doctors, dentists, lawyers, senior pastors, and high level academicians.

The Board of Trustees maintains that the preservation of the vision and the mission of the University is a top priority. To assure continued diligence, the Board of Trustees and the University President rely on the wisdom and advice of an extremely diverse association of professionals with great interest in the success of ORU. This association of professionals is called the Board of Reference and includes members from around the world, many of whom are alumni of the University. While the Board of Reference is not included in the governance of the University, this board of ORU supporters has agreed to represent their geographic areas and spheres of influence and communicate information related to ORU.

The Board of Trustees holds meetings semiannually to discuss and vote on University issues. Prior to its meetings, Board of Trustees members receive reports from University personnel who provide updates and submit proposals for approval based on the University governance structure. Committees from the Board of Trustees, including the Human Resources Committee, hold additional meetings to make decisions related to matters in their specific area of responsibility. During executive sessions, the various committees provide reports from the various University sectors. Agendas and minutes of every meeting are recorded and securely maintained.

To further ensure that the Board reviews and considers the interests of ORU's internal and external constituencies during its decision-making deliberations, the Board of Trustees called for the development of a Globalization Task Force consisting of representatives from a variety of internal and external constituent groups. Based on the findings of the Globalization Task Force, a collaborative governance committee called the University Planning Council (UPC) composed of Board of Trustees members, university administrators, and faculty members was formed to make recommendations concerning the University's strategic planning process. The UPC developed a Five-Year Adaptive Plan that the Board of Trustees authorized on March 25, 2015.

The institution has established policies and procedures to ensure that the Board of Trustees preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution. One such policy is the Policy on Prohibition of Private Benefit. Additionally, the organizational structure of the Board of Trustees indicates that the Audit Committee operates as an autonomous committee.

In delegating the day-to-day management of the institution to the university administration, the Board of Trustees elects a President, according to the University Bylaws Section 5.2, "who shall be the chief executive officer of the University, and set compensations and other appropriate conditions of employment. The President shall serve at the pleasure of the Board, and the Board shall support the President and regularly assess his or her performance." As defined by the University Bylaws in Section 8.4, the President

"is responsible for implementing all Board policies, keeping the Board informed on appropriate matters, consulting with the Board in a timely fashion on matters appropriate to its policy-making and fiduciary functions, and serving as the key spokesperson for the University. He or she has the authority to execute all documents on behalf of the University and the Board of Trustees consistent with board policies and the best interests of the University. The President serves as an ex-officio member of all Board committees except the audit committee. The President shall be responsible for the effective direction and organization of the faculty, shall be regarded as a member of the faculty with vote, and shall represent the faculty, and other employees of the University, in meetings of the Board of Trustees and its committees."

Section 9.3 of the University Bylaws provides that "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." As evidenced by the Curriculum Change Proposal form, all curriculum changes must be initiated by faculty members and voted on by the originating departmental faculty members as noted by the tallied vote count.

Section 9.4 of the University Bylaws directs that "the Board of Trustees shall approve and authorize the implementation of a Faculty and Administration Handbook to be reviewed annually by the faculty and the Board. The *Faculty and Administration Handbook* shall set forth procedures and guidelines for all faculty prerogatives."

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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

The first statement in the Honor Code Pledge is "to apply myself wholeheartedly to my intellectual pursuits and to use the full powers of my mind for the glory of God." This statement applies to both students and faculty. According to the Faculty and Administration Handbook, the academic mission statement "is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spirit-filled healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit."

The Faculty and Administration Handbook, outlines the University's commitment to freedom of expression and the pursuit of truth in teaching and learning. Recognizing that Jesus Christ Himself is the Truth, the University holds that freedom in the search for truth and its articulation is fundamental. Academic freedom, as described in the *Faculty and Administration Handbook*, allows faculty members to fairly present major scholarly and theological positions. While some academic positions do not align with the University mission, administration and faculty members believe that academic freedom demands a fair hearing of all positions. It is 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. Faculty members have freedom in the classroom and through publications to discuss their subjects of expertise without harassment. Faculty members are free to express and act upon their conscientious convictions as individual citizens but must realize that there is always a tacit representation of the institution in whatever is said or done. Based on a desire to facilitate the intellectual pursuit of truth, the University included Objectives 3.4 and 8.1 into the Five-Year Adaptive Plan.

Objective 3.4 "Increase by 25% the number of students who engage in research, publish in peer-reviewed publications, or present to audiences outside of ORU."

- Host an annual ORU Student Research Symposium with cash prizes in a variety of research categories.
    - The annual ORU Student Research Symposium occurs in Christ's Chapel immediately following the Student Honors Chapel and awards cash prizes ($1,000, $500, and $250) in undergraduate and graduate categories.
    - The symposium is open to all students engaged with faculty in research.

- Promote faculty awards based on involving students in research, publications, or presentations.
  - o Awards are funded by the ORU Alumni Association for faculty members who mentor students through research.

Objective 8.1 "Produce Spirit-empowered thought leaders, consultants, speakers, and problem-solvers in and across multiple disciplines."

- Faculty members to present in at least 80 professional or ministry conferences.
  - o During the 2015-2016 academic year, ORU faculty presented in 116 professional or ministry conferences.

In the intellectual pursuit of truth in teaching and learning to ensure that an ORU education fulfills the stated mission and core values, the University has a comprehensive assessment system that focuses on student learning. Each course syllabus lists the student learning outcomes identified in that particular course and includes all class activities designed to contribute to those outcomes. A curriculum map shows the extent to which each course at the University contributes to each of the overall learning outcomes. Student transformation is measured through the evaluation of student expression of University learning outcomes as demonstrated through accompanying 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 active lifestyle

Socially adept

- communication skills; interpersonal skills; appreciation of cultural and linguistic differences; responsible citizenship; leadership capacity

Professionally competent

- discipline-specific proficiencies

ORU is proactive in its adoption of best practices to ensure that the design and delivery of student learning options are preparing students to live in a diverse world and that the options

accommodate a variety of student learning styles. To facilitate the delivery of whole person education, the undergraduate general education core is divided into courses for the spirit, mind, and body. Graduate programs also include courses, referred to as ORU distinctive courses, to enhance student development in each of these areas.

In fulfilling the responsibility for the instructional direction of programs, ORU faculty members established a system of faculty governance based on four areas of responsibility, including Departments, Colleges, Academic Council, and University Faculty. Each of the four areas meets monthly to discuss issues appropriate to the area. Faculty committees also meet as required to fulfill responsibilities.

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

To fulfill ORU's mission of building Holy Spirit-empowered leaders, faculty and staff must actively engage students in responsible acquisition, discovery, and application of knowledge. According to the National Survey of Student Engagement (NSSE) data, 31% of ORU students engage in research with faculty during their ORU experience. While this percentage of student participation is significantly higher than in the CCCU comparison schools, ORU recognizes that engagement in the responsible acquisition, discovery, and application of knowledge motivates students to learn. Therefore, several objectives in the Five-Year Adaptive Plan address increasing the use of student-engaged learning through research. Most of these objectives are included under Goal 3 "Improve the quality and value of the academic education received by ORU students," which includes the following.

Objective 3.1 "Increase engagement in learning, research, and relevant inquiry."

- Host faculty training seminars in research-based, effective learning practices.
- Facilitate faculty through peer mentoring to incorporate research-based, effective learning practices into learning, research, and relevant inquiry.

In order to provide effective oversight and support services to ensure the integrity of research and scholarly practice conducted by faculty and students, the Office of Sponsored Programs has developed a series of faculty training tools to support and enable faculty engagement with students in research. Along with the training to increase research, the Office of Sponsored Programs provides training in compliance controls. Issues covered include protection of human research subjects through the Institutional Review Board, conflict of interest, animal care and use, materials transfer, and intellectual property. Successes in increasing faculty engagement of students in research may be noted by the increase in successful grant awards. Of significant note is ORU's recent NSF grant award of $1.14 million to address Science, Technology, Engineering, and Mathematics (STEM) education.

The enhancement of programs and curricula to train students in responsible acquisition, discovery, and application of knowledge requires clear instruction on engagement in research. The College of Education has developed several handbooks based on a student development model to improve program effectiveness. Handbooks are available for student

teachers, teacher education, graduate students in the Masters programs, as well as an introductory handbook for Educational Doctoral students leading to a comprehensive exam and dissertation handbook.

ORU offers clear guidance in the ethical use of information resources founded on strong support of the statement in the Honor Code that members of the ORU community will do their own academic work and will not inappropriately collaborate with others. This issue of academic integrity is communicated regularly to students by including a strong statement in every syllabus in the University related to the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. Every student entering ORU (residential and online) is required to enroll in GEN 099 Whole Person Assessment. One activity in this course is to participate in training by University Library staff on identifying plagiarism and avoiding it. This training is followed by an assessment to verify student knowledge of plagiarism. Following all of this training, student adherence to academic integrity is enforced as the online ORU learning management system Desire2Learn (D2L) integrates Turnitin.com technology with the Dropbox feature used by students. This feature provides rapid feedback on similarity analysis.

Language in the ORU catalog reinforces academic integrity.

- "Plagiarism is the inappropriate use of others' ideas or information, such as using sources without citations or direct quotes without quotation marks. Even paraphrasing or summarizing without giving credit to the original author is considered plagiarism." (in "Honor Code Living")
- "Written assignments using sources must demonstrate ethical and accurate use of source material. Plagiarism and any unethical or inappropriate use of sources are not tolerated." (in "Writing Across the Curriculum")
- "Cheating in any form, including plagiarism, is a serious academic offense and is not tolerated. Consequences include a zero on the assignment and may include an 'F' for the course, academic probation, suspension, or expulsion from the program. Plagiarism is defined in each course syllabus." (in "Master's Programs" and "Doctoral Program")

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

As a private university, ORU is governed by a Board of Trustees established in the University Bylaws as the ultimate authority. The Board of Trustees is active in its general, academic, and financial policy-making functions and responsibilities for the financial health and welfare of the University. Autonomous to make decisions in the best interest of the institution and to assure its integrity, the Board of Trustees prioritizes the use of a collaborative governance committee called the University Planning Council to make recommendations concerning the University's strategic planning process. The Board of Trustees Audit Committee remains independent from the remaining committees on the Board of Trustees to provide review and oversight particularly concerning finances.

ORU provides clear, easy-to-read, and consistent presentations of the University's programs, requirements, faculty and staff, cost of its various components (tuition, room, board, fees, etc.), and accreditation relationships through an engaging and relevant internet presence. ORU's policies and procedures for academic, student support, and federal compliance issues are accessible and complete. ORU has engaged an external legal review of policies to assure compliance with its Federal Title IX obligations.

Opportunity for Improvement

- Review recommendations of the external review of Title IX related policies and implement changes to move from compliance to best practice

In response to the external review, ORU revised the University's Title IX policy, selected and trained investigators and adjudicators, developed and made available a public web page for reporting issues, informed faculty and staff concerning the new policy, and hired a Title IX Coordinator to facilitate implementation of the revised policy.

ORU is proactive in its adoption of best practices to ensure that the design and delivery of its student learning options are preparing students to live in a diverse world and that the options accommodate a variety of student learning styles. To facilitate the delivery of whole person education, the undergraduate general education core is divided into courses for the spirit, mind, and body. Graduate programs also include courses, referred to as ORU distinctive courses, to enhance student development in each of these areas.

Because of the University's commitment to Jesus Christ who is Truth, the freedom to pursue truth in every expression remains an academic priority. To enhance research to support this pursuit of understanding, the Office of Sponsored Programs has developed a series of faculty training tools to support and enable faculty engagement with students in research. Along with

the training to increase research, the Office of Sponsored Programs provides training in compliance controls to provide oversight and ensure the integrity of the research and scholarly practice. ORU offers clear guidance in the ethical use of information resources founded on strong support of the statement in the Honor Code that members of the ORU community will do their own academic work and will not inappropriately collaborate with others.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Oral Robert University offers a variety of academic programs at the bachelors, masters, and doctoral levels, as well as certificate programs on the main campus, by distance delivery, and as dual credit in a program called ORU Advantage. Program requirements are clearly detailed and publicly communicated in the catalog and through degree plan sheets. Regardless of the mode of delivery, program consistency is maintained through use of common program requirements and common student learning outcomes as identified on course syllabi delivered by fully qualified faculty members. Based on the specific delivery system used, various instructional strategies may be employed depending on the environment in which the student receives the instruction. For example, to integrate the Whole Person philosophy fully into the online student learning experience, ORU developed an online "portal" through which all online learners proceed to access online courses. The portal offers a variety of launching points to enable online learners to access student services and content related to the areas of spirit, mind, and body. All academic programs are assessed through Whole Person Assessment and other student learning indicators.

While adapting whole person education appropriately, graduate and professional programs articulate and differentiate learning goals through the use of program-specific handbooks and assessment guides. For example, the College of Education differentiates between the Masters degree programs and the Educational Doctorate program while remaining consistent with the college's eighteen educational institutional standards, which are aligned with ORU's whole person outcomes. Academic fact sheets produced for each University school or department

provide information concerning entrance requirements while differentiating on program-specific learning outcomes. For example, the academic fact sheets for the Master of Arts programs in Biblical Literature, Christian Counseling, Missions, Practical Theology, and Theological/Historical Studies demonstrate the differentiation. To maintain professional relevance, several academic programs participate with specialized accreditation to validate program content through use of externally comparable levels of performance, including, for example, professional graduate theology standards and established graduate education requirements.

All academic programs, including undergraduate and graduate programs, participate in an annual program review process to assess data concerning student success, retention, and graduation rates from individual academic programs. To evaluate program success and developing needs for continuous improvement, the academic programs use a variety of assessment tools as complied in ORU's Assessment Catalog. Produced annually, the Assessment Catalog assists departments and programs, and other non-academic areas of ORU, by requiring a report on the use of assessment tools, development of data, and review of department and program specific data that indicate areas of concern to address for continuous improvement. The Assessment Catalog also includes a timeline for implementation of program improvements. The University's departments and colleges have made numerous curriculum adjustments since 2012 (e.g., adding new courses and programs as well as discontinuing outdated and less popular courses and programs) in response to assessment. In an ongoing effort to keep the curriculum current, marketable, academically challenging and vibrant, the University introduced the following objectives into the Five-Year Adaptive Plan under Goal 8 "Strive to Become the Premier Spirit-Empowered University."

Objective 8.2 "Increase the number and/or level of accredited academic programs."

- Identify and prioritize potentially viable programs not currently available at ORU.
- Conduct feasibility studies on the highest priority programs.

Objective 8.3 "Establish at least one Ph.D. program [in addition to the existing D.Min. and Ed.D. programs]."

- Establish a Ph.D. formation committee to address accreditation issues (regional and professional, if needed), personnel issues, and curriculum issues for identifying and developing a Ph.D. program.
- Target submitting a Substantive Change Request to the HLC in fall 2017.

While ORU continues to revise current academic programs in response to assessment and develop new programs, when feasible, the University recognizes the benefit of developing articulation agreements with other academic institutions. Based on the mission, ORU articulates not only with domestic public universities, but also with other faith-based institutions along with a growing number of international institutions in various countries including Ethiopia and Korea. The University maintains program quality by developing articulation agreements through an academic team using an articulation evaluation process rubric to evaluate developing

relationships. The international articulation agreements are a direct result of the implementation of Objective 1.5 of the Five-Year Adaptive Plan.

Objective 1.5 "Establish collaborative access partnerships to develop learning communities on every inhabited continent."

- Establish the process for reviewing and reporting the growing list of international relationships to target potential collaborative access partnerships on various continents.
- Implement the collaborative access partnership assessment rubric to evaluate relationships.

ORU also participates in a collaborative course equivalency project with most other academic institutions in Oklahoma to facilitate transfer and recognition of academic credit. In addition, certificate programs allow for the mission of ORU to extend into the community through the Online Bible Institute that offers a Certificate in General Theological Studies and a Diploma in Theological Studies. Student learning outcomes and course syllabi specific for the Bible Institute facilitate growth and training experiences for pastors and lay ministers. The College of Education offers working educators two certificate programs (English Language Learning and Special Education) to enhance job skills.

In an ongoing effort to ensure the quality and consistency of all ORU courses offered across all modes of delivery including online, ORU faculty members planning to develop new online courses or programs participate in a faculty training program offered through the Center for Faculty Excellence to learn best practices as articulated by Quality Matters. All instructional design team members have been trained in Quality Matters and facilitate the course development training.

Improvements made since 2012 Comprehensive Visit

Review Team comment needing institutional attention

"There was a discrepancy in reporting the timing of the University's efforts to improve and expand its online/distance education curricula … The University should consider what is in its best interests and the best interests of the students to roll out new online/distance education."

ORU action to address comment

As of fall 2016, ORU Online and Lifelong Learning provides access to bachelor degrees, certificate programs, and master degrees. In agreement with the Five-Year Business Plan for online programs, enrollments have risen from 108 to 400 students. In keeping with Goal 1 of the Five-Year Adaptive Plan, to "expand access throughout the world to Spirit-Empowered whole person education," ORU Online aims to grow to 600 students by mid-year 2017, and 2,000 students by 2021. To grow at this rate, ORU Online aims to start five new degrees each academic year.

Average Number on Online Students Per Session								
Program	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20
	Actual	Actual	Projected	Plan	Plan	Plan	Plan	Plan
Domestic	175	186	270	423	550	789	1,099	1,100
International				5	107	236	494	841
Total Online	**175**	**186**	**270**	**428**	**657**	**1,025**	**1,593**	**1,941**

The University academic programs, including those delivered online, reside in its six colleges. ORU Online works as a service unit to facilitate distance delivery of academic programs. All proposed programs are evaluated for mission fit, academic need, and financial impact. College faculty members and administration are the deciding entities regarding change and expansion of academic programs with the Board of Trustees as the ultimate authority.

ORU Online supports this process in a number of ways, including internal market research, followed up by external market research by outside companies. For example, one internal research project was conducted regarding an Online B.S. in Computer Information Technology program. Deans and academic Chairs within colleges, however, are responsible to seek approval for online program expansions. The academic processes for examining and evaluating curriculum change approval are well-defined by college in the Faculty and Administration Handbook (the process in the College of Nursing serves as an example) and includes syllabi development, degree plan coordination, University Library verification, faculty approval, dean approval, and pro-forma approval by the Provost through a curriculum change proposal form.

New distance degree and certificate programs for development are identified one year to 18 months out through internal research and external feasibility studies. ORU Online uses a program feasibility rating sheet to qualify programs at the college level before they are approved.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

ORU faculty members understand that the body of human knowledge is constantly expanding and participate in that process. Student future success depends upon the development of skills that enable critical evaluation of problems that are not yet known. At ORU, the student academic experience is designed to assist in the development of higher-level reasoning skills that will serve for a lifetime.

From this understanding, ORU faculty members developed whole person education as a student development model based on faculty-generated student learning outcomes derived from the University vision and an inspirational message delivered by Oral Roberts at the dedication of the University in 1967. His statement, "yet our spiritual emphasis cannot be a substitute for academic excellence in our quest for knowledge. We will not compromise either academic progress, physical development, spiritual growth or social maturity," inspired the current student learning outcomes—Spiritually Alive, Intellectually Alert, Physically Disciplined, and Socially Adept. Every ORU program, including General Education, is assessed based on alignment with the whole person education concept at the course level with data summarized into the program, college, and University levels, as detailed in the catalog.

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. Assessment of ORU's learning outcomes is accomplished

through the specific evaluation of 16 proficiencies and capacities defined in the General Education Whole Person Assessment Handbook. ORU's curriculum map shows how every course at ORU contributes to student learning outcomes. The map also includes how significantly each course contributes to the achievement of specified outcomes. This information is also included on the back page of every course syllabus. When assessing professional programs, an additional student learning outcome—Professionally Competent—is added to the model to accommodate discipline-specific learning outcomes. These proficiencies and capacities are presented in discipline-specific WPA handbooks. It should be noted that the ORU whole person assessment model predates yet continues to align well with the AAC&U VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics.

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. This is a strategic initiative to assure a holistic approach to student development to develop whole person leaders in alignment with the University mission. The inclusion of co-curricular activities in Whole Person Assessment builds a strong connection between the academic and co-curricular components of the University through the use of assessment rubrics identified in the WPA Co-curricular Handbook**.** 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, assess and reflect on their experiences. Training 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 underlying whole person education. Students may access information related to whole person assessment sorted by course online.

While Whole Person Assessment provides internal measures of effectiveness of student achievement toward the student learning outcomes, the results from the Collegiate Assessment of Academic Proficiency (CAAP) provide an external measure of achievement in comparison with national norms. CAAP results continue to indicate a need for improvement in mathematics and science general education. Additional indicators concerning the engagement of the general education program come from results of the National Survey of Student Engagement (NSSE) process. Comparing first-year ORU students responses to responses from first-year students in the Council for Christian Colleges and Universities (CCCU) schools demonstrates that ORU students in predominately general education courses (first-year) have significantly higher engagement in "reflective and integrative learning," "discussions with diverse others," "student-faculty interactions," and "supportive environments." ORU first-year students responded with no significantly lower areas than CCCU students. Interestingly, when comparing ORU senior student responses with CCCU senior student responses, ORU students indicate significantly higher engagement in the areas of "quantitative reasoning," "discussions with diverse others," "student-faculty interactions," and "supportive environment." However, ORU seniors did indicate significantly lower engagement than CCCU students in the areas of "effective teaching practices," and "quality of interactions." Based on deeper investigation into the response questions, it is clear that ORU seniors would prefer a greater amount of prompt and complete feedback from faculty members and would appreciate a more effective relationship with an academic advisor.

The Introduction to Whole Person Assessment communicates to students and faculty the link between general education requirements, ORU's mission and vision, and the larger historical context of a liberal arts education. The following is the general education mission statement as found in the University Catalog.

General Education Mission Statement

"Oral Roberts University's general education program provides a core curriculum within the framework of a Christian worldview designed to empower students as responsible, engaged global citizens and lifelong learners. The program supplements all baccalaureate degree programs with the goal of preparing its graduates to be professionally competent servant-leaders who are spiritually alive, intellectually alert, physically disciplined, and socially adept."

ORU whole person education seeks to educate with a balanced emphasis placed on the development of the mind, spirit, and body. The undergraduate core curriculum encompasses significant areas of the liberal arts and sciences—fine arts, humanities, languages, literature, mathematics, natural sciences, social sciences, and Biblical studies. 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; promotes a lifestyle of physical well-being; and establishes a Scriptural foundation that develops an ethical and moral framework for decision-making and that supports and encourages a vital faith.

In response to multiple assessment indicators, ORU faculty members initiated a three-year general education study and reform process. The general education review process enables faculty members to refocus whole person education for the 21st century.

Responding to perceived changes in global issues and opportunities, ORU recognizes the need to assist students in developing skills adaptable to changing environments. To better understand how to adjust curriculum, ORU included Objective 4.5 into the Five-Year Adaptive Plan.

Objective 4.5 "Create a multi-disciplinary team to quarterly analyze global issues and opportunities impacting higher education and make recommendations."

- Initiate study of the global issues and opportunities.

In keeping with concern for global issues, student life, as noted, is an important component of building "Holy Spirit-empowered leaders" who also recognize the value of diversity. The inclusion of co-curricular activities into Whole Person Assessment allows ORU to assess the impact of these activities on the developing learners. The heart of ORU is to become an example of Biblical race relations to our community, nation, and the world. The following activities demonstrate the variety of approaches used to incorporate diversity into student life.

- The Multi-Ethnic and Intercultural Relations Committee has taken the responsibility to develop co-curricular activities through the academic colleges to teach, learn, and live out Biblical community. The committee helps the community promote the celebration,

education, and expression of diversity that is present on the ORU campus. The goal is to:
a) educate the ORU community at large to the diverse cultures represented on the
campus, b) provide opportunities for the expression of the diversity at ORU, and c)
coordinate continual occasions to celebrate ORU's diversity and international
legacy. Several student clubs serve to reinforce awareness of human and cultural
diversity.

- Club Kuwepo encompasses aspects of Black culture through dance, literature, and art,
  and the Hebrew Culture Club allows students to experience and understand the Hebrew
  Culture, both present and past, in order to learn more about Judaism and Christianity's
  Hebrew roots through monthly events.
- The Heart to See Love initiative promotes race relations on the ORU Campus and in the
  city of Tulsa by using the symbol of a heart on a hand to physically represent a stand for
  race equality. To earn the privilege of wearing the symbol of a heart, participants are
  to encourage an individual of a different race through spoken words and on social media.

ORU seeks to implement cultural dynamics in academic classrooms by celebrating diversity and
people from different cultures.

- The course Global Development and Sustainability engages students in developing
  strategies and tools to protect vulnerable cultures, ecosystems, and people groups around
  the world.
- The Cultural Anthropology course increases student understanding of every person's
  world through a study of various cultures and social systems.
- International Business teaches students about the opportunities and challenges of
  operating a business in today's global marketplace including globalization, culture,
  politics, economics, finance, trade, business strategy, marketing, supply chain
  management, human resources, social responsibility, and missions.
- The upper-level English course World Literature enlightens student understanding of
  non-Western literature, culture, and diversity with a desired intent of increasing student
  ability to communicate and relate with people from diverse cultures and backgrounds.
- The graduate-level course Counseling Diverse Populations teaches future counselors to
  succeed in diverse cultural settings by exploring the historical perspectives of
  multicultural counseling, developing multi-cultural competence, and identifying
  sociopolitical influences that cut across specific populations.

While celebrating learning and community diversity, ORU faculty members continue to
contribute to scholarship, creative work, and the discovery of knowledge and truth through the
model of training students "to hear God's voice."

- One student performing cancer research with a Biology faculty member won a $5,000
  2015 Portz Fellowship for work regulating proteins in cancer cells. The student
  commented, "Molecular research like this is just essentially searching for the fingerprints
  of God…which, in turn, can bring healing to people around the world," embodies the
  essence of the ORU mission "to build Holy Spirit-empowered leaders through whole
  person education to impact the world with God's healing."

- A group of Engineering students have had incredible success in the SpaceX Hyperloop Pod international competition designing advanced transportation technology. Competing against 1,000 applications and the resulting 115 teams from different U.S. and international universities, the ORU Team Codex is now one of the top 30 finalists. ORU Team Codex's design was selected over other teams from schools like Stanford, University of California, Los Angeles (UCLA), and Georgia Institute of Technology. While discussing the competition, the ORU engineering major and Team Codex captain said that "the real award is just helping advance knowledge."
- A listing of recently received externally awarded grants affirms the activity of faculty members in developing student-engaged research experiences that increase knowledge while advancing learning. For example, an National Science Foundation (NSF) collaborative research grant between ORU's College of Science and Engineering and seven other universities promotes the use of research into protein function prediction as a tool to transform undergraduate biochemistry education. Another NSF grant provides ORU with $1.14 million to provide experiential learning opportunities for students considering careers in STEM education.
- Students in the College of Arts and Cultural Studies celebrate creative work though a rigorous schedule of performances.
- The Graduate School of Education 2014-15 Scholarly Activity Report chronicles contributions of education faculty members to advance scholarship.

ORU faculty members are motivated by the University mission to engage students in scholarship, creative work, and the discovery of knowledge to "impact the world with God's healing." Healing can be expressed in a variety of forms and professions as a transformation changing individuals, society, and the world to become more like the ultimate example of a whole person, Jesus Christ. The Five-Year Adaptive Plan Objective 3.5 supports faculty members' desire to increase the level of intellectual inquiry at ORU through the celebration of academic excellence that supports the mission.

Objective 3.5 "Have distinguished faculty members in each college recognized for their scholarship at a national and/or international level."

- Propose a new faculty rank titled "Distinguished Faculty"

To accelerate professional inquiry and student-engaged research, the President announced in March 2016 that the University allocated $150,000 to support faculty-led research projects to engage students and help advance the goals of the Five-Year Adaptive Plan. The President created a special fund called the President's Research Fund to coordinate and distribute the resources for faculty-led research projects at ORU. Grant proposals are submitted to the Academic Deans Council for review and selection. Grant proposals may include resources for research, faculty comp time, and may also include joint projects. Preference is given to research projects that involve students in the research design. Emphasis is also given to those projects that best accomplish the goals and objectives outlined in the Five-Year Adaptive plan in keeping with ORU's mission and vision.

Increased intellectual inquiry stimulates faculty members to engage more deeply with students. In previous years, the combination of student-engaged learning through research inspired ORU faculty members to initiate the Journal of the Scholarship of Teaching and Learning for Christians in Higher Education. The journal publishes annually and shares success stories of combining research and learning.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

During fall 2015, ORU employed 161 full-time faculty members, 117 part-time main campus adjunct faculty members, and 64 online adjunct faculty members to facilitate an overall full-time equivalent (FTE) student-to-faculty ratio of 16 to 1. This student to faculty FTE ratio demonstrates sufficient numbers to carry out both the classroom and the non-classroom roles of faculty. Faculty members are expected to teach, do research, and contribute to the University as described in the Faculty and Administration Handbook. While specific faculty load requirements vary based on college assignment, the handbook provides a listing of general faculty responsibilities.

It is the practice of Oral Roberts University to ensure that all teaching faculty members possess the academic preparation, training, and experience to teach in an academic setting and meet or exceed the minimum requirements of regional and specialized accrediting bodies and state agencies. This practice applies to all full-time and part-time teaching faculty and teaching assistants, including those teaching on campus and online. During fall 2015, 66% (106) of the full-time faculty members held terminal degrees, and 35% (56) of the full-time faculty members had received tenure.

To assure academic quality, the faculty hiring process requires evaluation of faculty credentials by the faculty search committee as verified through the evaluation form. The Office of Institutional Effectiveness, which reports to the Provost, maintains the faculty credentials database. In coordination with the colleges, the Office of Institutional Effectiveness ensures the

completion of routine audits of faculty files to maintain compliance with stated guidelines. Hard copies of faculty official transcripts are kept in the Provost's office. Updated curricula vitae are maintained online and are web-accessible. As standard practice, ORU faculty members hold an academic degree at least one level above the students they are teaching, except for students earning terminal degrees. According to the Faculty and Administration Handbook, ORU faculty members can teach courses in fields outside of their earned graduate degree provided that the faculty member has eighteen (18) graduate hours in the discipline being taught. Official transcripts are required for verification of this required credential. ORU faculty members who do not hold a degree one level above the students they are teaching must provide evidence of professionally recognized certification in the course content area. Faculty members with professional certification, often hired with the rank of Professional in Residence, usually teach in technical performance content areas including, for example, dance, music, swimming, and scuba diving. In all faculty hiring decisions, HLC standards and policies are used as guidelines in the process.

The Institutional Effectiveness office uses the faculty credentials database to provide accurate and timely information to various accrediting agencies, federal and state agencies, and/or college departments. The appropriate academic dean is notified should any discrepancies or deficiencies be discovered. If discrepancies or deficiencies exist, the academic dean must submit the required credential documents within thirty days. The academic deans are ultimately responsible for the verification and validation of all faculty credential requirements. Prior to any teaching faculty member's appointment with the University—whether full-time or part-time— who will be teaching and grading in a course, the academic dean will examine and approve the prospective instructor's credentialing file to ensure that the credentials meet the requirements listed by the respective accrediting agency. The academic dean works with the department chair to acquire the documents required for the credentialing process. If a transcript is unclear, the Dean of Institutional Effectiveness will contact the institution producing the transcript, and request that the institution provide information regarding the transcript or courses in question and place the documentation received in the faculty member's file. Only course work and degrees granted by an accredited college or university, or an acceptable evaluation of foreign course work and degrees are accepted for credentialing faculty members. Transcripts from universities outside the United States must be independently evaluated for equivalency by an entity certified by the National Association of Credential Evaluation Services (NACES). In the event the institution ceases to exist and there are no records or method of verification, the instructor may be required to provide references to support academic course work. In cases where the teaching faculty member does not have the recommended educational credential, exceptional alternative qualifications will need to be documented. Such documentation must provide a narrative explanation of the instructor's qualifications to teach the course(s) based on academic and professional preparation; diplomas, certificates, or relevant licensure; publications and presentations in the field; honors, awards, and professional recognition; and other demonstrated competencies, skills, and experiences that the instructor brings to the University—these should be clearly tied to the specific courses to be taught and should establish beyond doubt that the instructor is qualified to teach every assigned courses.

At the University level, faculty members are evaluated regularly through a variety of measures including student opinion surveys, peer assessment, and professional development review. At

the end of every course, including online courses, students have an opportunity to provide assessment of the course and the instructor of the course. This feedback is included in the annual faculty evaluation. Peer assessment of classroom teaching experiences occurs primarily during the spring semester by one or two peer instructors from the same department. During a promotion review, faculty members are assessed by faculty and administration from both inside and outside the academic discipline as indicated in the promotion process guidelines. Professional development is reviewed annually. The colleges also have specialized processes for annual faculty review, with some of the processes based on external accreditation as appropriate, as can be seen in the College of Education. To provide additional focus on continuous improvement, Objective 4.6 was included in the Five-Year Adaptive Plan.

Objective 4.6 "Implement continuous evaluation and improvement processes of programs, curricula, and faculty."

- Enhance the faculty evaluation program.

Faculty professional development occurs at two levels. Professionally, the various colleges promote faculty scholarly work and research through discipline-specific models using a variety of tools including hosting and sending faculty members to academic conferences, providing funds for research and creative works, and developing professionally-specific faculty development events. Academically, the Center for Faculty Excellence assists faculty by promoting teaching effectiveness and advancing new teaching technologies through various types of teaching and learning training opportunities including the following.

- Lunch 'n Learn events
- Tulsa Town Hall events
- Center for Faculty Excellence webinars
- Academic articles on various types of learning research
- Year-long specialized cohort training program for all new full-time faculty members

Specialized training offered by the Center for Faculty Excellence trains faculty in the use of a variety of resources available to the University. Through membership in The Eighth Floor, a technology consortium developed and supported by various local educational organizations, ORU provides technical training concerning the use of teaching and computer technologies to all members of the faculty and staff. The University adopted Desire2Learn as the University-wide learning management system, and the Center developed a series of training courses to teach faculty members about many of the various learning tools in the system. This training helps fulfill Objective 1.4 from the Five-Year Adaptive Plan.

Objective 1.4 "Demonstrate that 100% of all faculty members have received training to participate in ORU virtual learning communities."

- Train all new full-time and adjunct faculty members through all five of the online training modules.
- Continue training current faculty members by department through relevant modules.

In addition to providing effective learning experiences, full-time faculty members must be available to students in office hours for 7 ½ hours per week and by appointment. Scheduled office hours are posted on the doors of faculty members' offices. As this next generation of students learners move beyond email to instant communication, ORU boasts a strong social media presence and provides a variety of Facebook groups and Twitter accounts to enable students and faculty to communicate. Quality whole person education requires not only quality in the classroom learning environment, but the co-curricular and outside-of-class environment must also facilitate learning. To enable this continuous environment of learning, qualified staff members involved with tutoring, financial aid advising, academic advising, and co-curricular activities must not only be trained, supported, and qualified per the Americans with Disabilities Act (ADA), but they must also be dedicated to the mission of the University. All staff members sign the Honor Code. To help promote a dynamic and positive environment for learning, ORU included Objective 4.4 in the Five-Year Adaptive Plan.

Objective 4.4 "Implement continuous service improvement through training of staff."

- Offer four customer service training opportunities per academic year—two through Human Resources and two through Operations.

The Financial Aid staff has several opportunities for training and professional development. Every year, at least one Financial Aid staff member attends the U.S. Department of Education sponsored conference for financial aid professionals (SFA). When the videos of the conference sessions become available, they are viewed by the additional members of the staff. The SFA Conference provides training in all areas of financial aid processing and overviews regulatory changes which may impact financial aid. Frequent changes in Federal guidelines require regular updates to the Banner system. Staff training through the Ellucian Conference provides information related to these changes and access to revised User/Release Manuals assist with additional training concerning new functionality. New staff members are required to complete training provided by the U.S. Department of Education through FSA Coach, which has many useful topic areas and facilitates ORU's internal training processes.

Improvements made since the 2012 comprehensive review

Review Team comment needing institutional attention

"A special attempt should be made when hiring new faculty to search for faculty from diverse backgrounds to model the values of the University and import information about the various perspectives that exist around the globe."

ORU action to address comment

According to Section 2.1.2.1 of the Faculty and Administrative Handbook,

" . . . a key priority for ORU is to enhance the diversity of the community. To fulfill the academic 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. Although ORU is a meritocracy, it seeks to increase the number of women and minorities in its pool of prospective candidates for faculty appointments. A faculty search committee should not recommend anyone just because of her or his demographic characteristics but because the individual is immanently qualified for the position. Broadening the base of qualified candidates considered will, over time, increase diversity among the faculty, especially in tenure-track positions."

To help assure implementation of the desired attention to diversity, Section 2.1.2.6 of the Faculty and Administrative Handbook requires all faculty search committees to consist of specific membership as indicated in the following quotation.

"The search committee itself should reflect the diversity of the faculty, administration, and students of Oral Roberts University. The college dean submits the complete list of search committee members to the Faculty Hiring Coordinator."

The committee is composed of a search committee chair and four other faculty members representing the criteria below. Several of the criteria may be met by one committee member (e.g., an Asian female faculty member who has tenure fulfills three of the committee criteria).

1. Chair of the department or dean of the college seeking the new faculty member
2. Faculty members from the discipline(s) seeking a new faculty member
3. A female faculty member
4. A tenured faculty member
5. One of the following representatives from outside the discipline

- A faculty member from another discipline
- A member of the Board of Trustees

6.   One of the following ethnic categories (may be self-identified)

- Asian/Pacific Islander
- American Indian/Alaskan Native
- Black
- Hispanic

In addition, the University added Objective 2.3 to the Five-Year Adaptive Plan.

Objective 2.3 "Increase the number of international staff and faculty."

- Include as least one international applicant as possible in the search pool for each new staff and faculty hire.

Review Team comment needing institutional attention

"The 2012-18 Strategic Plan goal for M1:5 sets the goal of having 60% of the faculty with terminal degrees by 2018. The University should benchmark this goal against comparable institutions, in terms of size and finances, to determine if this goal is adequate to assure the quality of its educational programs."

ORU action to address comment

During the 2014-2015 academic year, 64% of ORU full-time faculty members held terminal degrees, and for the 2015-2016 academic year, the percentage of ORU full-time faculty members who held terminal degrees increased to 66%. When benchmarking ORU institutional data, the University reviews data from a set of 17 similar institutions that also belong to the CCCU and referred to internally as the "CCCU Premier Institutions." Based on a review of percentage of terminal degrees held by full-time faculty in the benchmarked CCCU institutions, ORU developed Objective 3.3, which resets the desired standard for ORU faculty qualifications and addresses Goal 3 of the Five-Year Adaptive Plan to "Improve the Quality and Value of the Academic Education Received by ORU Students."

Objective 3.3 "Increase the number of faculty with terminal degrees to 70%."

- Resource current faculty members without terminal degrees to pursue terminal degrees.
- Include a terminal degree requirement in posted positions statements for new faculty hires.

Review Team comment needing institutional attention

"It appears that faculty training and development is mandatory only for new faculty members…The University should document faculty development participation and assess regularly as part of its annual faculty review process."

ORU action to address comment

Prior to the start of every academic year, all ORU faculty members are required to participate in two days of professional development called "Faculty Connection." This training provides opportunities to educate faculty members concerning new technologies available for the classroom and discuss novel teaching methodologies to consider. It is also common during this training to hear from various Vice Presidents about changes around campus and to provide opportunities for faculty to provide feedback about a variety of issues. In addition to the professional development and virtual learning training required of all faculty members as mentioned earlier, Objective 2.5 in the Five-Year Adaptive Plan requires "global cultural competency training and development opportunities to 100% of faculty and full-time staff members."

Review Team comment needing institutional attention

"There is no systematic evaluation and training of faculty to establish their credibility to teach online. A set of criteria for hiring of faculty to teach online should be established, regular

training sessions implemented, and the criteria should be used to evaluate the faculty offering the online courses…Additional attention should be given to hiring some faculty [to serve online]."

ORU action to address comment

Since the last comprehensive visit, ORU has hired a Dean of Online and Lifelong Learning. As a result of the specified attention given to the development of ORU online programs, a Distance Delivery report is provided to detail processes in hiring, training, and evaluation of online faculty. Also included in the report are additional details concerning institutional planning for distance-delivered offerings, online curriculum and instructional design, staffing and online faculty support, online student support, and online student evaluation and assessment.

As of March 2016, ORU Online retains 45 faculty members each semester to teach its pool of 400 students, across 55 courses. The University draws on a larger pool of 116 approved faculty members to teach online assignments. This total can be further broken down as follows: 64 online adjunct faculty members; 9 on-campus adjuncts who also teach online; and 41 full-time faculty members who teach online with overload contracts. Online adjuncts must have the same minimum credentials for undergraduate teaching as on-campus faculty members: a completed master degree with at least 18 graduate hours in the teaching subject area and a spiritual fit that is in line with the University's Spirit-empowered mission. Online faculty for graduate courses must meet the undergraduate teaching requirements, plus have a terminal degree in a relevant discipline.

Hiring and training online faculty members is a multi-step process. The Dean of Institutional Effectiveness reviews each candidate's credentials and forwards the application to the academic chair or dean of the relevant subject area(s). The chair or dean reviews each applicant's credentials and interviews candidates. Those who are approved by chair or dean must submit official transcripts and other documents as required by HR. The Dean of ORU Online, the Provost, and the President must sign off to approve a faculty candidate for hire followed by a background check and I-9 clearance. ORU uses the same procedures to screen, select, credential, and train online adjunct faculty members as for on-campus faculty members with the exception that online adjuncts are hired with an open-ended contract and with course assignments made at the time of teaching.

The Center for Faculty Excellence enrolls new online faculty monthly in a 6-module "Teaching Online" certificate course, which covers the University mission, student and teacher engagement, teaching online, legal issues, and best practices. Online adjunct faculty members are compensated $100.00 for completing the training modules. Following completion of this course, new adjunct faculty members are placed within an ongoing D2L course entitled "Online Faculty Forum," which is a dedicated place where they can interact with their peers, view tutorials, and access resources.

In keeping with ORU Online's Teaching Standards of Excellence, ORU Online assesses online faculty members on a weekly basis using frequency metrics from its learning management system. These activity reports in turn are provided to online faculty on a bi-weekly basis, to encourage appropriate levels of faculty engagement in prompt grading, leading discussions, and

posting announcements. Faculty members who perform below their departmental norm are offered individualized coaching and tutorials on subjects such as leading discussion or grading efficiently through rubrics. In addition to assessing standards of instructor quality, ORU Online and the Center for Faculty Excellence offer online faculty professional development opportunities through videos of its Lunch 'n Learn series, plus Eighth Floor training courses. To recognize excellence in online teaching, in January 2016, ORU Online launched an annual "Innovation in Online Teaching Award," with the winner attending a national 3-day Online Learning Consortium conference.

At the end of each academic year, ORU Online conducts a developmental review of each adjunct faculty member. This performance review is done to recognize key achievements, to encourage goal-setting, to challenge adjuncts to improve teaching efficiency, and to encourage a lifestyle aligned with ORU's mission and goals. This begins with adjunct faculty members being required to update their professional resume and CV on file. On the basis of end-of-course evaluations, regular faculty activity reports and their previous 12-months of professional development, each person receives an "online faculty evaluation review" by mid-June. This is also a structured time when ORU Online processes requests to change teaching assignments, based on upgrades in faculty member academic credentials.

Review Team comment needing institutional attention

"A review of faculty qualifications shows that, in some situations, not all faculty members have a degree in the subject area at one level about the degree level of the course."

ORU action to address comment

As noted earlier, it is the practice of ORU to ensure that all teaching faculty members possess the academic preparation, training, and experience to teach in an academic setting and meet or exceed the minimum requirements of regional and specialized accrediting bodies and state agencies. This practice applies to all full-time and part-time teaching faculty and teaching assistants, including those teaching on campus and online. ORU faculty members who do not hold a degree one level above the students they are teaching must provide evidence of professionally recognized certification in the course content area. Faculty members with professional certification, often hired with the rank of Professional in Residence, usually teach in technical performance content areas including, for example, dance, music, swimming, and scuba diving. In all faculty hiring decisions, HLC standards and policies are used as guidelines in the process.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

To ensure that an ORU education fulfills the stated mission and core values, the University provides support for student learning and effective teaching that focuses on the student learning outcomes. The University is proactive in its adoption of best practices to ensure that the design and delivery of student support services options are preparing students to live in a diverse world and that the options accommodate student diversity. ORU's student learning outcomes are derived from the whole person education philosophy identified in the University mission. ORU believes strongly that all learners should have access not only to the support that they need in order to be successful academically but also to the resources that help them to grow in the areas of spirit, mind, and body, in fulfillment of the University mission.

Support to become Spiritually Alive

The Office of Spiritual Formation desires to see God's purposes fulfilled in students' lives, and it is the department's responsibility to help facilitate the process of spiritual maturity. Students who are called to ORU to receive a whole person education are also called to learn to hear God's voice. ORU supports spiritual growth primarily through required twice-a-week chapel services and through various spiritual formation experiences. The ORU Prayer Movement consists of and is led by students who are passionate about their relationship with Christ and prayer. This movement is student-led and incorporates worship and prayer in a group setting. Though not a club, it consists of many students desiring to seek the heart of Christ and to pray for the ORU community. The students form teams that facilitate nightly prayer with live worship in the ORU Prayer Room, located in the University Prayer Tower. The Prayer Teams are very diverse and have different focuses, such as intimacy with Christ, missions, evangelism, and personal ministry. The vision of the ORU Prayer Movement is "to know Him" (Phil. 3:10)

so that He may be known in every person's world. Through these corporate times of prayer, the ORU Prayer Movement desires to connect the ORU community to each other and more fully to God. ORU's online students benefit from their connection to a part-time Online Chaplain, who writes weekly devotionals, facilitates discussion on spiritual topics in the portal website, and is available to provide prayer and support for online students. The Online Chaplain may also refer a student for local psychological and pastoral counseling when appropriate.

Support to become Intellectually Alert

When entering the Learning Resources Center (LRC), the primary academic building on campus, students find themselves in the middle of a circular floor full of services. Immediately inside is a help desk operated by staff from Information Technology that can answer questions and provide information. To the right is the campus bookstore, and to the left, students find a Welcome Center, a coffee shop, and recently added, the Office of Student Success and Retention with Career Services. Locating the Dean of Student Success and Retention in the same offices with Career Services may assist students with connecting academic success and future job potential. In addition to inspiring students, Student Success provides needed academic support through advisement and the facilitation of tutoring services.

To help enroll students in the proper levels of courses and thus be better prepared to learn and succeed, the Comprehensive Advisement Center (CAC) assesses every incoming student in English, foreign language, and mathematics. All students who are English Language Learners (ELL) also take the Cambridge Michigan Language Assessment to help the University assess placement in English language courses. The Graduate School of Education uses a writing rubric in the admissions process as a way of preparatory instruction to address the academic needs of its students. It is part of the admissions process for directing entering students to courses and programs for which the students are adequately prepared. The rubric is used to determine if a Doctor of Education applicant should be admitted with or without the condition that they successfully complete a doctoral-level writing course. The College of Education Admissions Committee, including the applicant's prospective advisor, scores the rubric and makes the determination.

Students may also receive assistance in writing through peer tutoring, another service that the University provides to aid student learning. The Writing Center, located on the fifth floor of the Learning Resources Center (LRC) and open approximately from 9:00 a.m. to 4:30 p.m. Monday through Friday offers one-on-one tutoring primarily in English and writing skills. Students may reserve regularly scheduled tutoring times throughout the semester or may call ahead to schedule tutoring times. In addition to tutorial help, a full range of self-paced instructional programs are available to improve writing skills. The Academic Peer Advisor (APA) program provides academic support to students by encouraging group study in the residence halls, fostering better study habits, and providing peer tutoring services to students. Each dorm wing or floor has a peer advisor who assists students with academic matters such as studying, writing papers, finding tutors, and scheduling classes. APAs are credentialed through the Tutoring Foundations program from Crossroads of Learning, Inc. and are able to help students get the assistance they need, including information about all registration deadlines and explaining administrative processes at regularly scheduled hall meetings.

For online students, academic support begins during the admissions process when the Assistant Registrar creates a personalized education plan for each new admit based on the student's major and minor choice, the online course rotation schedule, and the student's transfer evaluation. The primary contact between online students and ORU are the Success Coaches, who work under ORU Enrollment Management. They respond to any questions online students may have as they proceed through their program from first enrollment to graduation. Success Coaches are supported by Academic Advisors in ORU Online who report on online student progress during active courses through weekly At-Risk reports. They also provide similar weekly At-Risk reports to the Student Success and Retention team concerning main campus students who take online courses.

The Office of Student Resources, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations in modification of policies, practices, and procedures. The Student Resources Office offers reasonable accommodations to clients based upon their individual needs. Online students with diagnosed disabilities are served by the Student Resources department, which assesses intake documentation, conducts a phone interview, produces a letter of accommodation, and provides assistance with other issues related to accommodation as needed. Just as with main campus students, online students who are working with accommodations must maintain contact with Student Resources every semester for an updated letter of accommodation. A link to ORU's disability services information is posted on the D2L homepage and in every online course.

Information Technology (I.T.) at ORU provides students with services throughout campus with wireless technologies and support services presented in a student guide and available through a variety of access points including an I.T. Concierge help desk at the very front door of the Learning Resources Center, immediate service through phone helpdesk support, and through online support. The I.T. Concierge team and the ORU Online D2L Coordinator provide technical support to online students. Support contact information is posted on the D2L homepage and in every online course.

The University Library, located on the fourth and fifth floors of the Learning Resources Center (LRC), holds over 500,000 items, including printed books, microforms, and audiovisuals. The University Library website provides access to the University Library's online catalog, more than 90 electronic periodical databases and reference works, and over 35,000 electronic journals and magazines. Online students can take advantage of the many resources provided by the ORU Library. This includes access to all of the ORU Library's digital collections, a distance learning librarian, and assistance in locating resources needed for completion of assignments. Students who live in the region are welcome to use the campus library; students who live more than 100 miles from campus are encouraged to sign up for distance learner library services. Links to online library resources are posted on the D2L homepage and in every online course.

Main campus and online students are encouraged to take advantage of Smarthinking online tutoring services, which can be accessed through links in D2L. ORU pays for a set number of hours for each student per academic year; students may then purchase additional hours if they wish. These online tutoring services include tutoring by appointment, drop-in tutoring, and a

writing center through which essays may be submitted for a tutor's feedback within 48-hours. Students working on Satisfactory Academic Progress (SAP) plans or students with extreme challenges may request additional tutoring hours be provided by the University.

Support to become Physically Disciplined

ORU has maintained a fitness component as a part of its unique whole person education since the University opened in 1965. In past years, students were provided an opportunity to manually log aerobics points in a fitness journal as a part of this fitness program. Through the innovations of the D2L learning management system and advancements in wearable technology, all incoming students may now use Fitbit™ wearable watches to log aerobic and fitness activity. If students have any concerns about using a Fitbit™ wearable device, they may contact their instructor for alternative ways to log aerobic and fitness activity.

"ORU offers one of the most unique educational approaches in the world by focusing on the Whole Person – mind, body and spirit," said ORU President William M. Wilson. "The marriage of new technology with our physical fitness requirements is something that sets ORU apart. In fact, when we began this innovative program in the fall of 2015, we were the first University in the world to offer this unique approach to a fitness program."

"ORU is dedicated to creating innovative academic solutions for our global student population," said ORU Provost Kathaleen Reid-Martinez. "We are excited to offer this cutting-edge technology that will enhance our on-campus student's experience and increase the convenience of our fitness programs."

ORU's online students also benefit from the use of wearable technology, and they are provided with a direct connection to a part-time Online Fitness Coach, who writes weekly fitness tips, facilitates discussion on health and fitness-related topics in the portal website, and is available to provide guidance and support to online students as they pursue their health and fitness goals.

Support to become Socially Adept

ORU Student Association (SA) provides student-led community relationship-building opportunities to develop students' social skills. Through the use of a weekly information flyer called The Manifesto, SA keeps students informed concerning University-wide student events. Student clubs create leadership opportunities to enhance the developing social skills. In addition to SA, the International Student Center provides students opportunities to interact with students from different countries, and Veterans Affairs encourages students to build relationships across different age and skill levels. The Career Services department serves online and main-campus students alike, providing assistance with resume-building and interview skills and networking through the ORU Golden Hire interface.

While these organizations assist with developing students to become socially adept, it is the engagement in relationships that truly enables students to develop socially as individuals. ORU's Student Life Department facilitates relationship building between students and alumni, the community, and other students through the following programs.

- The Wingbacker program facilitates relationships between alumni and students to help students navigate the challenges of university life by providing a home-away-from-home touch. Alumni living nearby are contacted to provide these opportunities to engage directly with students and indirectly with the University.
- Students living in the on-campus dorms on various floors or wings are paired between the women's and men's dorms to create Brother and Sister Wings for social and family-like experiences.
- The intramural sports program creates a friendly environment between wings to foster community through competition.
- Community Outreach is a program that allows students to reach as a group into the local community and provide assistance in a number of ways while developing confidence in the students' individual ability to serve.
- The Missions program enables students to go and help fulfill the University's vision by interacting with international communities and developing social skills through intercultural relationship building.

Assessment of Student Support

Assessment of student support services through the Noel Levitz Student Satisfaction Survey (SSI) when comparing data from 2013 with 2015 indicates that no change resulted in student satisfaction of "service excellence" as a result of the changes made in ORU student support services following the previous SSI evaluation. After reevaluating potential ways to address student satisfaction, the University has made two significant changes.

First, the University added Objective 4.1 to the Five-Year Adaptive Plan.

Objective 4.1 "Empower staff to resolve most constituent concerns to satisfaction without needing to obtain multiple approvals."

- Develop employee empowerment training.
- Evaluate impact of employee empowerment training by monitoring the number of responses in the top tier "Highly Satisfied" category of student satisfaction surveys.

Second, the University created a new position of Dean of Student Success who will focus on the implementation of planned improvements across the University to support the academic and professional success of ORU students. This effort will target and track a student's journey from enrollment in the University through completion and into their career. This Dean will work across the colleges and with other University constituencies including Student Life, Enrollment Management, Athletics, etc. to assure that University systems are working together to ensure student success.

Additional Student Support Services

The Comprehensive Advisement Center (CAC), located next to the Writing Center, assists all new students in the transition to ORU. The staff advises students in selecting courses for their first semester at ORU based on assessment data and course prerequisite knowledge, helps

students become acquainted with the campus and services available on campus, creates and distributes files for new students, and introduces new students to the departments of their chosen majors where they receive academic guidance for the remainder of their academic pursuits.

The CAC also advises students in the Bridge Program throughout both semesters of their freshman year. Students who do not qualify for full admission based on academic records may qualify for admission through the Bridge Program. Students admitted through the Bridge Program sign a contract and commit to meeting regularly with staff members called Bridge Advisors in the Office of Student Success and Retention. The Office of Student Success and Retention also provides students and parents with a safe place to ask for help and to discuss difficulties with success coaches; to receive assistance with study skills, learning styles, time management, emotional well-being and spiritual issues; and to obtain assistance with information and coordination of campus resources (i.e. University counseling, academic tutoring, and financial services). Implementation of these programs suggests a positive impact on student retention.

Upon full acceptance to the University, admissions counselors provide students with information regarding enrollment procedures. Student athletes are required to participate in the ELI Center for academic advisement and tutoring services. The effect of intentional advisement was demonstrated in 2015-2016 as the overall average ORU student athlete earned a 3.20 GPA. Following the first semester of enrollment, every student is assigned an academic advisor in the student's declared major. Every semester, the University holds a dedicated time to interact with the assigned academic advisors in every academic program at ORU. This dedicated Group Advisement session provides students the opportunity to meet their academic advisor, set-up appointments for personal academic advisement, and share general information about program offerings coming in the following semester. ORU's SSI data on "academic advising" demonstrates that ORU student satisfaction with academic advising is very similar with student satisfaction in the CCCU comparison group.

ORU provides students and instructors with infrastructure and resources sufficient to support effective teaching and learning including the following.

- Campus security provides a safe and supportive environment to encourage academic learning.
- Physical facilities provided to enhance learning include classrooms, laboratories, libraries, and student life resources.
- For the creative arts, studios and media production facilities provide access for creative learning in art, music, and music therapy.
- For artistic technical development, student laboratory facilities include space for training in audio and film production, video editing, music technology, print and broadcast journalism, and student publications.
- A unique laboratory provides for the interactive learning of languages.
- Science laboratory spaces are provided throughout the Graduate Center building for student hands-on exploration in chemistry, computing, engineering, and nursing.
- The Elsing Museum at ORU provides students and the community an opportunity to experience learning Earth science in creative ways.

Recent dramatic advances in information technology requires use of a significant amount of resources dedicated to enhancing infrastructure to utilize these advances for student learning. For example, the College of Nursing has acquired additional audiovisual and computer-assisted instructional resources to enhance student learning. To remain current with the most up-to-date information technology, Objective 1.3 in the Five-Year Adaptive Plan includes the re-purposing of the former television studio into a high-technology environment to use virtual and augmented reality in advanced student learning.

Objective 1.3 "Establish a Tulsa-based global learning and technology center."

In addition to cutting-edge information technology, ORU supports within the University library collections a special collection of the history of an international and historic spiritual development, the Pentecostal-Charismatic movement. The Holy Spirit Research Center draws international researchers to Tulsa to study original documents associated with this movement.

The ORU Library encourages acquiring information literacy through group instruction for students and faculty, individual consultations, and online research guides listed by subject or area of interest. The University Library also provides specific training in information literacy for online students. As recorded in the University Library annual report, during the academic year 2014-2015, requests for research assistance at the Reference Desk increased 26% over the previous academic year. Every year, students enrolled in COMP 102 complete pre- and post-quizzes concerning information literacy as a course assignment. In spring 2015, the pre-assessment average score was 59.26% and the post-average was 95.51%. During the required COMP 303, the second general education composition class, students complete a Library Student Workshop (LIBBI) to ensure they have the information literacy skills needed for advanced research courses.

While ORU provides access to academic information, the University also supports the physical needs of students by providing housing, dining, financial aid, counseling, and health services. The bookstore is available not only on campus, but online access to purchase either e-texts or physical books is directly linked through the course registration system as an option for student convenience.

Improvements made since the 2012 comprehensive review

Review Team comment needing institutional attention

"Currently, not all online courses are accessible to students with disabilities. However, when the Office of Disability Services identifies a student with a disability, adjustments to the course are made to allow the student to access all materials."

ORU action to address comment

ORU online courses have been redesigned to comply with Section 508 of the Federal Rehabilitation Act, the most widely accepted guidelines for accessibility. Every online course now contains closed captioning for all included videos, readable PDF's, and images containing

an alternative narrative description. With the purchase of product called Kaltura, faculty members in online courses will soon be able to post videos of a presentation with closed captioning, a transcript of the video, and a stand-alone PowerPoint presentation, if one is included in the presentation, immediately following the presentation. This will allow students to choose their preference of how to consume the information as well as giving students with verifiable learning challenges multiple ways to approach the content. In addition, the updated D2L learning management system now maintains a high level of ADA compliance. All new online courses must be ADA compliant prior to release.

Review Team comment needing institutional attention

"While there are inconsistencies and some deficiencies in the online courses, the quality of the online courses is progressing with good speed and quality. There are various means and modes of course delivery. For instance, some courses have audio and visual presentation, while others have only audio."

ORU action to address comment

As indicated in the ORU Distance Delivery Report, regardless of whether a student is taking a course on campus or online, consistency is maintained for distance-delivered programs by common syllabi and learning outcomes. Online course development is done through best practices as articulated by Quality Matters standards. All instructional design team members have been certified as Quality Matters facilitators and course reviewers.

As of 2016, all new courses are developed by course writers in a faculty guide format and then built out in the University's learning management system. Each faculty guide for each course contains pre-course audit guidelines, instructor notes, the course syllabus, online course text copy and course management forms.

The responsibility to develop, approve and ensure quality online curricula is vested in ORU's academic units. Academic chairs and faculty approve new curriculum and modifications to existing curriculum. ORU's Center for Faculty Excellence manages the curriculum development process with ORU's instructional designers to assist full-time and adjunct faculty as course writers, once they are appointed by an academic chair.

Curriculum development needs are scheduled up to three semesters out. The process of course writing follows a production process from writer selection, content approval, curriculum writing, instructional designer review, pre-course audit, curriculum approval by academic chair, to master course creation in D2L/Brightspace Learning Management System (D2L). Over 95% of the University's courses have been developed by faculty, adjunct faculty or former faculty.   When ORU Online contracts external vendors to write curriculum, content development remains under the internal supervision of academically qualified personnel, and follows the same multi-step curriculum process, with curriculum approval by an ORU academic chair in consultation with departmental faculty.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

ORU stands firmly on the foundation of the vision statement to "…go where My voice is heard small and my healing power is not known even to the uttermost bounds of the earth." To help meet this mandate, domestic and international service opportunities are presented to ORU students on a regular basis to allow each student to apply their academic and spiritual education in practical situations. The outcomes of these opportunities are compiled each year into a comprehensive report that is presented to faculty, staff and the Board of Trustees.

Each year hundreds of ORU students participate in missions as a co-curricular activity in partnership with the University mission. This program strives to develop students through leadership opportunities, spiritual formation, ministry training and team building while serving well-established ministry contacts in a diverse number of locations and cultures. To financially assist students to participate in missions, the Friends and Alumni of Missions (FAM) newsletter was developed to allow Missions and Outreach program alumni and partners give towards scholarship funds for students in financial need. In order to develop mission teams who are better able to serve specific organizations in need, a Skills Inventory was developed to measure the specific abilities of each student traveling with the team. To help translate these experiences into meaningful change for their lives, students who engage in Community Outreach or mission trips share their experiences and the impact of their service through social media and blog updates. For example, the following blog quote demonstrates the integration of academic learning, spiritual insight, and experiential knowledge.

"Being able to provide clean drinking water to so many people was an absolute honor and privilege. Clean water is something that we in the U.S. take for granted and don't think about needing. When we're thirsty, we simply drink from the tap and don't worry about getting worms or parasites. We really fulfilled a practical need this past week and through that were able to share God's goodness and love to people. By partnering with local churches in the towns we not only provided clean water but also introduced people to The Living Water, Jesus."

The co-curricular artifacts listed on the Whole Person Assessment Handbook webpages are linked to ORU's learning outcomes in the same way as the academic artifacts as in the American Chemical Society reflection paper as an example. Focusing on the impact on spirit, mind, and body, the co-curricular artifacts are directly connected to the University mission through whole

person education. Based on the University mission of developing student ability to impact the community through service learning and community engagement, students enrolled in the various Behavioral Science general education elective courses are required to complete community service hours as a portion of the academic grade.

ORU strives to allow students to partner their academic field with practical experience during their education. In partnership with Missions and Outreach, Business professors began developing a new model of University-based mission trips known as Healing Teams to develop strategic and academic partnerships using ORU students to address needs in impoverished communities. Students in Business, Engineering, Nursing, and Social Work incorporated this new model to integrate learning with doing. As the model for healing teams developed, many "old school" ORU professors recalled the early days of ORU and the original ideas concerning Healing Teams. As excitement developed around the reemergence of a core ORU vision, a new objective developed in the Five-Year Adaptive Plan.

Objective 6.4 "Develop five multi-disciplinary, incarnational healing development projects to transform communities for the glory of Jesus Christ."

In addition to bringing healing to international communities, ORU students living the mission domestically form diverse organizations and clubs that reflect their desire to promote community healing. The ORU Chapter of Accepting Moving Forward (AMF) is a peer led support group offering college students who are grieving the illness or death of a loved one the opportunity to join in a community and share their feelings and experiences with others going through similar challenges. The Psi Chi Rho Psychology Society functions to provide psychology students with an expansive view of the field they are undertaking as well as a practical understanding of how to relate effectively with fellow professionals, the larger community and one another. This co-curricular, student-led club is an example of the professional academic clubs available to students. Serving as professional preparation while at the same time serving the ORU community, students working with the various aspects of the student newspaper, the ORU Oracle, create paper as well as social media publications. By hosting professional academic conferences on the ORU campus, faculty members enrich the academic environment while also providing opportunities for students to present within professional academic settings.

A special interdisciplinary program to foster academic excellence, the ORU Honors Program, provides increased exposure to students (often including the opportunity to participate in scholarly research projects) and participate in professional conferences and national events. Honors Fellows may also participate in distinctive interdisciplinary seminar courses that combine two diverse subjects taught by two professors from these academic fields. To foster social interaction, the Honors Program hosts a variety of co-curricular activities. Honor students also have the opportunity to live on Honors wings in the dorms. ORU's Honors Program is a participating member of the National Collegiate Honors Council. Recently, an article published in the NCHC journal described the benefits of the whole person education found in the ORU Honors Program.

While providing academic enrichment for Honors students, ORU also supports the mission of the Athletic Department to provide a competitive intercollegiate athletic program consistent with the

NCAA rules and regulations, to further the mission of the University, to serve the needs of the student athletes, and to prepare student athletes for life after athletics. Oral Roberts 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 appreciation for hard work, pride in accomplishment, and a commitment to the historic Christian faith.

Improvements made since the 2012 comprehensive review

Review Team comment needing institutional attention

"The mission trips are often student led and visit communities and populations in the world that can pose a risk to students' health and well-being. The University should consider whether adult leadership will improve both the safety of the students and the quality of the experiences."

ORU action to address comment

While discussion continues concerning the best process for developing leadership skills in students through mission team work practices, the ORU missional call to develop academic skills while reaching out to the world has re-energized professors' desire to facilitate learning through doing. Healing teams, by design, actively involve the work of both faculty members and students to merge academic and spiritual endeavors. Prior to any overnight travel with students, the Travel Committee must now approve all travel based on an evaluation of safety. All travel warnings issued by the United States are honored by the Travel Committee. Special permission to bypass any warnings due to special circumstances must be issued following an appeal. Based on the Five-Year Adaptive Plan Objective 6.3, many of the newly developing mission teams will involve instructors directly on the teams highlighting the academic portion of the experience.

Objective 6.3 "Create and send 150 short-term mission teams throughout the world."

- Develop new academic-based mission trips involving instructors and providing academic credit for participating students.
- Create a communication vehicle for parents and donors that addresses safety, travel, and fundraising.

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Oral Robert University offers a variety of academic programs at the bachelors, masters, and doctoral levels, as well as certificate programs on the main campus, by distance delivery, and as dual credit in a program called ORU Advantage. Program requirements are clearly detailed and publicly communicated in the catalog and through degree plan sheets. Regardless of the mode of delivery, program consistency is maintained through use of common program requirements and common student learning outcomes as identified on course syllabi and are delivered by fully qualified faculty members. All academic programs are assessed through Whole Person Assessment and other performance indicators. Several academic programs have earned specialized accreditation to externally validate program content.

ORU whole person education seeks to educate students with a balanced emphasis placed on the development of the spirit, mind, and body. The undergraduate core curriculum encompasses significant areas of the liberal arts and sciences—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; promotes a lifestyle of physical well-being; and establishes a Scriptural foundation for a vital faith and strong ethics. In response to multiple assessment indicators, ORU faculty members have initiated a three-year general education reform process. The general education reform process enables faculty members to re-envision whole person education for the 21st century addressing the mission "to impact the world with God's healing."

It is the practice of Oral Roberts University to ensure that all teaching faculty members possess the academic preparation, training, and experience to teach in an academic setting and meet or exceed the minimum requirements of regional and specialized accrediting bodies and state agencies. This practice applies to all full-time and part-time teaching faculty and teaching assistants, including those teaching on campus and online.

Quality whole person education requires not only quality in the classroom learning environment, but also in the learning that happens through co-curricular activities and campus life. To enable this continuous environment of learning, staff members involved with tutoring, financial aid advising, academic advising, and co-curricular activities are not only qualified, trained, and supported, but they are also dedicated to the mission of the University.

To ensure that an ORU education fulfills the stated mission and core values, the University provides support for student learning and effective teaching that focuses on the student learning

outcomes. The University is proactive in its adoption of best practices to ensure that the design and delivery of student support services options are preparing students to live in a diverse world and that the options accommodate student diversity. ORU's student learning outcomes are derived from the whole person education philosophy identified in the University mission. ORU believes strongly that all learners should have access not only to the support that they need in order to be successful academically, but also to resources that help them to grow in fulfillment of the University mission.

Assessment of student support services through the Noel Levitz Student Satisfaction Survey (SSI) indicates that values of "service excellence" are lower than a CCCU comparison group. To address this service excellence deficiency, the University recognizes two opportunities for improvement.

Opportunities for Improvement

- Empower staff to resolve most constituent concerns to satisfaction without needing to obtain multiple approvals.
- Create a new position of Dean of Student Success to focus on the implementation of planned improvements across the University to support the academic and professional success of ORU students.

ORU provides students and instructors with infrastructure and resources sufficient to support effective teaching and learning. Campus security provides a safe and supportive environment to encourage academic learning. Physical facilities provided to enhance learning include classrooms, laboratories, libraries, and student life resources.

Outside of the academic classroom, hundreds of ORU students participate every year in missions as a co-curricular activity in partnership with the University mission. This program strives to develop students through leadership opportunities, spiritual formation, ministry training, and team building while serving well-established ministry contacts in a diverse number of locations and cultures.

The co-curricular artifacts listed on the Whole Person Assessment Handbook webpages are linked to ORU's learning outcomes in the same way as the academic artifacts. Focusing on the impact on spirit, mind, and body, the co-curricular artifacts are directly connected to the University mission through whole person education.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

ORU's assessment model for evaluating all University systems establishes an overall process of continuous improvement consisting of assessment, evaluation, review, and implementation of improvements. In academic areas, annual program review provides ORU with a good understanding of the impact of individual academic programs on the overall success of the University. The Office of Institutional Effectiveness collects and summarizes data from program reviews by major for all colleges to provide a quick overview of the academic programs that includes ACT/SAT average scores, GPA average, employment rates of graduates, student/faculty ratio, and persistence rates. By collecting data year-after-year trends demonstrate program effectiveness and program prioritization from a financial point-of-view. The addition of departmental quality assessment to the basic informational data provides a better understanding of the role of specific programs in fulfilling the overall mission of the University. Every academic department in the University annually chronicles assessment activities by submitting

pages for the overall University Assessment Catalog. Combining program review with departmental quality assessment provides overall program feedback that indicates successful departmental plan implementation and establishes needs for additional improvements.

Twice a year, the Institutional Improvement and Student Learning Committee (IISL) meets and reviews data from multiple assessment sources—NSSE, SSI, and program review among many others—to make recommendations to administration for institutional and academic change. This University-level perspective allows for broad review of University assessment, which minimizes "blame" and maximizes opportunities for improvement plan implementation.

Assessment evaluations including IISL have resulted in the General Education Committee initiating a three-year effort to evaluate general education at ORU in light of program effectiveness, external market pressures, and the vision for whole person education in the 21st century. A group of faculty members, who attended the 2014 Institute on General Education and Assessment (IGEA) hosted by the Association of American Colleges and Universities (AACU), returned with a vision for general education reform and formed an IGEA team. With the support of the President and the Provost, the IGEA team initiated a three-year general education reform effort during the fall 2015 semester.

In addition to general education, assessment of professional programs must demonstrate viability and sustainability, which is critical for the long-term success of whole person education. To assure that proposed new programs align not only with the ORU mission but meet verifiable needs in the market, Objective 7.4 was added to the Five-Year Adaptive Plan.

Objective 7.4 "Establish economic sustainability and market viability of academic programming"

Establishing economic sustainability of academic programming requires the development of a feasibility study process to determine market viability of proposed new programs. ORU has renewed its contract with a company to provide feasibility studies on programs of interests based on mission to balance the resources of the University with the demands of the marketplace.

At the college level, annual reports provide an additional opportunity to evaluate success of program review on program effectiveness. For example, the annual report for the College of Business contains assessment of college-based key performance indicators to address specific objectives in the Five-Year Adaptive Plan while advancing its mission through continuous evaluation and improvement. This report focuses on resourcing, courses, faculty load, administrative support, and class sizes for the purpose of evaluation and improvement of programs, curricula, and faculty in the College of Business. Focusing on student-engaged research as a model for increased student learning, the College of Science and Engineering uses the annual report to evaluate success of research efforts and establish goal alignment with the University's Five-Year Adaptive Plan. The College of Education files a Title II report that focuses on meeting standards set by the Department of Education as an external assessment of program quality and meets a requirement to establish student eligibility to receive federal assistance through Title II funds.

Every four years, the Athletic Department submits an Academic Support Services Evaluation to the Summit League Office as required of NCAA Division I schools that contains recommendations for improvement. The evaluation format addresses the following athletics-related academic areas.

- academic counseling
- tutoring
- academic progress monitoring
- assistance for special academic needs
- assistance for at-risk students
- academic support facilities
- academic evaluation of prospective student-athletes
- student-athlete degree selection in alignment with Summit League requirements.

According to the University Catalog, when awarding credit the University meets or exceeds the following requirements in the federal definition of credit hour.

Federal Credit Hour Definition "A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. Undergraduate students taking 12 credit hours are listed as full-time, and students in Masters programs take 9 credit hours while students in Doctoral programs enroll in 6 credit hours to be listed as full-time."

Based on the University standard for awarding credit, ORU Online has developed a procedure for evaluating prior learning credit by enrolling online students in a GEN 101 Prior Learning Assessment (PLA) course. Online students can gain University credit for previous life experience, knowledge, and skills through the development of a portfolio that is submitted to a faculty member for assessment. Online students can gain up to 30 credit hours through the PLA process. Additionally, all ORU students can gain credit for learning as demonstrated through Advanced Placement (AP) exams or College-Level Examination Program (CLEP) exams. A credit equivalency chart provides information regarding transfer of international baccalaureate credit.

Students can also receive credit through transferring credit from other regionally accredited institutions. The "Transferring Credit" section of the University catalog provides information to help students, faculty, and staff understand the various types of opportunities for the transfer of credit. Publically available Transfer Guidelines provide students information concerning courses that may be transferable without a petition when a grade of "C" or higher was awarded. Other courses may be petitioned and receive credit when approved by the respective academic

department chair. Academic credit is not awarded for non-academic courses such as remedial, vocational, orientation, or study skill courses. ORU has joined the Oklahoma State Regents for Higher Education Course Equivalency Project to "facilitate student transfer within the Oklahoma System of Higher Education." Selected faculty members from Oklahoma higher education institutions meet annually to review common curricular course content and establish a listing of equivalent courses for facilitated transfer among the Oklahoma institutions. As an additional source of academic credit, the University establishes articulation agreements with like-minded academic institutions through a guided articulation evaluation process.

To assure the overall quality of academic programs, prerequisites for courses serve as an opportunity to enrich students' learning prior to particular advanced knowledge courses. Faculty members establish prerequisites for courses during the curriculum proposal process and list the prerequisites in the catalog and in course syllabi. The University's student learning outcomes guide expectations for student learning throughout the ORU curriculum, including general education. However, each academic department establishes internal outcomes that, while reflecting the University outcomes, establish professional standards and expectations specific to the academic content area.

While the University Library serves the entire academic community, the Curriculum Media Center (CMC) primarily serves as a resource for graduate and undergraduate students in the College of Education and contains children's literature, media for grades K-12, and other materials teachers use to develop curriculum. In addition, the CMC provides a computer lab for education majors. A special collection, now called the Holy Spirit Research Center, started when Founder and President Oral Roberts and two other administrators became aware that Pentecostals, their churches, and their fledgling colleges were doing little to preserve the publications and media recording the history of the movement. These leaders saw this need as an opportunity for ORU to serve the growing Pentecostal and Charismatic constituency. In 1962, the Holy Spirit Research Center began its library and archive and now houses one of the largest and most comprehensive Pentecostal, Charismatic, and Holy Spirit-empowered collections of published media in the world. In 2015, the desire to "Serve the Global Spirit-Empowered Movement as ORU's Primary Constituency" reemerged as Goal 5 of the Five-Year Adaptive Plan. The University realized that the Holy Spirit Research Center provided a remarkable opportunity to serve the global Spirit-empowered movement. As a result, ORU is choosing to make the Holy Spirit Research Center available to researchers throughout the world by initiating a process of digitizing the entire collection. The process of digitizing unique documents and media will conclude with the free distribution of all of the content through an electronic distribution service as indicated by the Five-Year Adaptive Plan Objective 5.4.

Objective 5.4 "Provide global access to the Holy Spirit Research Center."

While the University Library provides access to physical resources, qualified faculty members provide access to learning resources. Many of ORU's faculty members trained at Yale, Harvard, Purdue and other top-rated universities, and over 60% of faculty members hold terminal degrees from appropriate content areas. In addition, faculty member's life experiences include employment in well-known and respected companies as NASA, Microsoft, EDS, PricewaterhouseCoopers and other such organizations. To maintain faculty excellence, faculty

recruitment employment descriptions detail academic requirements for full-time, adjunct, and online faculty members.

Qualified University faculty members also offer high school students the opportunity to earn college credit through the ORU Advantage Program. The ORU Advantage Program provides access to standard ORU online courses taught by ORU faculty members to independent high school learners and to groups of high school learners often associated with home school organizations. As ORU Advantage courses are fully engaged ORU courses, the content is equivalent to ORU higher education curriculum. High school students may also earn college credit through the dual credit policies.

While the University maintains faculty quality control, specialized accreditation of professional programs provides excellent quality control to facilitate frequent and comprehensive program review while providing confidence of quality to the larger constituency. In addition to regional accreditation with the Higher Learning Commission, ORU holds external accreditation in the following academic areas: Business, Education, Engineering, Music, Music Therapy, Nursing, Social Work, and Theology.

By providing quality education to students for over 50 years, Oral Roberts University has graduated alumni who have gone "where God's light is dim, His voice is heard small, and His healing power is not known, even to the uttermost bounds of the earth." Alumni have gone into law school, and medical school, among many other professions. Evidence of the success of graduates is found annually in post-graduate survey results. Many alumni go on to establish successful ministries bringing God's healing power to the "uttermost bounds of the earth." These ministries have impacted communities in countries around the globe and hold a special place in the hearts of the ORU faculty members. The University recognizes the benefit both to the University and to the alumni of fostering long-term relationships with alumni-directed Spirit-empowered organizations, so Objective 8.4 included in the Five-Year Adaptive Plan identifies an plan to enhance these relationships.

Objective 8.4 "Increase engagement with Spirit-empowered organizations and events world-wide."

Many ORU alumni have impacted the world with God's healing through the development of Spirit-empowered organizations and events worldwide. Fostering relationships with these organizations will facilitate the advancement of the University mission.

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

ORU's student learning outcomes and assessment objectives align with the University's mission. The whole person education identified in ORU's mission statement and defined in the University Catalog provides a philosophical basis for the student learning outcomes adopted by the University. By establishing proficiencies and capacities to further define the outcomes, the University developed clear and assessable measures to evaluate the effectiveness of building Holy Spirit-empowered leaders as described in the University mission statement.

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 and capacities are discipline-specific. Each academic major program identifies appropriate outcomes with associated performance expectations.

Every course in the University has been mapped based on course content to the student learning outcomes. Based on this mapping, assessment of student learning can be drawn from course assignments.

The primary system for the assessment of student learning outcomes at ORU is called Whole Person Assessment. The primary assessment tool used for this purpose is ePortfolio (electronic portfolio). Every undergraduate student constructs at least two assessment ePortfolios: one for general education and one for every major. Every graduate student maintains only a major ePortfolio. Students may also enter co-curricular information into Whole Person Assessment. In addition to providing evidence of student growth, the Whole Person Assessment process provides feedback for student reflection for self-improvement as well as valuable information for University program improvement.

Students upload artifacts into their electronic portfolios and go through a simple but secure process of submitting their assignments electronically to faculty members for assessment. Once notified through e-mail that work needs to be assessed, faculty members log on to a secure web location to access students' artifacts and rubrics created to assess the artifacts.

Faculty members evaluate artifacts submitted by students using rubrics that automatically enter the results into an assessment database. The database interacts with the students' demographic information profiles, analyzes individual student performance, gathers summative data for all of the students, and allows for the disaggregating of data by subgroups such as gender, ethnicity, and other demographic categories.

Whole Person Assessment: The Data Collection Tools

The tool ORU uses to assess student learning outcomes is an electronic system called ePortfolio, developed by Chalk and Wire Learning Assessment, Inc. 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 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.

Evaluation of Whole Person Assessment scores occurs over multiple years at the University, college, and department levels. WPA scores are also evaluated at the overall student level when considering race and gender. Academic programs also use WPA data for assessment of skill development of students. The Graduate School of Education uses the WPA system to track student progress as they proceed through the overall program.

While the Whole Person Assessment tool provides an excellent vehicle for collecting and assessing material related to general education, the tool, also, easily facilitates professional program assessment. Every professional program in the University identifies outcomes specific to its academic area. These outcomes are entered into the WPA system along with course- or program-based artifacts and assessment rubrics. As each program assesses multiple artifacts, discipline-specific WPA handbooks provide students guidance on assessment expectations.

In addition to using the ePortfolio tool for program evaluation, academic departments utilize many additional assessment measurements to evaluate program effectiveness. Annually, every department submits Assessment Catalog pages, which list the assessment tools used by the departmental faculty members to identify areas of concern and implementation plans for addressing the concerns. Collectively, these pages create the University Assessment Catalog. Departmentally specific assessments often include end-of-instruction educationally benchmarked academic field tests, student opinion surveys, and alumni surveys in addition to professional ePortfolio measurements of student achievement. The evaluation of the cumulative data provides evidence for program review and highlights areas of concern. The assessment catalog provides clear evidence of data-driven decision-making by the University to address issues of concern.

In order to facilitate and improve data collection from students concerning their physical activity, the faculty members in Health Fitness evaluated a variety of wearable fitness devices. The faculty members selected the FitBit Pulse model based on its ability to monitor heart rate. While one course of students beta-tested the FitBit during the spring 2015 semester, FitBit use launched with all incoming students during the fall 2015 semester. At mid-semester in fall 2016, an assessment of FitBit data results indicated a significant discrepancy between student

performance and grade results. Review of the electronic data collection indicated there was an error in the algorithm used by the computer to process student fitness data. By implementing a mid-semester change in the computer program, the data issue resolved. As a result of the change, student opinion at the end of the semester indicated success with encouraging students along the path to better fitness. Faculty members continue to evaluate the FitBit data and grade profiles to determine if the revised grading scheme continues to hold.

As part of the process to use outcomes for improvement, ORU regularly incorporates information about success with student learning outcomes in discussions and decision-making processes at all levels including the college, Academic Council, and University Faculty levels. Each department has a designated faculty member to coordinate its Whole Person Assessment processes. The departmental WPA Coordinator enters rubrics and demographic survey questions into ePortfolio; runs reports; collects and analyzes the performance data; informs the department and college about student progress related to learning outcomes; conducts research; and exports raw or filtered data into a database for further analysis. When interpreting the data, departments often confer with ORU's Dean of Institutional Effectiveness or the Institutional Improvement and Student Learning Committee, which has general oversight of assessment issues.

A sampling of improvements at the departmental level resulting from analysis of Whole Person Assessment data reveals the following.

- Behavioral Science added a reflection element to the Community Service artifact.
- English refined the rubric for ENG 305, a general education course on technical writing and the rubrics for all upper division English courses. In order to improve students' actual learning proficiencies, the department introduced an internship and a teaching English class.
- Chemistry updated the General Chemistry labs to focus on learning outcomes related to the premed emphasis increasing their students' graduate college admissions. They also increased the hours of undergraduate research available for interested students in collaboration with faculty members.
- The Health, Leisure, and Sport Sciences department changed the Field Test distances to facilitate consistent grading standards for general education (ORU requires Physical Education for all students every semester); reexamined the textbooks in the courses that had low overall Whole Person Assessment scores; and conducted a study in which they compared their students' overall GPAs to their WPA scores, and required new students to purchase Fitbit technology to monitor steps per day and heartrate.
- Based on the assessment data concerning the NCLEX pass rate, the Nursing faculty worked to assure that their assessment items addressed the proper levels of Bloom's taxonomy and brought in a testing expert for a faculty workshop.
- In response to consistently low CAAP scores in mathematics, the faculty members in the Computing and Mathematics Department significantly limited the number of sections of the "life-based" Math and Society course and opened up multiple sections of College Algebra with the intent of phasing out Math and Society within a few semesters

The College of Education identified specific areas in which most teachers need additional instruction and changed the education assessment course to incorporate additional instruction related to the use of assessment data to inform instruction. In addition to using Whole Person Assessment to document student learning, ORU colleges use major field tests and gather data on student success on professional or licensure exams, admission to graduate programs, and post-graduation employment in their professional fields.

The University also conducts the Collegiate Assessment of Academic Proficiency (CAAP) Test for second semester sophomores as a direct assessment of the effectiveness of the general education curriculum. The CAAP scores for critical thinking, science reasoning, and mathematics are then linked to the students' ACT entrance exam scores (or their SAT equivalents) to measure the extent to which students are achieving their potential for success in college.

Faculty members (usually with student representatives) have regular meetings to share student learning outcomes data. Examples include (1) the annual Faculty Connection event held at the beginning of every academic year, (2) the annual General Education Faculty Workshop, (3) monthly Academic Council meetings, (4) regular departmental faculty meetings, and (5) periodic meetings of the Institutional Improvement and Student Learning Committee.

Results from Whole Person Assessment revealed that some faculty members were themselves assessing students inconsistently. As a result, faculty members participated in professional development training on validity and reliability. The use of general education student learning outcomes data to ensure continuous institutional improvement and as the basis for student scholarships has become a hallmark of the ORU culture.

Improvements made since the 2012 comprehensive review

Review Team comment needing institutional attention

"The entire academic vision of the institution beyond the general education outcomes is not well articulated or clear."

ORU action to address comment

As the learning tool used by the University to achieve the overall mission, whole person education is more than just a series of general education outcomes. Whole person education permeates all of the professional programs. However, the fifth student learning outcome, Professionally Competent, is only evaluated through the professional programs. To provide students with clarity concerning the professional outcomes, all of the academic departments provide WPA handbooks that contain the University mission, department mission, departmental or program professional outcomes, and listings of assignments with rubrics used for assessing successful completion of the program. WPA handbooks are available for the College of Arts and Cultural Studies' Communication, Arts, and Media; English and Modern Languages; History, Humanities, and Government, and Music programs. WPA handbooks are available for the College of Business undergraduate and graduate programs; the College of Education

graduates and teacher candidates; the College of Nursing; and both the graduate and undergraduate programs in the College of Theology and Ministry. WPA handbooks are also available for the College of Science and Engineering's Behavioral Science; Biology and Chemistry; Computing and Mathematics; Engineering; and Health, Leisure, and Sport Sciences programs.

Review Team comment needing institutional attention

"It is clear to the review team that Oral Roberts University has been a leader in the development of a comprehensive process for the assessment of student learning outcomes…The General Education Program has closed the loop…However, other academic programs have not provided evidence that improvements have been made as a result of assessment…the documentation did not show how all of the departments closed the loop."

ORU action to address comment

Changes made to professional academic programs based on the results of assessment are recorded and shared with the community in ORU's annual Assessment Catalog. The catalog, sorted by professional academic program, lists the primary assessments used in individual programs, records when the assessments are evaluated by program faculty members, itemizes changes recommended based on the assessment evaluations, and records when the recommended changes were or will be implemented. ORU's annual Assessment Catalog provides a record of all assessment efforts at the University, grouped by academic and service departments. From these, needed changes to both the General Education program and the professional programs are determined and made. The catalog fosters a cross-flow of assessment ideas between and among departments and colleges. Departments can learn from what others are doing and can replicate or adapt assessment techniques. The Assessment Catalog identifies internal and external sources of assessment data, both qualitative and quantitative assessment methods, and most importantly, decisions and improvements based on assessment data. ORU also publishes a complete curriculum map listing every course taught at the University and how that course contributes to each general education or major program student learning outcome.

While the Assessment Catalog provides evidence of needs for specific changes along with an implementation schedule, the catalog is only one piece of the annual program review process. Program assessment collects data throughout the academic year and combines the results with program data collected by the Office of Institutional Effectiveness. Assessment demonstrates the need for change, and changes are made. As the cycle repeats, the changes are evaluated for effectiveness as the new data is collected. Evaluation repeats on a annual basis as reported through the college end-of-the-year reports.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

To fulfill the mission of building Spirit-empowered leaders requires that students enroll in ORU and persist in enrollment until successfully graduating. For the past seven years, ORU has recognized that retention of first-year students into the second year would be the first step in increasing retention, persistence, and graduation. An often-stated goal for the past seven years called for the retention of at least 80% of each first-year class of students. In fall 2015, 82.3% of the first-year class returned for a second year, marking the sixth consecutive year of exceeding the 80% retention goal. While this first-year retention rate encourages ORU that the focus of supporting first-year students has been successful, staff members in the Office of Student Success and Retention continue to improve service with the addition of several calling campaigns throughout the fall semester. Parents of first-year students as well as the students themselves receive a call welcoming them to the ORU community and informing them of the services offered through the Office of Student Success and Retention. Starting during the fall 2016 semester, calls will also be placed to students on scholarship probation following the release of mid-term grades. With an understanding that academic advising correlates with success in student retention, Student Success and Retention staff members meet with approximately 300 students by appointment for academic planning every month. Additionally, the staff members routinely assist students who walk-in with no appointment, which in many cases require follow-up meetings and coordination with multiple departments. Daily phone conferences are conducted with students and parents with the goal of early intervention and positioning the students for academic success and optimal ORU experiences.

However, in spite of a successful trend of increasing first-year retention, ORU's four-year graduation rate has consistently lowered for cohorts 2009 to 2011. First-year support may not be sufficient to encourage students to persist through to graduation. Results from the Noel-Levitz'

Student Satisfaction Inventory (SSI) indicate that upper division students are less satisfied with academic advising and student support services relative to student satisfaction at other CCCU schools, which may influence four-year degree completion. Monitoring ORU's six-year graduation rate indicates that the 2008 first-time, full-time cohort of students graduated within six years at a rate of 53%. This rate exceeds the national average as indicated on the United States Department of Education College Scorecard. For the 2009 six-year cohort of students, the graduation rate rose to 58.5%, which is the highest at ORU since 1992 when the institution began tracking the data.

Data documenting ORU's four-year graduation rates and six-year graduation rates between 1992 and 2009 demonstrates that graduation rates over the past several years have been fairly static, rising only 10% overall during the time period. In response, the University desires to facilitate a significant increase in the graduation rate as indicated by the inclusion of Objective 3.6 in the Five-Year Adaptive Plan.

Objective 3.6 "Increase ORU's graduation rate by 15%."

- Review retention and persistence success, along with examining the overall graduation rates through the President's Commission on Retention, Persistence, and Graduation with a report due from the Commission by April 30, 2015

The final report from the Commission on Retention, Persistence, and Graduation provides evidence that ORU desires to increase retention and persistence through implementing concrete recommendations for future improvement. The highest priority recommendation of the commission concerns enhancing academic advisement.

"We recommend that ORU adopt a centralized success coaching approach, which includes development of First and Second Year Experience programs. In addition to receiving academic advisement by faculty in their major department, freshmen, sophomores, and first-year transfer students would be assigned a success coach, a staff or faculty member who makes their onboarding at ORU a priority and helps them navigate our systems and processes. The coach guides them toward graduation and tracks their progress in classes. In addition to providing academic advisement, it is essential that faculty connect with their students in meaningful ways, serving as mentors, teachers, and providers of longer term opportunities for research and study."

Increasing retention requires attention to current student data statistics. The Program Review Summary by Majors collects data concerning average incoming ACT/SAT scores, GPA average, employment rates of graduates, student/faculty ratio and persistence rates for all colleges. Success of college-specific changes to enhance retention and persistence can be evaluated through analyzing changes from previous years. Detailed persistence data evaluated at the program level provides assessment of changes made in specific departments. Trends in retention determined at the program level in different colleges provide information that helps assess the impact of changes in programs or in the University on student participation in specific programs.

For example, retention data assessed by semester in the Engineering program demonstrates a consistent drop from fall to spring for first-year students with an interesting rebound in the first semester sophomore year. Assessment of grade profiles indicated that incoming students' math preparation may not be sufficient for the Calculus I first semester requirement. However, continuing interest in Engineering encouraged students to re-engage with the program following additional math preparation. Providing targeted math tutoring to incoming Engineering students—particularly through a formation of a Math Tutoring Center—may increase persistence in the Engineering program. Based on this assessment, the Fiscal Year 2016 budget included funding for a new Math Tutoring Center.

Retention and persistence of students in academic programs may be correlated to the quality of the engagement the student perceives with the curriculum, faculty members, staff, and the institution. The 2013 National Survey of Student Engagement (NSSE) indicates that both seniors and first-year students rate their experience of "student-faculty interactions" and a "supportive environment" at a significantly higher level than students in other CCCU schools. However, seniors rate the "effective teaching practices" and "quality of interactions" at ORU to be significantly lower than the ratings of seniors at other CCCU schools. Interestingly, first-year students indicate similar experiences as other CCCU students in these areas. It may be that the emphasis on first-year student engagement at ORU does not carry over into student experiences in later years. Based on retention, NSSE, and SSI data, the Institutional Improvement and Student Learning committee created sub-committees to research the data and return with recommendations for change across the University.

To provide quality data to the University and the Institutional Improvement and Student Learning Committee, the Office of Institutional Effectiveness extracts, reconciles, and analyzes data from a number of sources. Through hosting the University's participation in national studies of higher education (NSSE, and SSI), complying with external reporting mandates (IPEDS), and other regulatory entities (Higher Learning Commission), the Office of Institutional Effectiveness provides the administrative oversight for data collection concerning retention, persistence, and completion.

To coordinate the use of the collected data for student retention, persistence, and completion, the Board of Trustees authorized, in April 2016, the creation of a Dean of Student Success position and the University selected an applicant to serve. By tracking students' journeys from enrollment in the University through completion and into their career, this dean position will help assure that University systems are working together for student success.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

ORU's student learning outcomes and assessment objectives align with the University's mission. The whole person education identified in ORU's mission statement and defined in the University Catalog provides a philosophical basis for the student learning outcomes adopted by the University. By establishing proficiencies and capacities to further define the outcomes, the University developed clear and assessable measures to evaluate the effectiveness of building Holy Spirit-empowered leaders as described in the University mission statement.

ORU's assessment model for evaluating all University systems establishes an overall process of continuous improvement consisting of assessment, evaluation, review, and implementation of improvements. In academic areas, annual program review provides ORU with a good understanding of the impact of individual academic programs on the overall success of the University. The addition of departmental quality assessment to the basic informational data provides a better understanding of the role of specific programs in fulfilling the overall mission of the University. Every academic department in the University annually chronicles assessment activities by submitting pages for the overall University Assessment Catalog. Combining program review with departmental quality assessment provides overall program feedback that indicates successful departmental plan implementation and establishes needs for additional improvements. Evaluation of University-defined Whole Person Assessment (WPA) student scores occurs over multiple years at the University. Colleges and departments review data of student WPA levels of success by evaluating the information clustered using several different factors to look for trends and areas for improvement. This analysis feeds back into the overall assessment process contributing information for continuous improvement.

To provide quality data to the University, the Office of Institutional Effectiveness extracts, reconciles, and analyzes data from a number of sources. Through hosting the University's participation in national studies of higher education, complying with external reporting mandates, and other regulatory entities, the Office of Institutional Effectiveness provides the administrative oversight for data collection concerning retention, persistence, and completion through a model of continuous improvement.

Opportunities for Improvement

- To meet the goal of a significant increase in graduation rate, ORU will increase the quality of interactions that occur between students, faculty, and staff. Assessment indicates that students desire quality interactions specifically with academic faculty

advisors, student services staff, and administrative offices including Registrar and Financial Aid.
- Continuous review of all academic and co-curricular departments will provide for quality feedback concerning effective teaching practices and the development of Holy Spirit-empowered leaders.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

As called for by the Board of Trustees, ORU's strategic and business plans are helping to implement "mission with financial sustainability." As indicated in the 2015 Institutional Update, ORU's 2015 Composite Financial Index (CFI) score equals 2.47. The CFI score acts as a financial indicator of ORU's solid financial sustainability that has held for the past four years.

Fiscal Year	2012	2013	2014	2015
ORU CFI Score	2.70	3.00	2.95	2.47

As indicated by the audited consolidated financial statements for the past three years, the University continues to operate with "no outstanding balances under the advancing term loan or line-of-credit." Financially positive growth supports and generates increased financial strength and stability. One of the primary drivers of the Five-Year Adaptive Plan is growth in all areas impacting the University that develop financial stability. The Five-Year Adaptive Plan identifies specific goals and objectives that are required to meet or exceed the growth targets and then applies Key Performance Indicators (KPI's) to ensure timely measurement and progress toward those goals and objectives. In addition, the Five-Year Adaptive Plan is aligned with and tied to a

Five-Year Business Plan that serves as the basis for the budgeting process. Steady growth in enrollment for the past eight years provides a basis for an assumption of growth used in the Five-Year Business Plan.

Budgeting and resources

The University engages in a comprehensive University-wide process to develop a budget on an annual basis in an effort to ensure the University understands, maintains, and strengthens the required human, physical, and technological resources necessary to develop and effectively deliver educational programs to students. The finance department manages the budgeting process by scheduling the time frame and providing supporting schedules and information to the various operating cost centers (called organizations or "ORGs"). The information provided to the various organizations includes prior year's actual revenue and expenditures, most recent twelve month revenue and expenditures and current fiscal year budget as shown in a sample ORG budget. Finance retains a list of all personnel currently employed by the University sorted by ORG. The employee list is comprehensive and includes the position title, position number, position type (i.e. full time or part time), the name of the incumbent (or a statement that the position remains "open"), the annual salary, the ORG number, and the budget for the position as demonstrated in a sample from the listing.

Funding growth initiatives is a consistent and central consideration as the annual budgeting process is completed. Each organization within the University analyzes the information provided by finance, evaluates current needs, considers and prioritizes areas for growth and determines areas where costs can be saved through efficiency or reallocated to improve academic and/or financial performance. When complete at the organization level, the budgets are returned to finance for consolidation.

Once both revenue and cost related budgets are consolidated on a University wide basis, finance provides the consolidated information to the President who communicates with each of the Vice President level executives at the University to ensure that ORU is funding the proper growth initiatives while "sun-setting" other less effective operations or programs. This prioritization process assists the University to remain focused on the goals and objectives established in the Five-Year Adaptive Plan.

When final priorities have been agreed upon by the President and key executives of the President's Cabinet, any required budget adjustments are filtered back to the organizations impacted by the adjustments to determine how to implement the adjustments. When all of the adjustments are finalized, finance consolidates the University wide budget, compares it to the Five-Year Business Plan, and submits the budget for final approval from the Board of Trustees during the spring meeting—typically held in March or April of each year. The fiscal year, and therefore the new budget, for the University begins on May 1 of each year.

Five-Year Adaptive Plan tied to Five-Year Business Plan

The following key examples demonstrate how growth objectives from the Five-Year Adaptive Plan align with items listed in the Five-Year Business Plan.

- Accomplishing the adaptive plan Objective 1.1 "Enroll 7,500 students per year with 5,000 students in credit and 2,500 students in non-credit educational programs;" Objective 1.6 "Increase the number of international students by 1,000;" and Objective 3.6 "Increase ORU's graduation rate by 15%" will help increase total revenue (i.e. tuition, fees, room and board) by 50% from $78.7 million in FY16 to $117.9 million by FY21.
- Initiating Objective 7.1 "Increase development revenue raised from outside sources: donations, grants, endowments, other donations, etc., to $100 million" by fully subscribing ORU's 50th Anniversary Comprehensive Campaign by the end of FY 2016 developed $50 million in pledges and cash. Fostering the President's Circle and submitting new grant proposals for academic, athletic, and developmental activities will provide continual funding to support the additional plan objectives.
- To facilitate Objective 1.3 "Establish a Tulsa-based global learning and technology center," the 50th Anniversary campaign has set aside $8.0 million from the comprehensive campaign to design and build a Global Learning Center and demonstrates a concrete commitment by the University to invest in its physical and technological infrastructure to support its operations wherever and however programs are developed.
- Fulfilling Objective 7.2 "Increase auxiliary revenues by 20%" will increase revenue from auxiliary sources and provide financial strength and flexibility for the University as the business model is better diversified with multiple income streams. The Five-Year Business Plan expects total auxiliary services net revenues less related expenses to increase from $1.9 million in FY16 to $4.5 million by FY21, a 54.0% growth.

The Five-Year Business Plan models growth based on reasonable assumptions developed using historical data and aligns funding with the goals and objectives outlined in the Five-Year Adaptive Plan to ensure plan effectiveness. The plan is organized by significant University categories including academics (separating out online), online programs, ORU Quest (certificate programs), enrollment, development, total auxiliary (including CityPlex, Mabee Center, and TV operations), and all other. As demonstrated by the executive summary, ORU has remained consistent with the plan for the first two years of the five-year model.

Budgeting and resource allocation

While responsive to the adaptive plan, the University also engages in the annual comprehensive University wide budgeting process to ensure the University's educational purpose is not adversely impacted by elective resource allocations to other areas or superordinate entities. According to the operating budget, spending for academics has increased 23% or nearly $4.3 million over three years. This increase in expenditures for academics is also reflected in the multi-year analysis of the reported IPEDS data. The trend for the past three years of increased spending on instruction and public service demonstrates the University's renewed focus on mission. As a comparison, the Five-Year Business Plan confirms spending on auxiliary "entities" has increased 10.6% or just less than $1.0 million over that same three year time period.

Budgeting and mission alignment

To provide realistic guidance while developing the goals of the Five-Year Adaptive Plan, the Chief Financial Officer (CFO) is included as a continuing member of the UPC. While the entire Five-Year Adaptive Plan reflects the priority of mission within the University, the budget allocates resources to specific objectives of the adaptive plan. To further assure that University planning is realistic in light of resources, each objective in the Five-Year Adaptive Plan is assigned to a sub-committee of the President's Cabinet, and one member of the President's Cabinet is assigned to chair the sub-committee assigned to each objective. The adaptive plan objectives assigned to the CFO to assure budget and mission alignment include the following.

- Objective 2.3 "Increase the number of international staff and faculty."
- Objective 2.5 "Provide global cultural competency training and development opportunities to 100% of faculty and full-time staff."
- Objective 3.2 "Integrate real-life learning opportunities (e.g., internships) into the academic experience of 75% of graduating students."
- Objective 4.2 "Streamline University policies and procedures."
- Objective 7.2 "Increase auxiliary revenues by 20%."

Outside of budgeted resources, the ORU Alumni Foundation provides additional resources for the advancement of the University mission as an independent but strongly associated organization. The mission of the ORU Alumni Association, listed as follows, directly addresses promoting the mission of ORU through serving alumni.

"The mission of the Oral Roberts University Alumni Association is to support the University and serve its alumni. We support the University by promoting interest in, securing financial commitment for, and advancing the accomplishment of the mission of ORU. We serve the alumni by providing information, programs, and activities that encourage them to fulfill their calling to 'go into every person's world' with the light and healing power of God."

Quality of institutional staff

In addition to aligning budgeting with the mission and the adaptive plan, ORU recognizes the need to employ qualified staff who are appropriately trained and equipped to help fulfill the mission of the University. To support the development of staff, the University included Objective 4.4 in the Five-Year Adaptive Plan.

Objective 4.4 "Implement continuous service improvement through training of staff" requires intentional effort to focus on the needs of staff members and provide appropriate training. By offering at least four customer service training opportunities per academic year—two through Human Resources and two through Operations—the University will continue to develop a culture of continuous improvement involving staff members.

During the academic year 2015-2016, all University employees were encouraged to participate in the following training events. Some of the events were optional while others were required.

- "Exceptional Customer Service" training
- Disney's "Quality Service Training"

- Jim Stovall's "Being Amazing" training
- "Caring Enough to Confront" customer service training
- Title IX/VAWA training—"Every Choice" training
- United Educators' "Campus SAVE" training
- "Situational Awareness" training for the prevention of workplace injuries
- Active Shooter training
- FERPA training

In addition, specialized staff training was offered to groups or individuals as needed and included the following.

- FSA Training for Financial Aid professionals
- Crossroads of Learning "Tutoring Foundations" training
- Title IX Coordinator Training
- Title IX Investigator Training

All employees (administration, faculty, and staff) are required to read, consider, and acknowledge through signature a variety of policies during the new hiring training process. A packet of combined policies includes the following policy acknowledgements: Honor Code Pledge; Drug Free Policy; Confidentiality Agreement; FERPA acknowledgement; Computer Software and Systems Policies; Employee-Vendor Ethics Policy; Conflict of Interest Disclosure; Campus SaVE; and the Prohibition of Sexual Harassment Policy. Training of staff members also includes specialized training for all new staff members in financial aid who must participate in required training concerning Federal regulations.

Budgeting and expense monitoring

Specialized training of staff members also includes finance personnel training concerning the use of the Banner Finance system. Following the Board of Trustees' approval every year, the annual budget is loaded into the University's finance system called "Banner Finance." Approved budgets are loaded by month, by organization through an ORG number, and by line item detail within each organization. Examples of "line items" include salaries and wages, benefits, travel, contractual services, utilities, and operating expenses.

The Banner Finance system is programmed to automatically prevent spending (commonly referred to as "prevent controls") in excess of approved budgets at the line item level. ORU has set up the Banner system using the "pooled" method of budget checking as explained further in the Banner Finance Training Workbook. The Banner system will not allow a purchase order to be entered into the system unless and until the system has checked and confirmed that the line item against which the purchase order will be charged has resources available to be spent. ORU's purchasing policy refers to these budgetary controls as well.

In addition to preventing spending in excess of approved budget at the line item level, ORU has developed a series of reports that function as "detect controls" which monitor spending against budget. Each month, the finance department sends a year-to-date operations spending report to each division manager. These reports compare year-to-date spending to the annual budget for

every ORG account. In addition, finance personnel members analyze the information contained in the monthly reports and provide commentary with regard to anything that might appear unusual.

The University's financial statements are audited annually with the results of the audit reviewed with, and reported to, the Audit Committee of the Board of Trustees. The audited financial statements are approved by the Audit Committee of the Board of Trustees and posted on the ORU website. The University satisfactorily addresses and resolves all audit findings and is committed to accurate and timely reporting of student enrollment status.

Improvements made since 2012 Comprehensive Visit

Review Team comment needing institutional attention

"The University needs, in the relatively near future, to decide on the financial model it intends to pursue—the combination of operating reductions, enrollment growth, philanthropic growth, strengthened auxiliary revenues necessary to build a more healthy long-term future."

ORU action to address comment

The development of the shared governance University Planning Council (UPC) consists of selected Board of Trustees members, the President, vice presidents, deans, and faculty members. The UPC meets semi-annually to assess and redirect the Board of Trustees approved Five-Year Adaptive Plan, which creates a strong plan for establishing the priorities for a financial model to support the mission of the University. The Five-Year Business Plan developed in alignment with the Five-Year Adaptive Plan implements financial strategies to accomplish the goal and objectives determined through the shared governance deliberations of the University.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

As ORU celebrates its 50th Anniversary, it does so during an era in which its healing mission is as relevant as ever, while economies teeter, personal and national security are endangered, and life-threatening diseases abound. Institutions of higher education are challenged to adapt and move forward. By 2025, predictions are that many private institutions of higher education will fail and that the ways institutions "do education" will evolve dramatically. Relentlessly changing global forces and markets will necessitate nimble and intelligent decision making for institutions to remain relevant and viable. For ORU to not only survive but to thrive in the current and future environments, the Board of Trustees takes seriously its charge to help shape a model of collaborative governance that facilitates rapid yet considered change. The University depends on the power of Holy Spirit to guide and empower the community to hear His voice and respond.

Shared Governance

The Amended and Restated Bylaws of Oral Roberts University as of November 12, 2015 describe a University governance model that shares responsibility among the Board of Trustees, the President, and the University Faculty. The faculty, under the President, "have jurisdiction over the educational program, including such matters as admission requirements, curricula, instruction, schedules, and degree requirements." 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 ultimate powers and final responsibility for fulfilling the purpose of the University," and provides oversight for the President and the University Faculty.

Board of Trustees—Ultimate Authority

The Board of Trustees is the governing body of the University with final responsibility. The Board of Trustees 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 to a maximum of three consecutive terms. Qualifications include an acknowledgment of a set of core Christian beliefs, a passion for the mission of the University, and possession of the knowledge, experience, and skills necessary to discharge the duties of the Board. Board of Trustees members serve without compensation. While the bylaws require the Board to meet at least annually, the current Board is following a schedule of two meetings a year—in the fall and spring.

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 shall determine. The President is responsible for leading the University, and shall be the chief executive officer of the University and the chief advisor to and executive agent of the Board of Trustees." The President's authority is vested through the Board of Trustees. As leader of the University, the President's responsibilities include the following.

- 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 Committee, which consists of the President, Provost, Chief Financial Officer, and Chief Operating Officer. The Executive Committee meets frequently to consider matters that cross administrative lines and/or that affect the University as a whole.

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 effectiveness, and policies and procedures relating to these areas.

Chief Financial Officer

The Chief Financial Officer is responsible for budget and finance, administrative affairs, information technologies, human resources, and policies and procedures relating to these areas.

Chief Operating Officer

The Chief Operating Officer is responsible for facility services, public safety and security, auxiliary services, and contract services.

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."

Governing Board

Corporate governance authority is granted to the Board of Trustees and Officers of Oral Roberts University in Article VI of the Second Amended and Restated Certificate of Incorporation of Oral Roberts University, and further explained and defined in the related Amended and Restated Bylaws of Oral Roberts University. The members of the Board of Trustees are vetted and selected based on a well-defined ORU Trustee Selection Process. The Board of Trustees members philosophically align with the University mission; some of the Board of Trustees members are alumni of the University. While mission alignment is critical, the quality of membership on the Board of Trustees is demonstrated by the professional expertise of the individuals selected to serve.

The Board of Trustees provides oversight for all significant activity of the University including financial and academic policies and practices. The ORU Board of Trustees organizational chart provides a visual representation of the reporting structure of the Board of Trustees, specifically the name of the committee, its chair and members, and the reporting relationship of each of the committees to the Full Board.

The full Board of Trustees and each of the standing committees are responsible for ensuring that the University complies with all of its legal and fiduciary responsibilities. Each standing committee of the Board has a Committee Charter, approved by the Board of Trustees, which defines in detail the specific role and responsibility of each committee.

Faculty Governance

While the Board of Trustees has defined faculty membership to include the President and all members of the teaching and administrative staff who have received full faculty status by the process described in the Faculty and Administration Handbook, the current President has had to

deal with a thin residue of tension that lingers, stemming from prior administrations. Some faculty members, in varying degrees, seem to perceive a lingering lack of adequate communication, feel bypassed concerning consultation on matters directly affecting them, and have a sense of being overlooked and little valued. Outcomes of the former faculty governance structure called the "Faculty Senate" appeared to some faculty members as inefficient and lacking transparency. Under the previous model, some faculty members were not entirely sure that they had the final say on all academic matters.

Conflict and confusion also existed regarding a clear definition of leadership responsibilities. The University bylaws direct that "the President shall be responsible for the effective direction and organization of the faculty," while the 2014 version of the *Faculty and Administration Handbook* specified that a "Faculty Senate President" led both the Faculty Senate and the University Faculty. Insertion of a "Faculty Senate President" into the faculty governance complicated academic processing and more importantly, deprived both the University Faculty and the University President of their prime opportunity—indeed, their obligation—for official engagement as the University's core academic body. As the Chair of the Academic Affairs Committee on the Board of Trustees remarked concerning the ultimate goal of faculty governance, "there is no higher academic authority within the school than the full University Faculty in session chaired by the President of the University."

Toward the goal of an empowered faculty led by the University President, the Board of Trustees during a meeting in November 2014, directed the University President to create a committee called the Task Group on the Role of Faculty in Shared Governance to review and propose the way forward for the role of faculty governance at ORU. The President introduced the resolution to faculty members during a Faculty Fellowship Luncheon on November 19, 2014, and also informed the Faculty Senate of the process. The President designated membership on the task group by selecting four Board of Trustees members, two administration members and six faculty members—one faculty member selected from each college. The task group focused on recommending a future-oriented system that maximizes faculty participation in the academic direction of ORU and that agrees with the University bylaws.

After multiple meetings spent reviewing multiple University models, surveying University faculty, consulting with the University designated expert on governance, creating a rubric to evaluate models of governance, deliberating on the faculty role in governance, and evaluating the merits of the proposed models, the Task Group on the Role of Faculty in Shared Governance submitted a report to the President on March 10, 2015.

Based on the report, the University Faculty voted to adopt the newly recommended model for faculty governance. The new model reorganizes the faculty by identifying four stages of internal academic process.

1. Academic departments, chaired by the Department Chairs
2. College faculty, chaired by College Deans
3. Academic Council, consisting of annually elected faculty representatives and chaired by the Provost

4. University Faculty, consisting of all faculty members in the University with only full-time faculty members holding voting privileges and chaired by the University President

The full University Faculty is to be regarded as the core academic authority within the University. For leadership, Department Chairs should lead the academic department faculty meetings, the College Deans should chair their college faculty meetings, the Provost should chair the Academic Council, and the President should chair the University Faculty.

Since that time, the Academic Council has met consistently and developed rules of order to clarify procedures. Minutes and important motions from every meeting are posted online for immediate access by all faculty members. The Academic Council accepts and considers proposals affecting the entire University. For example, the Academic Council recently discussed and voted to modify an academic process concerning the definition of Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees. The council also serves as oversight for a variety of committees and produces a calendar of faculty meeting times.

Likewise, the University Faculty have met consistently, developed rules of order, and posted minutes. The Faculty Life Committee reports to and serves the University Faculty by developing meeting agendas and coordinating luncheon meetings.

Academic curriculum proposals are developed and authorized at the most appropriate academic level to maximize efficiency and minimize authorization time.

1. Academic Departments authorize curriculum issues affecting only a specific department.
2. College faculty members authorize curriculum issues affecting the entire college.
3. Academic Council members authorize curriculum issues affecting the entire University.
4. University Faculty review curriculum issues as needed and authorize significant issues as identified by the Faculty Life Committee.

In 2016, *The Chronicle of Higher Education* and ModernThink LLC informed ORU that the University had been declared a "Great Colleges to Work For®" and recognized in the category of "Supervisor/Department Chair Relationship" in the ninth year of the program that highlights employee engagement in colleges and universities.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

Resources, Mission, and the Five-Year Adaptive Plan

The Five-Year Adaptive Plan outlines the priorities of the University and establishes a road map, complete with goals, objectives and key performance indicators, to accomplish those priorities. The Five-Year Business Plan provides evidence of the link between the Five-Year Adaptive Plan and the budgeting process by intentionally allocating dollars required to accomplish key priorities identified in the Five-Year Adaptive Plan on an annual basis. While the Five-Year Adaptive Plan and its linkage with the Five-Year Business Plan (and therefore the annual operating budget) is only one example of the manner in which resources are allocated in alignment with the University's mission and priorities, it provides the strongest and clearest evidence of the alignment. Key objectives contained in the Five-Year Adaptive Plan that have been identified as requiring continued funding and are essential for maintaining or improving alignment with the University's mission and priorities include the following.

Objective 1.5 "Establish collaborative access partnerships to develop learning communities on every inhabited continent."

Objective 2.5 "Provide global cultural competency training and development opportunities to 100% of faculty and full time staff."

Objective 5.5 "Have each college engage in at least one professional, educational, or research project specifically designed to address a need in the Spirit-empowered movement."

Objective 6.1 "Incorporate the founding vision and history of ORU into new student, faculty and staff orientations."

Objective 6.4 "Develop five multi-disciplinary, incarnational healing development projects to transform communities for the glory of Jesus Christ."

While the Five-Year Adaptive Plan as funded by the Five-Year Business Plan demonstrates alignment of resource allocation and mission, the combination also demonstrates a commitment of the University to linking student learning, operations, planning, and budgeting. The Five-Year Business Plan includes funding for specific goals and objectives outlined in the Five-Year Adaptive Plan that require additional funding over and above ORU's historical operating budget. ORU is intentionally allocating dollars to these specific student learning experiences and assessing the effectiveness of the expenditures on an annual basis through the University Planning Council (UPC) to determine budget allocations for the following year. Funding has been set aside in the FY16 and FY17 operating budgets for the following objectives.

Objective 1.4 "Demonstrate that 100% of all faculty members have received training to participate in ORU virtual learning communities."

Objective 2.4 "Develop academic programs and services to improve the experience of English as a Foreign Language (EFL) students."

Objective 3.2 "Integrate real-life learning opportunities (e.g., internships) into the academic experience of 75% of graduating students."

Objective 4.6 "Implement continuous evaluation and improvement processes for programs, curricula and faculty."

While the adaptive plan is only one example of the linkage between student learning and budget, as noted above, it is the strongest and clearest alignment. Additional commitment of resources to improving student learning has been established to address the following objectives.

Objective 1.3 "Establish a Tulsa-based global learning and technology center."

Objective 7.4 "Establish economic stability and market viability of academic programming."

Planning and Shared Governance

Establishing economic stability requires intentional planning. At ORU, long-term adaptive planning develops through a shared governance committee called the University Planning Council (UPC). The UPC developed in 2013 with representatives selected from the ORU Board of Trustees, Administration, and Faculty Members. Meetings of the UPC for the past few years have included discussions concerning the establishment of the Five-Year Adaptive Plan, developing facilities master plan recommendations, and writing position papers on issues of importance to the University's Honor Code. Additional examples of the planning process encompassing the institution as a whole include the shared governance process for selecting a Provost and the active assessment activities of the Institutional Improvement and Student Learning Committee. When discussions of academic and non-academic planning issues extend beyond the time allotted for meetings, a system of using Wikispaces has developed to permit

extended discussion. This system also allows for more thoughtful reflection concerning issues prior to initiating voting, which may occur electronically between meetings.

Planning for the Future

Thoughtful and collaborative planning relies on good communication. On June 1, 2013, the Presidential Task Force on the Globalization of ORU was formed. The Globalization Task Force completed an in-depth study and analysis of the present environment surrounding ORU and potential opportunities for the University. The resulting report, a Globalization case statement, with recommendations concerning future directions for ORU was submitted to the newly formed University Planning Council (UPC) on December 16, 2013. The UPC was charged with developing a Five-Year Adaptive Plan based on an assessment of ORU's strengths and an informed understanding of fluctuations in the external environment. The UPC determined to produce a Five-Year Adaptive Plan with a schedule of periodic reviews of key performance indicators (KPIs) and a full annual assessment of objectives. After the UPC developed a solid understanding of the current financial and legal environment for higher education and understood the existing capacities (both strengths and weaknesses) of the University, the process of collaboratively creating the Five-Year Adaptive Plan began. As the UPC consists of members from a broad range of ORU constituencies, the members provided developing information to colleagues and returned to the UPC with feedback throughout the development process.

One of the key drivers of the Five-Year Adaptive Plan was to develop revenue growth in all areas impacting the University that lead to increased financial stability. The Five-Year Adaptive Plan identifies specific goals and objectives that are required to meet or exceed the growth targets and then applies KPIs to ensure timely measurement and progress toward those goals and objectives. Key examples of the University's analysis of its current capacities, its opportunities for revenue growth and its alignment with the Five-Year Business Plan include the following.

Objective 1.1 "Enroll 7,500 students per year with 5,000 students in credit and 2,500 students in non-credit educational programs." In fall 2015, the unduplicated headcount for credit enrollment was 3,611 and for non-credit enrollment was 902 for a total of 4,513 students.

Objective 1.6 "Increase the number of international students by 1,000." In spring 2016, there were 320 international students enrolled.

Objective 3.6 "Increase ORU's graduation rate by 15%." ORU's six-year graduation rate for first-time, full-time 2009 cohort was 58.5%.

By simply beginning to address these three objectives has increased total student based revenue (i.e. tuition, fees, room and board) by 4% from $75.4 million in FY15 to $78.7 million in FY16, which exceeds the 3.5% plan increase assumption. The following objectives address developing capacities.

Objective 1.3 "Establish a Tulsa-based global learning and technology center." The 50th Anniversary campaign has set aside in excess of $8.0 million to refurbish a former three-floor television studio building into a Global Learning Center and demonstrates a concrete

commitment by the University to invest in its physical and technological capacity to support its operations wherever and however programs are developed.

Objective 7.2 "Increase auxiliary revenues by 20%." Increasing revenue from auxiliary sources provides financial strength and flexibility for the University as the business model is better diversified with multiple income streams. The Five-Year Business Plan expects net auxiliary revenues less related expenses to increase from a projected $2.3 million in FY15 to $4.2 million by FY20.

The operating budget is developed based on the institution's current capacity. The prior year's financial performance against the prior year's operating budgets provides evidence and support for the reasonableness of the current year operating budget.

With the current year operating budget focused on current capacity, ORU continues to envision a future based on strengthening its mission. With a renewed emphasis on globalization, the President continues to call for the development of new learning capacities for building an ever-increasingly diverse student body (both domestic and international) to become Holy Spirit-empowered leaders along with additional physical capacities to impact the world through whole person education.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Data-informed decision-making requires a significant investment of time in collecting data, developing effective teams to assess the data, and making recommendations based on assessment to appropriate bodies to implement improvements. Following implementation, the process of collecting data begins again. As ORU's model of continuous improvement becomes incorporated throughout the University, objective 4.6 should continue to motivate the University concerning the development of additional evaluation and improvement processes.

Objective 4.6 "Implement continuous evaluation and improvement processes for programs, curricula, and faculty."

While assessment data currently collected for program review, curricula, and faculty provides quality information for decision-making, the incorporation of *kaizen* improvements should identify additional programs and processes that require additional considerations. A sampling of current assessment processes includes the following.

- Large-scale academic program review provides broad indicators of program success and challenges.
- Continuous improvement in the athletics academic program through program review has led to the athletic program winning many different academic awards.
- Whole Person Assessment results provide detailed information of academic success at the individual student level with data that can be reviewed at a variety of course and program levels and sorted by demographic indicators.
- The Assessment Catalog contains the academic assessments used at the department level to evaluate achievement toward departmental outcomes.
- Assessment of the student experience comes from a variety of survey instruments that evaluate satisfaction and student engagement during students' first and senior years.
- Assessment of recruitment data by Noel-Levitz has provided quality information for adjustments in the overall strategies for marketing and recruitment. In addition, comparative analysis of admitted student profile information evaluates the success of the recruitment adjustments for future revisions.
- At the beginning of academic year 2014-2015, the President formed a Commission on Retention, Persistence, and Graduation consisting of Vice Presidents, deans, Student Resources staff, and faculty members that produced a report providing clear

recommendations for increasing retention. Following the release of the report, ORU hired a new Dean of Student Success to focus on increasing retention, persistence to graduation, and career placement.
- On an almost weekly basis, Operations sends out an email update to the campus community reviewing campus improvements.

While the various assessments develop and document evidence of performance, the public summary of data published through the various IPEDs reports provides an excellent overview of the University. Use of data from IPEDs and the other sources provides clear opportunities for assessment and recommendations for continuous improvement. Some examples of changes based on assessment include the following.

- Listings of changes in colleges based on program review demonstrate attention to recruitment, retention, persistence, and graduation.
- Instructions concerning the use of Whole Person Assessment data encourage the incorporation of WPA results into the Assessment Catalog pages of professional programs in addition to informing the General Education Committee concerning broader issues in whole person education.
- Data collected from the newly adopted Fitbit provides immediate feedback for initial evaluation and revisions as needed.

Planning for Continuous Improvement

The volume of assessment data collected throughout the University is of little consequence if simply collected and then ignored. The Institutional Improvement and Student Learning Committee (IISL), consisting of members from every area in the University, provides an excellent opportunity for evaluation of assessment data. Through the IISL, assessment data can be evaluated at the University level and with the decision-makers sitting in the room, improvements can be recommended, evaluated, and then quickly initiated. The IISL committee reviews data, such as program review, and processes or policies, for example the Satisfactory Academic Process policy, to evaluate overall effectiveness and make recommendations.

By far the best example that ORU is learning from its operational experience is the process surrounding the Five-Year Adaptive Plan itself. The name of the document suggests the process of continuous improvement. Instead of calling the Five-Year Adaptive Plan a "strategic" plan, the UPC called the plan an "adaptive" plan—with a five-year term. The plan, while creating five-year goal posts, allows itself to be adapted throughout the process in response to changes in the environment and to embrace new opportunities as they arise. On March 10, 2016, the UPC met at the end of the first year of the adaptive plan to evaluate the assessment data collected on each of the 76 key performance indicators (KPIs). Using this data, the UPC members returned to their respective University areas, discussed the results, and returned with recommendations for revised KPIs to better address the respective objectives. Based on the resulting feedback, the Five-Year Adaptive Plan New Key Performance Indicators, 2016-2017—year two (2) version— was submitted to the Board of Trustees and approved on April 13, 2016.

ORU plans for continuous improvement.

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5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

As indicated by the audited consolidated financial statements for the past three years, the University continues to operate with "no outstanding balances under the advancing term loan or line-of-credit." According to the operating budget, spending for academics has increased 48% or nearly $8 million per annum in three years. FY13 actual spend was $16.3 million whereas the FY16 budget authorized a total spend of $24.1 million. This increase in expenditures for academics is also reflected in the multi-year analysis of the reported IPEDS data. The trend for the past four years of increased spending on instruction and public service demonstrates the University's renewed focus on mission.

The Amended and Restated Bylaws of Oral Roberts University as of November 12, 2015 describe a University governance model that facilitates mission by sharing responsibility between the Board of Trustees, the President, and the University Faculty. The faculty, under the President, "have jurisdiction over the educational program, including such matters as admission requirements, curricula, instruction, schedules, and degree requirements." 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 ultimate powers and final responsibility for fulfilling the purpose of the University," and provides oversight for the President and the University Faculty.

To streamline faculty governance, the University Faculty voted to adopt a model that redefines the faculty by identifying four stages of internal academic process.

1. Academic departments
2. College faculty
3. An Academic Council, consisting of annually elected faculty representatives
4. The University Faculty, consisting of all faculty members in the University but only full-time faculty have voting privileges

Faculty members develop and authorize academic curriculum proposals at the most appropriate academic level to maximize efficiency and minimize authorization time.

1. Academic departments authorize curriculum issues affecting only a specific department.
2. College faculty members authorize curriculum issues affecting the entire college.
3. Academic Council members authorize curriculum issues affecting the entire University.
4. The University Faculty review curriculum issues as needed and authorize significant issues as identified by the Faculty Life Committee.

As a shared governance committee consisting of Board of Trustees members, administration, and faculty, the University Planning Council (UPC) was charged with developing a Five-Year Adaptive Plan based on an assessment of ORU's strengths and an informed understanding of fluctuations in the external environment. After the UPC developed a solid understanding of the current financial and legal environment for higher education and understood the existing capacities (both strengths and weaknesses) of the University, the process of collaboratively creating a Five-Year Adaptive Plan was initiated.

By far the best example of ORU learning from its operational experience is the process surrounding the Five-Year Adaptive Plan itself. The name of the document suggests the process of continuous improvement. Instead of calling the Five-Year Adaptive Plan a "strategic" plan, the UPC called the plan an "adaptive" plan—with a five-year term. The plan, while creating five-year goal posts, allows itself to be adapted throughout the process in response to changes in the environment and to adopt new opportunities as they arise. Based on feedback from the first year, a Five-Year Adaptive Plan New Key Performance Indicators, 2016-2017—the year two version of the adaptive plan—was submitted to the Board of Trustees and approved on April 13, 2016.

As Oral Roberts University celebrated the initiation of the 50th freshman class, Board of Trustees member, Rob Hoskins, said in a special edition of the Excellence magazine, "The dream is leading us to say, 'Look at how the Lord has miraculously intervened on our behalf and has put us in this position.' He did that for a reason."

May God's reason prevail at Oral Roberts University.

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